North Carolina Libraries

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School Libraries

The library media specialist's role and program are key to helping students, teachers, and other school and community leaders develop the knowledge, skills, and attitudes required to flourish in the information age.

— Marilyn Miller

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Features

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From the President

Dave Fergusson, President

Can't you just imagine Louis Farrakhan, Henry Kissinger and Reba McEntire sittin' together on the front steps of the Jamestown Public Iibrary, or of D. H. Hill Library, just talkin' libraries and saying how libraries put 'em where they are today? Well, I can't either — but *maybe* it's not too far off. You will read about what Richard Wells and othen have been asked to do below.

I know that you are probably excited about the next millennium but the next biennium is *already* here and is looking good. The Executive Board of the North Carolina Library Association met the other day, February 15-16, in Winston-Salem, and indications are that the Association will both grow stronger as "we approach that ol' millennium," and will be helping libraries as they fight to do the same.

I'm an N.C.L.A. optimist because being optimistic is very *easy* with all of our strengths. If you had to read the interview Frances conducted with me in your Winter 1995 *North Carolina Libraries*, perhaps because you were stuck in the dentist's chair with nothing else to read, I hope you noted my enthusiasm for the work the Marketing Committee has begun. I am pleased to report that the Executive Board reached similar conclusions after several long sessions devoted to some solid consensus-building.

Trying not to "re-invent the wheel," the Board spent the first afternoon of the orientation/planning workshop with former President Patsy Hansel reviewing the priorities of the 1991-93 biennium and the 1993-95 Vision Statements reported upon so eloquently by Past President Gwen Jackson in the conference program. Much of what was envisioned has been accomplished, but the feeling remained that there is work to be done toward getting libraries recognized as "... the prime information source empowering the people ..." (1993-95 Vision Statement) and toward, as someone said, making libraries a universal household word — the very first thing that comes to mind.

The following focus statement was agreed upon:

> The focus of the North Carolina Library Association during the 1995-97 biennium is to enhance the image that libraries are an essential service, in order to increase the support, funding, importance and effectiveness of libraries. A major strategy to achieve this goal will be a comprehensive marketing campaign.

Please note the reference to "image." While we all know the true meaning of life is sure to be found in the library, we are contending with too many other influences in our culture to not be more proactive. (A real *buzz word* there! Sorry.) We all speak up for libraries every day, and we do a great job. But no one group is really extolling our libraries to those who do not know us. N.C.L.A. has that responsibility which this resolution addresses.

The Publication & Marketing Committee, chaired by Richard Wells, is developing the comprehensive campaign, which will expressly focus on complimenting activities of our sections and round tables. Every kind of library should receive more support from more people who know more about libraries.

On a separate note, our strength is always our membership. The more of us there are, the stronger we become. The amount of productive work accomplished by members within the sections, round tables or committees of their choice is what makes N.C.L.A. a remarkable organization.

Barbara Akinwole and Jackie Beach chair the Membership Committee this biennium, and they are already working hard to increase our ranks. *I* don't see *why they should* because if we can each recruit a new member, or if even half of us do, our organization will be enormous. Why not do this: make a bet with an N.C.L.A. member who is a good friend. First one to recruit a new member gets dinner at Wilbur's Barbecue or at J. Basul Noble's, or Hornets tickets, or a flowering cactus, a Shih Tzu ... you name it! Give it a try, and good luck!

The Media Specialist in the Millenium:

The Challenge

by *Marilyn Miller*

There is an imperative for change in school library media programs today. The subject is indeed a serious one because media specialists should be thinking about preparing themselves to function as twenty-first century media persons in school systems that are themselves restructuring. Some of what is stated here will be reflected in the new national guidelines that are scheduled for publication in 1998. I hope that, after reading this, school library media personnel will be encouraged to (1) consider their priorities for involvement in the instructional program so that students may be more effective learners; (2) think about their role in the integration and the administration of technology in the curriculum; and (3) be motivated towards more personal professional development in the learning of new skills and abilities necessitated by their efforts in points one and two.

As my years in school librarianship have drawn to a close, I have done a great deal of thinking about developments and trends in the field. For 43 years I have devoted the majority of my waking hours to running a school library, to trying to motivate others to change their practices, and to preparing librarians, the majority of whom have sought positions in school library media centers. I have done this as practitioner, supervisor, teacher, researcher, and activist in professional associations. What I have learned after these 43 years is that the bell is tolling the end of the school library movement as we have known it, and, perhaps, as some of us had wished it would remain.

We have to deal with the fact that not only are we coming to the end of a century; we are coming to the end of an era. Until now, ownership of capital goods has been the designation of power. In the future, however, power will come from knowing how to access information, how to use information, how to create information, and how to disseminate information. If it is true that preoccupation with information and with its access, transmission, and creation will shape the new era, then there will be captains of information, not captains of industry, because although there is talk of information being a commodity, no one can own information.

Futhermore, I would like to think that the power brokers of the twenty-first century will be the information specialists — the librarians —and not the bankers and the stock brokers of the world. If we recognize and adjust to the idea of a new era, a cultural shift, and a revolution of great import in which the masses become the creators as well as the consumers of information, then we will have our work cut out for us. For a while we may continue to live in the world of books and in the expanding world of the Internet where 25 million users now reside. The world of the Internet and/or virtual library access will certainly dominate in the twenty-first century. It is my belief that school library media professionals could make a difference in how effectively these technologies are used in schools.

What do we use for a road map as we prepare for the twenty-first century? Since the appearance of the first school library standards in 1945, our library media programs have used national standards to define our philosophy as a set of goals towards which we strive. The statement of school library philosophy which is being developed now will be expressed in two basic parts: one will be an updating of the American Association of School Librarians (AASL)/Association for Educational Communications and Technology's (AECT) *Information Power*; the second will be a set of models and

... the bell is tolling the end of the school library movement as we have known it, and, perhaps, as some of us had wished it would remain.

strategies that will assist library media professionals as they collaborate with teachers in designing instructional programs. It is my privilege to serve as coordinator of two of the committees that are involved with the standards: the Vision Committee, charged with writing the guidelines, and the Implementation Committee, charged with devising tools and strategies to help us implement and promote the new guidelines. These committees are heavily involved with the philosophy of the guidelines, which will direct the preparation of the next national position statement about our field.

The guidelines are being designed to address the information explosion that has altered dramatically the knowledge and skills required for productive living in the twenty-first century. Today's and tomorrow's students must become efficient and effective users of information from a variety of sources and in multiple formats, if they are to thrive in the emerging "information age." Indeed, the student resides at the center of an educational context that has been radically transformed by the ready availability of vast stores of information.

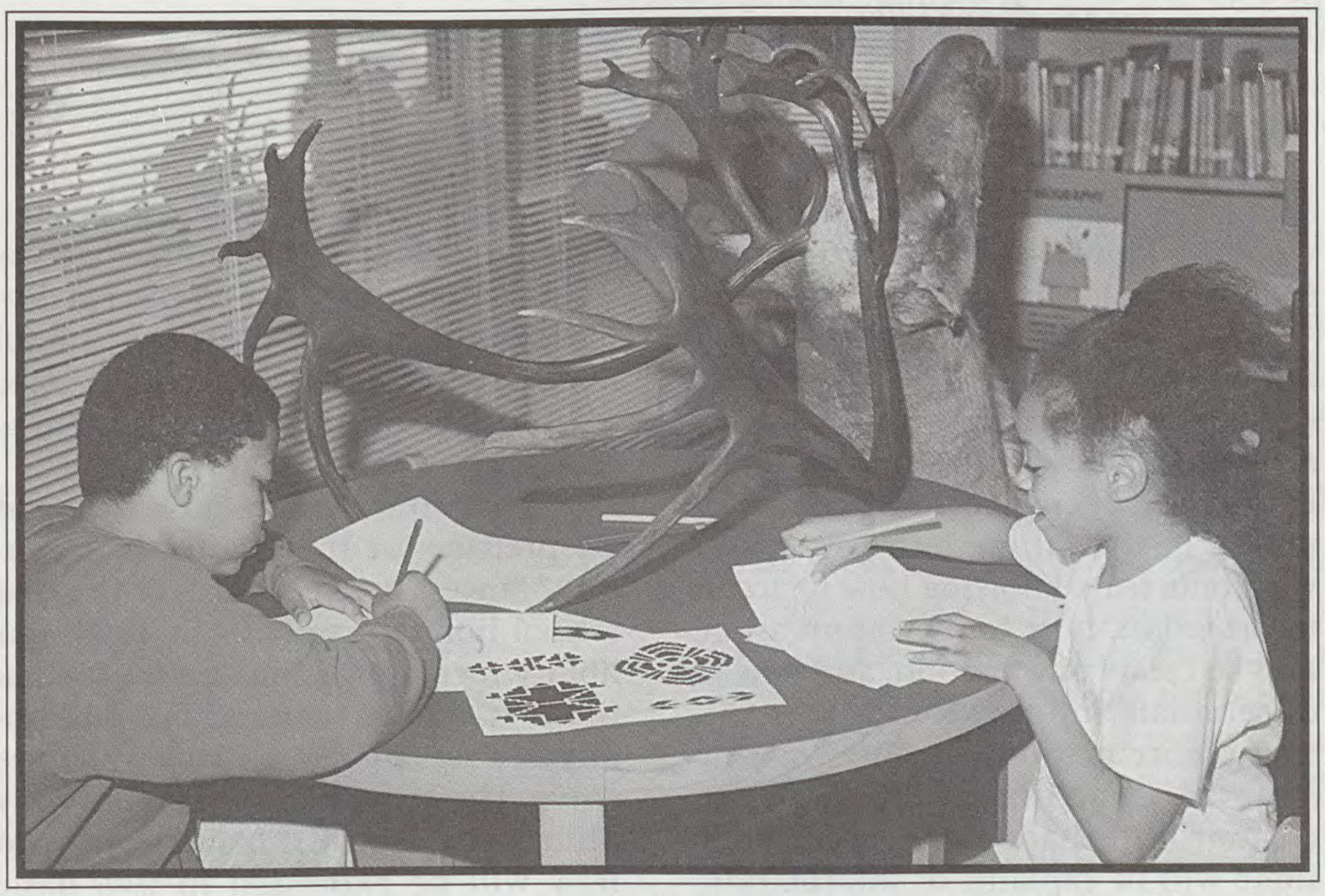
Library media specialists have been immersed for years in the rapid and continuing expansion of information, and our profession has pioneered in identifying and meeting the learning needs brought about by these developments. Now, as the new century looms directly ahead, the library media specialist is poised to bring distinctive and critical expertise to this new educational context.

Central to these developments is the concept of the "learning community" — a vast assembly that is student-centered and that also encompasses teachers, administrators, and parents as well as the local, regional, state, national, and international communities in which we live. The learning community of the twenty-first century is not limited by time, place, or disciplinary borders, but rather is linked by interest, need, and a growing array of telecommunications technology. The student at the center of this community is connected to the world not only by physical means and shared experiences, but also by information needs that are ever-changing and transdisciplinary. Basic to the productive functioning of the community, then, is the student's proficiency in information access, evaluation, and use.

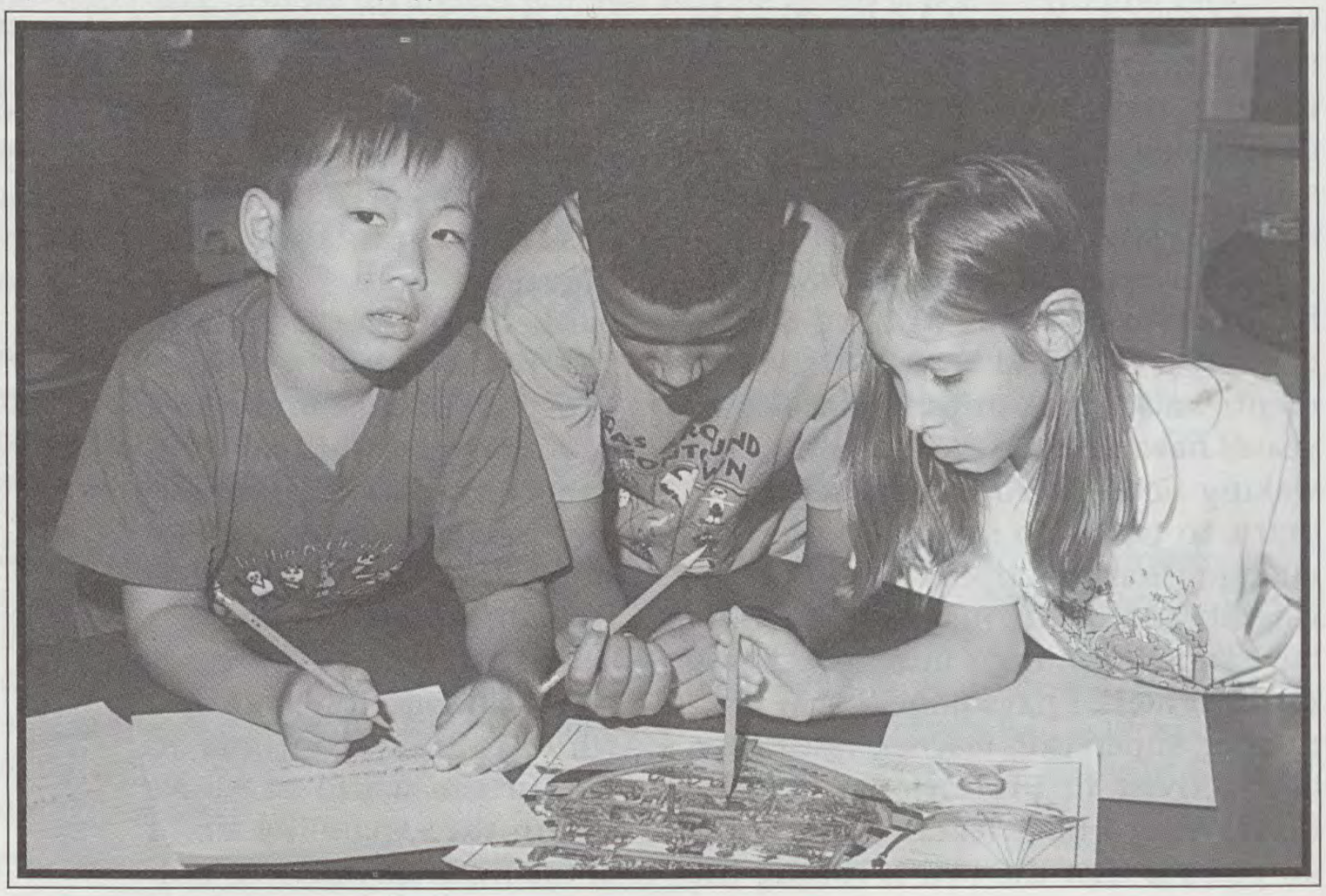
As the human interface who connects students, teachers, and others with the information resources they need, the library media specialist already plays a unique and pivotal role in the emerging learning community. As information specialist, the media professional provides skill in locating, accessing, and evaluating information within and beyond the media center. Working in an environment that has been affected profoundly by technology, the media specialist must both master sophisticated electronic resources and maintain a constant focus on the nature and quality of the information available in these and in the more traditional tools.

As teacher, the media specialist analyzes the learning and information needs of members of the community, guides them to resources that will meet those needs, and helps them to understand and communicate the information the resources provide. Like any effective instructor, the specialist is knowledgeable about current research on teaching and learning, and skilled in applying its findings to a variety of situations.

As information consultant, the media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print and electronic information resources. Committed to the process of collaboration, the specialist



Pictured above: Students produce outstanding projects when they work collaboratively.



Pictured below: While creating meaningful projects, students work with many types of media.

works closely with teachers in the critical task of helping students master the information-use components inherent in disciplinary standards.

As a full participant on the instructional team, the media specialist brings skills in both leadership and group membership to a variety of professional challenges involved in working with the entire school community to guide students to develop the abilities they need to thrive in the classroom and in the world beyond. Facilitating students' growth in these abilities is the key to creating the learning community, and this task provides the primary focus of a student-centered library media program. Accordingly, the library media specialist's work begins with promoting skills in reading, listening, and viewing. It expands to include fostering the full range of information concepts, strategies, and skills students must master to profit from the global resources that are, quite literally, at their fingertips. Further, it includes developing the critical thinking skills that students will need to understand the complex ethical issues related to intellectual freedom, copyright and intellectual property, and equitable access to information in an age of global interconnectivity.

Such concepts have long been the concern of the library media specialist, who is uniquely positioned to serve students and teachers as the new century dawns. Drawing upon the field's traditional emphasis on the critical evaluation and use of information, the library media specialist has a vital role to play in establishing the learning community of the coming century. The library media specialist's role and program are key to helping students, teachers, and other school and community leaders develop the knowledge, skills, and attitudes required to flourish in the information age.

This discussion puts the media specialist and the program at the intellectual heart of the school. But is our profession ready? There are always obstacles to moving forward. Some of the challenges, along with possible strategies for meeting them follow:

1. There is a prevailing attitude that schools are failing. We as media professionals can help teachers be successful, and we can help students become engaged in their own learning.
2. New organizational structures are appearing in schools. We can use a planning model to develop budgets that show the impact of short-changing the media program over the years; we can lobby; we can prepare documentation to justify centralized resources.
3. There is less money to spend on books. The *School Library Journal* report in the October 1995 issue shows that we are now spending as much on non-book materials as we are on book materials. Data indicates that non-book expenditures will continue to outstrip print resources. Are there organizational changes, resource use patterns, marketing strategies to be developed that will bring in more money or help stretch the money available for media programs?

Failure for media programs resides in the failure of media specialists to become involved in the curriculum, in their failure to master the basic techniques of public relations and marketing, and in their failure to become knowledgeable of how children learn.

Failure for media programs resides in the failure of media specialists to become involved in the curriculum, in their failure to master the basic techniques of public relations and marketing, and in their failure to become knowledgeable of how children learn. Unless we can offer options, strategies, and techniques that will help all teachers and students, we have lost part of the battle for funds and attention before we even begin.

The successful media program will be one in which the media specialist collaborates with teachers, both reluctant and eager, and where the media specialist is involved in the many networking options that occur in the schools. The successful media specialist connects with appropriate professional groups and builds a program on flexibility, approachability, knowledge, and abilities that grow year by year.

Media specialists in each district are only as strong as the weakest specialist. If directing a media program is just a job, we are all in trouble. If the physical media center facility, rather than the entire school building, is the focus of the program, we are in trouble. Unless we are seen as essential to the use of information, the learning of students, and the instructional skills of teachers, we are dispensable. Let us look in the mirror and talk turkey about our performance and how we can improve ourselves for the challenges of restructured schools and demanding communities of the twenty-first century.

Automated circulation frees media specialists to spend more time with students.

Note

1. American Association of School Librarians and Association for Educational Communications and Technolgy, *Information Power: Guidelines for School Library Media Programs*, (Chicago: ALA, 1988).

The Media Specialist in the Millennium:

Accepting the Challenge

by *Diane Kessler*

The following article is a response to the preceding one entitled "The Media Specialist in the Millennium: The Challenge" by Dr. Marilyn Miller. Both articles grew out of a growing concern across the profession for the role of the media specialist in the twenty-first century.

In the past few years it has become increasingly difficult to open any library/media journal and not find an article or two warning of the dire straits in which school library media personnel find themselves and how library media specialists are going to have to change their ways of thinking and methods of doing business in order to survive. All across the country, media centers are being closed, or at best kept open on a part-time basis, or run by clerks instead of media professionals. Faced with budget cuts, school boards and school administrators quite often are deciding that the obvious place to make savings is through cutting library/media programs.

