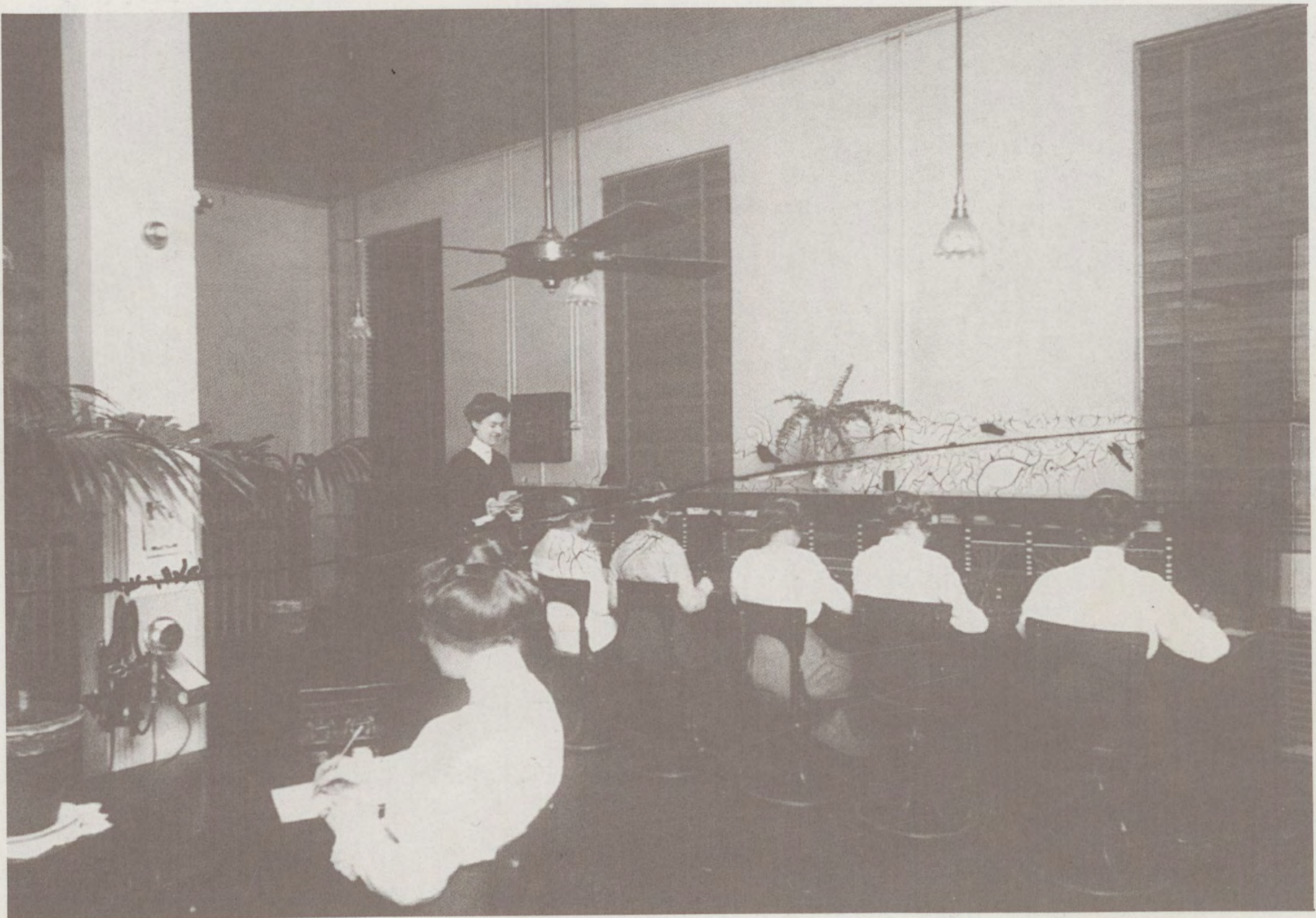
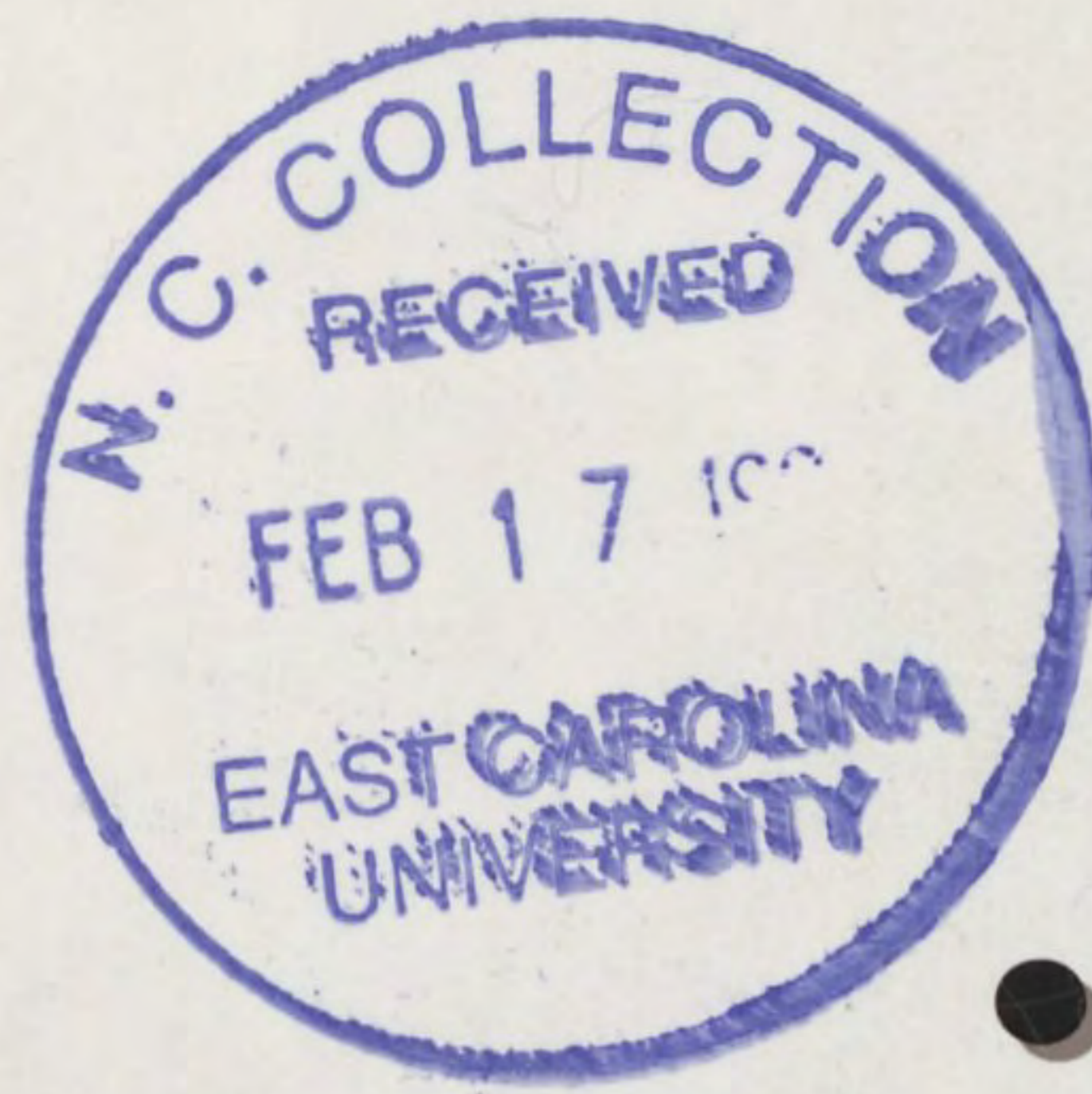


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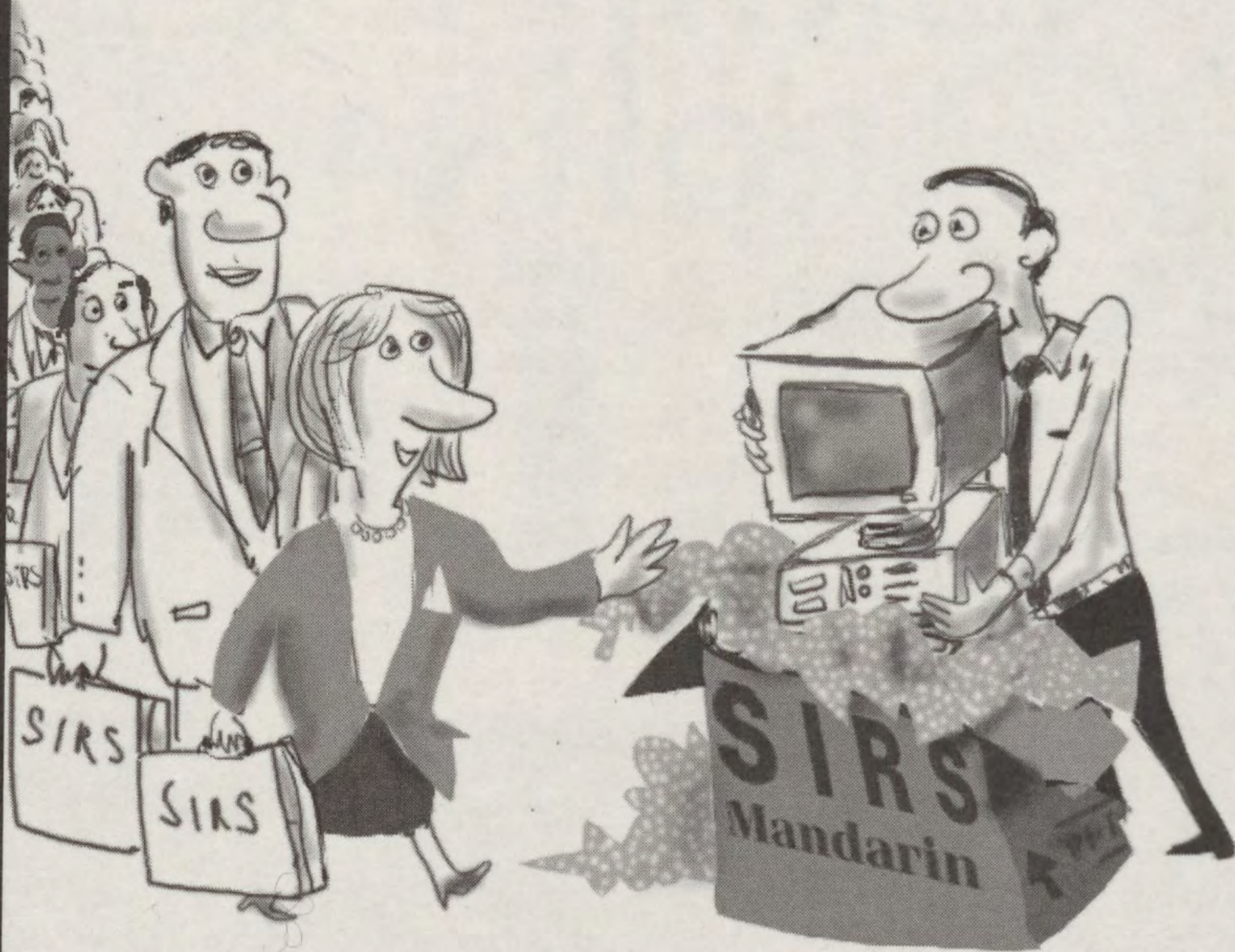
... librarians [must] look at the technology for what it is — a means of delivery — and evaluate it as such.

— Bil Stahl, Page 152



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From the President

Dave Fergusson, President

At this time of year, why not a New Year's Resolution with some guts, teeth, and altruistic conviction? Resolve that you will renew your NCLA membership immediately and that you will convince either a former member to join again or a newcomer to join for the first time. Earn bonus points by recruiting a library trustee or a Friend of Libraries or a local politician to join the Association. You will feel terrific and your "recruit" will never stop thanking you. But don't wait! These insightful and hilarious columns I keep writing aren't going to go on forever. You gain *power* in the library community by belonging to NCLA. Membership gives you the best journal in the country, and if you can find a better professional conference to attend, go ahead. (But tell us about it, we love a challenge.)

We hope that the new NCLA public service announcement has been televised in your area by now and that you have seen it. As you may recall, the focus that the Executive Board agreed upon for this biennium was *enhancing the image of libraries* through a comprehensive marketing campaign. As the Publications and Marketing Committee, chaired by Richard Wells, investigated this, the high cost of quality video production became clear. While looking into ways to undertake a public awareness campaign, the committee decided to first develop some inexpensive spots using personalities famous in North Carolina.

NCLA was fortunate to attain the help of the Wake Forest Athletic Department, probable college basketball Player of the Year Tim Duncan and point guard Tony Rutland, a local library user. The PSA was produced at very low cost through the Forsyth County Public Library's partnership with the City of Winston-Salem's well-equipped TV 13. The Committee has tried to get airplay in all of North Carolina, but if you have not seen it, call your local TV station or cable franchise, and tell them you can get them a copy. Call Richard Wells at the Randolph County Public Library, (910) 318-6800, for information, and please call Richard if you know a famous North Carolinian who might agree to speak out in the media for libraries.

After years of planning and work, this Association accomplished something wonderful early in October. Twenty-eight energetic North Carolinians started on their way to becoming leaders in our society. Fortunately for us, they all work in libraries, and this all happened at the first NCLA Leadership Institute in Brown Summit. Among those to whom we owe thanks for their contributions are co-chairs Sylvia Sprinkle-Hamlin and Dale Gaddis — along with Sheila Bailey, Melanie Collins, Kem Ellis, Sally Ensor, Janet Freeman, Naomi Galbreath, Gwen Jackson, Jean Johnson, Marion Lindsay, Teresa McManus, Jane Moran, Alice Naylor, Sherwin Rice, Cal Shepard, Rose Simon, Ben Speller, Elinor Swaim, Jerry Thrasher, John Via, Patrick Valentine, Marsha Wells, Anna Yount, and John Zika.

We also want to thank publicly Baker & Taylor, Ingram, Bowker, Yankee Book Peddler, and UMI for their financial support. As we build upon this success and as more of our members benefit, the result will be better libraries and library service for North Carolinians, as well as a stronger NCLA.

I am very enthused that the Executive Board has dealt with two obstacles that have faced the Association for a number of years: governance and weakened financial health. The proposals affecting governance which I mentioned in the last *North Carolina Libraries* have been acted upon. An amendment to the *Constitution* will be proposed to the membership at the 1997 Biennial Conference by which additional voting members of the Executive Board may be stipulated in the Association Bylaws. A bylaws change will then be recommended in which any Section or Round Table with over 350 paid members on the last day of the preceding biennium will gain an additional voting member on the board. Further additional voting members will then be added for each additional 200 paid members. These steps should afford equitable representation to extremely large sections, which are currently underrepresented.

The Financial Vitality Committee and the Finance Committee have collaborated to arrive at a viable budget for 1997. In order to stop relying on deficit budgeting, the Executive Board passed a one-time motion to transfer 1995 Conference profits and 1997 Conference start-up money into the 1997 operating budget. Sections, round tables, and committees must bear virtually all of their 1997 conference programming costs. The budgets of most sections and round tables are quite substantial and will be able to absorb the extra cost. The Financial Vitality Committee recommended forming a Grants Committee to seek sources of outside funding for NCLA. They also recommended that the allocation to each section or round table from individual members' dues be slightly reduced to correspond to the amount that had been allocated until a couple of years ago. I believe that these actions form the base of a program which will result in a stronger organization which has an increased amount of flexibility. I welcome your comments.

Librarians and Technology: A Penguin Marriage?

by Bil Stahl

When I was a young naturalist, I read a book entitled *Forbush and the Penguins*.¹ Forbush described his life among the penguins. While they may be endearing birds, penguins are not of high intelligence. When mating, they evidently are not clear on who is which gender, so the couple takes turns alternating roles. This seems to me to be a fitting analogy for librarians and technology — it is sometimes difficult to determine who has what role in the partnership.

This role is often very unclear when trying to determine whether librarians are trying to lead the technology or whether the technology is driving the librarians (as well as just about everyone else). We are afraid of becoming irrelevant, so we append ourselves to the latest trends in information delivery. We are now doing with the Internet and the World Wide Web what some library science programs did in the 1970s when their curricula looked more like computer science curricula, full of programming and database design courses, rather than true library science courses. The need for librarians who understand how to select, evaluate, and present information, regardless of the delivery mechanism, is greater today than ever before. People are awash in information, and they need help sorting it out. They do not need librarians to be simply another information delivery source. People usually are looking for someone to help them find sufficient information for

their particular needs. They want assistance from someone who is *information literate*.

I believe that, as a profession, we must come to grips with understanding information literacy in all its permutations. Information literacy includes audio, textual, and visual literacy. However, first we must define "literacy." I blanch when I hear people, including librarians, talk about "computer literacy." We do not talk about "automobile literacy." To be literate means to be able to understand the information being provided, not to be skilled in some technology usage. We need to be literate in interpreting the information the computer (or the television or the newspaper, etc.) delivers to us. The techniques of information delivery will constantly change. Many of the current information technology delivery mechanisms will change within a matter of a few months or years, as they have been doing for the past decade. Stake your future on the current World

Wide Web, and you will be obsolete within a year or two.

Librarians need to be literate about information and its uses. They need to understand information as a material, in the same way an expert carpenter understands wood. The carpenter knows that all woods are not the same, and knows what wood is especially good for what purposes. It was no accident that a piece of early furniture was made of different types of wood. The legs were intentionally of a different wood from that of the arms of a chair.

In today's world there is usually not a single source of information that answers a question. The information seeker is often confronted with more than one choice, and usually in a variety of formats. Librarians need to be about the business of fitting both the content and the format of the information to the needs of a particular user, so that the user can derive meaning from the information being presented to him or her. The technology increasingly delivers in-

Librarians need to be about the business of fitting both the content and the format of the information to the needs of a particular user, so that the user can derive meaning from the information being presented to him or her.

formation in "multimedia" format, yet in many cases the librarian is still functioning in a single dimension of literacy — that of text. For example, we deal more and more with a world of images, yet often we do not realize the information content of those images. We know that graphical information is "different," but many do not really understand how or why and are therefore unable to assist the user as needed. Too often we get people to the front door of information and then cannot really help them enter into it and gain an understanding of it.

A new field called Information Architecture is one in which I believe librarians need to become major players. Unfortunately, I have seen little evidence to date of librarians in Information Architecture. It seems to be largely the domain of architects, graphic designers, and multimedia developers. The field, whose father is probably Richard Saul Wurman,² seeks to present information in ways that allow the user to quickly and efficiently derive meaning. Part of the technique used by information architects is the classic reference interview, except that the questions are directed at the information provider rather than the information user, and the information architect serves as the proxy for the potential users. Their emphasis is not on the simple creation and dissemination of information, but rather on understanding what the information content truly is and presenting it in such a way that the user can understand it with a minimum of effort.

Some may take exception to my focus on information architecture and its emphasis on the creation of information rather than the dissemination of information. However, I believe that it is necessary to be engaged in the creation of information in order to understand its purpose and use by its ultimate

recipient. Librarians can no longer function simply as conduits connecting the reader to his or her book. In some respects, I believe that we need to return to the concept of a "reader's advisor," with the proviso that we broaden the term "reader." The reader's advisor had a good understanding of who the reader was and what his or her interests were, etc. The effective reader's advisor also had a thorough knowledge of the information they had available and could make a good match of reader to book. In essence, the librarian who was an effective reader's advisor was an effective market analyst, matching product to consumer. Now we are confronted with a much more diverse clientele, seeking access to a much more diverse array of information in an increasingly growing panoply of delivery mechanisms and formats. This means that the job of keeping up with both the "reader" and the "information inventory" is much more difficult. It also means that it is even more important now than it was before. There are many different organizations, both private and public, attempting to match up the reader with a book. Libraries have seen a large decline in the uniqueness of their role in doing this. Our challenge is to distinguish ourselves from the rest of these organizations by our understanding of the information and its packaging in relation to the particular consumer. To do this, we must understand information architecture in order to understand the products that we deliver. We must also improve our understanding of our customers and their approaches to finding and using information.

Technology is a key element of the information packaging, but it is important to remember that it is the packaging. Perhaps we should think of technology expenditures in the same way we think of binding and processing costs.

Technology is a way of packaging the information as is binding and processing, and packaging has been a standard operating cost for libraries. Librarians must be adept at using the appropriate technologies that get to the information. However, we must resist the current marketing trend that develops the package first and then decides what product fits.³ Our focus must remain on the product, which is the information. In order to be successful, we also must take responsibility for our consumer's success in using our product. This means assisting the user to reach through the technology, and through the surface of the information, to derive the meaning.

Technology can provide fast access to a lot of "information." However, if librarians cannot add value to the information being delivered by the technology, why should the library be involved? I am not arguing here for the retreat of librarians from the technology, but rather that librarians look at the technology for what it is — a means of delivery — and evaluate it as such. More than a few libraries have equipment acquisitions plans to support information technology, but they have not incorporated the information delivered by the technology into their collection development policies and practices. These definitely seem to be cases of penguin marriages.

Can librarians ignore the Internet or the World Wide Web and still be of value? I would argue in some cases yes, although it would be the exceptional, or specialized, library that really can and still succeed. By the same token, however, I would argue that the librarians who believe that converting the library into an "Internet café" or some other technology-driven information take-out service will not succeed. The value added by the library increasingly needs to be in the interpreting and synthesizing of the information. To the extent that the technology assists with this process, it belongs within the library. However, it also means that librarians need to understand the information as the material, and the technology as the tool.

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¹ Graham Billing, *Forbush and the Penguins* (New York: Holt, Rinehart and Winston, 1965).

² Richard Saul Wurman, *Information Architects*. (New York: Graphis Press, 1995).

³ Will Novosedlik, "Branding as Mythology," *Eye* 19 (winter 1995): 36-43.

More than a few libraries have equipment acquisitions plans to support information technology, but they have not incorporated the information delivered by the technology into their collection development policies and practices.

Z. Smith Reynolds Library:

Its Role in Wake Forest University's Access 2000 Project

by Susan Smith

The arrival of this year's freshman class at Wake Forest University marked the beginning of an ambitious program known as the Plan for the Class of 2000.¹ Its goal is to take higher education to a new level by implementing many initiatives. One of the most important components of the plan is the technology portion. Called Access 2000, the intent is that all students have universal access to computers by the year 2000. To accomplish this, all incoming first year students will receive laptop computers, IBM ThinkPads, starting in the fall of 1996. The laptop will become the primary vehicle used to reach the university goal of creating a learning environment that is not hindered by barriers such as limited computer laboratory resources. The campus computing infrastructure has been improved and expanded so that students will be able to use their ThinkPads to connect to the campus network from classrooms, residence halls, the library, and beyond.

That this program is one of just a few in the country, and the only one of its kind in North Carolina, makes it noteworthy. But perhaps the most interesting part of the Wake Forest story is that its major library, the Z. Smith Reynolds Library, is at the center of the training initiative for Access 2000. At a time when libraries of all types are working to redefine their role in the information technology revolution, the Reynolds Library has positioned itself to be an integral part of Wake Forest's technology plan. It is this role that first

piqued my interest, and finally convinced me to join ZSR Library as its first Electronic Resources Librarian. Since a large part of my responsibilities will be involved with this training initiative, I was interested in discovering how it evolved.

The purpose of this article is to share with you what I have learned about Access 2000, its history and goals, and about the Library's part in its assigned responsibility to train faculty, staff, and students to use this new technology.

History

A plan as ambitious as Access 2000 does not materialize overnight. Its foundation began as early as the 1990-91 academic year when an ad hoc committee was formed to help select a new platform for academic and library computing on campus. The committee, the Academic Computing Advisory Committee (ACAC), was made up of representatives from several divisions of the university and included the Director of the Reynolds Library. After completing its original assignment, the committee continued to meet regularly and became a forum for general discussion of academic computing issues on campus. By January 1994, the committee was asked to respond to a series of questions that included whether undergraduates should be asked to buy computers as a condition of enrollment, and

what specific programs of faculty-staff and of student training and development should be undertaken. The responses to these questions were given to the Program Planning Committee, which had been meeting for a year concerning the Plan for the Class of 2000. By May 1994, the Program Planning Committee (PPC) was making a tentative recommendation that all students have computers by the year 2000.

The ACAC's advice was sought to determine what was needed to make the Program Planning Committee's recommendation work. The ACAC considered the many issues involved, ranging from hardware issues, to faculty vs. student needs, to additional support staff requirements, to the training needs of the academic community, as well as the importance of providing adequate computer resources for staff. One of the main recommendations that came from the committee was that academic needs

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should drive the implementation of a technology plan.

At this point, Wake Forest University was primarily a Macintosh shop. The majority of the computer labs on campus were Macintosh-equipped, as were most academic departments. In fact, the Babcock Graduate School of Management required its students to have Apple PowerBooks. As part of the assessment process, both Apple Computer and IBM were contacted concerning the development of a partnership with Wake Forest University.

IBM showed much interest and had experience partnering in a similar program at the University of Minnesota at Crookston.² IBM's views about the importance of universal access and mobile computing to the college campus can be seen in their White Paper on their "Solutions for Higher Education" web pages.³ They arranged a site visit to the Crookston campus for several members of the ACAC in February 1995. There the committee members were able to see an example of a whole campus using laptops, with wired classrooms and a variety of online applications.

Between February and April 1995, ACAC members began information sessions with academic departments. There were many questions and much debate, but the plan was finally approved by both faculty and the Student Government. Approval came from the Board of Trustees in April, and the partnership with IBM was formalized in May 1995.

Upon approval of the technology proposal, assignments were made to implement aspects of the plan, including a pilot project. A steering committee, various task forces, and coordinating bodies were appointed to plan for the pilot and beyond. The ad hoc ACAC was replaced in the fall of 1995 by the Committee on Information Technology, a faculty advisory committee with representation from administration, students, and computing, library and Academic Computing Support staff. Its major focus was, and still is, improving the computing climate, and helping the university move forward on its technology initiative. It does this through a focus on the academic aspects of adding so many computers to campus rather than the technical issues.

Central to the success of implementation was the addition of new technology-related staff to the computer center, the academic departments, and the library. For the academic departments, a new position was created: the Academic

Computing Specialist. These ten staff members, now twelve, would be faculty liaisons. They would possess at least a B.S. or B.A. degree appropriate to the departments to which they were assigned and would help the faculty of those departments modify their curriculum to incorporate computers. The library was given four new technology-related positions: Electronic Resources Librarian, Internet Technician, Network Technician, and ITC (Information Technology Center) Technician. The process was started to fill these positions. The process was finally completed in the library when I joined the staff as Electronic Resources Librarian in June 1996.

The pilot program took place during the 1995-96 academic year. In preparation, incoming freshmen were invited to participate and faculty were selected. The pilot program consisted of 100 students and 100 faculty.

The summer months were busy in preparation for pilot program readiness. Details that had to be addressed included ordering and scheduling delivery of the ThinkPads, determining what software "load" would be placed on the machines, networking and wiring necessary residence halls and classrooms, and establishing a centralized help desk. Training, one of the most important "details" that had to be handled, is the focus of the remainder of this article.

ZSR Library's Access 2000 Charge: Training

By the time that Access 2000 became a reality, Reynolds Library had already established itself in the area of computer literacy training on campus. As part of the expansion of Reynolds Library, completed in 1991, a Macintosh computer lab was built in the library. It was part of a new department in the Library: the Information Technology Center (ITC). In addition to the microcomputer lab, the ITC has a multimedia viewing lab for video, and a multimedia lab for the production and editing of multimedia. This department established a high-tech computing facility within the library's walls for the first time.

In September 1992, months prior to the first tentative talks concerning universal student computing, the Director of the Library was asked to develop a "computer camp" for incoming freshmen before the start of the Fall 1993 semester. The camp, called Power Up!, spanned three days and covered a variety of computer topics ranging from the Internet to Unix. A detailed description of the project can be found in an article

written by the library director, Rhoda Channing.⁴ The project's success led to the Provost requesting an equivalent program for faculty during winter break in January 1994 and a repeat of the camp for the incoming freshman class in August 1994. The planning committee for the Power Up! project included librarians, computing staff, and faculty. Instructors were selected from these groups also. Five library staff members were involved in instruction and more were involved in the planning stages.

When the technology proposal was approved by the Board of Trustees in April 1995, one of the committees formed was the Training Task Force. As did the Power Up! Planning committee, the Training Task Force drew its members from different departments of the University. It included at least one representative each from the faculty, Information Systems Support Center (formerly known as the Help Desk computing staff), Academic Computing Specialists (ACS), Public Affairs, the student body, the library, plus the IBM Project Manager and the Assistant VP for Special Projects. Led by the director of the library, the Training Task Force held weekly meetings to plan how best to deliver training to the pilot program and to provide a central "clearinghouse" for training issues so that efforts were not duplicated or fragmented.

Pilot Program

Most of the actual development of training materials became the responsibility of the ITC staff. In late July and early August, "Train the Trainer" classes were held to prepare instructors to teach faculty and students using the IBM ThinkPad and the standard software "load." Instructors for these classes came from the Information Systems Support Center (ISSC), IBM, and the library staff. After training module requirements were established, the ITC staff developed module outlines and scripts for the trainers to follow. This would help ensure that student participants all received the same information.

Twenty-two members of the library staff participated in this training and most had the opportunity to participate in the training of the 100 faculty members and 100 pilot program students, plus 200 other students who chose to buy ThinkPads. The student pilot training sessions took place over a one-and-a-half-day period during orientation week and covered subjects such as "Care and Feeding" of the ThinkPad 360CE, DOS and Windows for Workgroups ba-

sics, networking, Internet, electronic mail, and Microsoft Word, Excel, and PowerPoint. Trainers worked in teams so that while one was teaching a module, the other could help students with the hands-on portions. Faculty training was done in an afternoon session, and then a full day class was offered during fall break.

Some valuable lessons were learned during the initial pilot program training sessions. All of the training took place in the newly Ethernet-wired classrooms. The training was to take place online so that the students could get hands-on experience on the campus network. Part of the class was designed to help the students log on to the network for the first time. It wasn't until 100 simultaneous first-time logons were attempted that it was discovered that the network couldn't handle the load. Also, as expected, it was confirmed that participants possessed a wide variation of previous computer experience, with some students having never used a computer while a few had more experience than some instructors.

In addition to the initial one-and-a-half days of training provided, the library offered supplementary training throughout the 1995-96 academic year. Most classes were short, intensive 90-minute to 2-hour sessions. Subjects taught included word processing, spreadsheets, creating HTML, and using online research resources. The classes were offered free of charge to staff and students. Trainers found that student interest was lower than anticipated, and that the most demand came from the university staff. They also found that staff training needs were different from those of students. While a class for students on Microsoft Word could be successful by covering word processing basics, the staff participants would have different and more specific learning goals: for example, how to mail-merge. Also, after finishing teaching staff how to use Windows 3.11, the trainers spent the latter part of the year retraining everyone on Windows 95!

As the results of training efforts were reported back to the Training Task Force, it recognized the difficulty presented when computer literacy levels range from novice to expert. If both extremes end up in the same session, there is the risk of overwhelming the beginner or boring the seasoned user. To help alleviate this problem, Director Channing proposed introducing computer-based tutorials. These would

provide an alternative method of training where participants could experience self-paced, in-depth learning. Computer-Based Training (CBT) modules were purchased and put up on a server in the ITC where they can be accessed by anyone on the WFU campus. There are 206 different modules on subjects ranging from Windows 95 training to Windows NT to Lotus Notes. Participants can test themselves as they work through the lessons and monitor their own progress. These should provide a rich supplement to the classroom training programs.

Preparing for The Real Thing

As plans started to be formulated for the first entire class that would receive ThinkPads, the lessons learned through the pilot program were just a starting point. One hundred students were in the pilot program. When the Class of 2000 arrived, 1,000 students would be

issued laptops. For most of the 1995-96 academic year, the Training Task Force met on a weekly basis, and the ITC staff met on a daily basis to discuss training issues. For six weeks at the end of the school year, two ITC staffers worked two days per week with staff at Information Systems. They helped test and install the new software loaded onto the updated ThinkPad (see Illustration 1) so they would become familiar with it in order to develop training materials.

Part of the success of the software load would depend on the ease of accessing the programs by the users. To ensure that the library resources were available through seamless means, the automation librarian worked intensively to refine the CD-ROM LAN and create a more attractive user-friendly interface for it as well as for the CBT modules. He also created a detailed, web-based tutorial for using the Online Wake Libraries electronic catalog. Other library staff worked to develop web pages that would provide access to training materials.

The logistics of training 1,000 first year students during orientation week made changes in training method and content necessary. A decision was made to offer distribution of laptops to those students who paid their fall tuition by early July. Those who accepted the offer would receive their ThinkPads at their homes in late July. Included in the shipment would be the *Technology Guide for the Class of 2000* which provides detailed instructions on everything the student would need to know to get acquainted with the computer.⁵ This guide was originally produced for the pilot program, and was updated to reflect hardware, software, and policy changes made for this year. Also packaged with the laptop was a CD-ROM produced by the University called "Getting Started With Your IBM ThinkPad." It is a multimedia presentation that shows the different features of the ThinkPad, and tells how to care for it and the software installed. At the end of the CD-ROM are instructions for determining the student's network logon ID number. Students who took advantage of the early distribution offer were told it was not necessary to attend training during orientation week since the guide (nicknamed The Black Book) provided the same information that would be covered during orientation training. Over 450 students chose to receive their laptops early, so plans for orientation training focused on the remaining 500+ students.

Illustration 1

ThinkPad Hardware Configuration

IBM ThinkPad 365XD
16 MB RAM
810 MB HD 100, MHZ Pentium Processor
Ethernet Card
14.4 KBPS Data/Fax Modem
10.4" Dual Scan Color Display
4 Speed CD-ROM
External Floppy Diskette Drive

ThinkPad Standard Software Inventory

WINDOWS 95 OPERATING SYSTEM

COMMUNICATIONS TOOL/INTERNET TOOLS

WinPopup
Lotus Notes
Netscape Navigator Gold 2.01
WS FTP
IBM Global Network PPP Dial-Up
Eudora

MICROSOFT PRODUCTIVITY SOFTWARE

Excel
PowerPoint
Word

RESEARCH TOOLS

Access to:
First Search
OWL (Online Wake Libraries)
ZSR Library CD-ROM LAN

OTHER SOFTWARE

McAfee AntiVirus
Lotus Organizer
Lotus Screen Cam
Access to CBT
Wake Forest Template
Remedy

In early summer, trainers began to meet every Friday morning. This group included staff from the library, ACS, and ISSC. Although ISSC staff would not actually train, they would be providing the majority of support, so were a valuable source of input and insight. Training teams would be made up of three members this year. They would come from the library and ACS staffs, plus each team would include one of the newest positions created as part of the initiative: the Resident Technology Advisor (RTA). RTAs are trained students who live in the first-year students' residence halls and are available to answer questions and assist in solving problems regarding the use of the laptops. It was at this point that I joined the staff and began a quick immersion into all the details that would make up this fall's training.

This year the orientation training would be just three hours instead of one-and-a-half days. This change was made strictly because of the numbers involved. It just was not possible to schedule that length of training for that many students during orientation. Also, this year the students would work offline instead of on the network. Although the value of having hands-on practice while connected to the network was recognized, more potential for problems and class delays existed when several hundred simultaneous logons took place.

When the Friday training meetings began, the ITC staff had developed a tentative training script that covered teaching the skills that had been agreed upon as Access 2000 Orientation Goals and Objectives. The information each student should take away from the orientation included:

- How to Care for the ThinkPad
- Introduction to Windows 95 Operating System
- Introduction to the ThinkPad software load
- Introduction to the campus network and the Internet
- What other training resources are available
- Where to get help and support

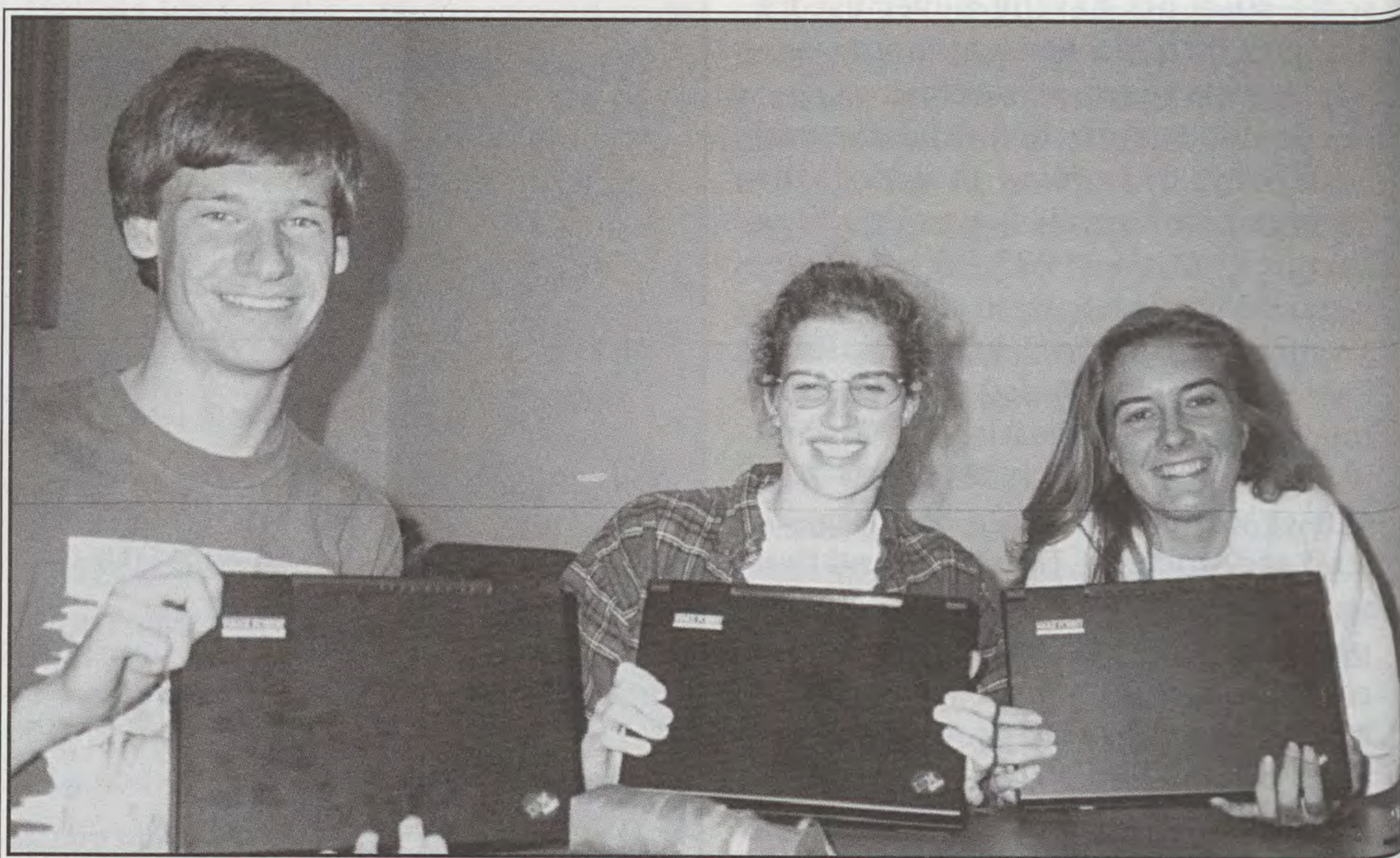
The purpose of the Friday meetings was to fine-tune the script for content and timing as well as to familiarize the trainers with what they would be teaching. By the time the script was finalized in August, it was in its tenth draft. The first several sessions were conducted by ITC staff members, but during the last few sessions, training teams took turns presenting the material to the class.