Why are these catastrophic events happening, particularly at a time when technology is becoming more and more important throughout the education process and especially in media centers? And why should these occurrences be important to media personnel in the public schools of North Carolina? After all, we are still employed; in fact, almost every public school in North Carolina has a media professional on staff. And, as almost any administrator who deals with media programs in North Carolina will tell you, currently there are simply not enough applicants for all the media center jobs that are open across the state. In short, school library media personnel in North Carolina are sitting in the catbird seat and have nothing to worry about, right? Wrong!

Even though the cutbacks to and elimination of school media programs and/or staff have not affected us to any great degree as yet, it is time for media professionals in the Tar Heel State to become aware of what is happening to media programs elsewhere across the country. History shows us that educational trends, once they have taken hold, tend to spread from state to state and from district to district. We can already see an alarming tendency in North Carolina to separate media and technology from one another and place them in totally unrelated departments within school districts. In fact, the most popular trend is to put *all* technology within a school district into the Information Management Systems (IMS) area, not withstanding the fact that the usual IMS staff has little, if any, actual knowledge of instructional technology. In these cases, media programs and their directors are left with no input into the development of technology plans or programs.

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So what should media professionals in North Carolina be doing? There are a number of actions that we must take as we approach the millennium. These can be lumped together into one observation: we must be prepared — for anything and everything that may occur in the future. And how do we get to this state of preparedness? We must become involved, informed, and proactive.

Be Involved

First, we must be professionally involved: we must join our professional organizations and regularly attend conferences and workshops, at the district, regional, state, and national levels. We also should be willing to make presentations at these conferences ourselves; after all, many of us are doing interesting and worthwhile things in our media centers that need to be shared with our colleagues.

In addition, we need to look at what, if anything, we are doing at the

local level to involve media professionals. We could form our own interest groups for such topics as automation, *HyperStudio*, multi-cultural literature, and collection development. We could develop a listserv for our district. Newly hired media personnel (as well as some of us who have been around a while) could certainly benefit from support groups where all would feel free to ask questions, complain about problems, and look for solutions. We need to keep in mind that in most schools there is only one media professional, and it is vital that we have the time and the opportunity to meet with colleagues and develop networks of support.

Another area where we all must be vitally involved is at the individual school building level. We must be an integral part of the educational process in our schools and the best way to ensure that we are is through use of the *Teacher Handbook: Information Skills/ Computer Skills K-12* developed by the Department of Public Instruction (DPI) in Raleigh. This crucial document illustrates exactly how the teaching of information skills should be integrated into the curriculum as a whole and not taught in isolation. It is a clear, sequential road map of what students should learn from kindergarten through high school in the media center, and we all need to be sure that we are thoroughly familiar with it and have made it the cornerstone of our media programs. If, indeed, the curriculum is the basis for our media programs, then we will find ourselves and our programs totally involved in the whole curriculum.

It is imperative that good media coordinators be involved in all areas of the curriculum and that they wear as many hats as the job requires. How many hats do you wear on a normal day in your media center? There are, of course, the three hats and/or roles discussed in *Information Power* which we all wear/ perform everyday: information specialist, teacher, and instructional consultant. As pointed out in *Information Power*, these roles are "separate but overlapping" and serve "to link the information resources and services of the library media program to the information needs and interests of the school's students and staff."[1]

But there are many other hats we should be wearing. Are you, for example, a member of your school's Site-Based Management Committee or School Improvement Committee? Do you have input into budget decisions? How active and involved is your own Media Advisory Committee (MAC)? Do the MAC members know of current trends in media and technology and are they aware of what may happen in the future? Their involvement depends on how much you have shared with them.

Be Informed

Secondly, we must be informed; that is, we must read widely and continuously in the professional literature in order to keep up to date on new developments and trends in our profession. We must be knowledgeable and prepared for the future and whatever it brings. There are numerous periodicals available in the field of librarianship in general and school librarianship in particular. Two that I particularly recommend are *School Library Journal* (*SLJ*) and *School Library Media Activities Monthly* (*SLMAM*). If nothing else, we should all be sure that each month we have read Dan Barron's column, "Keeping Current," in *SLMAM;* this column stays abreast of new developments and trends and also cites other articles, books, and ideas that deal with media and educational issues confronting all of us.

Integrating the arts into the information skills curriculum helps students see the correlation between media centers and their classroom activities.

Additionally, we can stay informed electronically. As more and more of us get access to e-mail, we should investigate listservs and subscribe to the ones that are of most interest to us. Of those that are now available, perhaps the most useful to school media personnel is LM_NET, a listserv designed for media personnel and subscribed to by thousands of librarians across the country. You can subscribe to this listserv by sending an e-mail request to: **listserv@suvm.syr.edu.** In the body of the message simply state: **subscribe LM_NET firstname lastname**. One warning about this service: it is comprised of an extremely active and vocal group of media professionals, and there are numerous messages every day. If the message volume turns out to be too heavy for you, one possibility is to subscribe to the daily digest instead; it is much less time-consuming and yet you can still follow the virtual discussion. Other listservs, including one for Unison users and one for NCLA, are also available.

Knowledge about legislation affecting education and technology, especially at the state level, is an additional arena with which we need to be familiar. Public Schools of North Carolina (formerly the Department of Public Instruction) and NCASL publications and presentations help to keep all of us up to date on legislative activities. But once we have this information, what do we do with it? When was the last time any of us wrote or called our General Assembly representatives? When participants at the 1994 NCASL conference were given the opportunity to write to their North Carolina legislators, a large number did just that. The surprising number of letters concerning media and technology did make a difference in how legislators viewed bills that involved issues in which we are all interested.

Be Proactive

Thirdly, and by far most importantly, we must take a good, hard, individual look at ourselves, our profession, our attitudes, and our actions. We must decide how to become proactive, participating

in the decision-making process, rather than simply reacting to decisions that already have been made.

Make no mistake: it is essential that we become more involved and proactive. As Daniel Barron points out in the December 1995 issue of *School Library Media Activities Monthly*, "... we don't need people who have no commitment or sense of purpose. This is not to say that we are not willing to coach, facilitate, nurture, or encourage others, but if individuals do not take responsibility for themselves and work toward what they believe in — especially in this profession — they are taking up valuable space and breathing valuable air."[2]

But how, exactly, do we become proactive? We begin by looking for methods to bring our program and its goals and objectives to the attention of the administrators. I once told a group of media specialists with whom I was working that I believe every school library media person needs to have the following as a goal: every building level media person should become so indispensable to the learning process in that particular school that if cuts have to be made, the principal will not even consider eliminating the media position. And if the principal did consider it, the faculty would be up in arms because how could they ever teach without that particular person!

Don't ever sell yourself and your abilities short. You may be only one person, but you can make a tremendous difference in a media center or in a school. Frances Jacobson found this to be true in her travels to media centers across America:

> More than any other factor I was exposed to during these travels, I was continually struck by the power of the individual — whether media specialist or teacher or administrator — to either foster boundless opportunity or logjam all progress. The fragility of this power is revealed when the pivotal person is absent. A thriving program is likely to collapse; the very climate of the school can be transformed. To create lasting and meaningful growth, school culture must support a community of change — making individuals who, in working together, have to the power to establish a stable infrastructure. It is imperative for the school library media specialist to be a member of that community when so much is at stake.[3]

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We should, for example, anticipate that we are going to be held accountable for our media centers, their programs, and our efforts to affect how children learn. We are, after all, in charge of one of the most expensive, if not *the* most expensive, programs in the whole school, and we are highly visible. So we need to decide how to present library media services so that others will understand that we are a viable, vital part of the educational process. Good, positive public relations are imperative. Newsletters, memos, brochures highlighting the media center are always welcome, as are celebrations of National Library Week, Children's Book Week, and School Library Media Day. And, to paraphrase, "If you feed them, they will come": invite your teachers in for bagels, doughnuts, and/or cookies; and, while they are there, show them new materials, equipment, programs, and other possibilities.

Most importantly, we need to make our administrators aware of what we do every day and how vital a role we play in their school. A quarterly report of programming activities is always a good idea. With the advent of automation, we have numerous statistics about collection use at our fingertips. We also need to communicate just how wide-ranging our programs and our duties are; here is Martha Morrill's partial list from a recent article in *School Library Journal*:

> ... rattle off names of Newbery and Caldecott winners, whip up a book talk, set up for all-school activities, figure out the closed circuit equipment, operate 16mm and video cameras, and even set a timer on a VCR ... Monitoring an after-school video club ... Floppy disks, hard drives, eight megabytes of RAM, multimedia, Hypercard, CD-ROMs, and laserdiscs are a few of the terms and applications that we've learned.[4]

We deal with these and many more responsibilities every day. We must ensure that others are aware of our involvement.

We should always remember that we are making a case for our profession and our programs by what we do and say. We can best accomplish this by being prepared for what the next bend in the road will bring, ready to change and respond to new demands and ideas. Through our professional organizations, through networking among ourselves, and through a thorough knowledge of trends and innovations, we can help determine our own futures and not be subject to the whims of administrators and school boards who have no idea of what we do. As Lesley S.J. Farmer noted in *The Book Report*, "In this sea of library and educational change, school librarians should look around to see how others are changing, and work with them to stay afloat and paddle ahead. What skills does each one have? How can each person and each function be matched to further change effectively? Working together for change, we can make a positive difference — in ourselves and for those we serve."[5]

References

[1] American Association of School Librarians and Association for Educational Communications and Technology, *Information Power: Guidelines for School Library Media Programs*. (Chicago: American Library Association 1988), 26.

[2] Daniel D. Barron, "Keeping Current: Beyond *Information Power*: Changing Our Guidelines in Changing Times (Part II)," *School Library Media Activities Monthly* 12 (December 1995): 49.

[3] Frances F. Jacobson, "Road Scholar: A School Librarian Sets Out in Search of High-Tech Success," *School Library Journal* 41 (November 1995): 23.

[4] Martha Morrill, "Roles 2000," *School Library Journal* 41 (January 1995): 32.

[5] Lesley S.J. Farmer, "Changing Our Own & Others' Mindsets," *The Book Report* 13 (September/October 1994): 22.

Discovered in North Carolina:

An Overview of Research Related to School Library Media Programs

by *Pauletta Bracy*

The state of North Carolina has long been regarded as an innovator in school media librarianship. Because of its eminent presence in the profession, North Carolina media coordinators and their peers have had many opportunities to participate in statewide research which has sought to further the mission of the profession and contribute to its knowledge base. This overview of published research and doctoral dissertations highlights studies conducted in the state and investigations which include North Carolina with other states. The foci of the fifteen research studies vary, reflecting attention to contemporary and relevant issues and providing insight and guidance that enhance overall professional development nationwide.

All research has purpose beyond the obvious questions or hypotheses that shape the research design and guide the inquiry. Research can establish benchmarks in the evolution of a profession; and, through investigatory exploration, practices and conditions are documented, confirmed, and validated. Resultant findings have implications for the world of practice by suggesting ways in which professional media coordinators plan for overall program enhancement. Older studies have value in verifying innovation at the time of inquiry and, become the basis for documenting progress when investigating the status quo at a later time. Thus, research is vital. In empirical fashion, it validates the legitimacy of a profession and substantiates its unique contributions to the universal body of knowledge.

The purpose and significance of research in school media librarianship are further epitomized in a summary of three "W"s:

Why? (Is the questions);
What? (Is the set of findings revealed from the study based on the question); and
Where? (Is the direction to follow as implications of the findings are addressed).

For purposes of reporting, the terms of media coordinator, school library media specialist, library media specialist, media specialist, and librarian are used interchangeably throughout the overview and accurately reflect the nomenclature used by the individual researchers.

Perception Studies:

In the Eyes of the Beholders

Four studies were concerned with perception of the media coordinator and sought to determine how the profession is perceived by principals, students, and peers.

Carol Gaskins Lewis examined the perceptions of North Carolina middle school principals and media coordinators about the role of the school library media program in the school's instructional program. She sought to discern the extent of cooperation in meeting common goals and to identify areas in which communication and cooperation are yet to be realized.[1] The methodology included a mail survey and focused group interviews involving 84 percent of the state's middle school principals and 95 percent of the total number of middle school media coordinators in the state. Six questions reflecting pertinent variables guided the study.

The first question related to national program standards. Principals and media coordinators, for the most part, agreed on the extent to which national standards were being implemented in their schools. Media coordinators were active in the instructional programs and also felt that climate and facilities did affect the library media program. Both groups reported that some aspects of an exemplary program were not yet realized. They felt that the media coordinators did not conduct staff development for teachers, did not locate relevant resources outside the school, and that media coordinators were not provided sufficient opportunities for professional growth and development in the areas of media and technology. Regarding improvement of the instructional program, principals strongly agreed that they expected media coordinators and teachers to work and plan together. Conversely, media coordinators did not believe that principals held that expectation.[2]

A second category was national standards for resources. While principals believed that their schools were better off as far as resources recommended in the national guidelines were concerned, their media coordinators disagreed. Media coordinators did

not believe that budget sources were dependable or that the process accommodated acquisition of newer technologies. However, both agreed that the budget was not sufficient to maintain a quality collection.[3]

Thirdly, national standards for service roles were addressed. Both groups agreed that media coordinators performed all three roles defined in the standards: information specialist, teacher, and instructional consultant. Although they agreed on the extent to which media coordinators taught information skills and that all three roles were provided, there were significant differences in principals' and media coordinators' perceptions about the extent to which the other roles were performed. Media coordinators believed they provided more guidance to users in the selection of appropriate resources than did their principals. On the other hand, principals believed media coordinators served as instructional consultants to a significantly greater extent than did the media coordinators.[4]

The fourth question focused on media program involvement in essential media school components. The four components addressed in the study were interdisciplinary teams, interdisciplinary units, flexible scheduling, and teacher-based guidance. Principals and media coordinators reported different perceptions about the implementation of these components. However, the results showed few interdisciplinary teams or units, little flexibility in scheduling (except for both groups reporting flexible scheduling in the library media center), and some teacher-based guidance programs. Further, it was perceived that the media program was not involved, for the most part, with the instructional program; the media coordinators did not regularly meet with teams; the information skills program was not integrated into instructional units; and participatory activities for students were not included in instructional units.[5]

The fifth area of inquiry was the relationship of national program, resources, and role standards and media program involvement in the essential middle school components. The close relationship between the extent to which the national standards for library media programs and the extent to which middle school components were implemented suggested a positive relationship between the library media program and the middle school instructional program.[6]

Lastly, the sixth question concerned the relationship of national program, resources, and role standards and demographics. Little relationship was observed between selected variables (including principal tenure, school enrollment, media staff experience, and size) of the two groups and the ratings the groups assigned to the extent to which national standards for the library media program, resources, and service roles of the media center were in evidence.[7]

Lewis concluded that implications of the study centered on a need for better communication among key influential persons in middle schools. The interrelatedness of various program areas will be recognized in order to improve teaching for learning.[8]

Inspired by North Carolina's state-mandated evaluation system, Alice Phoebe Naylor and Kenneth D. Jenkins undertook a study to determine principals' understanding of the terms used to describe the functions of library media evaluation instruments as stated in the 1983 state evaluation instrument. In addition, they sought to identify the sources of prin-

Student-produced news shows allow children to develop their video skills.

Principals had the highest understanding of the library media specialist's role in creating the public image of the library media center. Their lowest understanding was of services provided, procedures for reviewing and selecting materials, and evaluating the quality of the collection.

cipals' knowledge for making judgments about the performance of library media specialists.[9] Twenty-two randomly selected principals representing elementary and secondary schools in both rural and urban areas participated in the study.

Principals' statements were sorted on a range of high, medium, and low which carried the following descriptions:

> "High" responses defined the library media center as an extension of the classroom and the library media specialist as an integral part of the school's curriculum planning process. They also described teachers and library media specialists working together to plan instructional programs.
>
> "Medium" statements described the library media specialist in either an adjunct role to the school program or no different from any other teacher.
>
> "Low" statements were those that characterized the library media specialist in technical/managerial terms ... "Low" scores also were characterized by a total lack of knowledge of the library media program ...[10]

Principals responded to statements that related to the five major work functions which comprised the instrument: (1) goals and resources; (2) resource maintenance and acquisition; (3) program dissemination; (4) access; and (5) professionalism.

For only two of the functions—public impressions of the library media programs and duties beyond job descriptions—did more than half of the statements reveal a "high" level of understanding. The fact that for 10 percent of the competencies, 50 percent of the statements were rated "high" led researchers to observe that principals needed improved understanding of how the library media specialist is expected to perform.[11]

Principals had the highest understanding of the library media specialist's role in creating the public image of the library media center. Their lowest understanding was of services provided, procedures for reviewing and selecting materials, and evaluating the quality of the collection.[12] Overall, principals generally were unaware of the full range of services provided by the library media specialist.[13]

Data also were analyzed to obtain a general assessment of principal responses to individual competencies. Results indicated that principals knew most about the competencies of developing goals and integrating media skills into the curriculum. They knew least about competencies most specific to the profession such as collection development and maintenance, and the range of services offered by the media specialists.[14]

The data also revealed that principals' knowledge of technology was high; yet at all levels, responses showed complete dependence on the media specialists for help in the use of technology. Based on their responses to questions about technology, it was apparent that principals accepted media specialists as more informed than themselves as far as technology was concerned.[15]

Naylor and Jenkins concluded that the study presented a bleak picture of principals' understanding of and involvement in the library media specialist's contributions to instruction. However, it also suggested that library media specialists can approach the evaluation process with added self-confidence and professionalism.[16]

In a third study similar in purpose to one previously discussed, Jerry Marshel Campbell examined the perceptions of elementary principals and their perceived role in the school library media programs operating in their respective schools as well as the perceived role of the principal in school library media programs from the perspective of the school library media specialist. In addition, the source of principals' knowledge about school library media programs was investigated.[17]

Findings of the mail survey of 334 principals and 302 school library media specialists revealed a significant difference in perceptions of the principals and school library media specialists. Generally, principals perceived a high relationship to programs; school library media specialists disagreed significantly on all items of the survey. Also, principals indicated that their major source about media programs came from present school library media specialists; course work in school administration was the least important source of knowledge.[18]

On the other hand, Constance A. Mellon was interested in how another significant client group — sixth graders — perceived the school library and the librarian.[19] Data were collected by Mellon and a research assistant who conducted nine focus groups at three elementary schools in eastern North Carolina. They concluded that children's perceptions are affected by the personalities and behaviors of the individual librarians.[20] Analysis of the children's responses also led to the conclusion that children whose librarians genuinely like them enjoyed visiting the library. Children whose librarians were outstanding professional practitioners took pride in their libraries.[21]

Negative behaviors were also described by the children:

> Even librarians who are "nice" and "helpful" can turn children off by "snappy" behavior, by setting rules that they do not follow themselves,

by failing to learn their names, and by making children wait too long for access to new materials.[22]

Student perceptions of roles and activities were matched to the profession in general. Students who described their librarian as nice and helpful saw the role of the librarian as helping people to find and use materials. Students who respected their librarian described librarianship as a "very good job." Students whose librarians emphasized the importance of reading thought that one should read "in order to make it anywhere in life."[23]

Realizing the potential impact of student opinion, Mellon noted that students' perceptions of their school libraries are important because they appear to influence how students perceive librarians and libraries outside of school.[24]

Research on Role

On the Job Training

Somewhat related to perceptions are two studies which helped identify characteristics of outstanding programs created by media coordinators and another which revealed insight on how professionals handle the daily maintenance of library media programs.