Developing the orientation training script was only one item on the library's list of preparations to be made. Evaluation instruments had to be developed, not only for orientation, but also for ongoing tracking of training efforts throughout the semester. Class rosters were made after it was determined that there would be approximately 500 students attending the orientation. From the experience of the pilot program, optimum class size was set at 25. Ten electronic classrooms were reserved for the entire day so that each of the ten training teams could hold two classes. A week before the training day, all classrooms were inspected to ensure that the network connections and the projectors were in good operating condition. Then, because equipment failure is the nightmare of every instructor doing electronic presentations, the classrooms were all rechecked the afternoon before orientation. Class handouts were printed and collated. Team members met individu-

often provide the core of the training effort, staff will be drawn from many library departments: Reference, Microtext, Technical Services, and Government Documents. In an effort to better anticipate class size, students have been asked to write a \$5.00 check to reserve their space. When they attend the class, the check will be returned.

ThinkPad Orientation Day: August 27, 1996

The attention to detail paid off when ThinkPad Orientation Day finally arrived. Early feedback from the training teams indicated that the classes progressed as expected. Most students had followed instructions given to them when they picked up their ThinkPads the previous day: they had gone through the "Getting Started" CD-ROM, and many had already managed to log on to the campus network for the first time. It is expected that when evaluations are tallied, they will confirm that



Wake Forest University freshmen start their college career off right with their new IBM ThinkPads.

ally to decide how to divide the training duties and to practice the modules. Lunch was ordered in for all the trainers.

During the same time frame, planning began for offering ongoing training in the fall: course topics and descriptions were developed and class schedules were set. There will be 21 different topics offered, some more than once, during the fall semester. The *Short Course Guide: ThinkPad Training Fall 1996* was published in time to be distributed along with the ThinkPads during orientation week. Students also can find the guide and class schedule online.⁶ Once again, the instructors will be library staff members. In addition to the ITC staff, who

the majority of the students felt the subject matter was important and that the scope covered during class was valuable. They did think that more time was needed to cover all the topics in more depth. This was something that was recognized early-on as being preferable, but not feasible because of the numbers of students involved. The students expressed disappointment in not being able to follow along online, but the training modules were designed to allow as much offline hands-on practice as possible. Due to these limitations, which had been identified at the beginning of the planning process, there was a great deal of emphasis made by the trainers

about how to get further training and support after the class was over.

It is hoped that the extra tools provided — The *Black Book*, CBT Training, materials available through the campus web site (Illustration 2), the presence of Resident Technology Advisors in each dorm, and continuing training courses offered throughout the semester — will build on the computing foundations introduced during the ThinkPad Orientation.

What's Next?

With the successful completion of ThinkPad Orientation Day, the library's job has just begun. The library will be responsible for ongoing evaluation of training effectiveness as the program progresses. Now that ini-

tial training is completed for students, university staff will be surveyed to determine their needs, and classes will be developed for them. The library will participate in the further development of electronic resources to enrich the learning experience at WFU. One of the first projects it is helping to implement a pilot program to test electronic reserves for the first-year seminars that have been introduced as part of the Plan for the Class of 2000. By the time this article is published, plans for training next year's freshman class will be well underway.

It is impossible to predict everything in which the library may become involved, but the possibilities seem limitless. The opportunity to work in cooperation with many differ-

ent areas of the university and have a part in shaping the way students, faculty, and staff will access information is an exciting prospect.

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⁶ "Catalog Information." August 1996. <http://www.wfu.edu:80/Library/ITC/training/catcal.htm> (cited August 27, 1996).

Illustration 2:

Training Information Available on WFU's Web Site

Technology Guide for the Class of 2000: http://www.wfu.edu/ThinkPad/Technology-Guide/index_2ktoc.html

ThinkPad Orientation: <http://www.wfu.edu:80/Library/ITC/training/tramat.htm>

CBT Index: <http://www.wfu.edu:80/Library/ITC/training/tramat.htm/cbtindex.doc>

ThinkPad Training Course Catalog: <http://www.wfu.edu:80/Library/ITC/training/catcal.htm>

Training Scripts (for trainers): <http://www.wfu.edu:80/Library/ITC/training/trainer.htm>

OWL Electronic Catalog Tutorial: <http://www.wfu.edu/Library/dynweb/mainmen.htm>

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THE LEADER IN INTEGRATED INFORMATION MANAGEMENT

Learning to Use the Tools of the Trade

by Eric Lease Morgan

The purpose of this article is to articulate how librarians can improve the practice of librarianship by better assimilating computer technology into the profession's thinking (and "thinqing"). The article accomplishes this goal first by outlining four informal research projects conducted at the North Carolina State University (NCSSU) Libraries. It shows how these projects exemplify the goals of librarianship. Next, the article demonstrates how librarians can use their traditional skills to provide new and progressive library services while maintaining traditional principles. Finally, the article describes why these sorts of activities are important to the profession and its growth.

The Alcuin Project

The Alcuin Project, begun in 1994, is an effort to explore the possibilities of organizing Internet resources by using traditional cataloging models and providing access to these resources through an online public access catalog (OPAC).¹ The project has its roots in the Alex database. Hunter Monroe, an economist, had been maintaining a list of Internet-based electronic texts. His goal was to create an OPAC-type database of Internet resources. The NCSU Libraries fostered a relationship with Monroe, and consequently hosted his data on its gopher server.² Monroe named his database Alex.

The NCSU Libraries experimented with methods of providing access to the Alex database via Web browsers. While

web browsers can interpret the gopher protocol, using them to access gopher servers does not reveal their fullest potential. Consequently, Monroe was asked to create a specialized report from his database of resources that would be easily readable with Web browsers and indexable by the WAIS technology. Monroe obliged and a Web/WAIS interface to Alex was created.³

At the same time, the NCSU Libraries had been working with Tim Kambitsch on scripts to search our DRA-based OPAC with Web browsers.⁴ These scripts allow the searcher to specify Boolean queries to selected databases on our OPAC. After installing these scripts, we were able to search the OPAC using Web browsers.⁵ Furthermore, by including URLs in subfield U of the 856 fields of machine readable catalog (MARC) records, we were able to make hot links from our OPAC to Internet resources.

By combining the data from the Alex database with the web/DRA gateway scripts, the NCSU Libraries created a MARC record-based database of Internet resources. This was done by asking Monroe to create yet another report from his database. This final report was in the form of rudimentary, tagged MARC records.⁶ The report was filtered through a locally developed piece of software (Alcuin's Little Helper) that converted Monroe's report into MARC records in communications format.⁷ Finally, these

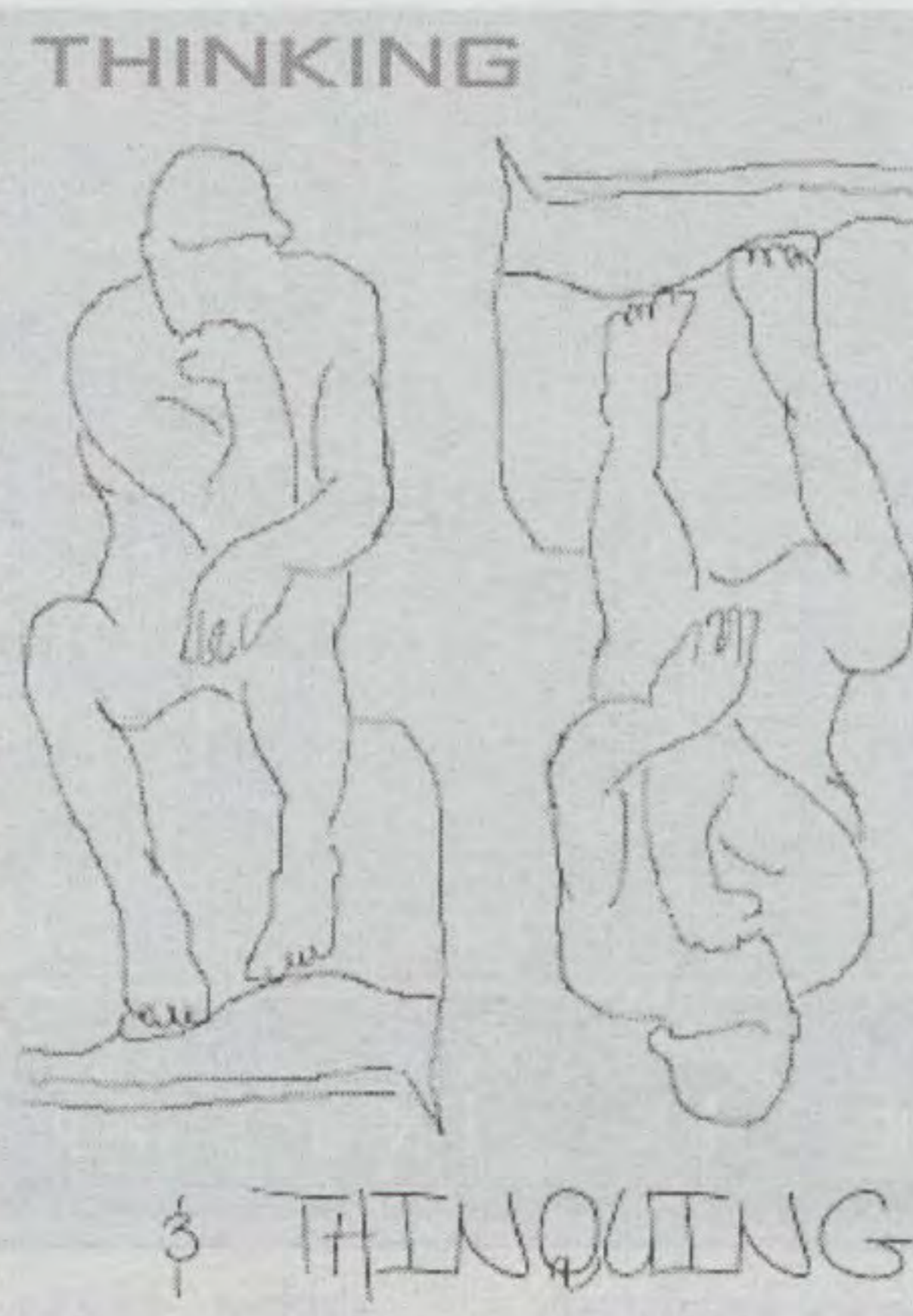
records were imported into a database of our online catalog, Alcuin.⁸

Mr. Serials Process

The Mr. Serials Process is a systematic method of collecting, organizing, archiving, indexing, and disseminating electronic serials. Using readily available technologies found on the Internet (ftp, WAIS, gopher, http, perl, procmail, and e-mail), the Mr. Serials Process has proven an effective means for the management of electronic serials that are consistently formatted and delivered via e-mail.⁹ To date, more than 1,500 individual articles/issues of electronic serials have been collected, comprising just over 50 MB of data.

The Process begins with an account on a computer which subscribes to library- and information science-related electronic serials. As issues and articles arrive, they are filtered into a "to do" directory. The maintainer of the collection uses a locally developed piece of software to extract the bibliographic information from each item in the directory. This information is used to update html files on our Web server. The original issue (or article) is then saved on a local ftp server. Finally, on a regular basis, the collection is indexed using the WAIS technology to provide keyword access, while the Web server provides browsable access.

The system works well as long as two conditions



hold true. First, in order to extract the bibliographic information from each title, this information must be consistently located within each document. If any bibliographic element is not consistently located in every document, then extra effort must be made to adjust the system's parameters. This problem could be overcome if the serials were delivered in a standard format such as the Standard Generalized Markup Language (SGML). Second, more and more electronic serials are being delivered via Web servers instead of e-mail. To overcome this problem, the use of the Harvest technology is being explored.^{10, 11} Unfortunately, if Harvest is the only thing being used to gather and index the serials, then the Mr. Serials Process does not accomplish one of its goals, namely preservation of the materials.

Ask Alcuin

Still, with all the new information resources available today, the need for an expert information intermediary (like a librarian) is apparent. Modeling a traditional reference interview, Ask Alcuin represents the beginnings of an expert system designed to supplement the activities of reference librarians.¹² Ask Alcuin works by presenting a series of questions via Web forms. Based on the answers, the system asks other questions. Throughout the process, Ask Alcuin dynamically constructs search strategies in the form of URLs that can be applied to various Internet databases like AltaVista, Yahoo, locally mounted bibliographic databases through the OPAC, or even Alcuin (above). At the end of the question-and-answer process, a "game plan" is created for finding the information the end-user seeks.

This system is intended to be used in conjunction with a wireless network throughout the library. Consequently, a patron could come into the library and borrow a portable computing device. This device, attached to the wireless network and capable of using the Web, could then be used anywhere in the library in conjunction with our wealth of print resources. Thus, when reading an article, a patron could consult a dictionary or query Alcuin which could find "more articles like this one." The portable device could even provide directions to just about anything in the building.

See You See A Librarian

See You See A Librarian is an exploration into the use of live, multimedia technologies for the use of librarian-to-

librarian or librarian-to-patron communication.¹³ Essentially, this project's purpose is to discover whether or not Cornell University's CU-SeeMe application can be used effectively in a library setting.¹⁴ The experiment has been divided into three stages:

1. Feasibility – Determine how many librarians have the necessary hardware, software, and willingness to explore the use of the CU-SeeMe technology.
2. Librarians on Librarianship – Limit the scope of discussion to library issues. It is intended to be a forum for the real time discussion of such library issues as reference services, cataloging resources, collection management, or acquisitions.
3. Librarians Fostering Knowledge – Open the discussion to information seekers needing assistance. For example, reference questions can be answered, suggestions can be made for the organization of information, and assistance can be given for configuring information retrieval software.

At the time of this writing, the project has barely reached stage 2. Based on preliminary observations, the CU-SeeMe technology can be used to enhance communications between librarians and their patrons with a few limitations. First, too few librarians possess the necessary hardware to do complete audio/video input and output. Similarly, few patrons have this sort of equipment. On another note, potential users of such a system, informally surveyed, believe telephone communications are adequate for reference interviews and librarian/patron interactions. Unfortunately, these people do not seem to understand the benefits of non-verbal communication.

Librarianship and the Creative Spirit

In my opinion, the important things

about these projects are not the projects themselves, but rather what they represent. These projects represent a library's ability to provide new and progressive information services with computers. These projects implement traditional library skills and principles using computer technology. Librarianship is often described as the process of collecting, organizing, archiving, disseminating, and, sometimes, evaluating information. Each of the projects outlined above manifests one or more of these characteristics. The Alcuin Project organizes and disseminates bibliographic information. The Mr. Serials Process manifests all the characteristics listed above except evaluation. Ask Alcuin attempts to disseminate information and, in the future, will do a bit of evaluation as well. See You See A Librarian also demonstrates ways of disseminating information.

This process of amalgamating traditional library skills and ethos with computer technology requires a certain type of thinking as well as something else I have coined as "thinqing." In this setting, "thinking" is an intellectual process characterized by methodical, systematic, left-brain activities. In many ways this sort of activity is characterized by endeavors such as mathematics and computer programming. The other half of the process, "thinqing," is intuitive, creative, and unsystematic. Many people characterize artistic endeavors in this manner.

Both of these intellectual processes — thinking and thinqing — are necessary for libraries to manage technology effectively. Thinking must be used to analyze the needs of our clientele. It must be applied when drawing up a budget. Thinking is a necessary activity when learning how to use the newest piece of software. Similarly, thinqing must be a part of the process of evaluating how to use computer technologies for library services. Thinqing must be taken into account when asked a new reference question and the an-

Thinqing is the process you use when you encounter a new problem and must come up with some sort of solution. The problem with the library profession today is its tendency to ignore obvious problems; consequently, it rarely employs the practices of thinqing.

swer is not readily apparent. Thinqing is the process you use when you encounter a new problem and must come up with some sort of solution. The problem with the library profession today is its tendency to ignore obvious problems; consequently, it rarely employs the practices of thinqing.

Put another way, it behooves libraries not only to keep abreast of new computer technologies (thinking), but also to discover possibilities for improving services with these technologies (thinqing). Then, and only then, will librarians manage computer technology effectively. The entire process requires a fundamental understanding of library principles and, at the same, it requires individual librarians to thinq "outside the box" in order to enhance methods of applying these principles.

In today's world of networked information, more and more information-seeking activities take place without a librarian. Frequently, our clientele can do real, significant research without ever stepping into a library. Many of our profession, as well as lay people, see this changed environment as a prelude to the demise of libraries. While the future of libraries will not be the same as their past, I do not see libraries fading away. Rather, I see the current environment

fostering a means for evolution and an enhancement of library services. Like a caterpillar, libraries can use the current environment to foster growth and reorganization and to emerge as a beauty unto itself and for others.

In conclusion, as more and more people gain access to more and more information, these same people will have to come to terms with methods for evaluating and using this information. This process, the process of evaluating and using information, is, in my opinion, the future of librarianship. This process moves the library from a mission of dispensing information to one of fostering knowledge and understanding. It has been said that understanding is like a four-rung ladder. The first rung on the ladder represents data and facts. As the data and facts are collected and organized they become information, the second rung on the ladder. The third rung is knowledge, where knowledge is information internalized and put to use. The last rung is wisdom, knowledge of a timeless nature. Technology has enabled more people to climb between the first and second rungs of the ladder with greater ease. Similarly, technology may enable libraries and librarians to climb higher on the ladder as well and provide knowledge services instead of simply

information services.

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¹⁰ To learn more about Harvest, see <http://harvest.cs.colorado.edu/>

¹¹ You can see the very beginnngs of this process at <http://sunsite.berkeley.edu/~emorgan/morganagus/>

¹² You can see the very beginnngs of this application at <http://www.lib.ncsu.edu/staff/morgan/alcuin/>

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¹⁴ For more information about CU-SeeMe, see <http://cu-seeme.cornell.edu/>



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Techno Teamwork:

Involving All Staff in Library Automation

by Tim Bucknall

It is axiomatic among today's librarians that an understanding of the emerging electronic information environment is crucial to shaping the direction of libraries and librarianship as we enter the Information Age. Yet the staffs of today's libraries frequently feel so overwhelmed by the requirements of day-to-day operations that they have little time to devote to mastering the new information technologies. The manifold difficulties associated with developing technological expertise among staff have been exacerbated in many libraries by an organizational structure which has historically concentrated technical knowledge within a single unit and inadequately supported the development of technical knowledge within departments librarywide.