Jody Beckley Charter profiled strengths and weaknesses of six high school media programs identified by experts and selected through administration of the Purdue Self-Examination Survey for Media Centers.[25] Final selections included two schools each from North Carolina and Oklahoma; and one each from Florida and South Carolina.

The researcher visited each of the schools and utilized additional evaluation instruments. Nine program factors were determined to have a pervasive influence on exemplary programs. Those were setting; district level development; frequency and variety of services; strong administrative support; professional staff tenure and educational preparation; written plans and conducted evaluation functions; facilities; acceptance of an instructional development role for library media specialists; and attitudes of parents and other community representatives that the library media center was "basic," not a "frill".[26]

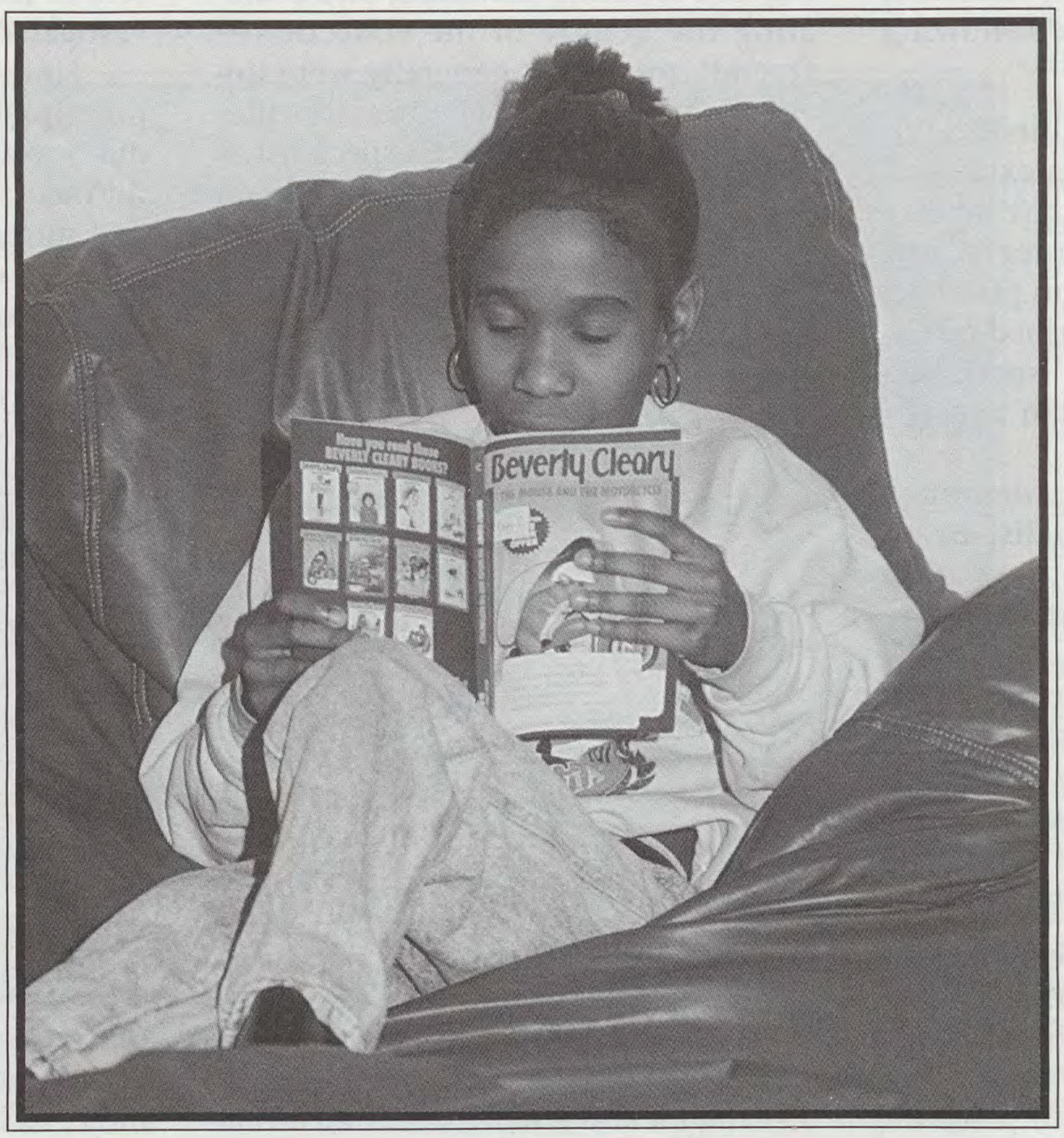
In the second study Sandra A. Benedict and Michael J. Fimian sought to develop and refine an instrument designed to measure empirically the perceived stress levels as well as to determine the occurrence and manifestations of stress in a statewide sample of school library media specialists.[27] Three-hundred-thirty-seven media specialists representing elementary, middle, and secondary public schools participated in the study. The devised instrument, called the Media Specialist Stress Inventory (MSSI), consisted of six factors including three related to stress "sources" (time and work load management, lack of professional supports, and instructional tradeoffs) and three related to "manifestations" of stress (emotional, cardio-behavioral, and gastronomic-fatigue).[28]

Computed scores revealed that stress sources were experienced as being stronger than the stress manifestations. Of the three stress sources, the strongest scores were for time and work load management; lack of professional supports was the least-strong source. Thus, time and work management problems posed the most stress for library media specialists; instructional tradeoffs were the next most stressful set of problems; and lack of professional supports was the weakest.[29] Of the three stress manifestation factors, emotional responses were rated the strongest; then gastronomic and fatigue problems; and, finally, cardiovascular and coping responses to stressful work conditions.[30]

A second instrument, the Maslach Burnout Inventory, was used to assess the level of burnout perceived by the library media specialists. Generally the sample demonstrated low-to-moderate levels of burnout. Those dimensions most frequently experienced were emotional exhaustion and the lack of personal accomplishment. Depersonalization was experienced least often.[31]

In a comparison of specific groups, media specialists who had had no prior teaching experience perceived the following significantly more frequently than those with teaching experience: depersonalization, experience with respect to on-the-job lack of accomplishment; significantly more intense overall burnout; and significantly stronger cardio-behavioral manifestations. Across grade levels, media specialists working in elementary schools consistently perceived significantly more frequent emotional exhaustion, stronger time and work load management problems, and stronger emotional manifestations than library media specialists in secondary schools. Middle school library media specialists fell mid-range and did not significantly differ from elementary or secondary library media specialists. No significant differences were evident in comparison across educational levels and gender, or in the presence or absence of assistance.[32]

Analyses were conducted to determine the extent to which stress factors could be considered as predictors of burnout. Researchers discovered that library media specialists experiencing problems related to emotional mani-



Students often use media center resources for leisure reading.

festations, instructional tradeoffs, time and work load management, and lack of professional supports would be most susceptible to burnout.[33]

Overall results indicated that library media specialists experienced stress sources and manifestations with mild to moderate strength. In consideration of the MSSI, researchers concluded that it is a valid and reliable instrument to measure the strength of occupational stress in school library media specialists. They also observed that the MSSI likewise provided a valuable diagnostic tool for assessing the need for, and focus of, pre-service and in-service stress-prevention programs.[34]

Reading Interests Surveys

Teens Tell It All

Libraries have traditionally been associated with reading as a recreational activity. For those working with children and young adults, their reading preferences are of primary interest. Two studies by Constance Mellon of East Carolina University explored the reading behaviors of rural teens.

With eastern North Carolina as setting, Mellon along with two graduate students designed a study to determine the leisure reading patterns of rural ninth-grade students.[35] Three-hundred-sixty-two students at two schools grouped in classes such as Academically Gifted, College Preparatory (College Prep), General, Chapter I, and Special Education (Special Ed) comprised the sample. A five-page twenty-eight item questionnaire given to the students focused on factors related to reading by choice.

Eighty-two percent of the students indicated that they did read in their spare time. By gender, 72 percent of the males and 92 percent of the females read for leisure. Group analysis revealed that 100 percent of the Gifted group, 82 percent of the College Prep group, and 70 percent of the General and Chapter I groups read during their spare time. For the non-readers, the most frequently cited reasons were that they "worked after school" and "hated to read."[36]

For males, the top three categories of reading materials across all groups were magazines, sports/sports biographies, and comic books. For females, the top three categories were romance, mystery, and magazines. Magazines favored by boys were *Hot Rod, Field and Stream*, and *Sports Illustrated*. Girls preferred *Teen, Seventeen, Jet, Ebony*, and *Young Miss*. Male readers of non-fiction specified books on sports, hunting, and war; girls chose biographies. Twice as many males read science fiction as did females.[37]

The primary source of reading materials was the school library. Females borrowed books from friends more readily than males did while males appeared to read the magazines in their homes more often than females. More females than males used the public library and an equal percentage read the books found in their home collections. The major contrast across groups was in the use of the public library. Eighty-two percent of the Gifted and 59 percent of the College Prep students utilized the public library, but less than half of the other groups used the library.[38]

Eighty-three percent of both male and female readers spent their own money on reading materials. Across the groups, the Gifted bought the most paperbacks and the fewest comics. The greatest percentage of comics was purchased by General students and Special Ed students bought the most newspapers.[39]

In all categories, most leisure reading occurred in the bedroom or living room of the home for both genders. Slightly more than half of the students indicated that they also read for pleasure during school hours. Males read mostly on week nights and females frequently read both on week nights and weekends. Summer vacations were the least popular reading period.[40]

Overall, most attitudes expressed toward reading were positive, but reading was rarely selected as the favorite use of spare time.[41] Mellon concluded that one of the most compelling findings of the study was that teenagers, at least rural teenagers, were reading.[42]

To further explore reading patterns of teenagers, Mellon and master's degree students in East Carolina University's Department of Library Studies surveyed reading interests for a period of three years.[43] More than 700 teenagers in eastern North Carolina were surveyed. Classes ranged from the academically gifted to groups whose California Achievement Test scores revealed that they read below the 25th percentile. Some findings were consistent with those of the earlier study conducted in 1986 and previously reported.

Across all groups, over 70 percent of the respondents indicated that they did read for pleasure. Those who claimed that they did not enjoy leisure reading gave reasons of lack of time or dislike of reading. Teenagers who did read indicated that they did so for entertainment and information.[44]

The overwhelming majority of teens chose leisure reading materials through the recommendations of friends. Although some mentioned the influence of teachers or library media specialists in selecting books to read in their leisure, this response was not statistically significant. Parents were also

an infrequent influence although many teens tended to read books and periodicals found in their homes.[45]

Magazines and newspapers were the all-time favorite reading material of teens. Readers spent their own money on magazines, kept them as reference materials, and shared them with friends. Responses to questions about the appeal of magazines revealed that teens read them for the same reasons they read books: for pleasure, for information, for escape.[46] Almost all respondents read newspapers and tended to read both their local papers and one more national in scope.[47]

Approximately two-thirds of the teens claimed that they enjoyed reading short stories, and over half claimed an interest in reading nonfiction. Top categories of nonfiction preferred by females and males were biography and science, respectively. Other frequently mentioned genres were mechanics and psychology.[48]

Participants were asked about reading tastes of boys and girls, and the majority of males and females agreed that differences did exist. Romance was cited as the top choice for females; and war, sports, and science fiction were identified as choices for males. The researcher conclusively observed that girls' reading preferences tended to be imaginative while boys' reading preferences were often informational.[49]

Teens were queried about what three books they would choose for a year in isolation, on a desert island or in space. Responses were quite varied and rarely did more than three respondents in any one survey choose the same book. The *Bible*, however, proved to be a popular choice, especially in rural school districts, and Stephen King books were the next most frequently mentioned. "Good, thick books" such as *Gone with the Wind* and *War and Peace* were also popular choices.[50]

Mellon concluded this study with a confirmation of earlier findings: "What was amazing in our survey results was that in spite of their busy lives, in spite of the classroom reading that was a daily requirement, the overwhelming majority of teens still chose to read for pleasure."[51]

Analyses of Service:

May I Help You?

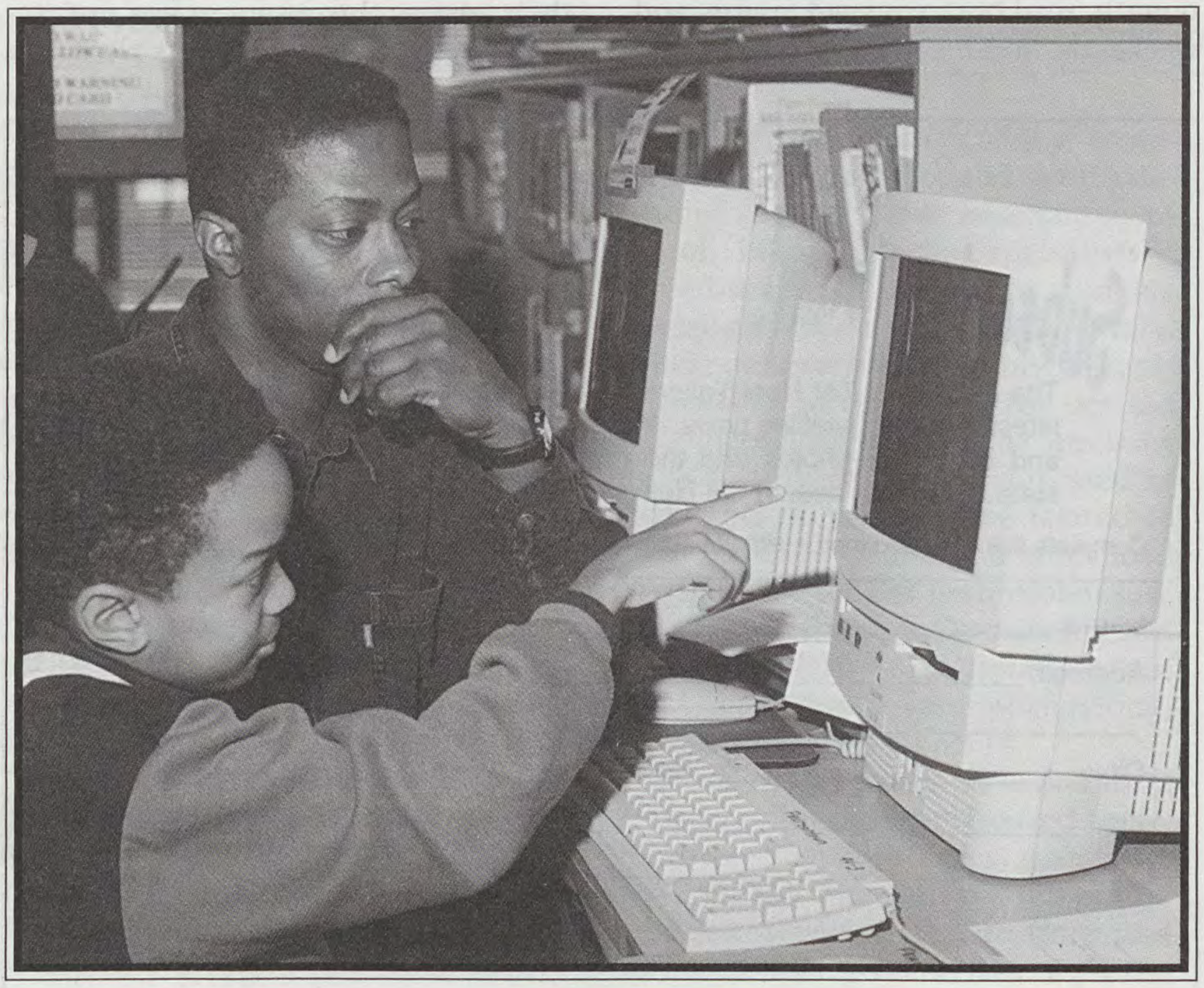
A group of three studies emphasized professional roles in providing the best in reference services, facilitating information skills instruction, and cooperating with colleagues in the public library environment. In the first of these, Marilyn L. Shontz of the University of North Carolina at Greensboro investigated the potential use of reference transaction measures such as Transaction Analysis, Reference Completion Rate, and Transactions Per Student in the school library media programs of eleven selected middle and high schools.[52] The three measures constituted the Reference Transaction Module which focused on the implementation and effectiveness of proposed reference transaction measures: To what extent do participants view reference transaction measurement techniques as useful? effective? labor and time-intensive? Also, how well do the instruction and forms work? What changes need to be made before recommending their use?[53] Data on transactions were collected during sample time periods and recorded on instruments developed by the researcher.

The majority of the school library media specialists reported frustration at not being able to record transactions accurately.[54] The categories and definitions provided appeared to be generally effective, although some questions were raised mostly regarding CD-ROM technology, non-search stations, and technical assistance.[55]

Findings revealed that the total General Reference Transactions and the CD-ROM/ Computerized Reference Transactions were nearly equal in the eleven programs. The lowest weekly average for General Reference was 15 and the highest was 119; the lowest for CD-ROM/ Computerized was 4 and the highest was 198. Per capita general reference transactions ranged from .55 to 6.09 and per capita CD-ROM/ Computerized transactions ranged from .14 to 7.27.[56] The total per capita in the Other/Directional category was 4.39 which equaled the total per capita of the first three categories: General, Microformats, and CD-ROM/Computerized. The three categories with the lowest per capita transactions were microformats, referrals, and incomplete. Calculations of the reference completion rate revealed that 98.6 percent of all transactions were considered complete in the same day. The averages for individual library media programs ranged from 97 percent to 100 percent.[57]

Shontz concluded that, overall, the implementation of the Reference Transaction Module was successful,[58] and that its use can help library media specialists identify, quantify, analyze, and compare results of reference services in their school library media programs.[59]

In a second study, Diane D. Kester of East Carolina University sought to answer questions about the transfer of information skills from high school to college among students enrolled in a



Effective media programs incorporate technology into the curriculum.

one-hour credit course, LIBS 1000: Research Skills, at her institution. A second purpose was to provide guidance to high schools as they prepare students for college.[60]

At the first class meeting in the fall of 1992, a questionnaire was administered to 442 students. Although enrollment comprised all levels of students, only the 300 responses from freshmen who had most recently graduated from high school were used in the study.

Eighty-five percent of the respondents reported that they had received some instruction in high school and that it had come mostly from the librarian, but also from the English teacher, or both. Over half of the students ranked "working on assigned reports" as the most frequent reason they used the library. Going to the library "to get books to read for pleasure" was ranked most frequently by only 5 percent of the respondents.[61]

When students were asked how they accessed information from back issues of magazines, 31 percent cited personnel such as the librarian or student assistants. Thirty-five percent identified periodical indexes by title and named *The Reader's Guide* most frequently. Of those who identified the index by name, 8 percent remembered having had instruction in using library resources.[62]

Asked to identify eighteen standard reference terms and resources, students most correctly defined "author," "publisher," "copyright date," and "atlas." Those terms with accuracy of less than 10 percent were "government documents," CD-ROM index," and "Boolean searching." The most correctly identified resource was *The Reader's Guide* and least familiar was "DIALOG/Classmate".[63] When seeking assistance, respondents indicated that the "desk," the "circulation desk," and the "librarian" were the most popular places to go for help in locating information in the library.[64]

Kester summarized that high school library skills instruction appeared to have little carryover or effect on students going to college, with few exceptions. Also, little integration of library skills with course content appeared to be taking place, and team teaching between the librarian and the classroom teacher was not yet prevalent.[65]

One North Carolina county was the setting for a survey which attempted to determine the status of cooperation between the two types of local library: public and school. In addition, Shannon examined factors leading to the success of cooperative activities, factors perceived as barriers to cooperative activities, and factors which had potential for facilitating greater cooperation. Finally, Shannon tried to determine if there was a relationship between size of the public library and level of cooperation with the schools.[66] Twenty-three school librarians and thirteen public librarians returned surveys in the study.