The traditional organizational model for most libraries was predicated in part upon the idea that it was the systems office (or its functional equivalent) that dealt with the majority of the technology within the library. At the time many systems offices were established, mainframes sited in nonlibrary campus computing centers were often the norm, the personal computer was a nascent technology, and the vast majority of automated processes involved the manipulation of bibliographic records in a large, centralized database. In that environment, it made sense to focus technical knowledge within a single unit with primary responsibility for the design and maintenance of the technical aspects of the online catalog and circulation system.

But trends (especially the wide-

spread adoption of PCs, the popularity of CD-ROM and online journal indexes, the continual enhancement of electronic personal productivity tools, increased access to remote data, and growing patron demand for access to a wide variety of electronic tools) have led to increased automation at the departmental level, where technology has been applied to a broad variety of processes and functions, many of which have little to do with the OPAC that was often the *raison d'être* for the librarywide automation mandate of most systems offices. (And with the advent of client/server OPAC interfaces and the introduction of nonlocal resource access, even the library's catalog has begun to move away from the centralized computing model upon which the original conception of the systems office was largely founded.) Technology within libraries is no longer focused almost solely upon the OPAC, but has pervaded almost every department within the library, where it has been adapted to local needs and become an indispensable tool in daily operations.

Many libraries increasingly recognize that administrative and organizational structures must adapt to this new reality. A centralized organizational structure for managing technology becomes less effective as the technology itself becomes more decentralized.

Those libraries which have not adapted are facing increasingly significant problems stemming from a

growing discontinuity between those with knowledge of the technology and those with knowledge of departmental processes. Adherence to the traditional organizational model concentrating technical knowledge within the systems office has in many instances resulted in the polarization of the library's knowledge base. It is often the staff of the systems office who maintain the most extensive knowledge of operating systems, networking, hardware, communications protocols, software, and other information relating to the library's computing infrastructure. They know how to use the new technologies and what is needed to implement them. They do not, however, have familiarity with the detailed workings of each department. On the other hand, the staff within each department have an intimate understanding of its work flow and processes, but often has a more limited understanding of the technological tools that might be used to augment departmental productivity. This segregation of knowledge within the library can result

A centralized organizational structure for managing technology becomes less effective as the technology itself becomes more decentralized.

in enormous inefficiencies, as well as a marked underutilization of new information technology.

As the knowledge gap between the two groups has grown, many libraries have realized that, to automate processes within the library effectively and efficiently, there must be a thorough understanding both of the processes to be automated and of the technological tools used to automate them. Many libraries have chosen to confront this issue by altering their organizational structures. Most of these efforts fall into one of three categories — task forces, departmental electronic experts, and teams. These methods are not mutually exclusive — some libraries have adopted all three or some combination thereof, while others have not implemented any.

Perhaps the most common of the three organizational models is the task force. In this model, groups are created that are comprised of systems staff and members of the department where a specific technological solution is to be implemented. The task force stays together only until the immediate goal is accomplished. Then the group is disbanded and another is formed later to deal with the next issue. And therein lies the problem. The "techies" are constantly working with different units and rarely get to spend enough time with any single unit to achieve more than a superficial understanding of its work flow and local concerns. The departmental staff gets exposed to only selected technological issues and concepts but only for a relatively brief period of time. Then staff members return to their normal work, where there is often no formal mechanism to maintain and expand their recently acquired technical knowledge. The primary problem with this method is that, although it provides a solution to the problem at hand, it does not provide for any long-term interaction between the two groups. So the task force may come up with ideas for handling electronic serials, or document delivery, or any other current problem; but the "techies" go away not greatly enlightened as to what goes on in the department, while the departmental staff gains little long-term understanding of technology.

A second common method of bridging the gap between systems staff and departments is the development of departmental electronic experts. While the task force model seeks to bring together staff with technical knowledge

and staff with knowledge of departmental processes and needs, this model seeks to consolidate both types of knowledge within a single individual in each department. That individual is then available within the department to handle a wide range of technology needs. This approach lends itself readily to job enrichment and empowerment of departments, but can also result in a radically uneven distribution of technological expertise among departments (depending on departmental attitudes towards technology and the availability of staff with an aptitude for working with computers). The departmental expert model is often plagued by insufficient administrative support, which is commonly manifested by a dearth of formal technical training opportunities for the departmental experts, a lack of release time from other responsibilities, and the inadequate representation of new technical responsibilities within job descriptions. In addition, relationships with primary technical support staff are apt to be vague. Without departmental support, the departmental electronic expert can in fact occupy an essentially nominal position.

The third approach is team-based. This approach, utilized by both Duke and North Carolina State University, adopts elements of the previous two models. The team is somewhat similar to the task force, in that it is comprised of staff from various departments and brings together people from different units with diverse perspectives on library automation. Unlike the task force model, however, the team's mission is ongoing, which reduces some of the inefficiency of the task force model. The team approach also tends to support the development of electronic experts within departments because that is where the individual team members have offices. And because the team is a formal, librarywide, administrative entity, the team usually receives more substantive administrative support than do departmental electronic experts unaffiliated with a formal team or task force. Additionally, the team can collaborate on intradepartmental concerns and may effectively assist in establishing priorities for librarywide projects, especially when funding or staffing is an issue.

Jackson Library's Local Technical Expert Program

At the University of North Carolina at Greensboro's Jackson Library, we had

over the years developed two basic approaches to technological implementation and innovation. We utilized a short term approach; task forces were called into being until their mission was accomplished and then they were disbanded. We also had a strictly volunteer departmental expert approach, which resulted in a few departments having individuals with some degree of technical expertise, while other departments literally had no one who could even format a floppy disk. But we had no formal, long-range vision for fostering enhanced understanding and use of information technologies librarywide. In March 1995, we decided that the selection, implementation, and management of new technologies were simply too important to rely solely on temporary and *ad hoc* measures. We decided to implement a new approach which would provide for a permanent and ongoing solution. Our idea was to combine the best elements of all three of the common models by formally training, supporting, and developing electronic expertise at the departmental level through a team approach. To achieve this goal, we asked each department head within the library to select an individual to serve as that department's Local Technical Expert (or LTE). We asked that the team be representative of the overall library staff and were pleased that the thirteen-member team included both para-professionals and librarians. Positions ranged the full gamut from library clerks to members of the library administration. Actual computer experience varied widely from significant to virtually none.

A key to the success of the new initiative was the development of goals and expectations for the LTE Team. These were presented by the team leader at the first meeting and were discussed by the entire group. At the end of the first year, these goals were reviewed by the entire team and were re-instituted by consensus.

The Goals of the LTE Team

1. The team will get together on a regular basis to exchange ideas and information and conduct practical hands-on training sessions in the use of computers and electronic technologies.
2. LTEs will be the local department's first recourse for technical problems.
3. The LTEs will be a primary mechanism for delivering technical news

and information to their department.

4. The LTEs will help to identify departmental training needs, will determine which departmental processes are in need of automation, and will assist in implementation.
5. The LTE team will raise the general level of technical knowledge within the library.

Achieving our Goals

Our first goal was to meet regularly to exchange information and expertise. The team members meet at least once per month and discuss any technical problems and solutions which have occurred within their departments. The LTEs have also undergone a good deal of training. Given the wide disparity in computing experience within the group, at the first meeting we sought to ensure that all team members had a fundamental grounding in our local computing environment. To achieve this, we started by demystifying the computer by taking it apart, identifying the function of each of the components, and then reassembling it. Then we defined essential computing terminology so that barriers to communication would be minimized, and we mapped the key components of our campus network and discussed their functions.

At subsequent meetings of the team we established core computing competencies for the LTEs and, relying on the expertise of various members within the team, we trained each other in the following areas:

- Windows 3.1, Windows 95, and basic Windows applications
- Internet use, World Wide Web browsers, basic UNIX, and HTML
- Databases accessible through our OPAC
- Diagnosis and resolution of basic hardware problems
- File management, data recovery, and back-ups
- Support for a wide variety of staff applications

Once the LTEs had developed sufficient expertise, we were able to implement our second goal, which was to make each LTE the first recourse for technical problems occurring within his/her department. This was a significant change from our previous system of problem resolution, under which virtually all technical questions went di-

rectly to either the Systems Office or the Electronic Information Resources Unit. Now, any technical questions go to the departmental LTE first. Unresolved questions are referred to Systems or Electronic Information Resources. When these "techies" come to fix the problem, the LTE is encouraged either to observe, or to participate actively in, the problem resolution. This enables the LTE to fix the problem independently if it recurs. Problems and solutions are then reported to the entire LTE team at the next meeting so that everyone will know what to do if the same problem arises with computers in individual departments.

The third goal of the Local Technical Experts team was to have each LTE disseminate technical news and information to his/her department (especially as part of regular departmental meetings). Because each LTE has both an understanding of technical issues and a strong familiarity with departmental concerns, we thought that the LTEs could prove uniquely effective in conveying technical information by placing it in a departmental context.

The fourth goal was to involve the team in the ongoing identification of new electronic initiatives and innovations which could prove important to the library's various departments. In dis-

cussing this goal, we recognized that departments don't all have the same needs and requirements, so it would make little sense to adopt a single librarywide standard for computer knowledge and expertise. For example, is the Web as crucial to acquisitions as it is to reference? Are spreadsheets as important for reference as they are for acquisitions? We wanted the LTEs to help us figure out who needed to know what, and it seemed that someone who had both technical knowledge and

... we recognized that departments don't all have the same needs and requirements, so it would make little sense to adopt a single librarywide standard for computer knowledge and expertise.

knowledge of a department's needs would be most capable of making that determination.

The fifth goal of the LTE team was to raise the general level of electronic expertise throughout the library. We feel that this is absolutely crucial as our libraries move rapidly into an increas-

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ingly automated environment. Our first step to achieving this goal was the training of the LTEs themselves, which brought a base level of technical knowledge to every department within the library. The second step was an extensive librarywide training initiative conducted in July 1995. All of the LTEs contributed their time and expertise to offer fifty hands-on staff training sessions on a variety of topics relating to the use of computers within Jackson Library. In July 1996, the LTE team collaborated on the development of a curriculum of over twenty computing courses to be offered to the library staff on an ongoing basis. These courses are taught by the LTEs and cover such things as HTML, UNIX, advanced word-processing tips, Excel, file management, and "Inside the Computer."

Successes and Problems

During our first year, the team has made significant progress in achieving most of its stated goals. Many of the accomplishments stem from the library's move from centralized computing support to a much more decentralized model. For example, visits to departments by systems staff to resolve technical problems have dropped significantly, because the LTEs are able to solve a steadily increasing array of problems on a local level. This has improved response time, and highly-trained "techies" are now freed from much of the burden of resolving relatively mundane day-to-day technical problems and allowed instead to concentrate on more complex issues. This decentralization has also had the desired effect of raising electronic awareness and expertise librarywide and has empowered departments to have greater input into the selection, adoption, and implementation of information technology within the library.

These general, librarywide advances have been matched by concrete initiatives at the departmental level. During the first year of the team's existence, LTEs have been involved in numerous projects, including:

- All LTEs have their own Web pages; have written departmental Web pages; and created personal home pages for all interested library staff.
- LTE's have been paired with subject specialists in an initiative involving the creation of subject-oriented Web pages for use by the campus community.
- Personnel evaluation forms have

been set up online as templates.

- Library news, events, internal publications, online documentation, and committee information are maintained as a Web site.
- All library committee and departmental e-mail mailing lists have been centralized.
- Over 50 computer-oriented staff training sessions were taught by members of the team.
- A new project involving the cataloging of selected resources on the Internet was developed and implemented.
- The cataloging of some "virtual holdings" of full text electronic journal articles was proposed, investigated, and implemented.
- Telnet Passport access to OCLC was installed librarywide.
- The Government Documents Department set up patron access stations for Internet resources. This marked the first time a public service unit had provided public access to the Internet through a "point and click" interface.
- Office automation needs were identified, resulting in the development of shared spreadsheets for payroll, library statistics, and the annual report.
- Portions of three collections from the Special Collections Division have been digitized and made available via the World Wide Web.
- The deployment of Windows 95 was scheduled and supported.
- Ongoing "Computer Skills Enhancement Classes" for staff were designed and are being taught by volunteers from the LTE team.

While the librarywide dissemination of technical knowledge and distribution of technological responsibility have yielded many benefits, they have not been without their problems. Many of these are the direct result of wide variation in departmental interest in information technology, manifested by varying levels of commitment to team efforts among the LTEs and by differing degrees of departmental support for its LTE. In addition, the line authority of department heads over their departmental LTE occasionally has caused long-term, librarywide technological initiatives to become subordinated to immediate, individual departmental concerns. Finally, the reluctance of some departments to reexamine more traditional services and responsibilities has meant that most of the LTEs have

been asked to assume the not inconsiderable duties of being a Local Technical Expert without any commensurate reduction of their workloads in other areas of responsibility.

Conclusion

After a year of work, the LTE program at Jackson Library has achieved its stated goals and has implemented a number of innovative services and programs in departments throughout the library. In fact, the overall concept of developing departmental technical expertise has proven so popular that many of the training sessions initially developed to train the LTE team are now being made available to all library staff. This staff training component has become a major focus of the group's responsibilities. Other future directions include more work on interdepartmental projects, expanded use of a collaborative work space, and an even more active role in project development and implementation.

Overall, Jackson Library's team-oriented approach to redesigning technical support and developing local electronic expertise at the departmental level has proven effective in removing many of the barriers between departmental staff and the staff of the Systems Office and the Electronic Information Resources unit. The emphasis on librarywide collaboration, combined with the empowerment of departments to have a greater influence over the adoption and implementation of new information technologies, has allayed some of the inevitable concerns attendant on the imposition of new administrative structures. Perhaps most importantly, however, the staff of Jackson Library have a greater understanding of the issues, problems, and benefits of the new information technologies and are now better equipped to manage change, rather than to be managed by it.

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Introducing the Internet in a Rural Setting

by Penny H. Welling

The opportunity to offer public access to the Internet was an exciting one for Stanly County Public Library. We serve a county with a population of approximately 55,000, 71 % of which is considered rural. The main library is located in Albemarle, which has a population of about 15,000. We had had a few questions about Internet access from patrons but had not anticipated being able to offer the service so soon. There was no money for the computer equipment in our budget, and we had no inexpensive means of accessing the Internet in our community. The chance to participate in a rural outreach project gave us the means to connect to the World Wide Web and Internet, but it presented the library with new issues to resolve. Our challenge was twofold: first, solve the internal management issues and, second, market the service to patrons, many of whom had never seen the Internet before.

We began with the technology itself, working with the staff of the Public Library of Charlotte and Mecklenburg County (PLCMC) to determine the best way to connect our library to *Charlotte's Web*, selecting equipment to accomplish the connectivity, placing the equipment in the library, installing phone lines, and wiring the building. A major issue for libraries in rural areas is expensive long distance charges. In order for Stanly County to work with *Charlotte's Web*, we needed to establish a direct connection to the web server in Charlotte. The connection needed to be inexpensive so that we could continue to fund it once the grant period was over.

The technical support staff of *Charlotte's Web* met with us in Albemarle to see our facilities and to discuss the various options we had for access. The telephone companies in Stanly County did not offer ISDN connectivity at the time, so a new modem bonding experiment was devised by David Ramsey, System Administrator of *Charlotte's Web*, to offer 56K speed by bonding two 28.8 modems. We needed two direct phone lines for this option. The modem server that was selected allows us to add up to 30 computers to the lines already established. This connection has proved to be very quick and efficient. We have been down only one time in four months. This connection also has few points for failure and can be managed easily.

Another issue to be resolved was the placement of the equipment in the building. In an older library that was not designed for computers, this involves converting space already in use. We wanted the computers to be placed in the reference area, along with other computers that we use for CD-ROM searching, but we were not able to create a unified area. The Internet computers were placed on a table in front of the reference and information desk area so that they could be easily supervised by the reference staff. The table gave us room for two computers to share a printer and space to post our policies and sign up sheets as well. The area had to be wired for electricity and connected to the modem server, which was placed in a basement area out of the way. We also bought a backup power supply for the modem server.

One of the recurring problems for a small library like ours is the lack of local technical support for a sophisticated Internet connection. We also were concerned about tampering and daily maintenance, but were reassured to find that one of the goals of this grant was to design a simple system that could not be altered and that did not require a lot of maintenance. While our staff is computer literate, and we have good in-house technical support for our automation system, we were not prepared to install or support the technology required for the Internet connection.

Policies and Procedures

Another concern for our library was developing an Internet access policy and establishing procedures for using the computers in the library. We looked at the statement from ALA and at Internet policies from several libraries before developing one for Stanly County. We wanted to address the issues of accuracy of information and the potentially offensive nature of some sites. We also wanted to establish a minimum age for unsupervised Internet use. The last sentence of our policy was borrowed from Charlotte-Mecklenburg and sums up our philosophy: "The library's overall intent is to address possible misuse rather than eliminate the opportunity to use the Internet and World Wide Web as resources." We wanted the policy to alert patrons to potential hazards, but not to limit their use of these valuable resources.

When developing procedures for scheduling the computers, we decided to



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LIBRARIES ONLINE!

About *Libraries Online!*

In November 1995, the Microsoft Corporation, in partnership with the American Library Association, launched *Libraries Online!*, a \$3 million initiative to extend information technologies to underserved populations. Studies had shown that people with low incomes and those living in rural areas and inner cities were the least likely to have access to the Internet, multimedia technology, and current software. The Microsoft grants were awarded to provide the incentive for research and development of innovative approaches to reach these underserved groups.

Nine U. S. library systems were chosen to participate and each received a combination of cash grants, Microsoft software, computer hardware, training, and technical support to implement its project. In North Carolina, the Public Library of Charlotte and Mecklenburg County received a grant for a project to extend technology and Internet access both to inner city populations and, through the community network, *Charlotte's Web*, to rural populations of neighboring counties.

The *Libraries Online!* grant for rural access, along with an additional grant from the State Library of North Carolina to cover communications costs, allowed *Charlotte's Web* to extend service beyond Mecklenburg County lines for the first time. It also provided an excellent opportunity to discover and develop solutions to meet the special challenges of providing public access to technology in a rural environment.

The following components were judged to be critical to the success of the rural project:

1. An economical communications solution that would be affordable by the partner library after the grant funds ran out
2. Technical help to assist in setting up equipment and installing software
3. Training for staff and volunteers
4. Enthusiasm and a willingness to provide the new service on the part of the rural library's staff

Charlotte's Web would order and set up the equipment and provide the technical expertise, training, and grant administration. Together, *Charlotte's Web* staff and the partner library staff would develop a plan that would be easy and economical for the partner library to maintain after the grant period. In addition, the partner library was responsible for providing space, necessary furniture, willing staff and volunteers to train others, and marketing for the new services in their community.

Partnership with the State Library of North Carolina was essential to the success of the project, not only for the additional funds provided but also for help in selecting those counties which would make strong partners. Several libraries were identified which could provide the necessary support for a successful project. Final selection also was based on the potential for a low-cost communications solution and the rural character of the county.

Stanley County Public Library was the first rural site to be established through the project. Library Director Penny Welling and her staff were ready and eager to begin offering access to *Charlotte's Web*, the Internet, and Multimedia CDs in their community.

— Pat Ryckman

treat them like any other equipment that was available for public use. We offered two options for scheduling the computers. One can be reserved up to 24 hours in advance, and one is available on a first come, first-served basis. Each computer is scheduled in blocks of one hour, with the option to continue if no one else is waiting. These computers have been in almost constant use since we began the scheduling in May. There has been some use of the reservation system, but most patrons come in and even wait in line. We have not encountered any problems related to the policy. There have been some questions about children under 12 being allowed to use the computer, but parents have complied with the request to supervise them.