Both school and public library respondents agreed that services to youth could be improved by increased cooperation. When asked about satisfaction with the amount of contact with the other, school librarians were more positive.[67] Both groups were asked if their libraries had written policies concerning cooperation. Answers were mixed, but most reported that there were no such policies.[68]

Respondents were directed to indicate in which activities from a compiled list their libraries had recently participated. There was no relationship between size of the public library and the number of cooperative activities reported. Those cited most fre-

quently by school librarians were "Homework Alert," interlibrary loan, and arranging for the public librarian to visit the school. "Homework Alert" and visits to schools were most often reported by the public libraries.[69]

A model for school library and public library cooperation consisting of four levels was used to evaluate levels of cooperation. Based on the model, cooperative activities in the county reflected those included in level 2 — informal communication. In most cases, contact between the two agencies had been initiated by either the public or the school librarian. Activities also reflected a number of those included in level 3 — informal cooperation. School classes visited public libraries, and some public librarians visited schools; in some instances, representatives from both systems cooperated in special projects. With the exception of a case of joint administration in a combined school/public library, results did not indicate that libraries are moving toward level 4 — formal cooperation,which would include written and formalized policies and procedures for cooperation and mutual sharing of resources.[70] (Level 1 was "no cooperation")

The factor most frequently associated with successful cooperative efforts was communication. Lack of time and lack of communication were most often cited as barriers to cooperation [between school and public libraries].[71]

Shannon concluded that commitment and communication, two essentials in developing and sustaining cooperative relationships between school and public librarians, were critically important first steps in fostering interlibrary cooperation.[72]

Infusion Investigations:

Technological Nuts and Bolts

This final group of research reports addresses technology in the school library media program and how it is used to enhance delivery of services and ensure effective management.

Intrigued by the introduction of microcomputers into the marketplace in 1986, Carol F. Hall investigated this use of the technology for administrative purposes by North Carolina media coordinators. The survey of 200 public school media coordinators also sought to determine the prevalence of use of microcomputers, the role of media coordinators in the selection of the technology, sources of funding, and training received by media coordinators.[73]

In 1986, the median number of microcomputers in the public schools was 6 and the mean was 9.6. Senior high schools had the greatest number. For the library media center, the median was 1 and the mean was 2. Senior high schools had fewer microcomputers in the media center than the junior/middle and elementary schools.[74]

Most of the media coordinators had microcomputers readily accessible to them ten years ago, but only 22.5 percent used them for administrative tasks. Junior high/middle school media coordinators made greater use of computers for these purposes than elementary and high school media coordinators. The greatest use for administrative functions was for overdues, followed by library instruction, circulation, audiovisual inventory, and equipment inventory. Microcomputers were used least for processing, bibliographies, order files, ordering, periodical control, library reports, word processing, and supplemental book inventory.[75]

Lack of time and lack of communication were most often cited as barriers to cooperation [between school and public libraries].

Overall, media coordinators indicated a total of thirty-two different software programs in use for media center administration. A larger number planned to obtain microcomputers and a considerable percentage planned to use them for administrative purposes.[76]

Hall's findings indicated that media coordinators were not actively involved in the selection and purchase of microcomputers. The schools reported that state funds, followed by local funds and federal funds respectively, were sources of financial support.[77]

Most media coordinators confirmed that they had received some training in, and were familiar with, the general use of microcomputers, but fewer than half had received training in microcomputer applications for administrative functions. The need for further training was also revealed by the survey.[78]

In a study which sought to ascertain the proportion of time spent in various work activities by high school library media specialists with and without automated circulation systems, Nancy Lou Everhart used percentages to determine whether automating circulation activities made a difference in how a school library media specialist spent his/her time; in what specific workload activities automation made a difference; and if the media specialists with an automated circulation system were better equipped to meet the challenges presented in *Information Power: Guidelines for School Library Media Programs,* ALA's and AECT's 1988 joint publication.[79] Matched pairs of media specialists in Alaska, Arizona, Florida, Illinois, Indiana, Kentucky, North Carolina, Oklahoma, and South Dakota were identified by state and regional library media supervisors in those states.

Everhart's findings indicated that media specialists with automated systems distributed their time differently than those who did not have them. Those [media specialists] with automated systems spent more time in development of the educational program, instructional development, and use of technology. Media specialists in nonautomated centers spent more time working with circulation and production. No difference was found in administration, instruction, selection, processing, clerical, providing access, reference, organization, or personal time.[80]

The estimates of the Standards Writing Committee which began work on *Information Power* did not coincide with how media specialists in either automated or nonautomated centers spent their time. The committee overestimated the amount of time spent by both groups on curriculum and instructional development and underestimated the time actually devoted to administration and personal time. The Committee had also expected that those in automated centers would generally spend more time in networking activities than was reported.[81]

Still another study of technology in school media centers began in the spring of 1993 when Carol Truett of Appalachian State University conducted a survey which sought to explore the use of CD-ROM and laser or videodisc technologies in North Carolina elementary, middle/junior high, and senior high schools.[82]

An overwhelming majority of 85 percent of the eighty-eight respondent schools had CD-ROM technology and well over half (56.8 percent) had videodisc technology as well. Of those schools that did not have either, librarians most often reported the cost as the prohibitive factor.[83]

The CD-ROM title reported as the most used was *Compton's Multimedia Encyclopedia* with almost a third of the respondents citing it as number one. *Grolier's Electronic Encyclopedia* was a close second, *InfoTrac* was third, and World Book's *Information Finder* and *SIRS* tied for fourth place. *Newsbank* was the fifth most-often cited title. In assessing preference of format, encyclopedias were the most heavily used.[84] Across grade levels, encyclopedias were most important at the elementary level. Of those citing an index or abstract as the most important CD-ROM title, almost 90 percent were at the high school level.[85]

Of the videodisc titles considered to be most useful, *Windows on Science* was ranked first, although only a fourth of the respondents deemed it so. Likewise, it was the most prevalent or frequently mentioned title; almost half of the librarians with videodiscs reported this title as part of their collections.[86]

In response to the question about how the use of CD-ROM and/or laserdisc technology had changed the teaching of reference skills and the research process in the library, the most frequently acknowledged change was "increased student motivation, interest, enjoyment."[87] Regarding the question about the group affected or changed by the technology, over half of the respondents named at least one change among librarians. For example, librarians found that they spent more time teaching use of the technology, computer skills, and use of CD-ROM; that more instruction was needed; that they were teaching students how to become more independent learners; and that less time was not devoted to book-related skills. Seventy-five percent of the respondents cited at least one student change, which included greater efficiency in doing research, helpfulness of having printed article copies, increased circulation, more current information and better references, and equalization of learning opportunities.[88] Two predominantly negative changes reported were that technology limited the use of an information source to one person at a time and that there was an increase in plagiarism and a decrease in observed thought processes.[89]

An examination of change across grade levels led the researcher to conclude that technology-related student and librarian changes both appeared to increase with grade level. Elementary librarians were more apt to report little or no change occurring in their research program as a result of new technology. Both positive and negative changes appeared more likely and frequently as grade levels increased, but positive changes greatly outnumbered negative ones and those that were considered neutral.[90]

A final conclusion by Truett was that the use of new technologies was becoming both widespread and generally accepted by school library media specialists.[91]

The last research in this section and in the overview involved 415 randomly selected media specialists in elementary, middle, and senior high schools in the states of North Carolina, Florida, Georgia, and South Carolina. Leticia Ekhaml endeavored to determine their expertise and involvement in media production.[92]

More than half of the respondents spent only about 10 percent of their work time assisting school library media patrons, and another 10 percent spent their time in producing instructional materials. Only 5 to 6 percent spent half of their work time in actual production and in assisting patrons in producing instructional materials.[93]

Half of the sample reported that they produced the materials for the school library media center, teachers, and administrators. Twenty-three percent indicated that they assisted teachers and students in production activities.[94]

Respondents were asked to rate the degree of academic preparation in production skills and the importance of those skills. Of all skills, computer authoring and programming were rated the least important in academic preparation, and coloring was the least important production skill. Rated high in adequacy of preparation were duplicating, preserving, illustrating, and audio recording. They all were rated high in importance as well.[95] When asked to name the most important production skill every school library media specialist should have, the majority of respondents indicated "videotaping." Respondents were most involved in creating bulletin boards, laminations, overhead transparencies, posters, video, newsletters, slides, slide/tapes, and learning centers.[96]

In summation, Ekhaml concluded that there was underutilization of production by school library media specialists at the building level.[97]

Although much can be gained from the findings of the research reported above, the agenda remains open-ended. There is still much to explore, investigate, examine, and analyze. As a part of professional growth and development, it is imperative that media coordinators become critical and astute consumers of research and implementers of research design.

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What We Wish They Knew When They Got Here:

An Academic Librarian's Perspective

by *Cindy Levine*

Editor's Note: *Many academic librarians in North Carolina participate in programs sponsored by the North Carolina Bibliographic Instruction Group, an interest group within the College and University Section of the North Carolina Library Association. The group has sponsored workshops across the state designed to help academic librarians improve their teaching skills and explore topics of current interest such as active learning and innovative instructional design. Their most recent efforts have centered around the use of Internet resources in bibliographic instruction (BI) and the extent to which BI is incorporated into the library school curriculum. These librarians have an intrinsic interest in understanding the extent to which students graduating from high school have a background that enables them to learn to use college libraries with success. This article focuses on just what this background should involve.*

All of us who work at busy academic reference desks know that we regularly encounter new students with widely ranging backgrounds and abilities. We can tell a great deal about a student's sophistication with information sources from the first ten seconds of a reference interview. With some new students, we can see that look of disbelief and confusion grow more intense with each additional sentence we utter. Other students, equally new to the library and faced with the same explanation, will say something like, "Oh, is that how you do that here? Okay, that makes sense." One student seems overwhelmed, fearful, and panicky; the other seems, if not relaxed, at least basically in control of the situation.

What accounts for these differences? It's probably not genetic. No one is born with a basic framework for operating comfortably or effectively in libraries. In part, the differences we see probably can be ascribed to different levels of preparation and experience that the students receive before they reach college. So what do we wish they knew when they got here?

It is impossible to dictate what students "should" know. Libraries are changing so fast that specific skills become outdated almost as rapidly as they are learned. The best we can do is to try to articulate certain elements which, if they are in place, put students in a position to learn about academic libraries quickly once they get to college. Perhaps surprisingly, the most important elements are not library skills, but rather a set of attitudes and expectations about libraries that some students bring with them when they come to college.

Therefore, if I could be granted only one request, it would be that, when students get to college, they do not already hate libraries. Instead, they should view libraries as places that can give them power and help them to satisfy their curiosity. I decided to become a librarian, in part because I was under the impression that it was a very glamorous occupation. Therefore, it came as a surprise to me when I discovered that not everyone viewed libraries as exciting places that give power to individuals. Many see the library as a place that teachers force them to go, usually to find information that the teacher wants them to find. But students can also use libraries to meet their own needs. They can use the library, for example, if they find themselves in a course with a professor who does not explain things very well.

... the most important elements are not library skills, but rather a set of attitudes and expectations about libraries that some students bring with them when they come to college.

Unfortunately, this is not a rare occurrence for first-year students who often take introductory college courses with hundreds of other students, and for professors who are not gifted when it comes to teaching undergraduates. Students often believe that they are doomed because they do not understand their notes or do not like the

textbook. Frequently what they do not realize is that the explanations they receive in class are often not the only existing explanations of that subject. If they go to the library, they may find other explanations that are clearer or that provide better illustrations.

I have noticed that when new students arrive at the university, the library usually is not their first destination. I wish students knew that libraries are useful places to go for areas of non-academic interest, simply in order to satisfy their curiosity. Students can find out more about places they may be planning to visit, for instance, or about items they may be planning to purchase. And if they ever begin to feel that there is something that everyone except them seems to know all about, and they don't want to advertise their ignorance, libraries can provide another way to find out. In other words, libraries allow students to be more independent, and certainly more in control of their lives.

Another subjective element that negatively affects students initial response to libraries is library anxiety. In the March 1986 issue of *College and Research Libraries*, Constance Mellon published a study on library anxiety that was based on her work at a southern university. Students kept journals over a two-year period in which they recorded their changing feelings about the library. The journals revealed that students initially felt overwhelmed by the large size of the library. They did not understand where things were located and did not know how to get started. They revealed that they felt that inadequacy is shameful and should be hidden, and that that inadequacy would be revealed by asking questions.[1]

High school librarians are in an excellent position to help students who plan to go to college to develop the kinds of attitudes and skills that will help them take full advantage of college libraries. As Mignon Adams pointed out in an article in *Catholic Library World*, school librarians have some distinct advantages over college librarians when it comes to teaching basic library skills. When library skills are officially integrated into the public school curriculum, the librarian can work with secondary school teachers on a routine basis without the need to "sell" the concept to the faculty each semester.[2] High school librarians have, in a sense, a captive audience. What can they do to help students enter college with a more positive attitude towards libraries? What skills will help students the most when they enter college?

As an academic librarian, I would like students to come to college with a few basic mental models onto which academic librarians can hook the concepts that we need to teach. In this way, when introducing a new tool, we would be able to explain it by referring to concepts that they already understand. It enables us to draw analogies between things we are trying to teach and concepts with which they are already comfortable.

Students should understand that academic libraries are essentially like the smaller libraries to which they are more accustomed. The main difference is one of scale. If students feel confident about using school libraries, they are less likely to be thrown by the sight of a larger library. Students should be given, in advance, information about college libraries before they arrive at college. They can be forewarned about the size and reassured that the basic organization is analogous to that of their school library. Depending on the location of the school, it may be possible to introduce high school students directly to academic libraries. I have seen successful assignments in which teachers or school librarians bring a high school class, as a group, to an academic library for an orientation, and continue to work directly with the students as they progress through their research. This kind of experience helps prepare students for the larger academic library while reinforcing similarities with their school library. It also goes a long way towards confronting the library anxiety problem, which is itself a barrier to students' belief that libraries can be useful to them.

Students should be told that the library will have a reference desk where they have a right to ask questions and seek guidance. As Mellon found in her study, many students feel that their skills are less adequate than those of other students but are reluctant to ask questions. I would suggest telling students that the staff at the reference desk will not do the whole project for them, but that it is reasonable for them to seek help by asking questions. For students accustomed to a smaller (or different) library, the questions may take the form of asking how a specific type of information is found in this particular library. It is also helpful for students to practice visualizing the type of information they are seeking and then articulating their information needs.

What are some other mental constructs we as academic librarians would like students to have when we talk to them about finding information in libraries? First of all, a basic familiarity with a variety of different types of publications helps students understand why they should be excited about the prospect of access to a large academic library. Students should have the opportunity to read books including fiction, biographies, and nonfiction in areas of interest to them. They should read popular magazines and newspapers. They should look at some scholarly journals and see how they differ from more popular publications. They should see films and listen to music. If possible, they should explore some interesting Internet sites. In short, they should be exposed to the variety of information sources that can be found in an academic library. High school is the time to become excited about the vast array of types of materials and to learn that, once they get to college, they will have easier access to a larger collection of materials.

Secondly, students should be introduced to some kind of classification system. It does not need to be the Library of Congress system, which is used in almost all academic libraries; the Dewey Decimal system will do very well to introduce students to this basic concept. Students should understand that any classification system organizes materials into a logical pattern, clustering together materials on the same subject. They should learn how to start an information search with a catalog, which offers a variety of access points, to identify a promising record, and to be led by a call number to a place in the library where that item, along with others on the same topic, may be found.

Thirdly, students should learn to make the distinction between a library catalog and an index that is used to identify things that exist somewhere in the world but are not necessarily to be found in their own library collections. In academic libraries, it is very common for the same computer workstation to provide access to the library's OPAC as well as to numerous other databases. Many students have the misconception that anything listed in any computer database may be found in the building which houses the computer workstation through

which the database was accessed.

And lastly, students should learn math. I would be especially delighted if they came to college understanding concepts such as sets, subsets, and intersections between sets. When students have a firm grasp of those concepts, it gives academic librarians something onto which the concept of Boolean searching can be hooked.

Once students enter college, the next step is for academic librarians to work with students who have vastly differing levels of knowledge and sophistication about libraries. How can this be done effectively? One way is to create a first-year program in college that attempts to establish a common base of knowledge about libraries. If this is successful, subsequent instruction can rest on a known basic structure of knowledge. At North Carolina State University, we have used a library research workbook to teach basic library skills since 1987. Students read about basic concepts and answer simple multiple-choice questions using important reference tools. Recently, we have begun to shift the primary emphasis of this program away from specific reference tools and toward the essential critical thinking skills that students need when they encounter any information source, regardless of format. This shift has been motivated by the increase in the number of available information sources and the proliferation of interfaces that students encounter. The Internet exposes students to even more information sources that may be evaluated for possible use. What becomes important is not the knowledge of specific information sources, but rather, whether students know how to ask questions, evaluate, and make judgments about these sources.

I would like to teach students to understand what to look for in databases. What does it mean if they do a search and get zero results? What conclusions are valid to draw? How should they then proceed with their search? This endeavor is more likely to be successful if students enter college with curiosity about the world and enthusiasm about the prospect of finding information about the world in libraries.

When asked what college-bound students should learn about libraries while in high school, Harold Ettelt, head librarian at Columbia Green Community College, replied that it was really more important to focus attention on students who would not go to college. He asserted that "the use of libraries is not about getting through college, it is about getting through life." Students who go to college will have another opportunity to learn the value of libraries and how to use them effectively, but for non-college-bound students, high school library instruction provides their last chance. He then provided a short list of common sense suggestions about what teachers can do to provide the groundwork for effective library use. His suggestions, which include teaching students to read well, to use books, to ask questions, and to glimpse the world of knowledge that is open to them through libraries,[3] are appropriate for all high school students, whether or not they ever attend college.

References

[1] Constance Mellon, "Library Anxiety: A Grounded Theory and Its Development," *College and Research Libraries* 47 (March 1986): 160-5.

[2] Mignon Strickland Adams, "Bridging the Gap: What Do They Need to Know?" *Catholic Library World* 60 (March/April 1989): 220-1.

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The Media Specialist as Change Agent:

A Bibliography

by *Carol Hall* and *Diane Kessler*

A reading of the articles in this issue reveals a definite need to have school library media personnel who are able to change to meet constantly escalating demands, who are able to develop to meet the challenges of an evolving and exciting profession, and who are able to serve as change agents in their field. The following readings are intended as a list of possible resources in meeting these challenges.

American Library Association and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs*. Chicago, 1988.

An invaluable tool for anyone in the media profession, *Information Power* clearly provides a road map for media programs into the twenty-first century. Emphasis is placed on being able to access the information through a variety of sources and on the media specialist's roles as teacher, information specialist, and instructional consultant.

Barron, Daniel D. "Keeping Current: Partnerships and the School Library Media Specialist." *School Library Media Activities Monthly* 9 (May 1993): 48-50.

Barron emphasizes the partnership roles of the media specialist as discussed in *Information Power*; he sees teachers, principals, and library media personnel forming partnerships to further learning and affect change. Four books that address educational reform from the media specialist's point of view are reviewed.

_____. "Keeping Current: Site-Based Management: Background, Research, and Implications for School Library Media Specialists." *School Library Media Activities Monthly* 10 (February 1994): 48-50.

One of the key elements of change in public schools today is site-based management. Barron examines the background of this movement and explores how media specialists can best become involved and informed about it.

Boardman, Edna M. "The Best $1,130,000 Ever Spent on School Libraries." *The Book Report* 13 (September/October 1994): 17-19.

In the 1960s the Knapp School Libraries Project provided funding to upgrade selected school libraries so that they would meet the 1960 AASL standards. This funding created great change in school libraries across the country. The author wonders if school librarians will be willing to set up a similar project now that would demonstrate all the technological developments in media centers.

_____. "Turn, Turn, Turn ... But Still Finding the Answers." *The Book Report* 13 (September/October 1994): 11-13.

Boardman discusses the differences in the roles of school librarians through the years; she concludes that, regardless of the changing roles, school librarians remain teachers whose main task is to put students in touch with knowledge, regardless of the format.

Bretherton, Di. "Personal Change." *Emergency Librarian* 20 (January-February 1993): 30-32.

If teacher-librarians want to succeed in this rapidly changing world, they must be willing to go through the process of personal change. This article discusses some of the ways teacher-librarians can work toward meaningful change in their lives.

Brown, Jean. "Navigating the '90s - The Teacher-Librarian as Change Agent." *The Emergency Librarian* 18 (September-October 1990): 19-28.

In the current climate of change to an information age, it is important that teacher-librarians be involved in planning and implementing the changes that occur in their schools. School librarians who are willing to become change agents must also be willing to assume instructional leadership roles and all the requirements that come with those roles.

Farmer, Lesley S.J. "Changing Our Own & Others' Mindsets." *The Book Report* 13 (September/October 1994): 20-22.

Farmer's main thesis is that there is tremendous change going on in both librarianship and education in general. Media specialists need to be aware of the changes facing themselves, teachers, and administrators. All educators must work together if true change is to be effected.

Learning Connections: Guidelines for Media and Technology Programs. Raleigh: North Carolina Department of Public Instruction, 1992.

Long considered the "bible" of North Carolina's school media coordinators, *Learning Connections* is divided into 7 major sections with detailed and periodically updated appendices: program, planning and assessment, resources, budget, facilities, personnel, and system-level.

Morrill, Martha. "Roles 2000." *School Library Journal* 40 (January 1995): 32-34.

Using a chart to illustrate the changes in school library media standards through the year, Morrill points out that the roles of school media personnel continue to change and grow. With the advent of technology, media specialists must recognize that they cannot continue to accomplish the increasing number of tasks unless something changes. Morrill's suggestion is that school media personnel empower teachers and let them assume some ownership of the media center.

Rux, Paul. "Listening to the Music." *The Book Report* 13 (September/October 1994):15-16.

The explosion of information technology requires that school librarians learn new skills and adjust quickly to the changes in the profession. Shifting paradigms present new challenges for school media personnel in the areas of management and resource/skills sharing.

Stripling, Barbara K. "Practicing Authentic Assessment in the School Library." *School Library Media Annual* 11 (1993): 40-55.

With today's emphasis on accountability in education, authentic assessment in its many forms is exactly what media specialists need to consider using in their media centers. Authentic assessment encourages independent thinking on the part of students and allows the media specialist to show just what the student has accomplished. School media personnel should come to recognize this movement toward authentic assessment as a real plus for both the media program and the school's overall instructional program.

Teacher Handbook: Information Skills/Computer Skills K-12. Raleigh: North Carolina Department of Public Instruction, 1992.

This document lists in detail the K-12 curriculum for teaching both information and computer skills. Emphasis is placed on incorporating these skills into the overall *Standard Course of Study* for the North Carolina public schools.

Willeke, Marjorie J., and Donna L. Peterson. "Improving the Library Media Program: A School District's Successful Experience with Change." *School Library Media Quarterly* 21 (Winter 1993): 101-105.

In order to manage change effectively, the Lincoln (Nebraska) Public Schools developed a comprehensive planning process. Willeke's article focuses on this process with particular attention to the Library Media Services Study Committee and its work within the overall planning process. The success of the media program and the educational program in general is directly attributable to thorough planning and incorporation of representatives from all sections of the curriculum: the classroom, the media center, the administration, and the community.

Instructions for the Preparation of Manuscripts for *North Carolina Libraries*

1. **North Carolina Libraries** seeks to publish articles, materials reviews, and bibliographies of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, **North Carolina Libraries**, Media and Technology, State Dept. of Public Instruction, 301 N. Wilmington St., Raleigh, NC 27601-2825.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8 1/2" x 11" and on computer disk.
4. Manuscripts must be double-spaced (text, references, and footnotes). Macintosh computer is the computer used by **North Carolina Libraries**. Computer disks formatted for other computers must contain a file of the document in original format and a file in ASCII. Please consult editor for further information.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else on the document.
6. Each page should be numbered consecutively at the top right-hand corner and carry the title (abbreviated if necessary) at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to The Chicago Manual of Style, 14th edition. The basic forms for books and journals are as follows:
   Keyes Metcalf, Planning Academic and Research Library Buildings (New York: McGraw, 1965), 416.
   Susan K. Martin, "The Care and Feeding of the MARC Format," American Libraries 10 (September 1970): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. Upon receipt, a manuscript will be acknowledged by the editor. Following review of the manuscript by the editor and at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue.
10. **North Carolina Libraries** holds the copyright for all accepted manuscripts. The journal is available both in print and electronically over the North Carolina Information Network.
11. Issue deadlines are February 10, May 10, August 10, and November 10. Manuscripts for a particular issue must be submitted at least 2 months before the issue deadline.

POINT

Keep School Libraries Open After Hours

by *David Fergusson*

School libraries in North Carolina should be open after the regular school day is over and should not rely on public libraries to provide all the library support to their students outside of school hours. Let me explain why this is true.

I have been told that it seems unnecessary to keep school libraries open when public libraries are there, doing a good job. We appreciate such faith in our collections. Were school libraries open after hours, many of our young users would probably still show up at the public library, but I hope the beneficiaries of extended hours would also be the kids we are *not* seeing at the public library. The fact is that many young people do not use libraries, and they need to. A large number are being missed: they use their media centers sometimes; they do not use the public library at all; and, as time goes by, they join the large mass of young adults who never pick up the library habit. They are the ones we are all failing.

I suppose that Harry is going to tell you that students should learn to love public libraries and use them as their after-hours educational resource. Great, but in all honesty most public libraries are not set up to meet many of the student's specific needs. Their collections are not intended or funded to offer direct curriculum support. In fact, when public librarians feel obligated to concentrate on homework support first, they often feel that they are neglecting the conventional public library non-fiction collection.

Is it fair to deny busy students — fighting to summon the courage to approach some hunk in the hall or having to like, check a mirror seven times a day to make sure their extra baggy jeans are not going to, you know, actually *fall off* — access to the MOST IMPORTANT PART OF THEIR SCHOOLS beyond the seven or eight hours they are there?

On those (what is an antonym for the word "rare"?) occasions when a teacher assigns materials without checking with the media center or the public library ahead of time, the students suffer. Were they able to access the larger assortment of resources available in both the school and public libraries, I think that they would find what they need more frequently. Also, the school librarian, being that much more aware of yet another ill-prepared assignment, would be in a position to give the "crack educator" involved more effective and immediate feedback.

Where keeping school libraries open for longer hours has been tried, school librarians note that many of their after-school users just do homework. But in today's world with the many problems at home, don't students need such a place? I hope that librarians and parents would agree with the benefits of having school libraries open when students could use them, but the barriers are familiar: money and bureaucracy. I am well aware that media centers in many districts are last on the funding totem pole and that additional staff is a dream. In order to remain open, I assume that you'd need someone to work the library, and someone to keep the building secure, and student assistants who would love to get out of the house. We're talking four nights a week and most likely only high school media centers, that are geographically available to all. (During basketball season, isn't someone guarding the building on Tuesday nights anyway?) Let's think *really big*, and keep the media center open after school until 5:30 and then from 7:00-9:00 p.m. That is a total of about five hours a day, four days a week or 20 hours a week, tops.

Can we look at the big picture here? Do I see between three and ten coaches receiving stipends all the time to stay past supper so that from twelve to fifty kids can "hit the sleds" or learn the "pro-set" offense? If we had library booster clubs as powerful as the football booster clubs, our school libraries would be open till 11:00 pm six nights a week! Sure, these changes will cost time and money, but most worthwhile things do. We need to try.

COUNTER POINT

Public Libraries *Should* Be School Libraries

by Harry Tuchmayer, Column Editor

Actually, I don't want students in the public library anymore than Dave does. That's right, I'm more than a little tired of trying to provide services to the schools when I can rarely meet their needs and when I have little or no say over what goes on in the first place. But don't confuse my discomfort with dislike.

I might not look forward to their visits, but it doesn't mean that students shouldn't come to the public library. They should. In fact, instead of demanding that school libraries expand their hours and find better ways to accommodate students, I think it's about time public libraries recognize that curriculum support is one of our missions, and we should be doing everything in our power to meet those needs.

I don't like it any more than the next reference librarian, but the fact of the matter is *the public expects* services to students, and we need to provide them. It's time we stop hiding behind the excuse that "it's not my job to be the school library," because, quite frankly, it is. That's right, like it or not, the public library is the library of choice for most parents and students of any age. And when they visit the library, they expect to find the information they need.

That doesn't mean that we don't need school libraries. We do, but they are no substitute for a good public library. And it's about time we seriously rethink the role of these facilities. School libraries are not open as often as the public library, and even if their hours were changed, they would still face the very real problem of servicing the high percentage of students who don't live nearby and are dependent upon buses for their transportation.

Now, you're probably saying "Well, don't they need transportation to the public library too? And, if mom or dad can drive them downtown, they could certainly pick them up from school." Well, they could, but it isn't going to happen. It's hard enough to get parents involved in middle school or high school, and having to fight rush hour traffic or delay dinner is no way to win friends.

But transportation is just one of the many factors that prevent school libraries from addressing and servicing homework needs. In many instances, their collections are already woefully inadequate to meet the varied demands that are currently placed upon them — yet school librarians are unable to convince their principals and central administrators to increase their funding to meet existing needs. What makes any of us believe that increasing this burden would result in increased funding?

And if they somehow were able to obtain the money necessary to staff the building after hours and purchase these materials, is there any assurance that they would be free to buy the wide range of books necessary to cover sensitive topics? Let's be realistic, school libraries have enough problems convincing some parents of the need to house the works of Mark Twain and J.D. Salinger without having to defend the purchase of a whole host of titles on abortion, AIDS, and alternative lifestyles that may be necessary to meet homework needs.

Yes, I too am tired of students who don't have the foggiest idea of what they're doing in the public library — and then blame us when they can't find what they're looking for. But at least they've come to the right place. And its our job to see that they don't walk away unsatisfied or frustrated.

Rather than make a case for an extended day, how about making one for a different school library? One that recognizes the need for well defined libraries run by good old fashioned librarians, not some amorphous media center staffed by coordinators (my kids watch enough TV already, without the schools adding to the problem). Let's let school librarians do what they do best; help foster a love of books, and assist kids in the use of the ever-expanding range of automated information sources and the Internet. Then maybe the next time a student visits the public library, he might know what he's doing when he gets there.

Wired to the World

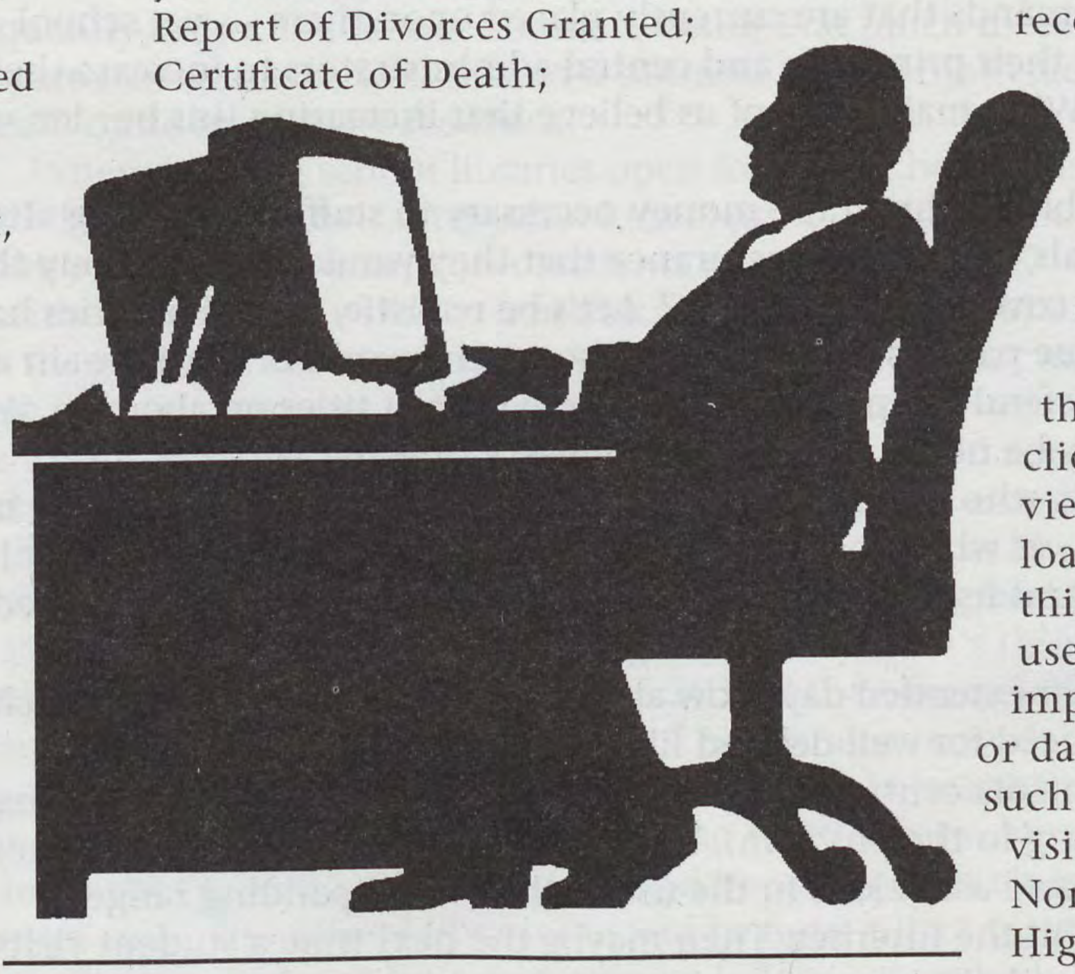
— by *Ralph Lee Scott*

Exploring the Internet can be a major job, albeit one that all librarians need to take the time to do. This "Wired to the World" column begins the first of a series that is designed to explore several Internet sites here in North Carolina. While you might not see an immediate use for some of these sites, I *guarantee*, as Justin Wilson would say, that at some point you will be scratching your head and saying "Now what was that #@%^ I read about in *North Carolina Libraries*."

This issue's site is fairly easy to find. Just point your favorite browser software (Mosaic, Netscape) to the North Carolina Home Page at UNC-Chapel Hill (**http://sunsite.oit.unc.edu/nc/nchome.html**) and scroll down to the entry entitled: NC Vital Statistics. This is a UNC gopher site that provides data sets for North Carolina Vital Statistics from 1968 to 1993. Covered are data on births, deaths, marriages, and divorces occurring in North Carolina stored via the MVS operating system at UNC's Office of Information Technology. (In fact, if you want, you can gopher directly to: **gopher://uncmvs.oit.unc.edu:70/gopher.ncstats[menu]**.)

Online documentation for the data sets is available within the gopher site. This documentation provides general guidelines for use of the data sets, general information, and a list of the sets and exhibits available. This site is, among other things, an electronic version of the following North Carolina state documents: *Vital Statistics, Detailed Mortality Statistics, Basic Automated Birth Yearbook* (*BABY*), and *North Carolina Health Statistics Pocket Guide*. Additional supplementary one-time studies and reports from the North Carolina Center for Health and Environmental Statistics (CHES) Studies series are included among the files.

The following are some of the files represented at the gopher site: Birth and Fetal Death Files, 1968-1987; Birth Files, 1988-Present; Fetal Death Files, 1988-Present; Death Files, 1968-Present; Consolidated Birth/Infant Death Files, 1968-Present; Divorce Files, 1968-Present; Vital Statistics Codes of North Carolina Counties and Incorporated Places of 2500 and over; Out-of-State Codes; North Carolina County Codes; Out-of-State Codes — Marriage Files; and The Apgar Score. Several other tables are listed but not yet available electronically: Monthly Report of Divorces Granted; Certificate of Death; Application, License and Certificate of Marriage; Certificate of Absolute Divorce or Annulment; and the Origin, Flow and Disposition of Vital Records, North Carolina.



Also available at the gopher site are the official definitions of data categories such as: Live Birth, Fetal Death, Death, Marriage, Legal Divorce and Annulment, and Divorce from Bed and Board. Following these legal descriptions is an excellent brief history of vital records processing in North Carolina. This information alone is invaluable to genealogists and other researchers. Data completeness was certified for deaths in 1940 and 1950 (86 and 96 percent respectively), fetal deaths in 1974 (99 percent), and marriage registration in 1963 (again 99 percent). No completeness certification is given for the divorce and annulment data. Other text files indicate the tape identification and record length of the files, together with the variable record descriptions, positions and possible values (such as Hospital code, Doctor's Office, County, Place of Residence of Mother, etc.).

After you locate the file that you are interested in, just click on the date you wish to view and the data will be downloaded to your computer. (Hint: this may take a while). To better use the data, you will want to import the file into a spreadsheet or data handling software package such as SPSS. Next month, we will visit another location on the North Carolina Information Highway.

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* *Due to a computer glitch, Dorothy Hodder needs the addresses and phone numbers of all persons who have reviewed, or are interested in reviewing books for this section. Please refer to Editorial Staff on page 43 for reply address. – Thank you.*

North Carolina Books

Dorothy Hodder, Compiler

Davison M. Douglas.

Reading, Writing, and Race: The Desegregation of the Charlotte Schools.

Chapel Hill:
University of North Carolina Press, 1995. 357 pp.
Cloth, $39.95. ISBN 0-8078-2216-7.
Paper, $15.95. ISBN 0-8078-4529-9.

Davison M. Douglas begins his study of how one of the largest school systems in the South initially resisted and then embraced the concept of racially balanced schools with the statement that "Race, today as much as ever, is the American dilemma." For Douglas, education is "perhaps the most critical arena in which the struggle for racial equality has taken place," and he uses the experience of Charlotte and Mecklenburg County to analyze the dynamics of racial change in the twenty years following the *Brown v. Board of Education* decision.

Although Charlotte's business-dominated leadership took pride in the national perception that the city was in the forefront of racial progress in the late 1950s and early 1960s, Douglas demonstrates that it had earned its reputation without any real commitment to school desegregation. Moreover, he clearly shows the essential role that litigation and the threat of economic disruption played in effecting change. Douglas, who attended Charlotte-Mecklenburg schools from 1962 to 1974, earned a law degree and a Ph.D. in history from Yale University; and he successfully combines his legal training and his skills as a historian to tell a complex story based on legal documents, archival sources, oral history interviews, and newspaper articles.