Training

As soon as the technical questions had been resolved and plans were underway to install the equipment, the next step was to train staff members and volunteers to assist the public in Internet searching. Our reference staff already was using the Internet to answer some reference questions and to access OCLC. Many were using Lynx to access the Internet and were familiar with the overall concept of the Internet. The addition of the grant computers, however, allowed us to learn the graphical interface. Carolyn Felton, Volunteer Coordinator for *Charlotte's Web*, saved us a lot of time-consuming preparation by offering a one-hour training session to everyone who worked at the library and to volunteers recruited to assist with the project.

We were encouraged to recruit volunteers that could be trained to assist patrons as they used the Internet computers. In two sessions, 18 volunteers were introduced to the Internet and *Charlotte's Web*. Most of these volunteers had little computer experience. They attended the one-hour training and then were scheduled to practice on the computers for a month. A follow-up session was scheduled to answer questions or address concerns that arose from the practice sessions. While volunteers were diligent in practicing, we did not have a good turnout for the follow-up session. The success of practice times varied greatly as well. While some took to browsing immediately, others were frustrated with their lack of success. One big difference between staff and volunteers was the fundamental understanding by library staff about what to expect from Internet searches. Volunteers tended to be unsure about what they would find, and often were disappointed that the Internet could not do more. Regardless of their positions in the library, our staff members were able to develop better search queries. For volunteers I added more training on the best ways to enter queries or search terms using

various Internet search engines.

In practice, the volunteer program at our library has not been highly successful. With only two computers, we frequently have patrons that need no assistance, leaving the volunteers with little to do during their scheduled time. The volunteer training has created some enthusiastic Internet users, but our reference staff has actually assisted most patrons. Volunteers also will be helpful with marketing and when teaching programs such as "Using the Internet to Search for Jobs." Having volunteers lead this type of session will be a more productive use of the trained volunteers in our setting.

An important element of training for both staff and volunteers is the willingness to explore. Some staff and volunteers were concerned about needing to acquire a certain level of knowledge about the Internet by a given date. After the computers were installed and everyone had been trained, we allowed staff and volunteers the exclusive use of the computers for a month to give them adequate time for practice. Our goal here was to create an atmosphere where risk-taking and exploration are valued and encouraged.

Marketing

One of the most effective marketing tools for our library was the enthusiasm of staff members for public access. During the time that the computers were available for staff and volunteers to practice, our reference staff answered many questions for the public about what the computers were for and when they would be ready for public use. They also were using the Internet to answer reference questions and began to educate patrons about how they could answer their own questions once the computers were available. Signs were placed on the computers announcing the opening date for their use.

We held a Grand Opening Day when we thanked our grant partners and began to schedule the computers for public use. The grant included support for this type of marketing activity. PLCMC provided us with tee shirts for volunteers to wear on that day. We wore "Stanly County Online" buttons, which were a takeoff on the Libraries Online! project. We offered refreshments and the chance to see demonstrations of Internet access. The opening was featured in the local newspaper.

We have posted signs announcing the availability of a volunteer one afternoon per week to give demonstrations of the Internet. This has been a successful feature of the volunteer program and a good way to introduce people with no previous experience to the possibilities of the Internet. There are still many people who come into the library that have heard of the Internet and want to see what it is or what it will "do." A demonstration is the best way to answer this question.

For patrons ready to browse, we have discovered that providing Web addresses is a good way to begin. This fall we will begin publicizing an "address of the week" for young people, which will be featured in the local newspaper and posted at the computers. Staff will be advised about this address and what they can expect to find there. Instructions for using the Open feature to locate the address will also be posted at the computer. This will allow us to educate our patrons and to remind the community of the public access option at their local library.

Benefits of Public Internet Access

The ability to offer public access to the Internet has brought many benefits to the library and its patrons. We have attracted a new group of users; a study of our computer sign-up sheets indicates that we have scheduled people that have

not used other library services. Our information services manager has been able to cancel some expensive print and CD-ROM sources that are now available on the Internet. For instance, we have located several ways to search for phone numbers on the Internet and will no longer subscribe to our telephone CDs. The Internet has proved to be a good source of medical information as well. We don't have an extensive medical information collection because of the expense of updating frequently. Now Internet access allows patrons current information.

As more businesses and organizations add World Wide Web addresses, we find many patrons come in with addresses that they want to visit. Of particular interest is the ability to do job searches on the World Wide Web. Stanly County has a high unemployment rate and job seekers have been using the Employment Security Commission job listings on our reference computer for some time. There is much more information on the Web, and searchers can pinpoint jobs and locations better using these resources. The only disadvantage we have found is the inability of some users to comprehend the written instructions on these pages. While computer access to the Internet offers many advantages to the information seeker, it is still necessary to have a basic level of reading comprehension to use this method successfully. Our staff has spent time assisting some patrons as they read the material they have retrieved.

Evaluating public access to the Internet is another management question for Stanly County Public Library. We had attempted to control use by scheduling and policy decisions. We found that the scheduling of the computers has been successful as planned, with few exceptions. An element of evaluation in the original Libraries Online! grant is the tracking of user demo-

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graphics, looking primarily at age, gender and race. The original funders want to see who benefits from Internet and World Wide Web access in a rural or low income area. We also want to answer that question. In the first three months of the project, we have had many young people using the computers. This use could be due to summer vacations or it may be a pattern that continues into the fall. Our library has heavy after-school use, and we will be evaluating the success of computer scheduling during this time of year.

The ease of operating the equipment and the amount of time it is functional are other areas for evaluation. Installation was in the hands of the *Charlotte's Web* representatives, but has been timely. We have had no attempts at vandalism so far. From a technical standpoint, the system that was designed and installed by the PLCMC representatives has been easy for us to manage, with little need for adjustment or input by their staff.

Another evaluation issue for this library and all others is the cost of providing the service. We are tracking telephone charges and print cartridge costs, as well as the staff time required to manage the equipment. Charges for the tele-

phone lines will have to be added to the constantly growing expense of telephone connections that we require for telephone, fax, and online catalog connectivity throughout our library system. This new service will also change the way our budget is allocated for reference and information services in the future. We will buy fewer print resources, especially expensive, seldom used materials that contain information we can locate on the Internet, but we will have more telephone charges and greater staffing needs for computer support.

Determining the needs of patrons and tracking how they use the equipment will also be important. We have many teenage patrons who enjoy playing games. Senior citizens are doing genealogical research on the Internet. Have we expanded to an even greater degree the all encompassing mission of a public library? How much do we want to encourage this use? How does it fit into our overall mission to provide library services to our community? These are questions that we will continue to address as we evaluate this service.

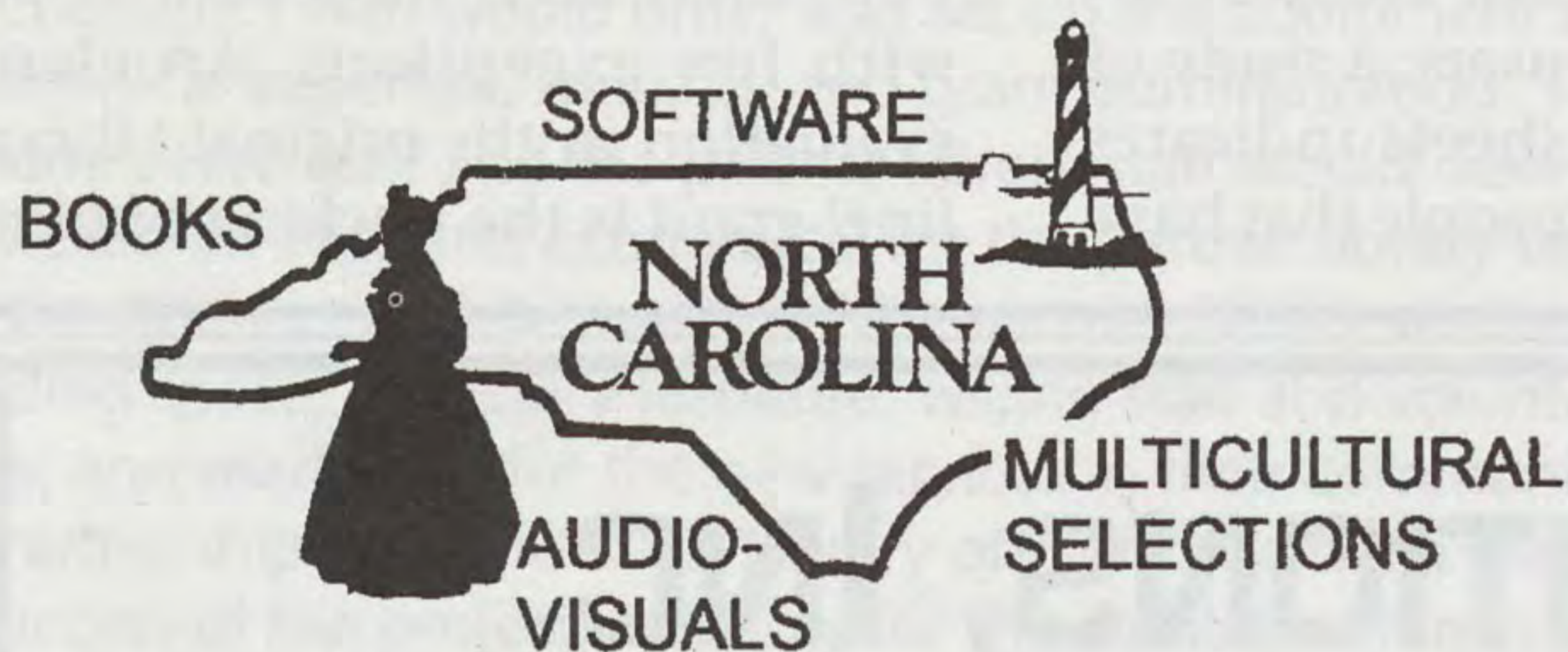
Overall, our experience with public access to the Internet has been a positive one. Several elements contributed to this outcome. The Public Library of Char-

lotte and Mecklenburg County worked with us to design a system that required little technical maintenance and support on our part. They also offered training at just the right time to help us launch the project quickly. Our library had staff members that valued computer technology and took the lead in promoting the Internet computers and assisting patrons with their use. Our community was very enthusiastic as well, from the trustees who were willing to create a "user-friendly" Internet policy that did not overly limit or restrict, to the patrons who were receptive to the opportunity to use new technology. Offering new technological services to library patrons seems to be a given for library managers now, whether it be online public catalogs, CD-ROM databases, or Internet access. For libraries, what used to be considered a once-in-a-lifetime switch from card catalog to computer has now become an on-going process as formats and technologies continually change. For rural or urban libraries, planning, training, financing, marketing, and evaluating are steps that apply each time we introduce a new technology. Patrons and staff alike can then enjoy the benefits of having added a new and valued library service for the community.

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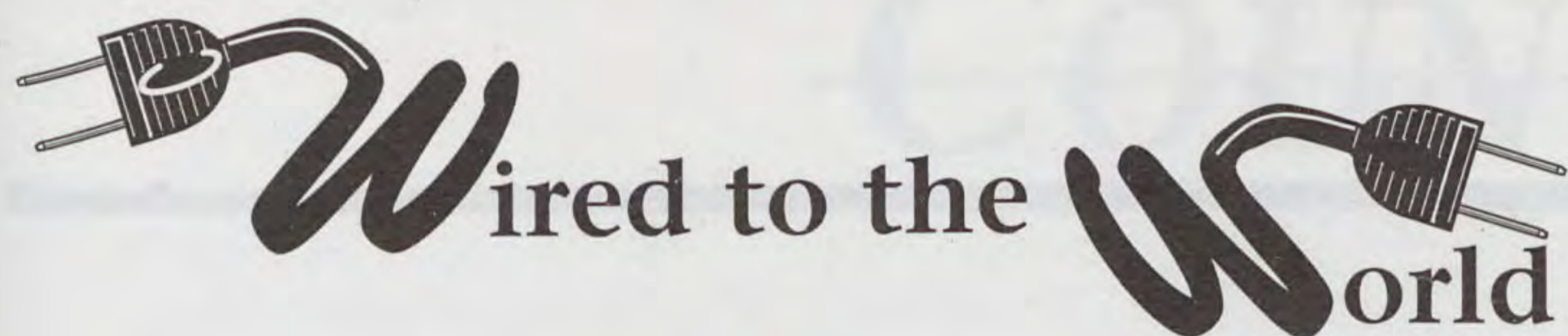
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by *Ralph Lee Scott*

North Carolina Library URLs

In the summer of 1996 I requested on the Listserv NCLA-L that North Carolina libraries with home pages send me a copy of their Internet locations for inclusion in what I hope to be an annual directory in *North Carolina Libraries*. This request was in response to several inquiries from librarians in North Carolina for such a directory. The list below is what I have received as of November 15, 1996. Please continue to send me updates to this directory, for which I thank you very much.

University of North Carolina at Charlotte

<http://library.uncc.edu/lis/library>

East Albemarle Regional Library System

<http://earl.library.net>

University of North Carolina at Wilmington

[http://www.uncwil.edu/sys\\$disk1/randall/wmr.html](http://www.uncwil.edu/sys$disk1/randall/wmr.html)

UNC Coastal Library Consortium

<http://uncclc.coast.uncwil.edu>

North Carolina A & T State University

<http://library.ncat.edu>

New Hanover Public Library

<http://www.wilmington.net/nhcpl/>

Elon College

<http://www.elon.edu/users/o/library>

East Carolina University Health Sciences Library

<http://www.hsl.ecu.edu>

East Carolina University Joyner Library

<http://www.fringe.lib.ecu.edu>

Central North Carolina Regional Library

<http://ils.unc.edu/nclibs/centralnc/home.htm>

Cumberland County Public Library & Information Center

<http://www.cumberland.lib.nc.us>

School of Library and Information Sciences -

North Carolina Central University

<http://www.nccu.edu/slis/home/slishome.html>

Wake Forest University

<http://www.wfu.edu/Library>

Bowman Gray School of Medicine, Wake Forest University

(Carpenter Library)

<http://www.bgsm.edu/bgsm/library/>

University of North Carolina at Greensboro

<http://www.uncg.edu/lib>

Duke University Medical Center Library

<http://www.mc.duke.edu/mclibrary/>

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Putting Technology in Its Place

by Constance A. Mellon

The sixth grade students who were gathered around the table in the sunny middle school library were big and boisterous, but as the librarian moved to the head of the table and lifted the book she held in her hands, they became quiet. Dramatically, her voice filled the room with the adventures of a dog named Shiloh, and the students hung on every word. The librarian is my friend, Lina Christopher, media coordinator at P.S. Jones Middle School in Washington, North Carolina. Her annual presentation of *Shiloh*, by Phyllis Reynolds Naylor, helps her sixth graders to develop a love of the library and a rapport with their librarian. This kind of experience should be a vital and valued part of library media programs, but as North Carolina and the nation continue to worship the great god Technology, it is the kind of experience that I am afraid may become available to fewer and fewer children until, at last, it disappears.

In the courses I teach at East Carolina University, I come into close contact with many media coordinators throughout eastern North Carolina, and the stories I hear worry me: book budgets slashed in favor of software, computer skills more valued than the ability to fascinate children with books, and library programs disrupted to allocate space for computer labs. Fortunately, the librarians with whom I work continue to value books and to recognize their importance in literacy and creative thinking. They hold book fairs to increase the size of their collections, they practice their skills in storytelling, booktalking, and reading aloud, and they spend hours of their own time working with motivational programs like Accelerated Reader and Battle of the Books. But the rewards and recognition they earn from book-related activities are often significantly less than those that come from Internet activities or computer troubleshooting.

I am certainly not *against* technology. Far from it. What does concern me, however, is the prevailing attitude among educators, many of whom hold both the power and the purse strings in public schools, that technology will solve all our educational problems. This attitude reminds me of the words of Thomas Edison, published in the *New York Dramatic Mirror* on July 9, 1913. Edison, discussing the new technology of the early 1900s — the motion picture — was quoted as saying, "Books will soon be obsolete in the schools. Scholars will be instructed through the eye. It is possible to teach every branch of human

knowledge with the motion picture. Our school system will be completely changed in ten years." Time proved Edison wrong, as it proved wrong similar claims made about videotape in the 1970s. Now these same claims are being made for computers. Perhaps we would do well to heed the message of Isaac Asimov's short story "The Fun They Had." Published more than twenty years ago, Asimov's story is set in a time when children are educated at home by computers and every lesson is designed specifically for each child. A young boy tells his friend about "the old days" when children all went to school together and learned the same things at the same time so they could discuss what they had learned. And his friend thinks longingly, "What fun they had."

Technology is an integral part of our society today, and we must acknowledge it as such. But computer technology will take its place in society in the same way that the automobile, the telephone, and television did. It will simply fade into the social background like those earlier technologies. In 1927, my mother announced Lindbergh's arrival in Paris over the crystal set radios tuned to the tiny broadcasting station where she worked. Twenty years later, she and her husband, with their young daughter, sat spellbound in front of their first television set. Forty-two years later, her daughter watched in amazement as the first man walked on the moon. Technology happens. But that same woman read aloud to her daughter from the time she was a baby, took her to the library every Saturday for story hour, and coaxed her into chores by telling family stories. Reading and imagination were valued in my home as they were in the schools and libraries in which I spent my youth. As a result, I can imagine a world given over to technology, a world where reading is a lost art and all information is accepted as equally reliable because it is easily accessible on the Information Highway. Education is far more than technological know-how. In the memorable words of Alan Kay of Apple Computer, Inc., "Any problem schools cannot solve without the computer, they can't solve with the computer." Let's not pretend they can.



Technology Should Have A Prominent Place

by Jerry A. Thrasher

Yes, there is a lot of hype about technology, Internet, and the World Wide Web in libraries and society as a whole; and that's OK. I don't anticipate that personal computers will "fade into the social background" any more so than the annual fall introduction and daily promotion of this year's latest automobiles. The promotion and proliferation of cellular telephones creeps into every newspaper and magazine we pick up. Televisions are getting more numerous, a lot bigger and smaller, and going digital on us with hundreds of channels. Personal computers will increasingly become a major part of our daily personal and work life. There will certainly be more of them, and they will be smaller, faster, and have a much greater memory capacity.

Many of us remember when personal computers became the hot thing in the early 1980s. Our library purchased a rather large Tandy product for our administrative office in 1982. The computer made it easier for my secretary and me to proof my letters and memos without having to retype the entire document every time I needed to make a major edit. There are scores of them throughout the library system now. They have improved our productivity, communication, and capabilities.

Since libraries are primarily about providing access to information and the written word to our constituents or customers, it is imperative that we keep abreast of new formats and communications technology. Libraries have added new technology, but nowhere near the amount that private companies and small businesses have. Most of us are behind the curve and striving to catch up.

Although our public library has added technology and will add more in the months and years ahead, we have also added more traditional library services. In the last few years we've added a story time program for 12-to-17 month-olds called "Tots 'N Tales." This is in addition to the traditional toddler, preschool, and school age programs for children.

Other non-techie programs recently offered by our library include "Teen Read," a summer reading program for teenagers, "Family" story times for all ages, and several book discussion groups. Besides the traditional "Great Books" series, the Library offers a book discussion group on African-American authors called "Open Gates." Our "New Horizons" book club is for new adult readers with low level reading skills. This book club was created for adults enrolled in adult basic education classes, GED classes, high school diploma programs, and one-on-one literacy tutoring programs. We

even have a monthly "Mystery" book club that is coordinated by the library staff for popular detective and mystery stories readers.