At the center of the story is the *Swann v. Charlotte-Mecklenburg Board of Education* case that established the constitutionality of busing as a means of desegregating public schools. By 1968, only two urban school systems in the entire country (San Francisco and Toledo) had achieved a greater degree of desegregation than Charlotte-Mecklenburg. In spite of this apparent achievement, the plaintiffs argued that the community, because of various forms of governmentally sanctioned discrimination, was one of the most residentially segregated in the nation and that only through extensive busing could the schools achieve the level of desegregation required by law. Federal District Court Judge James McMillan eventually accepted this argument, and the United States Supreme Court upheld his ruling in 1971.

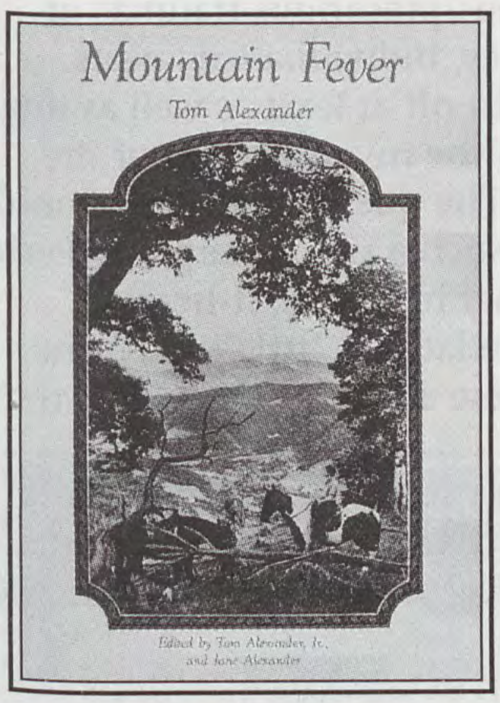
Two previous books — Bernard Schwartz's *Swann's Way: The School Busing Case and the Supreme Court* (1986) and Frye Gaillard's *The Dream Long Deferred* (1988) — overlap the present work in part, but the three treatments are quite complementary. Whereas Schwartz focuses almost exclusively on the Supreme Court's consideration of *Swann* and Gaillard concentrates on the local reaction to the case, Douglas devotes approximately forty percent of his book to the circumstances that led up to the filing of the suit; and he consistently mixes his analysis of the forces particular to Charlotte with references to the quickening national demand for more meaningful integration. For readers and libraries looking for a single book on the subject, *Reading, Writing, and Race* is the work of choice.

— Robin Brabham
University of North Carolina at Charlotte

Tom Alexander.

Mountain Fever.

Asheville: Bright Mountain Books, 1995.
176pp. $29.95. ISBN 0-914875-26-4.



In 1930, Tom Alexander, a University of Georgia-trained forester, "suddenly found (him)self in the tourist business, the owner of an outfit of tents, cots, mattresses, and cooking equipment, already in place beside one of the finest trout streams in the southern Appalachians even if only the most dedicated fishermen could actually get to it." He made a life from the remains of the collapsed dream that was the great land boom of Western North Carolina. Tom spent most of the rest of his life in the Great Smokies alternating between work as a consulting forester and running Cataloochee Ranch. His wife, Miss Judy, helped him create that mountain base camp for Great Smokies horseback trips. In 1961, Tom and Miss Judy introduced snow-making technology and skiing to their high top as the innovative Cataloochee Ski Area.

Many young men like Tom Alexander came to the far valleys of the Southern Appalachians in the early years of this century. They were witnesses to the deep economic isolation of the mountain people, cut off and cut out in the reconstruction South. Tom Alexander, however, found most of his neighbors to be far more than quaint mountaineers. Croup, bloody flux, and milk-sickness were still plagues that killed, and the long-celebrated tradition of moonshining, romantically held to be the best way to convert mountain corn in the hollows, thrived. Land tenure in these mountains had always been strained. There was a long tradition of resistance to government, big landowners, and the National Park Service. Tom Alexander recounts the shift from burning forests to control pests to burning them to protest the U.S. government policies in mountain forests. The sort of anecdotes that bring a smile to a grandchild are mixed in with trenchant criticism of cultural destruction by the National Park Service.

The text was edited by Tom Alexander, Jr., and his wife, Jane, both of whom are noted retired writers for Time-Life. He says, "Perhaps the main shortcoming of the book is that my father never got around to finishing it." Included are profiles of both parents by daughters Alice Alexander Aumen and Judy Alexander Coker. Illustrations for the book combine some of the best photographs of Western North Carolina and the Alexander family. These photographs, including the classic images made by George Masa, make the book a delight. This well-designed little volume is quite charming. *Mountain Fever* is valuable as a supporting source for anyone reading about the complex history of the Southern Appalachians in the twentieth century.

— Philip P. Banks
Asheville-Buncombe Library System

Anita Gunn Shirley.

NC Corporate Giving: A Directory of Philanthropic Programs.

Raleigh: Capital Consortium, 1995.
320 pp. $104.00. ISBN 0- 9624910-4-7.

Capital Consortium, publisher since 1989 of *North Carolina Giving: The Directory of the State's Foundations* which has profiled more than 750 philanthropic foundations over the years, has recently released *North Carolina Corporate Giving: A Directory of Philanthropic Programs*. Where *North Carolina Giving* profiles North Carolina philanthropic foundations that have a main grant-making office located within the state, or that distribute grant money to organizations in the state, *North Carolina Corporate Giving* profiles 278 philanthropic companies that have headquarters in North Carolina or that have a major business interest in the state.

The profiles of the corporations are quite thorough, paying special attention to background, financial information, subsidiaries, top decision makers within the organization, sample grants, and points of contact. This source is easy to use, indexing the companies by alphabetical order, geographical order by city and county, individual names, giving interests, and giving programs. The combined amount of giving for the companies profiled is over $724 million. At the beginning, the book describes the types of giving programs that the companies offer, such as direct giving, in-kind gifts, foundation grants, and matching gifts.

Capital Consortium has taken another giant step in achieving its long-range plan of producing a series of directories that concentrate on corporate giving and the giving habits of companies that have headquarters in North Carolina or have major business interests in the state. This reference source is highly recommended for any public or academic library that provides grant information.

— Bobby Hollandsworth
New Hanover County Public Library

I guess you had to be there.

The eighteen folks who created this serial novel apparently regard it as one of the more memorable projects of their literary careers. It is less memorable to those who are not active writers and who do not or have not lived in the Research Triangle. Hence, this review contains a most succinct plot summary.

Suffice it to say that Pete and Shirley are a middle-aged couple living in Cary and that the aspiring writer Shirley buys a briefcase at a garage sale. The contents are the memorabilia of one Donald Griffin, Pete's high school music teacher, pertaining to Griffin's long-ago infatuation with a majorette. Both Griffin and the majorette have disappeared. The quest to solve this simultaneous whahoppen and whodunit leads Shirley through a maze of encounters with writers, writers' workshops, and assorted points of local interest. The plot becomes increasingly bizarre, and it concludes amazingly with everyone more or less accounted for, mostly less.

David Perkins, editor.

Pete & Shirley: The Great Tar Heel Novel.

Asheboro, NC: Down Home Press, 1995.
166 pp. $13.95 paper. ISBN 1-878086-49-9.

Pete & Shirley was instigated by David Perkins, book review editor of the *News and Observer*, and Clyde Edgerton, who persuaded seventeen of the state's best-known fiction writers to turn out successive chapters, passing an increasingly complex story on to the next creator for resolution and/or additional mischief. Once completed, the novel appeared in daily installments in the *News and Observer* in late 1995. For those of us who failed to monitor the *N & O* at this critical time, the compilation has been published in book form with biographical sketches of the perpetrators and a semi-apologetic afterword by the editor describing the hilarious/precarious traumas of making something whole out of all these saucy, individualistic parts.

It is true that the project has been brought off at least as well as might have been expected, which is some tribute to the inventiveness of the writers and the determination of the editor. The question is, why would these talented writers commit themselves to such a silly enterprise? Perhaps there was the irresistible appeal of celebrating one another in this light-hearted undertaking; at the very least, it promised to siphon off relatively little time from anyone's more serious work; and just maybe, because these are all good writers, they really could create something remarkable.

What we have is a book that might be purchased for the sake of its authorship, but hardly for the sake of its meaningful thesis or its relevance to the lives of the general North Carolina readership. How compelled would you feel to buy the complete photo album of your neighbor's cousin Ira's Bar Mitzvah?

Recommended for public and academic libraries with extensive collections of works by North Carolina writers.

— Rose Simon
Salem College

In this volume of short stories, Heather Ross Miller writes primarily from the viewpoint of children growing up in Badin and other small North Carolina towns in the 1940s and 1950s. She has entered the minds of her characters, and masterfully conveys the state of self-involved bewilderment that children feel in the face of adult conflicts being carried out over their heads. She has also captured the exact flavor of Southern small town childhood, as the last couple of generations knew it.

Heather Ross Miller.

In the Funny Papers: Stories.

Columbia, MO: University of Missouri Press, 1995.
155 pp. Paper, $16.95. ISBN 0-8262-1031-7.

The title is taken from the first story, "Sparkle Plenty," in which Quint, as a child, longs for a Sparkle Plenty doll, based on the character in *Dick Tracy*. "She lived in the funny papers but everywhere you went in the stores, there was Sparkle Plenty multiplied , a big pink pile of dolls." After his mother takes him and runs off to Norfolk with a sailor, and after he grows up and returns home to live with his father, Mr. Finger, in Badin, Quint sees a girl in the Olympia Cafe with the same whitey-blond hair as Sparkle Plenty. His opening line, as he sits down next to her at the counter, is, "You live in the funny papers." After she moves in with Quint and Mr. Finger, if Brina asks any question about her life, Quint reminds her, "You live in the funny papers." In the last story in the book, Brina is alone, separated from Quint and their two sons for reasons Quint has not been able to explain to her. Flying a kite made out of funny papers, Brina reflects, "Nobody said dammit in Popeye or Annie, nobody said your husband's got a woman and

it's his fault and you better get something out of this, you better make him pay up. You don't believe Popeye. He's not real. Dip eggs are real, bacon is real, the touch of your children's shoes."

Quint's longing for escape, for superhuman resiliency, for simple resolutions, is echoed in the daydreams and fantasies of other children in the intervening stories. In "My Spanish Skirt," Laramie longs to exchange the tension between her own parents for her playmate Dana Vann's exotic, cussing, single mother and mysteriously absent father as much as she longs to play in Dana's Spanish dancer skirt. In "Family Women," Claude Ann attempts to reach her feuding parents by swinging her porch swing up "through the ceiling with tongues and grooves and spiders, through the sanded floor and the Oriental rugs, straight through the middle of their postered bed."

These are not happy family stories. There are hints of love gone sour and tired, of infidelity, of mental illness — none of which could be discussed with children in the time and place and type of family Miller describes. Caught up in their own problems, the adults largely act as if the children are invisible, and the children make what they can of what they see. In "Constance," the title character reflects on her childhood at her Aunt Jewel and Uncle Lonnie's golden anniversary party. When her aunt expresses a wish not to celebrate more anniversaries with her uncle, Constance almost protests. " This is not Lonnie's fault, she wants to point out. This is like when we burned up the Packard and everybody thought we burned up, too, and then they beat the hell out of me and Zackie when we were okay. This is the way we are in this family, Aunt Jewel. This is what you get." That is as close to a resolution as Miller, in her painful and hilarious honesty, will give the reader. These stories are also not easily deciphered. Each one demands patience and attention from the reader while the characters and situations reveal themselves. Miller has skillfully recreated the sensation of sorting out a child's scrambled tale about events that make about as much sense as if they were in the funny papers. Recommended for fiction collections in public and academic libraries.

— Dorothy Hodder
New Hanover County Public Library

John A. Salmond.

Gastonia 1929: the Story of the Loray Mill Strike.

Chapel Hill: University of North Carolina Press, 1995. 226 pp. $24.95. ISBN 0-8078-2237-X.

In 1929, the city of Gastonia suddenly found itself the center of national and international attention resulting from the Loray textile mill strike and its ensuing court trials. In addition to the strikers and mill bosses, the cast in this drama included two future North Carolina governors, a future United States Congressman from Gastonia, and members of the nascent American Communist Party.

As the strike progressed, acts of mob violence and vigilantism escalated tensions within the Loray mill and in the surrounding community which required Governor O. Max Gardner to send in National Guard troops to restore order. Tragically, two people were killed during this period — the well-respected chief of the Gastonia Police Department, Orville Aderholt, and one of the strikers, Ella May. The deaths of these individuals were used by each side in the strike to leverage public support for their particular agenda.

The Loray strike was one of the first major efforts by American Communists to organize and implement a southern strike strategy which they hoped would spread across the long belt of southern textile mills, bringing them under control of Communist-dominated labor unions. While their initial efforts at organization met with some success, the Communists ultimately failed because they did not understand the southern "mindset" and because of factionalism within the Communist Party itself.

Written in a highly readable and engaging style, John Salmond's narrative conveys both the historical facts and the very human struggles that were part of these dramatic events. In particular, he offers a clear picture of the very important role played by women, both as strikers and strike organizers, in all aspects of the strike. The accompanying black-and-white photographs and illustrations, mostly reproduced from files of the *International Labor Defender*, graphically portray the grimness of that time.

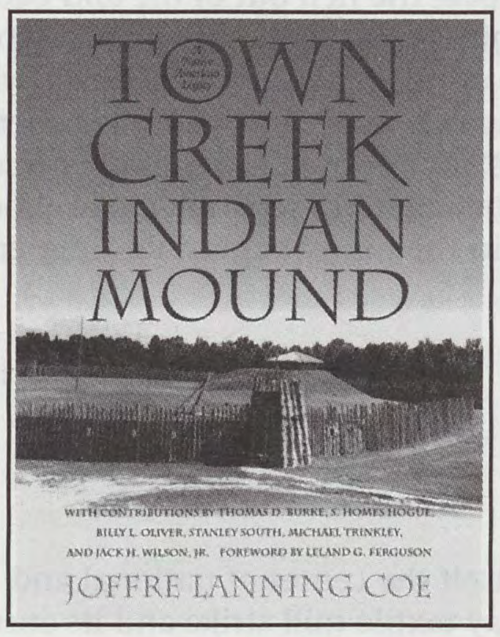
This volume should be purchased by all libraries having North Carolina history collections and by those libraries specializing in American labor history. Libraries owning Liston Pope's *Mill Hands and Preachers* will find this book to be a valuable update to that original source.

— John Welch,
State Library of North Carolina

Joffre Lanning Coe.

Town Creek Indian Mound: A Native American Legacy.

Chapel Hill: University of North Carolina Press, 1995. 338pp. $45.00 cloth, $18.95 paper. ISBN 0-8078-2176-4, 0-8078-4490-X (pbk.)



On March 5, 1937, Floyd D. and Minnie G. Frutchey of Montgomery County deeded to the State of North Carolina a small parcel of land containing approximately one and one-tenth acres, located on the west bank of the Little River (a tributary of the Great Pee Dee) above its junction with Town Creek. An earthen mound on this site, which had hampered the Frutchey family's efforts to raise cotton, was soon identified as one of the few surviving earthen burial mounds built by early Native Americans in North Carolina.

Excavations at what would soon be designated the Town Creek Indian Mound began in 1937 as a Works Progress Administration (WPA) project during the Great Depression. Work was halted at Town Creek in May 1942 for the duration of World War II. After the war, in October 1949, excavations were resumed under the administration of the state parks system. In 1955, Town Creek Indian Mound was designated a State Historic Site and authority for its continued excavation was transferred to the Department of Archives and History. The Town Creek project was conceived from its inception as an ongoing archaeological dig, a training ground for contemporary and future American archaeologists interested in the aboriginal cultures that once flourished at or near the Frutcheys' cottonfield for more than 3,000 years.

The excavations were directed by Joffre Coe, professor emeritus of anthropology at the University of North Carolina at Chapel Hill, from their inception in 1937 until his retirement in 1987. Containing over 200 photographs and illustrations of animal and plant remains, pottery fragments, stone tools, and clay ornaments, *Town Creek Indian Mound: A Native American Legacy* is Coe's chronicle of how archeological research has been conducted at the site and what the artifacts uncovered there reveal about ancient Native American people of the Carolina Piedmont.

This beautiful and historically significant volume reveals the inside story of a fascinating archaeological site that attracts tens of thousands of visitors every year. It should grace the shelves of academic libraries throughout the Southeast and public libraries throughout the Carolinas. Collectors of books on Native American history, culture, and art should not rest easy until they have copies.

— Plummer Alston Jones, Jr.
Catawba College

Paul R. Kearns, M.D.

Weavers of Dreams.

Barium Springs, NC: Mullein Press, 1995. 316 pp. $30.00. No ISBN.
(Order from the author at 715 Oakdale Drive, Barium Springs, NC 28010. Include $2.65 for shipping, $1.80 NC tax. 20% discount offered to libraries purchasing two or more books)

Kannapolis, North Carolina, may seem just like one of the many textile mill communities found throughout the Piedmont of North and South Carolina. But, unlike any of the others, it began with one man's vision of a completely planned community, completely owned by his company. Residences, stores, streets, a YMCA with theater and library, as well as recreational and sports facilities, hospital, police and fire service, and other traditionally public amenities were developed and built for Kannapolis by the Cannon Mills family and company. For years, Kannapolis remained the largest unincorporated municipality in the United States, and it did not have any form of city government until 1984. *Weavers of Dreams* is a factual and informative story of a uniquely intertwined company and city.

The author stresses the personalities in Kannapolis's past, most importantly that of James William Cannon, the founder of Cannon Mills and of Kannapolis, and his son Charles Albert Cannon, who took over the company upon his father's death and oversaw its tremendous growth throughout the next fifty years. Dr. Kearns states that his intention is not to present a "scholarly" history, but rather to present the history of the mills and the city from a personal point of view, focusing on the people who built Kannapolis, the people who lived and worked there, and the people who oversaw its transformation from "company town" to modern city. This information is well-indexed and likely would be useful to genealogists and students of history.

Also important are the quotes from newspapers, letters, and other written sources, as well as oral history reminiscences from the people who lived and worked with James and Charles Cannon. These quotes

help to give the reader a real sense of the characters of these men. A significant portion of the book describes the civic, cultural, and charitable contributions of the Cannon family, as well as institutions such as Cabarrus Memorial Hospital, the Cannon YMCA, and numerous schools and colleges that benefitted from the Cannons' generosity.

Equally important to the story of modern-day Kannapolis is the tale of the hostile takeover of Cannon Mills by David Murdock in the early 1980s, and the events that led to the city's incorporation in 1984. These details are provided in a clear and factual manner, again with profiles of the community leaders who helped bring the city into being.

Weavers of Dreams would be a significant addition to the history collections of most libraries in North Carolina, particularly in the Piedmont region, as well as textile communities throughout the Carolinas. Because of Cannon Mills's national reputation and influence, this book would be of interest to many business collections as well. In *Weavers of Dreams*, Kearns has interwoven an educational and interesting tale of two dynamic businessmen and the city that they created.

— Laurel R. Hicks
Gaston-Lincoln Regional Library

Jack Dudley. *Mattamuskeet & Ocracoke Waterfowl Heritage.*

Illustrations by David Lawrence.
Morehead City, N.C.: Coastal Heritage Series, 1995.
144 pp. $40.00. No ISBN.
(Order from Coastal Heritage Series,
409 North 35th Street, Morehead City, N.C. 28557.)