Libraries continue to enhance their information services to the public during this age of technology. Many libraries are creating specialized telephone reference services to allow staff at public information desks to concentrate on giving quality information and readers' advisory service to our walk-in customers. The telephone service desk and the walk-in service desk now have computer terminals that allow the staff to access many more information resources to help answer customers' questions.

Many public libraries expanded their traditional services to offer Information and Referral (I&R) services that provide specific information on local community services and resources to meet numerous social needs. From their extensive files, some libraries have developed printed annual community resource directories for distribution. Libraries are now moving beyond that and providing this information on their online public access catalogs (OPACs) and even on their World Wide Web (WWW) home pages. This is a wonderful example of how libraries can use the latest in technology to provide greater community access to a fairly basic traditional library service.

Modern technology requires reading and critical thinking skills. Often the computer can create the incentive for adults or children to work on their reading skills so they can use the computer adequately. Obviously, technology is not a panacea, but it is a tool that libraries must use and provide to our customers if we expect our institutions to be relevant to the current information and recreational needs of our communities or clientele.

Taking significant steps to provide technology in libraries with stagnant budget growth is very difficult. We should, however, use the technological interests of our funding bodies to enhance and increase our funding to provide computer services.

Libraries should continue to adopt and adapt new technology to fulfill their missions. They should also create opportunities for children, teens, and adults to meet together or separately to share their love of reading and intellectual interests. For the benefit of our customers, our goal should be to maintain and augment the best of our past, as we make room for the heavily requested technology services and resources of the future.

Lagniappe* / North Caroliniana

compiled by Plummer Alston Jones, Jr.

*Lagniappe (lañ-yaḗ', lañ' yaḗ') n. An extra or unexpected gift or benefit. [Louisiana French]

Managing Technology Peopleography

by Diane Kester

The demands made on librarians as they seek solutions to managing technology are many. One individual cannot be expected to become an expert on every application, software, or resource. With this issue of *North Carolina Libraries* we begin the database of persons in the state who are willing to share their expertise in specific areas of technology. The following people have submitted their names to begin this database of resource people. If you would like to be added, please write, fax or e-mail your name, library/school, mailing address, phone, fax, e-mail address, and the category(ies) with which you will be willing to help others in a time of need. The data will be gathered and published electronically, thus creating a database of human resources or a peopleography!

I. Software

ASSEMBLY LANGUAGE

Carl Fulp

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Dynix

Dan Smith

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Endeavor Information Systems (Voyager)

Stacy Anderson

Mary Jo DeJoyce

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2300 W. Innes St.
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sanderso@catawba.edu
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Follett

Larry Bennett

Follett Software Co.
9200 Sandpiper Dr.
Charlotte, NC 28277
800-323-3397 x7921
704-541-6135
Lbennett@fsc.follett.com

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Media Coordinator
Harnett Central High School
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Angier, NC 27501
919-639-7057
Fax: 919-639-7057
twooten@nando.net

Gaylord Galaxy Automation System

Vickie Ward

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Whiteville, NC 28472
910-640-6620
Fax: 910-642-3839

MARC records

Carol Truett

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Appalachian State University
310 Duncan Hall, RCOE
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Fax: 704-262-2128
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SPECIFIC APPLICATION PROGRAMS

FundMaster (budget management software)

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Unix

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II. Hardware

HARDWARE AND MAINTENANCE

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fulpc@wfu.edu

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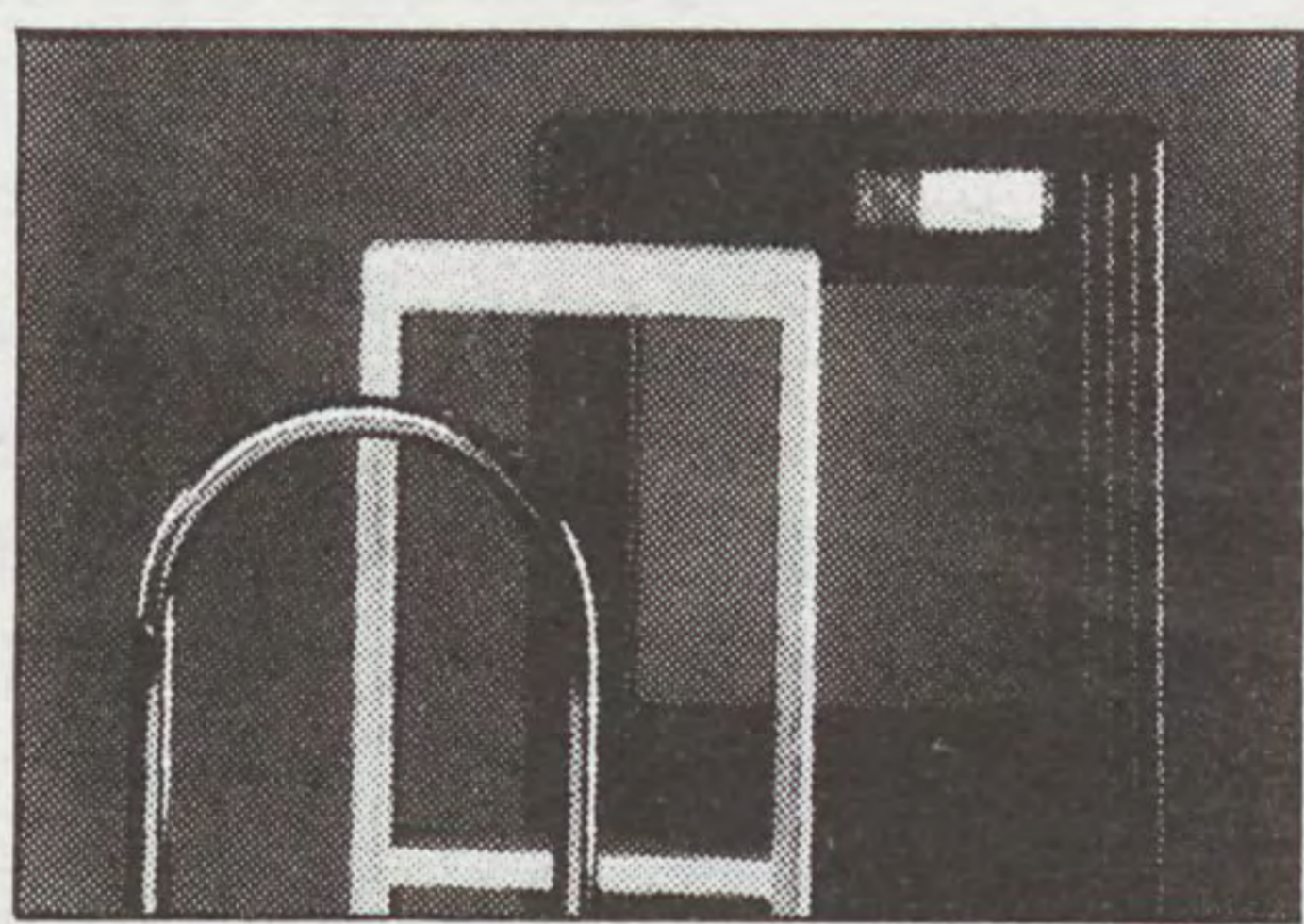
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smithd@lib.wfu.edu

CD-ROM INSTALLATION AND MAINTENANCE

Ross A. Holt

Randolph County Public Library
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III. Personnel, Policies, and the Public

AUP=ACCEPTABLE USE POLICIES

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DISTANCE LEARNING

(technologies, applications, and programming resources, techniques for teaching on television)

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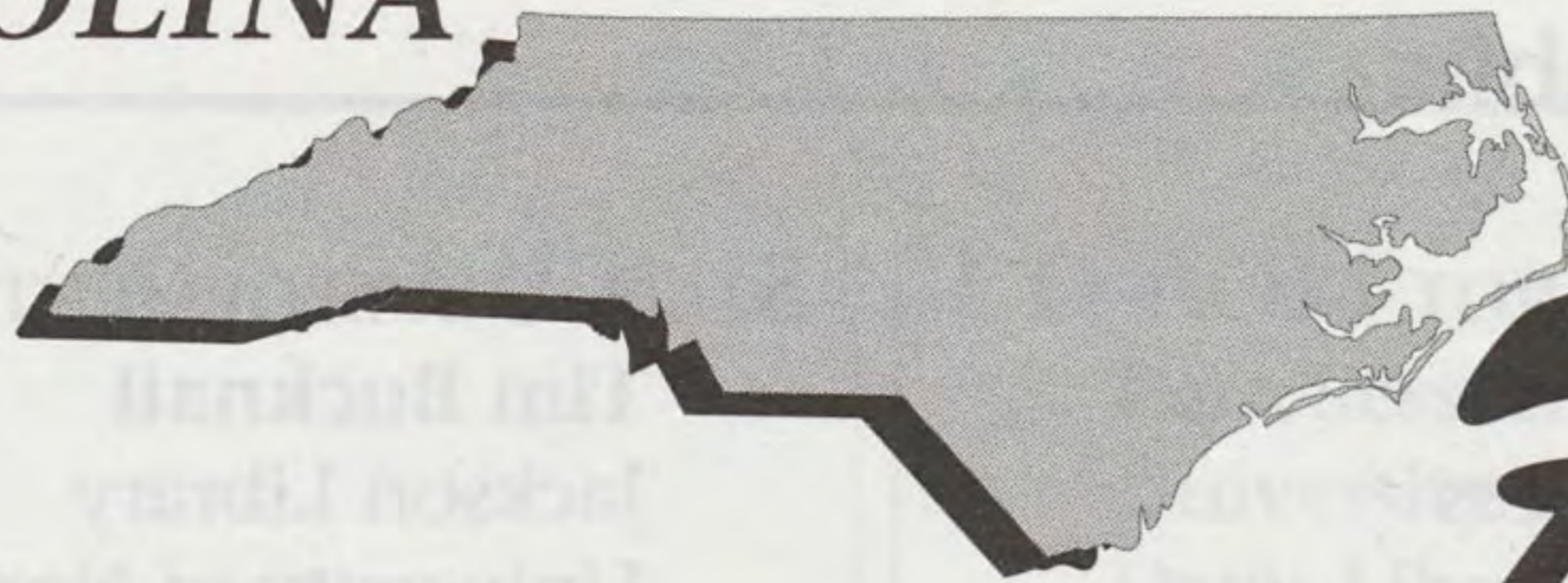
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RFPs FOR LIBRARY AUTOMATION

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Lsddkest@eastnet.educ.ecu.edu



Dorothy Hodder, Compiler



Caswell County Training School (CCTS) was well known in North Carolina during the days of segregation because it had a reputation for educational excellence. Having lived through that era, I looked forward to reading what Vanessa Siddle Walker had to say about the Caswell community with great anticipation. Walker said that *Their Highest Potential* is not about segregated schools versus desegregated schools. She set the stage for the reader by giving a few facts about the environment that existed during the period she writes about. Her research in public documents shows that conditions of the schools for blacks in North Carolina's segregated education system were dismal, although North Carolina was viewed as being the South's most progressive state in education in 1935. A commission with equal representation of blacks and whites reported that "the buildings now in use for colored students are in a poor state, poorly lighted and heated, the furniture is antiquated" and "very few rural colored schools are equipped with modern single desks." In 1954, the value of school property for black students was \$70, versus \$217 for white students. Also, North Carolina

required the segregation of textbooks used by black and white children. Conditions like these were common for black students in North Carolina and throughout the United States before the Freedom Riders and the Civil Rights Movement of the 1960s.

Walker allows the reader to take a step back in time and form a relationship with a rural African American community that in the early 1930s dreamed what seemed like the impossible dream. She introduces a very unfunny subject with a light-hearted look at the events that led to the beginning of the "education" movement by blacks in Caswell County, North Carolina. She tells the story of "Chicken Stephens," a white man whose house wound up being used to house black elementary school students. She weaves a compelling story of the effects of racism on the lives of the Caswell County community when segregation was a fact and a way of life in North Carolina. As Walker so effectively shows in her book, segregation did nothing to diminish the thirst for knowledge in Caswell County's African American community.

Because education was a top priority for this community, it was incorporated into the very fabric of everyday life. Parents made demands of the county school board and the state administration just like their white counterparts. Unfortunately, their needs always took a low or no priority. Undaunted in their quest, Caswell county parents worked side by side with local teachers to help students achieve at their "highest potential." Failure to learn was not an option in a community that personified the very essence of "working together — meeting needs — we are family."

Walker captures the spirit of Caswell County's black community, showing how it educated its own from the turn of the century through the late 1960s. She greatly emphasizes the altruistic nature of the Caswell County African American community, showing that there was "no poverty of spirit," when she describes the parents' contributions made during the Depression years. They struggled to provide supplemental support of money and free labor to aid in the schooling of their children, building schools, providing transportation and food, and doing just about anything that would help their children. School was not just about book learning to them; it was about achieving one's highest potential. Walker quotes from accountings by Thomas Sowell where he noted that the schools were remembered as having atmospheres where support, encourage-

Vanessa Siddle Walker.

***Their Highest Potential:
An African American School
Community in the Segregated South.***

Chapel Hill: University of North Carolina Press, 1996.
259pp. Cloth \$34.95. ISBN 0-8078-2276-0;
Paper \$14.95. ISBN 0-8078-4581-7.

ment, and rigid standards were combined to enhance students' self-worth and increase their aspiration to achieve. The Caswell County black community supported an educational environment that was tantamount to a "womb to tomb" commitment. The "whole" child was sustained from elementary school to high school and beyond. Many former students returned to teach in the community. In her research, Walker found reference to a 1949 yearbook that was dedicated to the "patrons," commending those who worked untiringly for a better school and facilities. Also, the Southern Association of Schools and Colleges (SASC) in its 1953 report said, "due recognition should be given the principal, teachers, students, and patrons (mostly parents) for needed supplies and equipment."

Many names of parents and teachers deserve to be on the Caswell Community honor roll for their perseverance and dedication. One of these is N. L. Dillard, a moving force in the educational advancements made in the Caswell County community from the time of his arrival in 1930 to the day he was honored in 1968. He played a significant role in getting a high school for blacks started in Caswell county. He would later become the principal of the "infamous" Caswell County Training School.

The author did an exceptional job of focusing on the "sense of community and family" that was so evident in her findings. Through a combination of oral histories and public records, Walker developed a sequence of historical facts into an easy-to-read book. She moves the reader through what could easily have been just a regulation history of the Caswell County's black community.

For many, this book will be an eye-opener. For me, it was reliving the past. It is but one of myriad stories that can be told by African Americans. This book is strengthened by the author's inclusion of information about her methodology, which will be genuinely helpful to others who wish to attempt writing this type of story. The "notes to pages" section, divided by chapters, lends credibility to the book as a whole. The book includes a bibliography and index.

This book is suited for academic and public libraries. Also, I would strongly recommend it as mandatory reading for students of North Carolina history.

Vanessa Siddle Walker is an assistant professor of educational studies at Emory University and is co-author of *Facing Racism in American Education*.

— Barbara S. Akinwole
State Library of North Carolina

W

orth Carolina author Sue Ellen Bridgers has written a novel about an ill-fated marriage between Bethany Newell and Joel Calder. Set in Depression-era North Carolina, the story shows these various aspects of their courtship: Bethany and Joel's delight with each other, Bethany living with her Aunt Charlotte who opposed the marriage, Bethany's alcoholic father, Joel's farming parents, and Joel's dark side. No matter what the obstacles, Joel and

Bethany are both stubborn, and the marriage does take place. The rest of the novel depicts a cycle of abuse leading to a horrifying conclusion.

The second sentence of the book: "It was dawn following a cold clear night, the kind of morning you'd want for a hogkilling," is portentous, and, without obtrusive explanation, shows the operation of farm life. Bridgers effectively uses small amounts of information to depict the setting, and there is a good choice of words to show the personalities of the characters.

Bridgers uses various characters to tell the story in her book. While the process of adjusting from one viewpoint to another has negative effect on continuity, it has a positive effect on understanding. The reader may gain understanding about a wife's acceptance of abuse from her husband. The writing style presents more rounded characters than might have been possible otherwise because it shows what several people thought about an event. Even a secondary character, Aunt Charlotte, has more than one side revealed as the book progresses.

Although this book is being targeted at the adult market, Bridgers is known for her young adult novels such as *Home Before Dark* and *All Together Now*. While it takes some effort to get involved in the book, that effort will be rewarded by finding out that, for a troubled soul, love may not be enough. Recommended for fiction collections in public libraries and school libraries serving older teenagers.

— Mel Burton
Gaston County Public Library

Sue Ellen Bridgers.

All We Know of Heaven.

Wilmington: Banks Channel Books, 1996.
212 pp. \$22.00. ISBN 0-9635967-4-8.

A

frican American, southern, and women's history are all enjoying a boomlet of sophisticated and revealing writing. The present book, a reworking of a Chapel Hill dissertation, makes a significant contribution to all three areas. All historians have to read behind their documents, to be attentive to nuances and contradictions in written evidence, but students of gender and racial minorities must be doubly so. Gilmore, a descendent of a distinguished white North Carolina family, fulfills this need while assembling the evidence from a wide range of obscure sources. Her conclusions, based on feminist and racist theory, are in general convincing.

Glenda Elizabeth Gilmore.

Gender & Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920

Chapel Hill: University of North Carolina Press, 1996. 384 pp. Cloth, \$49.95. 0-8078-2287-6. Paper, \$17.95. 0-8078-4596-5.

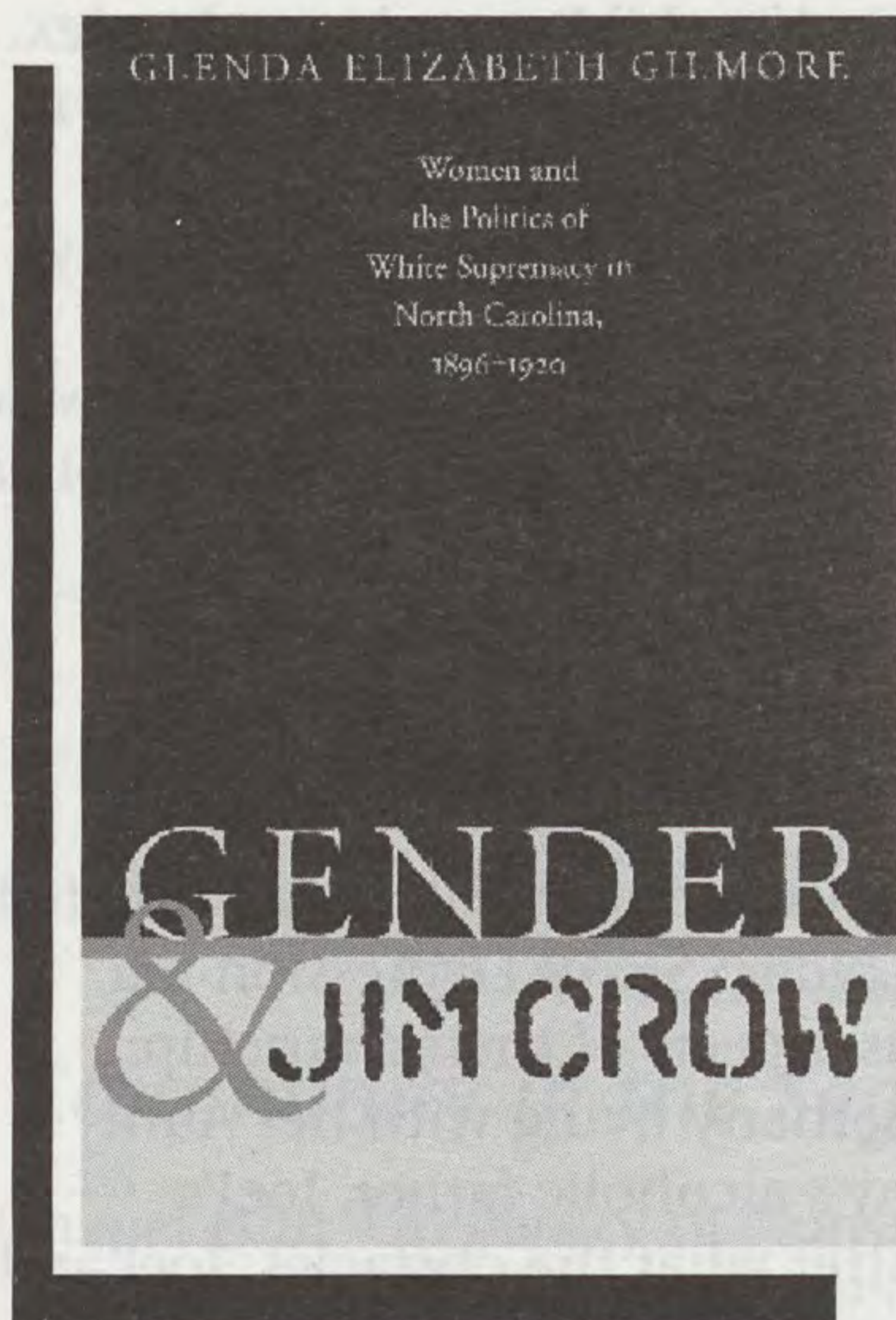
The period under review was the nadir of African American history: black economic status declined and political rights deteriorated while segregation laws were enacted and enforced. As black men lost the right to vote, black women mobilized to gain influence. *Gender & Jim Crow* is important in resurrecting the voices of these women. Unfortunately, only a small number of voices have been recovered, mainly of relatively well-educated "middle-class" black women. Most of Gilmore's work rests on evidence from Salisbury and New Bern, with less but interesting evidence from Charlotte and Wilmington.

Gilmore's reading of the Wilmington Riot of 1898 indicts the Democrats for whipping up racial hatred through loud and deliberate embellishments of rape stories, while she blames the Republicans for crassly abandoning their black allies after 1900. Although opportunities for higher education of black women declined after disenfranchisement in 1901, their public role expanded with the growth of Progressive government. Gilmore's own bias comes through, however, when she praises black feminists for using white rhetoric for their own uses but criticizes James Shepard for the same thing.

The UNC Press does its usual fine job of printing, but the index has misleading gaps and does not cover the excellent endnotes. The illustrations are well-placed but not particularly revealing. Charlotte was not the state's largest city until 1910, but otherwise Gilmore has done her homework well. The writing is clear and mercifully free of jargon.

Gilmore's *Gender & Jim Crow* adds depth and breadth to our ever-increasing vision of black diversity in history. It fits well within the territory explored by Jacqueline Jones's *Labor of Love, Labor of Sorrow* (1985) and complements Higginbotham's *Righteous Discontent* and Greenwood's *Bittersweet Legacy*. All libraries interested in North Carolina or African American history should add this title to their collections.

— Patrick Valentine
Wilson County Public Library



S

herman's March Through North Carolina: A Chronology, by Angley, Cross, and Hill, three researchers from the North Carolina Department of Cultural Resources's Division of Archives and History, details Sherman's effective use of destruction, terrorism, and laying waste to land to cripple a people and end a war.

Wilson Angley, Jerry L. Cross, and Michael Hill.

Sherman's March Through North Carolina: A Chronology.

Raleigh: North Carolina Department of Cultural Resources, Division of Archives and History, 1995. 129 pp. Paper, \$8.00. ISBN 0-86526-266-7.

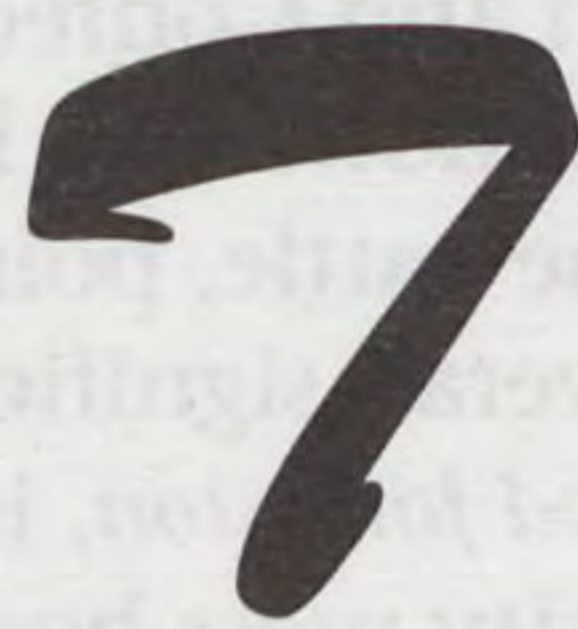
As the introduction explains, in May 1994 the Cape Fear Living History Society proposed a monument commemorating Union troops. The resentment from North Carolinians was overwhelming. In light of Sherman's March, the reader can easily understand why the people of North Carolina rejected the proposed statue of General William Tecumseh Sherman for the Bentonville Battleground State Historic Site. On their famous March, Sherman and his troops created a pain to last for decades.

This well-researched book impresses the reader with day-to-day accounts and stories written by members of Sherman's army, escaped slaves, and individual noncombatants, recollecting how they were pillaged of belongings or suffered bodily harm. The book is well-balanced, describing how both Union

and Confederate troops, particularly deserters, took advantage of an unprotected populace. For example, on March 4, 1865, the *Daily Conservative* of Raleigh reported that desperadoes or outlaw Confederates threatened a lone widow of Guilford, tying a rope around her neck, until she gave them her hidden money. Descriptions such as this evoke pity for the innocent. The strength of this book is that it tells the story of Sherman's March through the voices of its victims. The authors set up interesting contrasts in viewpoint, such as a Union diarist from Minnesota who recorded how inviting the landscape and people of Warren County were, next to a diarist from Louisburg who records her indignation towards Federal cavalry companies coming into town.

Each section of the book has informative endnotes. The book includes an interesting bibliography and a useful index. The four maps included are, unfortunately, black and white copies of colored originals and do not distinguish well between roads and troop movements. No photographs or portraits are included. In all, this is a well-balanced look at the experiences of troops and civilians alike, with excellent descriptions of sites and personal encounters. Recommended for all North Carolina history collections.

— Joseph Shepard
New Hanover County Public Library



This is the third in a series of novels which are set in Mitford, a friendly village somewhere in the hills of North Carolina. The first, *At Home in Mitford*, was an American Booksellers Book of the Year nominee. *Light in the Window* is the second, and, apparently there are more to follow the most recent title. According to the publisher, the author was a successful advertising executive before moving to her current home in Blowing Rock.

All three novels revolve around Father Timothy Kavanaugh, an Episcopal priest in his early sixties, who ministers to his parishioners and neighbors while dealing with his own shortcomings. As *These High Green Hills* begins, Father Tim, until recently a bachelor, is happily adjusting to married life with his energetic wife, Cynthia. This change serves as background while the priest and his neighbors cope with a variety of problems ranging from the merely sticky (how to tell an elderly strong-willed financial pillar of the church that she should no longer drive) to the very serious (rescuing a child from an abusive father). He also encounters personal trials such as facing his fears while lost in a cave and feelings of jealousy toward longtime friends. In the end all these matters, both pastoral and personal, are satisfactorily resolved as courage and caring prevail.

While Mitford as a place provides overall structure to the varying threads of the narrative, the North Carolina setting is incidental. Although there is a mention of trillium and other native plants and of someone going to Asheville and a church bulletin from Canton, Mitford is not grounded in, nor does it convey, a feeling of North Carolina or the Appalachian Mountains. Mitford could be anywhere in the South, yet it is a special place. Its appeal is that most of its citizens live in a state of Grace.

This book is well-written, by turns humorous and sad, yet always hopeful. There is an audience that will treasure this series. Recommended for most public libraries.

— Bill Kirwan
Western Carolina University

Jan Karon.

These High Green Hills.

New York: Viking, 1996. 333 pp. \$22.95
ISBN 0-670-86934-1.

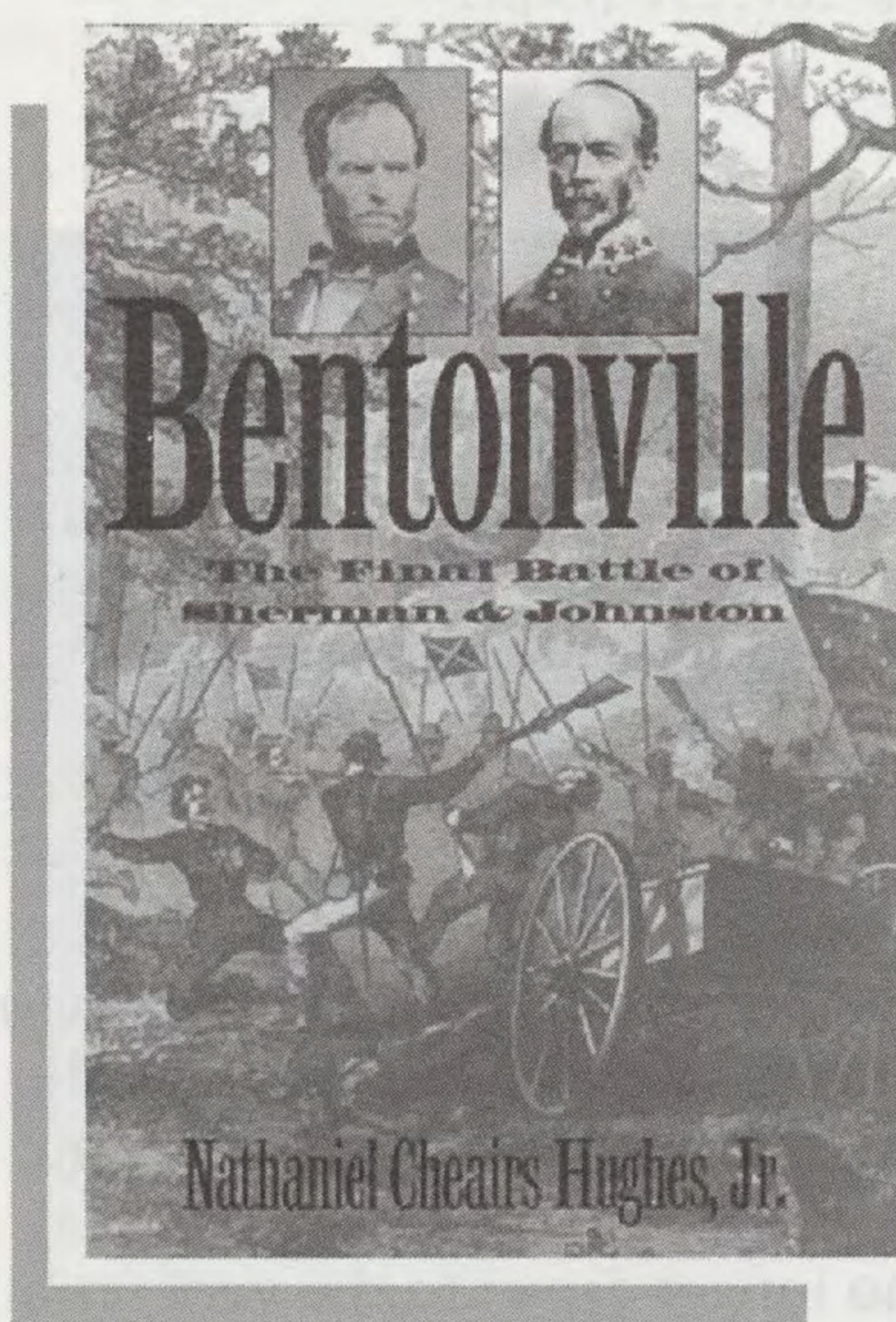
* Due to a computer glitch, Dorothy Hodder needs the addresses and phone numbers of all persons who have reviewed, or are interested in reviewing books for this section. Please refer to Editorial Staff on page 43 for reply address. —
Thank you.

Nathaniel Cheairs Hughes, Jr., with determination not unlike that of William Tecumseh Sherman himself, conducted research for some forty years before completing this thoroughly documented and well-written account of North Carolina's only major Civil War battle. As the extensive bibliography reveals, the author examined scores of original manuscript collections located throughout the country and many other primary and secondary sources. Hughes uses these materials not only to provide an accurate and objective description of his subject, but also to enliven it with fascinating quotes from participants of the battle. Consequently, *Bentonville* will be useful to scholars and interesting to laymen who thrive on knowledge of this gallant and tragic period of our history.

Nathaniel Cheairs Hughes, Jr.

Bentonville: The Final Battle of Sherman and Johnston.

Chapel Hill: University of North Carolina Press, 1996. xix, 336 pp. \$37.50. ISBN 0-8078-2281-7.



The Battle of Bentonville took place during March 19-21, 1865, in and around this small community in southern Johnston County. The engagement involved the forces of Union General William T. Sherman and Confederate General Joseph Eggleston Johnston. Sherman's greatly superior troops, fresh from victories in Georgia and South Carolina, were marching toward Goldsboro, with its strategic intersection of major rail lines, preparatory to their goal of defeating Robert E. Lee's Army of Northern Virginia. Johnston assembled remnants of weary Confederate forces in a desperate surprise attack that was destined to fail.

Hughes does much more than simply describe the intricate military tactics of the battle (though he does this in considerable detail). First, he places the battle in the context of the final stages of the Civil War. To help readers understand the engagement, the author fully develops the character of many of the key Union and Confederate officers, thus explaining why they took certain steps. He shows also how rank-and-file soldiers felt about their leaders. Hughes analyzes the battle, pointing out brilliant maneuvers and costly mistakes. He explains the overall significance of Bentonville.

Bentonville: The Final Battle of Sherman and Johnston, is the work of a seasoned Civil War historian who has written university press books pertaining to Gideon J. Pillow, William J. Hardee, and the Battle of Belmont. Although the quality and usefulness of the illustrations and maps do not match those of Mark L. Bradley's *Last Stand in the Carolinas: The Battle of Bentonville* (Campbell, CA: Savas Woodbury Publishers, 1996), Hughes's book will be of great interest to many patrons of academic and public libraries.

— Maurice C. York
East Carolina University

At the edge of the Blue Ridge Parkway near Boone, a lovely mansion sits on the side of a hill overlooking vast tracks of forest and a beautiful lake. Each year thousands of people visit this site, the Moses H. Cone Memorial Park, to admire the vistas, walk the extensive trail system, and make purchases of Appalachian crafts from the gift shop inside. The house and the park are part of the fascinating story of Moses H. Cone and, in particular, his influence on this area of North Carolina.

Philip T. Noblitt.

A Mansion in the Mountains: the Story of Moses & Bertha Cone & Their Blowing Rock Manor.

Boone: Parkway Publishers Inc., 1996. 216 pp. Paper, \$14.95. ISBN 1887905-02-2.

Although his name is associated more often with the city of Greensboro, Moses Cone also had a dramatic impact on Blowing Rock and Watauga County. Cone began acquiring land on and around Flat Top Mountain near Blowing Rock in the 1880s so that he could build a home in what was then considered a more healthy climate. The concept of Flat Top Manor, a home built to reflect its owner's wealth and social standing, and its surrounding environment, was modeled after that of the Biltmore estate in Asheville. Careful attention was paid to the mansion's site, its system of internal carriage pathways, landscaping, and grounds maintenance. Cone, imitating Vanderbilt's interest in forestry, even brought in experts to begin the scientific farming of apples.

Throughout his later life, Flat Top Manor remained Cone's

favorite residence. While using the mansion for social and family activities, Cone also made it a base for his efforts to promote education and business in the local area. He purchased land for local public schools and was influential in the development of what later became Appalachian State University. At Cone's death in 1908, his widow, Bertha, inherited the mansion, which then entered a new phase of its existence. The story of Bertha's management of the estate is as interesting as that of its construction. Throughout her later life, Bertha opposed the Blue Ridge Parkway's development plans which she felt would destroy the very type of environment that her husband had worked so hard to build. Only after her death was the property conveyed to the National Park Service.

Philip Noblitt, an interpretive specialist for the Blue Ridge Parkway, has written a very interesting and well-researched volume that combines biography with social history and architectural detail to explain the important role of Flat Top Manor in the life of the Cone Family and on the surrounding area. Details about the estate's management, the lives of the Cones and Moses' business activities are skillfully combined in a fast-paced narrative. The author also describes the National Park Service's acquisition of the property and its management approach. Several black-and-white photographs of the Cones and their home are included, along with extensive footnotes, a full bibliography, and an index.

This volume will appeal to anyone interested in North Carolina history and especially to those who have visited or intend to visit the Moses H. Cone Memorial Park. This work is highly recommended for all North Caroliniana collections and especially for public and high school library collections.

—John Welch
State Library of North Carolina

Every time I find myself stopped at a railroad crossing, I revert to my childhood practice of counting the cars. *History on Steel Wheels* has a similar effect, luring the reader into viewing the rolling stock through the photographs and bringing the rail to life through photos of the workers through the ages. Railroad historian Jackson McQuigg wrote this book as an enhancement to the North Carolina Transportation Museum in Spencer, NC. He provides detailed histories of some of the more interesting rail cars and engines found at the museum, and through railroading, gives a better understanding of one aspect of North Carolina history.

McQuigg begins this rich little 86-page book with a brief history of Spencer Shops, then devotes one chapter each to a specific item of rolling stock at the museum. Six of the thirteen chapters cover locomotives, all with very different histories. The locomotives featured are diesel-electric, steam, diesel, and all-electric. The remaining chapters feature a caboose, a US Army hospital car, a 'Jim Crow' segregated coach car, the private cars of James B. Duke and U.S. Steel President Charles Schwab, and two sleeping cars, one by Pullman and the other by Southern Railway. The rail companies represented include most of the major lines in the state, including the aforementioned Southern, Norfolk & Western, Norfolk Southern, Seaboard Air Line, Piedmont and Northern, and Atlantic Coast Line, plus a lesser-known timber railroad, the short-lived Graham County Railroad. The final chapter gives brief information about six other locomotives and a post-office car. Each chapter ends with a short bibliography for further reading.

This book is meant as a supplement to a visit to Spencer Shops, although it is useful to anyone interested in the history of railroads. McQuigg's writing alternates between technical information about the trains to history of the railroad and the cars. Neither approach dominates, so the book will appeal to all rail buffs. This book is suitable for libraries with transportation and/or North Carolina collections in high school, college, and public libraries.

—Lucy A. Powell
Hiddenite Center

Jackson McQuigg.

***History on Steel Wheels:
Trains at the North Carolina
Transportation Museum.***

Spencer: North Carolina Transportation
History Corporation, 1996. 86 pp. \$9.95.
ISBN 0-96427-49-0-6.

Dist. by NC Transportation Museum,
ATTN: Gift Station, Box 165, Spencer, NC 28159.