The scenes were breathtaking—one hundred thousand Canada geese crowding shallow Lake Mattamuskeet, forty thousand brandt blackening the waters west of Ocracoke Island, and thousands more ducks, swans, and other birds joining them to transform coastal Hyde County, North Carolina, into a sportsman's heaven. Memories of those mid-twentieth century days are fast disappearing. Fortunately, Jack Dudley, a dentist by profession but a careful student of coastal history by avocation, resolved to preserve the story of that remarkable time. The result, *Mattamuskeet & Ocracoke Waterfowl Heritage*, follows Dudley's *Carteret Waterfowl Heritage* published in 1992.

Waterfowl wintered at Mattamuskeet and Ocracoke long before the twentieth century. But it was the draining of Lake Mattamuskeet that led to the area becoming "the goose-hunting capital of North America." The largest natural lake in North Carolina, Mattamuskeet averages but two and one-half feet in depth. Attempts to drain it for farmland began just prior to the Civil War. Efforts accelerated in the early twentieth century, culminating in 1915 in a massive pumping station.

As the land dried, farming expanded, and the area soon boasted the world's largest acreage of soybeans, plus major plantings of other grain crops. Such plentiful food attracted additional waterfowl. Frequent rains and a high water table, however, made pumping operations too costly, and drainage operations were abandoned in 1933. The federal government bought the land and established the Mattamuskeet National Wildlife Refuge, which today draws thousands of tundra swan, ducks, and other waterfowl, albeit few Canada geese.

Dudley focuses on the legendary sport hunting that the refuge spawned. He details the increase in wintering birds from 12,000-15,000 geese in 1934-35 to 130,000 in 1959-60, the peak year. He tells how enthusiastic hunters spread news of the lake and how local residents hosted the visitors in their homes and small inns. Other hunters boarded at the old pumping station, which by 1938 had been converted into "the nation's most well known hunting lodge."

The author credits prominent sportswriters and wildlife artists with publicizing picturesque Ocracoke Island, resulting in hundreds of hunters annually. To his narrative on Ocracoke and Mattamuskeet, he adds biographical sketches of local guides. He describes shore, stake, and rolling blinds; live decoys characteristic of Mattamuskeet and the canvas-covered and roothead ones of Ocracoke; and submerged sink boxes from which hunters sprang and shot with deadly efficiency.

Mattamuskeet & Ocracoke Waterfall Heritage also offers a remarkable collection of historical photographs and other illustrations. Unfortunately, neither dates nor ownership information is provided for most of the photographs, a serious oversight in a book that will serve as the record of a vanished era. Nevertheless, larger academic and public libraries may want to acquire the book, since it tells well an important chapter in the natural history of North Carolina.

— Robert G. Anthony, Jr.
University of North Carolina at Chapel Hill

Other Publications of Interest

On This Day in North Carolina is a fascinating collection of events that occurred in North Carolina, arranged by day of the year. Compiler Lew Powell, reporter and editor for the *Charlotte Observer*, admits that his "bias is toward digging up and dusting off the almost-forgotten" and that he knows of no such book describing any other state of the Union. Indexed. (1996; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; xii, 260 pp.; paper, $16.95; ISBN 0-89587-139-4.)

Rose O'Neale Greenhow and the Blockade Runners proves that North Carolina's Civil War spy is still a captivating figure. This pictorial history by George Johnson, Jr., is an attractive introduction to her story for both adults and children. The author is a surgeon in Chapel Hill, and has pledged the proceeds from the book to endow a medical professorship at UNC-Chapel Hill. (1995; Rose, Box 3001, Chapel Hill, NC 27515; xi, 124 pp.; $20.00; ISBN 0-9649826-0-9.)

Wilson Angley, Jerry L. Cross, and Michael Hill have traced ***Sherman's March Through North Carolina: A Chronology***, covering every day from March 1 to May 4, 1865. Originally a report prepared for the North Carolina Historical Commission in response to public outcry at an unfounded rumor that the state intended to place a statue of Sherman at Bentonville Battleground State Historic Site, this book will be welcomed as a unique addition to Civil War collections. (1995; Historical Publications Section, Division of Archives and History, 109 E. Jones Street, Raleigh, NC 27601-2807; xvi, 129 pp.; paper, $8.00 plus $3.00 postage; ISBN 0-86526-266-7.)

Volume VIII of ***The Papers of General Nathanael Greene***, edited by Dennis M. Conrad, covers 30 March-10 July 1781, a crucial period in the Revolutionary War in the South. (1995; The University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; xliii, 580 pp.; $70.00; ISBN 0-8078-2212-4.)

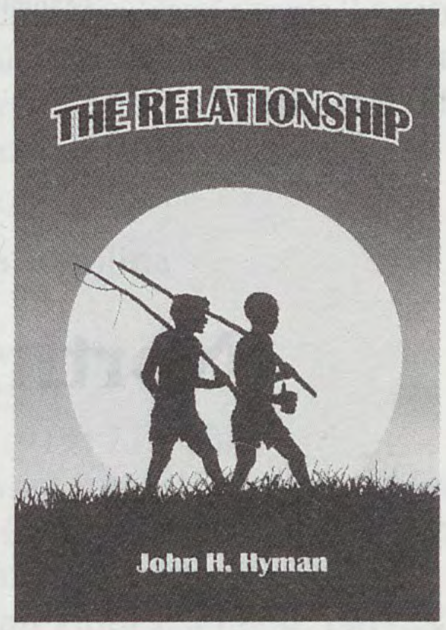
Hyde Yesterdays: A History of Hyde County is the first comprehensive chronological history (beginning with the Ice Age) of that county. It is written and illustrated with sketches and maps by Morgan H. Harris, a retired Hyde County Superintendent of Schools and for many years a teacher of Hyde history. (1995; New Hanover Printing & Publishing, Inc., 2145 Wrightsville Avenue, Wilmington, NC 28403; distributed by Hyde County Historical and Genealogical Society, Rt. 1, Box 74, Fairfield, NC 27826; xv, 349 pp.; $30.00 plus $3.00 shipping; no ISBN.)

State and local history collections will also want to add ***Scotland County Emerging, 1750-1900: The History of a Small Section of North Carolina***, by Joyce M. Gibson. In his foreword, Alan D. Watson calls the book mandatory reading for a thorough understanding of the history of Scotland County up to 1900. The book includes three substantial sections of black and white photographs. (1995; Joyce M. Gibson, 14921 McFarland Rd, Laurel Hill, NC 28351; xv, 253 pp.; $36.00 plus $3.50 shipping and $2.16 tax for North Carolina residents; no ISBN.)

For North Carolina collections, an invaluable tool will be ***Guide to Research Materials in the North Carolina State Archives: State Agency Records***, published by the Division of Archives and History, Archives and Records Section. It includes histories of agencies which have transferred records to the Archives and descriptions of the records on deposit. (1995; North Carolina Department of Cultural Resources, Division of Archives and History, 109 E. Jones Street, Raleigh, NC 27601-2807; ix, 855 pp.; paper, $30.00 plus $3.00 shipping; ISBN 0-86526-277-2.) ***W.W. I Deaths, North Carolina: American Expeditionary Force, 1917, 1918***, compiled by Ashley Kay Nuckols, indexes by rank and by hometown the North Carolina servicemen who died in battle, by accident, from wounds, and from disease, in Europe during 1917 and 1918. It includes photocopies of photographs of the servicemen in the final section, as found in *Soldiers of the Great War*. The volume is one in a series which when complete will cover 48 states. (1995; Family Roots, 1212 Red Banks Road, D-1, Greenville, NC 27858; unpaginated; paper, $25.00 plus $4.00 shipping; no ISBN.)

For fiction collections, ***The Story of Lina Holt*** is the second in Gina V. Kaiper's "Days & Years" series of novels about North Carolina women of different generations. Lina suffers the loss of her sweetheart in the Civil War, but later makes a happy life and a

large family with his brother. (1995; The Days & Years Press, P.O. Box 10667, Pleasanton, CA 94588; 211 pp.; paper, $12.95; ISBN 0-9645206-3-X.) ***The Relationship***, by John H. Hyman, is the story of a friendship between a white child and a black child, growing up as best friends in Scotland Neck, North Carolina, during World War II. (1995; E.M. Press, Inc., P.O. Box 4057, Manassas, VA 22110; 251 pp.; $16.95; ISBN 1-880664-14-3.) Stephen Amidon's ***The Primitive*** is a tense tale of a man caught in a web of emotional crises. David Webster runs a mysterious woman off a rain-slick back road near Burleigh (code for Durham), North Carolina, and is increasingly drawn to her and into her problems as he tries to ensure her well-being. (1995; The Ecco Press, 100 West Broad Street, Hopewell, NJ 08525; 271 pp.; $23.00; ISBN 0-88001-411-3.)



The stuff of fiction fills ***Too Rich: The Family Secrets of Doris Duke***, by Pony Duke and Jason Thomas. This gossipy biography of the lonely, flamboyant, and controversial heiress to the Duke tobacco fortune is sure to be in demand in public libraries. (1996; HarperCollins Publishers, 10 East 53rd Street, New York, NY 10022-5299; xv, 271 pp.; $25.00; ISBN 0-06-017218-5.) ***Uneasy Warriors: Coming Back Home: The Perilous Journey of the Green Berets*** offers another sort of look into a world unfamiliar to many readers. Author Vincent Coppola traces the mostly failed attempts of several Green Berets to readjust to civilian life around Fayetteville after the end of the Vietnam War. (1995; Longstreet Press, 2140 Newmarket Parkway, Suite 118, Marietta, GA 30067; xiii, 185 pp.; $19.95; ISBN 1-56352-197-0.)

New editions of note: John Hope Franklin's first book, ***The Free Negro in North Carolina, 1790-1860***, originally published in 1943, is available in paperback with a new foreword and bibliographic afterword by the author. (1995; The University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; xiv, 275 pp.; paper, $12.95; ISBN 0-8078-4546-9.) The third edition of ***North Carolina Traveler: A Vacationer's Guide to the Mountains, Piedmont, and Coast***, edited by Ginny Turner, updates versions released in 1989 and 1994. (1995; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; xiii, 378 pp.; paper, $14.95; ISBN 0-89587-138-6.) ***Workers' Compensation Handbook: Understanding the Law in North Carolina***, third edition, edited by Natasha M. Nazareth, incorporates changes made to the law in the 1994 legislative session and explains them in layman's terms. (1996; North Carolina Occupational Safety and Health Project, P.O. Box 2514, Durham, NC 27715; x, 160 pp.; paper, $10.00 postpaid; no ISBN.)

Naturalists will delight in ***Wildflowers of the Southern Appalachians: How to Photograph and Identify Them***, by Kevin Adams and Marty Casstevens, both experienced nature photographers. The book opens with detailed instructions on photographing wildflowers, covers environmental concerns, and identifies over 300 wildflowers with scrumptious full-color photographs, detailed descriptions, and photo tips. (1996; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; xiii, 257 pp.; paper, $26.95; ISBN 0-89587-143-2.)

Another treat for the eyes is ***The Year in Trees: Superb Woody Plants for Four-Season Gardens***, which includes 150 "plant portraits" originally written as weekly profiles for the North Carolina State University Arboretum's outreach program by Kim E. Tripp. Photographs are by co-author J.C. Raulston, director of the arboretum, and several other contributing photographers. The book is divided into sections corresponding to the seasons of the year to help gardeners select trees appropriate to their needs. (1995; Timber Press, Inc., 133 S.W. Second Avenue, Suite 450, Portland, OR 97204; 204 pp.; $44.95 plus $6.50 shipping; ISBN 0-88192-320-6.)

Warren Dixon, Jr., has compiled his humorous short stories, previously published in *The Liberty News*, *Postal Life*, *Carolina Country*, and other state magazines and newspapers, into ***Tarheel Hilarities***. His subjects include critters, family reunions, Christmas, Boy Scouts, and other aspects of life in small-town North Carolina life today. (1996; Five Hawks Press, P.O. Box 1203, Liberty, NC 27298; 192 pp.; paper, $11.95; ISBN 0-9648321-0-0.)

Lagniappe* / North Caroliniana

compiled by Plummer Alston Jones, Jr.

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

Integrating the North Carolina Computer Skills Curriculum

by *Gerry Solomon*

To support the North Carolina Computer Skills Curriculum, consultants at the North Carolina Department of Public Instruction and educators throughout the state have collaborated to create lesson plans that integrate the instruction of computer skills with other areas of the curriculum. Each guide contains lessons by grade level with cross-curricular objectives, activities that encourage cooperative planning and instruction between teachers and media coordinators, measures for evaluation, and worksheets for duplication.

Educators will find the lesson ideas helpful in designing computer experiences that will prepare students for the Computer Skills Test that will be administered to eighth graders in the state of North Carolina starting in 1996-97. The lessons stop at the eighth-grade level because the goal is to have students continue practicing and expanding their skills during their high school years. The following reviews are arranged in the order in which teachers might begin instruction in each of the skill areas.

Terms, Operation and Care, Gr. K-3. $5.00 EM124.
At each grade level from kindergarten to third grade, students have the opportunity to become familiar with basic computer terminology. This guide contains brief lessons that use pictures, overhead transparencies, flashcards, computers, and diskettes to reinforce computer terms and the proper handling of equipment. For example, a lesson at grade two centers on the dangers of sand scratching monitor screens, clogging the disk drive, and interfering with the function of the printer or keyboard. The second part of the guide has lists of computer vocabulary arranged in three sections: by alphabetical order, by computer skills strand, and by grade level.

Keyboarding, Gr. K-4. $5.00. EM125.
This guide helps teachers prepare students for the performance portion of the Computer Skills Test. Lessons for grade one are designed to teach letter and number keys, and special keys such as shift, delete/backspace, arrows, caps lock, escape, and return/enter. At grade two, students practice correct keyboarding posture and finger placement on the home row keys. For grades three and four, activities and worksheets focus on correct finger placement when keying in words and paragraphs. Keyboarding terminology and definitions are provided at the end of the guide.

Societal Impact, Gr. K-8. $5.00. EM126.
How people use computers for work and play and the impact of computer technology on our lives provide the focus for the lessons in this guide. Young children visit the media center and other areas of the school to observe the use of computers in order to make charts of what can and cannot be done with a computer. Visits by community members, interviews with adults, and research in the media center help students learn how technology has affected jobs and various aspects of life in North Carolina and across the United States. At fifth grade, students begin to explore ways to access current information through online services by drawing cartoons that show how this capability has changed the way people work. Upper-grade students conduct surveys, make posters, and use graphing software to demonstrate ways that telecomputing promotes a global community, and learn what technological skills are needed for careers in today's world. The lesson plans include worksheets, overhead transparency masters, and reprints of relevant newspaper articles.

Ethical Issues, Gr. 1-8. $5.00. EM127.
This guide provides lessons for teaching respect for an individual's right to the ownership of computer work. At grades one and two, group activities help students differentiate their own work from that of others. Third grade students are introduced to copyright law using a commercially produced videotape, *Don't Copy that Floppy.* During the upper elementary grades, students explore copyright law and the protection of software and hardware from vandalism with the media coordinator. Lessons for middle school students include research on copyright law violations and scavenger hunts for examples of original work that represent intellectual property. By eighth grade, students learn to distinguish between data that is public and private, and how to protect hardware and software from computer viruses. The guide includes reprints of newspaper articles, lesson plans for using *Don't Copy That Floppy* with various grade levels, and the 1987 Policy Statement on Software Copyright by the International Council for Computers in Education.

Word Processing, Gr. 2-8. $5.00. EM131.
Primary students are taught the fundamentals of word processing by creating rhyming words with home row keys and developing a journal to record the growth of lima beans. Upper elementary students learn more advanced word processing techniques by working in groups to research and record information about North Carolina historical sites. There are also activities for checking local newspapers to write about North Carolina cultural events and keeping personal logs of leisure activities. Students at the middle-school level gain experience with word processing utilities and desktop publishing functions by adding clip art to a prepared data file on "North Carolina and the American Revolution." Worksheets and a glossary of terms are included.

Databases, Gr. 4-8. $5.00. EM129.
This guide provides a progression of activities to help students understand how information in databases is organized and used. Fourth graders learn the difference between print and computer databases by visiting the media center where they can find information in a variety of formats. Students compare data from various sources and participate in a "Database Track Meet" by looking up topics and recording the number of pictures, number of other references, time taken to find the topics, etc. Fifth and sixth graders work in groups to record information on index cards that can be sorted and searched by files, records, and fields. A variety of activities with sets of colored objects introduce the concept of searching databases with Boolean connectors. In another activity, students use a computer graphing program to record cereal content and draw conclusions about nutritional value. At the seventh- and eighth-grade levels, students use searching and sorting techniques with prepared databases to solve problems. These include simulations of gathering weather information from various locales to assist travelers and using a database of North Carolina counties to help a California firm relocate to an area near the coast. The guide includes sample worksheets for some activities.

Spreadsheets, Gr. 6-8. $5.00. EM130.
Students at the middle-school level begin the study of spreadsheets with activities that record information such as batting statistics and food nutrients. After learning spreadsheet terms such as column, row, cell, and value, they learn to use a computer spreadsheet to record temperatures and test hypotheses about the behavior of heat in the classroom. "What if" statements are tested with activities such as the "Astronomy Mission Spreadsheet" in which students record their weights and determine if they have enough fuel to visit various planets. Eighth graders continue to explore "what if" statements using a shrimp spreadsheet file in order to determine what polluting industries would have to spend to eliminate pollution and the resulting increase in income for shrimpers. The guide includes transparency masters and activity sheets that teachers need for the lessons.

Telecomputing, Gr.4-7. $5.00. EM128.
Teachers can use the activities in this guide to introduce students to the world of telecommunications. After they complete an interview activity to learn various telecomputing terms and how people use computers to access information, students observe a teacher conducting an online session. They perform skits to learn the difference between e-mail and the U.S. mail in preparation for conducting an e-mail survey on an electronic bulletin board in the United States. The guide includes a sample message with questions that students might ask. In the sixth grade, students expand the survey activity by exchanging essays with students in other parts of the world. Students document their impressions of other countries before and after the exchange of e-mail communication. In a "Global Environment Project," students conduct research on environmental issues in Europe and the former Soviet Union by using a variety of resources in the media center. Information is compared with essays collected from e-mail requests. Seventh-grade students collect weather data each week and exchange it via e-mail with classes in other parts of North Carolina to complete a weather map. Worksheets, sample surveys, and a glossary of telecomputing terms are included.

Order from:
Public Schools of North Carolina
Publication Sales
301 N. Wilmington Street
Raleigh, NC 27601-2825
(800) 663-1250 • FAX (919) 715-1021

Publications also can be purchased from Publication Sales in the basement of the Education Building, Room B75, from 7:30 A.M. to 4:30 P.M., Monday through Friday.

Complete set of eight lesson plan guides, $35.00. EM122.

Computer files created to accompany many of the lessons also are available from school system technology coordinators or by sending a blank diskette for each file and requesting the platform and the program needed (e.g., Claris Works for MAC or Microsoft Works for IBM or MAC) to:

Martha Campbell
Public Schools of North Carolina
Instructional and Accountability Services
301 N. Wilmington Street
Raleigh, NC 27601
(919) 715-1516

1996 NCASL Conference

—Balancing Our Information Future—

August 7-9, 1996
Marketsquare Convention Center
High Point, North Carolina

Preconferences, Wednesday, August 7, 1996

9:30 - 4:00:

The Delicate Balance: Multiculturalism and Its Resources

Co-sponsored by NCASL with The Public Schools of North Carolina and the NCLA Children's Services Section

Keynote Speaker:

Joseph Bruchac, well-known storyteller and author of such exciting teacher resources as *Keepers of the Earth* and *Keepers of the Animals*, as well as children's books like *Thirteen Moons on a Turtle's Back*, *The First Strawberries*, and *A Boy Called Slow*.

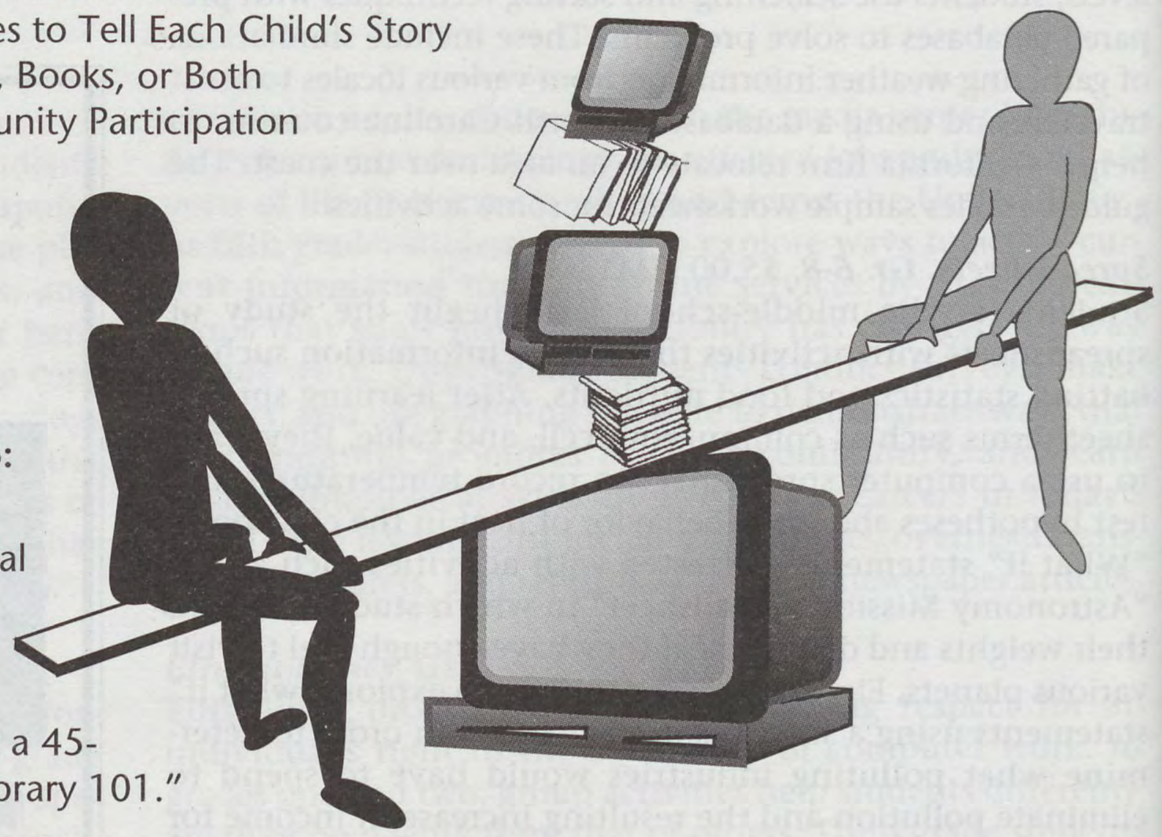
Sessions:

- Building a Technology *and* Print Multicultural Collection
- Finding the Best: Choosing Resources to Tell Each Child's Story
- Weighing Our Options: Technology, Books, or Both
- Opening the Doors: Inviting Community Participation

1:00 - 4:00:

F.L.I.P. for Information Skills

presented by Alice Yucht, Rutgers University and *Technology Connection*



NCASL Conference

Keynote Speakers Thursday, August 8, 1996:

Technology humorist **Alice Yucht** from Rutgers University, who is on the editorial board of Technology Connection from Linworth Publishing. Her topic will be L.I.B.R.A.R.Y P.O.W.E.R...Pep Rally for School Librarians. She also will be doing a 45-minute session on Thursday entitled "Library 101."

Wil Clay, African-American children's book illustrator, storyteller, artist, sculptor and graphic designer, will be doing two 45-minute presentations on Thursday. His book, *The Real McCoy: Life of an African-American Inventor* will be available for purchase.

Featured Speakers August 9, 1996:

Floyd Cooper, illustrator of *Grandpa's Face* by Eloise Greenfield; *Brown Honey in Broomwheat Tea*, *Jaguarundi* by Virginia Hamilton, and *How Sweet the Sound* by Wade and Cheryl Hudson. He is recognized nationally as an superb speaker as well as artist.

The keynote speaker for the Friday luncheon will be the editor of *Omni* magazine, Greensboro native, **Keith Ferrell**.

Continuing Education Credit will be offered for this conference

North Carolina Library Association
Minutes of the Executive Board

February 16, 1996

Winston-Salem was the site of the first NCLA Executive Board meeting of 1996. President David Fergusson presided over the meeting which began at 10:15 a.m. on February 16, 1996.

The secretary read the following minutes from the Third General Session of the 1995 NCLA Biennial Conference:

> On October 6, during the Third General Session of the Biennial Conference, Kim Ellis, chair of the Constitution Codes and Handbook Revision Committee made a motion that NCLA make the changes and amendments to the NCLA Bylaws as they are printed in the conference program booklet on page 5. John Via seconded the motion and President Gwen Jackson called for a voice vote of the membership. The membership present approved the motion.

Gwen Jackson made a motion to accept the minutes as read. Beverly Gass seconded. The minutes were approved.

President's Report

President Fergusson reported that the NCLA office computer was not adequate to handle the organization's financial accounting software and that it is recommended that NCLA purchase a new computer. Robert Burgin stated that he felt that the new computer should have at least 16 megabytes of RAM.

Robert Burgin moved that NCLA spend up to $3,000 for a new computer. Teresa McManus seconded the motion. The motion was passed.

President Fergusson also informed the board of his priorities during the biennium. These included:

- his goal to more strongly link libraries with children
- the importance of increasing the amount of money available for conference scholarships
- the need to develop a personnel policy for the NCLA Administrative Assistant
- the importance of increasing NCLA's membership

Treasurer's Report

Treasurer Wanda Cason presented the Treasurer's report. Robert Burgin asked when the balance from the conference funds would be resolved. Wanda said that Chuck Mallas is reconciling the amounts that round tables and sections should be reimbursed for meals. She noted that Chuck doesn't expect as much profit from the conference as we had hoped.

Karen Perry asked about scholarships. Wanda Cason explained that the scholarship money is very complicated because it is in several different accounts and CD's. Our accountant suggested that all the various scholarship CD's and accounts should be put into one account. Karen Perry suggested that the investment committee should have a full report of the scholarship funds.

Nancy Foggerty said that when some of the scholarships were set up, there were legal requirements to keep the funds separate. Wanda Cason noted that the treasurer has never really had clear information about the purpose and history of the scholarships. Cheryl McLean, Archives Committee, said that she will review the archives and gather information about the origin and requirements of the various scholarships. All committees, sections, and round tables were asked to provide any information they have on scholarships. Teresa McManus suggested that the chair of the scholarship committee be added to the Investment committee.

Robert Burgin moved to accept the Treasurer's Report. Gwen Jackson seconded. The report was accepted.

Administrative Assistant Report

Christine Tomec, NCLA Administrative Assistant, asked the board to list their meetings in the NCLA calendar. She also distributed the latest membership report. She reported that she had mailed out 1892 membership renewals for 1996; 817 have renewed (43%). We now have 2,146 members.

Reports from Sections and Round Tables and Committees

• ***Children's Services Section***

Beth Hutchinson reported that the section had gotten very favorable responses to the sessions they sponsored at the 1995 conference. They are considering the possibility of sponsoring workshops on programming issues throughout the state. They will be sponsoring a seminar October 21 on storytelling at Brown Summit, NC.

• ***College and University Section***

Kathy Crowe reported that the Academic Curriculum Librarians Interest Group will hold a workshop on May 14 at NC A&T State University's Bluford Library, featuring a panel discussing accreditation evaluation criteria. Plans for a fall workshop sponsored by the Section are underway.

• ***Community and Junior College Libraries Section***

Sheila Core reported that the Section has not met but is planning to meet in early 1996.

• ***Documents***

Cheryl McLean reported that the section is sponsoring a workshop on May 10 or May 17, 1996, and one of the topics will be the transition of the Federal Depository Library Program from paper to electronic documents. They will also hold a fall workshop on legal resources.

•Library Administration and Management Section

Robert Burgin asked Sylvia Sprinkle-Hamlin, chair of the planning committee for the Leadership Institute, to give the board details of the Institute. Sylvia reported that the Institute will be held October 10-13, 1996 at the Brown Summit Conference Center. The committee will be sending out letters to solicit nominations for Institute participants. The goal is to have 30 participants. The fee for the Institute is $425.

Mr. Burgin recommended that an NCLA committee be formed to provide input and support for the Institute. President Fergusson will appoint a continuing committee. The Institute will be funded with a special projects grant this year.

•North Carolina Association of School Librarians

Karen Perry reported that the NCASL Executive Board has 22 members representing the geographic and demographic characteristics of the state.

The 1998 NCASL conference site will be in Raleigh, August 5-7 at the Civic Center. The section is also sponsoring a variety of programs throughout the biennium including Battle of the Books, Student Media Fair, Children's Book Award, and School Library Media Day.

She reported that AASL (national) is working on an Internet project. They are also organizing a Count on Reading project. The goal is to read a billion books; NCASL is organizing the project in NC. Karen also reported that a homepage has been set up for NCASL **(http://www.cms.k12.nc.us/ncasl.html)**

•Public Library Section

Sylvia Sprinkle-Hamlin reported that the section board has met and they are appointing chairs for various committees. They have established meeting dates for the biennium and expect the section to be very active.

•Reference and Adult Services Section

Sue Ann Cody reported that the section board met and evaluated the fall program, "Through the Customers' Eyes." They are considering the possibility of sponsoring a fall workshop on policies dealing with cyberspace.

•Resources and Technical Services Section

Janet Flowers reported that the section had reviewed the comments from the 1995 conference workshop and felt it was very successful. Seventy-four people attended "Evolving, Integrated Technical Services Environment" and seventy-one attended "Re-tool Time for Technical Services: Why?"

•New Members Round Table

Carol Freeman reported that the round table has not met yet.

•NC Library Paraprofessional Association

Renee Pridgen reported that the association was very pleased with their programs at the 1995 conference. They are planning to sponsor a teleconference, "Soaring to Excellence," and a cataloging series.

•Round Table on Ethnic Minority Concerns

Sheila Johnson reported that the round table would be holding its first meeting early in 1996.

•Round Table on Special Collections

No report was available.

•Round Table on the Status of Women

Betty Meehan-Black reported that the round table met and discussed the effectiveness of the REMCO/RTSWL jointly sponsored program at the conference, "Stop Talking and Start Doing: Recruitment, Retention and Education in North Carolina Libraries." They recommend that at future conferences the membership tables be set up more in the flow of traffic.

•Technology and Trends Round Table

No report was available.

Committee Reports

•AIDS Materials Awareness

No report was available.

•Archives

Cheryl McLean reminded the board that current board members should keep the records of the officer who preceded them and that other records should be given to the Archives Committee.

•Conference Committee

Beverley Gass reported that the members of the committee will be selected by March 1, and they will hold their first organizational meeting in early April. They have sent letters to the Greensboro, Charlotte, and Winston-Salem convention/visitors bureaus regarding the 1999 conference.

Ms. Gass noted that the *Biennial Conference Handbook* needs revision to incorporate two changes: 1) that the Site Selection Committee include a past president on the committee and ; 2) on page 3, that a separate paragraph be added establishing the criterion that conference dates should be selected so as not to conflict with any major religious holidays.

President Fergusson appointed Pauletta Bracy, Sylvia Sprinkle-Hamlin and Beverley Gass to prepare an appropriate motion for the next board meeting. Ross Holt was asked to recommend the proper method for amending the NCLA Handbook to include the forthcoming motion.

It was suggested that we consider booking the same site for 1999 and 2001 in order to get a better rate. Karen Perry noted that the hotels may not guarantee the rate. She suggested that if we coordinate the site for the NCLA conference with the site for the NCASL conference, we might be able to get better rates.

•Constitution, Codes and Handbook Revision

Ross Holt reported that the committee will meet between board meetings to make changes in the handbook.

•Finance Committee

Teresa McManus reported that the committee has not met. The committee will be working on the budget and other financial issues.

•Governmental Relations

John Via reported that some of the issues that the committee is working on include: the decency act, digitizing of government documents, federal funding for libraries, and copyright in the electronic environment.

He distributed a flyer about "Log in at the Library Day" which will be celebrated around the country on April16 during National Library Week.

•Intellectual Freedom

No report was available.

•Literacy Committee

Pauletta Bracy asked Steve Sumerford to report on a grant from the Lila Wallace Readers' Digest Fund. Mr. Sumerford reported that the foundation will make three or four large grants this spring to public libraries that are currently sponsoring literacy programs. Dr. Bracy reported that the committee will sponsor a program at the NCASL conference.

•Membership Committee

Barbara Akinwole and Jackie Beach reported that the Membership Committee has not met yet. John Via mentioned that we have a problem with membership retention. The

committee agreed to study this.

•Nominating Committee
No report was available.

•Publications and Marketing
Richard Wells reported that the committee will meet next month; Eleanor Cook and Sandy Neerman have agreed to serve on the committee again.

•Scholarships Committee
Edna Cogdell reported that the committee has not met yet.

•Special Projects Committee
No report was available.

•North Carolina Libraries
Rose Simon reported for Frances Bradburn. The editorial board is revising the style manual to include citing of information from electronic sources .

•ALA Councilor
Martha Davis provided information about the following ALA topics:

- the Fund for America's Libraries successful fundraising efforts
- 1996 ALA theme: "Library Advocacy Now"
- Betty's focus on Equity on the Information Highway
- upcoming ALA president Mary Summerfield's focus on youth
- ALA Council discussion about chapters not being involved in changes in conference sites, both selection and deselection of conference sites
- Legislative Day on May 7. A gala will be held the evening before to commemorate the 50th anniversary of the Washington office; there will be an Honor Roll for people who have had significant impact on federal legislation; one person from each state can be nominated for each of the following decades: 1955-64, 1965-74, 1975-84, 1985-1995.

Pauletta Bracy made the following motion and Beverley Gass seconded it:

> It is moved that NCLA participate in the ALA Washington Gala Honor Roll by nominating the following individuals for the respective years: Ed Holley (1955-64); Gene Lanier (1965-74); Annette Phinazee (1975-84); Elinor Swaim (1985-95). NCLA will pay only the expenses of the banquet ticket at $65 for the honorees who attend.

The motion was passed.

President Fergusson appointed Pauletta Bracy to prepare a vita for Annette Phinazee; John Via to prepare a vita for Ed Holley; Richard Wells to prepare a vita for Elinor Swaim. President Fergusson will take responsibility for the vita for Gene Lanier.

•SELA
Nancy Clark Fogarty asked for the board's feelings about SELA; there was discussion but no conclusive decision from the board about SELA's future.

•Business from the Board Retreat/ Planning Session:
Sylvia Sprinkle-Hamlin made a motion to accept the statement which was developed during the Board Retreat. Teresa McManus seconded the motion. The motion carried.

The statement reads as follows:

> The focus of the NCLA during the 1995-1997 biennium is to enhance the image of libraries as an essential community service, in order to increase the support, funding and influence of libraries. A comprehensive marketing campaign will be conducted to achieve this goal.

The meeting was then adjourned for lunch.

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Shelia Core
Surry Community College
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Dobson, NC 27107
Telephone: 910/386-8121
x317
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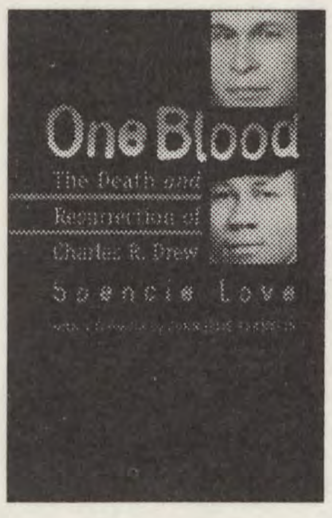

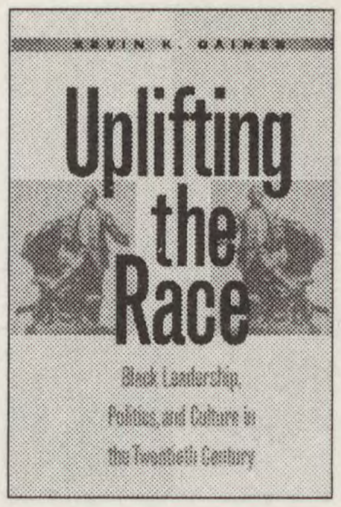

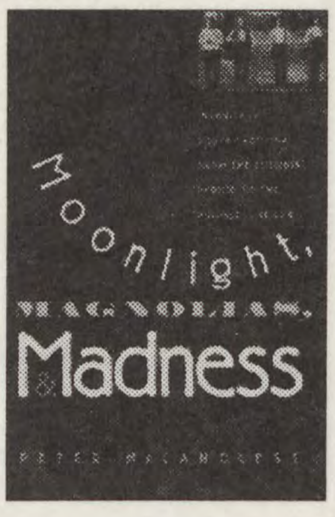

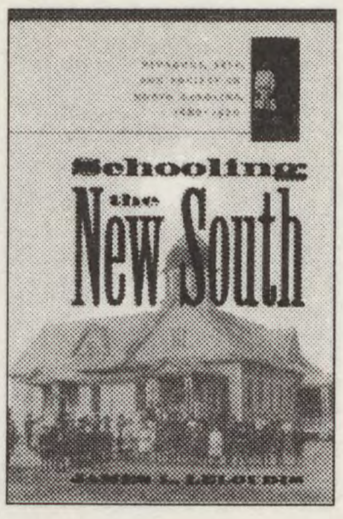

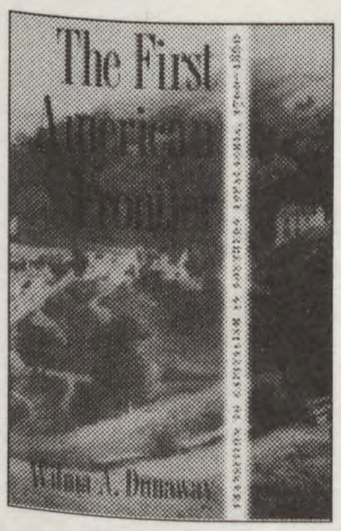

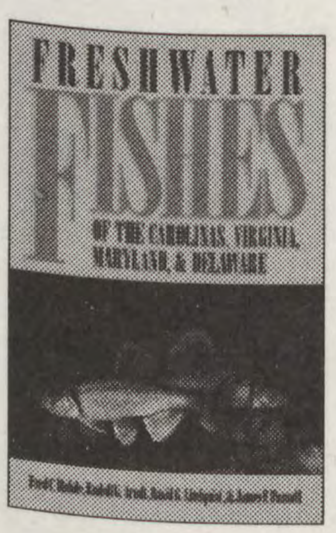

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