OTHER PUBLICATIONS OF INTEREST

Bridges of Madison County, Jr. is the kindest thing possible to be said about *The Notebook*, by Nicholas Sparks. Purportedly set in New Bern in 1946, the novel evokes neither the place nor the time. The young author is a native of Nebraska, now living in South Carolina, and seems to have developed very little sense yet of Southern manners, dress, history, speech, or race relations. Warner Books showed equal indifference to local landscape by selecting a photograph of a porch looking out on distant mountains for the cover. The story is meant to be a romantic weeper with literary pretensions—the publisher included packs of tissues with the press package—but the writing is stilted, tedious, and overblown. The narrator describes himself on the second page, “I am nothing special; of this I am sure. I am a common man with common thoughts, and I’ve led a common life. There are no monuments dedicated to me and my name will soon be forgotten, but I’ve loved another with all my heart and soul, and to me, this has always been enough.” Many readers will agree that’s plenty, and close the book. Romance readers may request this in public libraries. (1996; Warner Books, 1271 Avenue of the Americas, New York, NY 10020; 214 pp; \$16.95; ISBN 0-446-52080-2.)

A better novel of local interest is *Sunset Beach: A Spirited Love Story*, by Trip Purcell. It was the thing to read at Sunset Beach this summer, and was commonly referred to as *The Bridges of Sunset Beach*. A beach romance about a beach romance, it doesn’t pretend to be anything else. (1996; Research Triangle Publishing, Inc., P.O. Box 1223, Fuquay-Varina, NC 27526; 336 pp; paper, \$12.95; ISBN 1-884570-47-X.)

North Carolina fiction junkies will love *Books of Passage: 27 North Carolina Writers on the Books that Changed Their Lives*. Editor David Perkins has included the well-known (Clyde Edgerton writing about Ralph Waldo Emerson, Reynolds Price on *Madame Bovary*) and the little-known (Toril Moi on *The Second Sex* and Jane Tompkins on *Zen and the Art of Motorcycle Maintenance*), as well as the completely offbeat (Fred Chappell on Julia Child). The brief essays have appeared as a series in the *Raleigh News and Observer*; each one is followed by a very brief note about the writer’s life and career. The book is illustrated with David Terry’s drawings of the writers, which seem to be based on familiar photographs. Some pictures work better than others — Philip Gerard’s in particular does not. (1996; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; 204 pp; \$22.95; ISBN 1-878086-53-7.)

The Heart of Dixie: Southern Rebels, Renegades, and Heroes is an interesting collection of columns and essays written by Frye Gaillard over the last eighteen years, about “various Southern notable people who have made a difference.” Some North Carolinians included are evangelist Billy Graham, banker Hugh McColl, and basketball star David Thompson. Many of these pieces originally appeared in the *Charlotte Observer*. (1996; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; 208 pp; paper, \$14.95; ISBN 1-878086-50-2.)

Terry Collins, a Mount Airy boy, has written *The Andy Griffith Story*, an unauthorized biography illustrated with drawings. He includes a filmography, discography, list of Broadway roles, selected list of Griffith’s endorsements, and a bibliography. (1995; Explorer Press, PO Box 1907, Mount Airy, NC 27030; 175 pp; cloth, \$23.95; ISBN 1-887138-00-5; paper, \$12.95; ISBN 1-887138-01-3.)

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NORTH CAROLINA LIBRARY ASSOCIATION

Minutes of the Executive Board

November 1, 1996, Durham, North Carolina

Members and Guests present: Patrick Valentine, Robert Burgin, Joline Ezzell, Carol Freeman, Sheila Core, Karen Perry, Renee Pridgen, Beth Hutchinson, Pauletta Bracy, Sue Ann Cody, Janet Flowers, Ross Holt, Betty Meehan-Black, Barbara Levergood, John Via, Kathryn Crowe, Teresa McManus, Kem Ellis, Mary Louisa Bryant, Elizabeth Laney, Dave Fergusson, Steve Sumerford, Gene Lanier, Martha Davis, Sheila Johnson, Barbara Akinwole, Ann Miller, Beverley Gass

President Fergusson called the meeting to order. He asked for approval of the minutes from the August 7, 1996 Board Meeting. Beverley Gass asked that the minutes be amended to show that a report was made by the Conference Committee and Martha Davis asked that the minutes be amended to show that she made a report as ALA representative. President Fergusson suggested that a statement in the Finance Committee's report be changed to read "costs for Administrative Office," rather than "costs for Administrative Assistant." Gene Lanier asked that the following phrase be added to the Intellectual Freedom report: In January ALA passed the proposed interpretation of electronic intellectual freedom. With those changes the minutes were approved.

President Fergusson asked for discussion of the recommendation from the previous meeting that all sections, round tables and committees charge a higher registration fee for non-NCLA members. Betty Meehan-Black said that the Roundtable on the Status of Women felt that charging \$20-\$25 was too much of a difference in cost and would decrease registration for their events. John Via suggested that we begin tracking registration of NCLA events to determine what percentage of the attendants are members and non-members. Teresa McManus suggested that a form be developed so that workshop and conference organizers can easily record this data.

Teresa McManus made the Treasurer's Report since Treasurer Wanda Brown was unable to attend. Teresa noted that we are making transitions to new accounting software. She reminded everyone to follow correct procedures as outlined in the NCLA Handbook for submitting check requests. She distributed the budget report and asked for comments. Beverley Gass said that we need time to review the new budget report format and then have a thorough discussion of the reporting format and the finances. Robert Burgin raised concern that we do not have a final report

on the previous biennial conference. Karen Perry noted that it has been difficult to get an itemized statement from the hotel.

Karen said that NCASL is again being questioned about its Federal tax number. This has happened before and NCASL lost money even though the Federal tax number is legal. President Fergusson said that our accountant will look into the problem.

Membership report:

We have 93 new members, for a total of 1829. Beverley Gass asked if we could use software to chart the membership so we could analyze it. President Fergusson will ask Marsha Wells to follow-up on this.

Reports from Sections and Round tables

Children's Services Section:

Beth Hutchinson reported that the Section sponsored a two day seminar called "Stories at the Summit." The seminar was attended by 64 children's librarians. Beth also reported that the Section contributed \$250 to the Leadership Institute. Beth and Susan Adams were co-presenters at a workshop sponsored by the Paraprofessional Association. It was pointed out that the Section's membership is actually 161 members now rather than the 202 reported in the Section's report.

College and University:

Kathryn Crowe reported that the Section held a workshop on Oct. 18, 1996. The topic was "Bringing it all Together: Campus Collaboration for Information Technology." While the Section was very pleased with the quality of the presentations, they were disappointed in the attendance. Only 35 people attended, about half of the usual number of registrants for one of the Section's workshops. The poor attendance may have been due to the fact that there were numerous other NCLA workshops during the fall including one scheduled for the same day.

Community Colleges Section:

The Section has not met.

Documents:

Barbara Levergood, the new chair, reported that the Section held a fall workshop, which was attended by 68 people. The topic was Legal Resources and Services. She pointed out that although the flyer came out late, the workshop received good publicity through the use of electronic communication. The Section will host a spring workshop on electronic use of resources.

Library Administration and Management Section:

Robert Burgin reported that the Section will be sponsoring a workshop November 21 and 22 called "Becoming a Better Coach." He also reported that the Section's Web page can be found at <http://thumper.acc.nccu.edu/~burgin/lams.html>. Robert added that the Leadership Institute was a great success. Feedback has been excellent.

North Carolina Association of School Librarians:

Karen Perry reported that the NCASL Biennial Work Conference was held August 7-9, 1996 in High Point. The Section was disappointed with the attendance- 369 people. The net profit from the conference is about \$7,000, which is about half of the usual conference profits. Gene Lanier asked if the main problem was the date, since the conference was held earlier than in previous years. Karen replied that may have been the problem but there is not conclusive evidence. The NCASL Executive Board decided to contract for September 16-18, 1998 with the Raleigh Civic Center and Radisson Hotel. The Board also requested that the NCASL Chair re-negotiate a contract with Benton Convention Center for the years 2000 and 2002 for September dates.

Dave asked if NCASL conferences could run through Saturday, but Karen said that some members may not approve. Dave said that there has been discussion of an annual NCLA conference and suggested that we could collaborate with

NCASL and expand on the NCASL conference. Karen said she felt that would be worth considering.

In other NCASL business, the NCASL Board also approved the administration by the Scholarship Committee of three \$500 awards to first time attendees at the National AASL conference April 2-6, 1997. They also recommend a by-laws change which is intended to eliminate the elected position of Affiliate Assembly representative. The Children's Book Award Committee will be distributing booklets. The Finance and Nominating Committees are making adjustments in plans due to the decline in the financial situation.

Trustee Association:

There was no report.

Public Library Section:

The AV committee is holding workshops around the state. Other committees are actively making plans for upcoming workshops as well as the Biennial Conference.

RASS:

Is sponsoring a Fall program.

RTSS:

The Fall workshop, entitled "The Interconnected Information Systems Environment: Perspectives for Resources and Technical Services," had 80 attendees. They have mounted a web page linked to the NCLA page. The Section is conducting a membership survey, preparing a membership directory, and planning a spring workshop.

New Members Round Table:

The Board approved a donation of \$250 to the NCLA Leadership Institute. They also decided that the mail ballot for the change in NMRT Bylaws would be sent on a business reply postcard accompanied by a letter from the chair. They hope to have the results by November 22.

NC Paraprofessional Association

Round Table:

Renee Pridgen reported that the "Sizzlin Storytelling Techniques" workshops held around the state were a tremendous success. She thanked the Children's Services Section for presentations at regional workshops. About \$,2000 was received from registrations and sales of NCLPA logo items. In other business, the committee has discussed having a homepage and they are planning other workshops. Renee added that in some libraries there was some confusion about whether or not paraprofessionals could participate in the Leadership Institute. Robert Burgin commented that the letter clearly stated that paraprofessionals were encouraged to attend, but possibly some library systems assumed it was primarily for professionals.

Round Table on Minority Concerns:

The round table has met twice since the last board meeting. They will hold a workshop in early spring and they are discussing the role the round table should play in the African American Librarian confer-

ence which will be held in late July in Winston-Salem.

Special Collections:

There was no report.

Roundtable on the Status of Women:

Betty Meehan-Black reported that they are working on a program called "Hiring Smart," which will be held in April 1997. It will focus on legal aspects of hiring as well as hiring, training, and orientation for a diverse staff.

Technology and Trends:

They were holding a workshop on the same day as the meeting and thus unable to send a representative.

Committee Reports

AIDS:

There was no report.

Archives:

There was no report.

Conference Committee:

Beverley Gass reported that the committee has selected a theme for the 1997 conference, Choose Quality: Choose Libraries. The conference will be held at the Raleigh Civic and Convention Center on October 7-10. The Raleigh Plaza is the conference hotel. Kem Ellis reported that the committee is trying to plan more programming for Friday. Meeting time slots will be uniform throughout the conference with set beginning and ending times. The opening session of the conference will be at 11:00 am on Wednesday and the second general session will be on Thursday at 2:00. An all-conference breakfast buffet will be on Friday morning. Wednesday evening will be left open. Two all-conference gala events are being planned for Thursday evening. The speaker for the opening general session is Marshall Keys, Executive Director of NELINET. Judith Krug will deliver the Ogilvie Lecture. Kem reminded sections and round tables that their plans for speakers and workshop topics will be very important to boosting conference attendance.

Every section, round table, and committee chair will be sent a packet indicating that January 3 is the deadline for submitting requests for their program topic and requested schedule. The committee is encouraging joint sponsorship of conference activities. John Via asked if it would be appropriate for NMRT to sponsor an event on Wednesday night. Kem said individual groups could sponsor events on Weds. night, but there would be no all-conference event. He added that the SIRS reception will be the gala event for the conference. There will be no conference activities scheduled at the time of the SIRS reception. Program for the breakfast will be entertainment, probably a storyteller. Program planners will be invited to a planning meeting in Raleigh on January 24. The final budget for the conference will be set on February 28.

Constitution Codes and Handbook

Revisions Committee:

Ross Holt reported that the committee had made the changes in the handbook as directed by the Board. The Distinguished Service Award recipients are now listed on page B:1. He reported that a mail vote to change the NMRT bylaws was underway. This change, if passed, would bring the round table's bylaws in line with the new NCLA procedure of providing free NMRT membership for the first two years of paid membership in the association.

The committee revised the handbook to reflect the change to an annual budget. This affected the calendar (G:1) and the Finances section of Standing Rules and Policies. The committee also wanted to alert the Executive Board to the use of the word "biennial" in section 2.2. 4 (H:4) and questioned whether we wanted to change it to "annual." The committee also recommended that the Board establish a Financial Policy. Also the committee had been asked to place a statement in the handbook about fee levels for members and non-members attending NCLA events, but they found that there was already such a statement (2.1.3, page H:3)

The committee proposed the following amendments: Article VI, Section 1: Add the phrase "and others as stipulated in the Association's bylaws." Article IV, Section 5: Sections and Round Tables whose paid membership on the last day of the preceding biennium exceeds 20 percent of total NCLA membership shall name one additional representative to serve as a voting member of the NCLA Executive Board. For every additional 10 percent of total NCLA membership above the initial 20 percent, the section or round table shall name one additional representative to serve as a voting member of the NCLA Executive Board.

Theresa questioned the use of percentages rather than actual numbers that were agreed upon during the workshop in High Point. Ross and Kem explained that by using percentages the new bylaws adhere to the spirit of the decision which was to assure that larger sections were proportionately represented. Beverley said she feels that we should stick to the agreement that we made in High Point.

Robert Burgin moved that the Constitution be amended as recommended in the report of the Constitution, Codes and Handbook Committee. The motion was seconded by Karen Perry. Beverley made a motion that the motion be amended to include the specific numbers agreed upon at the August 7 meeting rather than the use of percentages. (A Section with more than 350 members will receive one additional voting member on the board and an additional voting member for every additional 200 members of the Section). Barbara Akinwole seconded the motion. The Board voted in favor of the amendment. Subsequently, the Board voted in favor of the

main motion as amended.

The committee recommends that the Board also take the following actions: For the 1998-1999 biennium, determine the manner in which new board seats will be filled by members of the affected section or round table and require that during the 1998-1999 biennium, sections and round tables arrive at a permanent method for selecting any new executive board representatives and amend their bylaws accordingly.

Robert made a motion that Section 2.2.4 be changed to use the word "annual" instead of "biennial." Sue Ann Cody seconded the motion and the motion carried.

Finance Committee:

At its May 22, 1996 meeting the committee approved submission of Annual Budget, President's appointment of Economic Vitality Committee and its recommendations for NCLA 1997 budget. They also developed a time table for contracting with an accountant and a time table for review of NCLA finances by the accountant. Audits are to be conducted every other year, reviews are to be conducted during alternate years. They discussed obstacles to consolidation of various NCLA accounts.

Financial Vitality Committee:

President Fergusson charged the committee with the task of formulating recommendations to improve the ways in which NCLA's operations are funded. He noted that the Committee needs to focus on the short-term problem of balancing the 1997 budget proposal and a long-term goal to ensure that it doesn't happen again. The committee made a recommendation that \$11,000 in profits from the 1995 Biennial Conference and \$10,000 from the 1997 Biennial Conference start-up fund should be allocated to the 1997 NCLA operating budget to balance the budget.

Robert Burgin noted that this would abolish the project grants, since most round tables and sections have funds that can be used. Patrick added that conferences generate the profits, so if we do not use conference profits for future conference programs, then sections and round tables will need to shift their thinking and not expect to be able to reserve funds from one biennium to the next. Beverley asked how much the Special Projects committee granted for the 1995 conference. Patrick estimated about \$19,000. Beverly added that often sections, committees and round tables also receive project grants. President Fergusson said that the accountant is confused by our tradition of allowing sections and round tables to keep the money at the end of the biennium. Karen pointed out that the reason for reserves was so that the sections and round tables could book speakers and conference sites.

Robert made a motion that \$10,140 in conference profits and \$10,000 in conference start-up funds be allocated to the 1977 NCLA operating budget. Kathryn

Crowe seconded. Motion carried.

Robert made a motion that the total allocated to the individual sections and round tables for each member should be reduced from the current \$5.00 to \$4.00. Sue Ann Cody seconded. Barbara asked if there is a problem that the membership form is \$5.00 for each. Sheila said that it implies that each section and roundtable is receiving the \$5.00.

The Committee also suggested that in the future the NCLA Executive Board should decide on the allocation of profits from the Biennial Conference and unexpended sums form the conference start-up fund on a case-by-case basis.

The Committee also recommended that the president of NCLA appoint a grants committee. President Fergusson announced that the following people would be asked to serve on such a committee: Joline Ezzell, Ross Holt, Theresa McManus and Ben Speller.

The committee asked that the Membership Committee conduct a survey of professional librarians to determine obstacles to their membership. Renee asked if paraprofessionals could also be included in the survey. Robert agreed.

North Carolina Libraries:

Portia Starks is the newest member of the Editorial Board representing the New Members Round Table. The Fall issue, Community of the Book, will be mailed in mid-November.

Governmental Relations:

The committee is reviewing regulations related to lobbying by nonprofit associations such as NCLA. John Via initiated a conversation about the appropriateness of our members and association congratulating elected officials, particularly those who have been supportive of libraries.

Intellectual Freedom:

Gene Lanier reported that the committee met on August 9, 1996 and discussed intellectual freedom problems. Gene has made several presentation throughout the state and the country. He also distributed a list of titles that have been challenged recently in NC and he discussed upcoming activities of the committee.

Literacy Committee:

Pauletta Brown Bracy reported that a body of the Literacy Committee had drafted five goals for the current biennium. These are: monitor relevant statewide legislation; present a program at NCLA-1997; complete the directory of libraries engaged in literacy activities; conduct a survey of ESL activity in libraries and make recommendations for further development; and prepare a bibliography of recommended audio-visual and software materials suitable for literacy instruction. Pauletta also asked for permission to reconstitute the committee. Permission was granted.

Membership Committee:

Barbara Akinwole asked sections, committees, and round tables to distribute new membership forms at the conferences and workshops that they sponsor. Barbara asked the groups for ideas as to how to get nominations for NCLA awards. Elizabeth Laney said that in the past the committee did not discuss the nominees in front of the full board.

Marketing/Publications:

The committee has worked with Wake Forest University basketball players to produce a thirty-second television ad. It will be distributed to local media outlets.

Scholarships:

There was no report.

Special Projects:

Patrick Valentine reported that 6 grants have been made for a total of about \$7,935. He reminded the group that NCLA rules state that we do not pay NC librarians for presenting workshops in NC.

ALA Representative:

Martha Davis reported that there will be much discussion about intellectual freedom and technology at the midwinter conference. She also noted that she is concerned about the number of people who may be ALA members but not members of NCLA. Ross Holt said that he had initiated discussion over the listserv about a Packard Bell commercial that portrays libraries in a very negative light. He said that he had also contacted ALA.

SELA:

Nancy Fogarty was unable to attend the NCLA Board Meeting but she sent a written report indicating that the SELA held its biennial conference jointly with the Kentucky Library Association October 23-26. There were 947 registered attendees plus exhibitors. The Executive Board of SELA discussed the future of SELA. There was a feeling at the Board Meeting that SELA could be re-energized. At a future NCLA Board Meeting, Nancy Fogarty will be asked to present more information about the SELA Board's recommendations.

New Business

Beverley Gass reported that the NC Library Commission is involved with a project called NC Live (Libraries and Virtual Education). A steering committee has been formed to investigate and seek funding for shared electronic database licensing, training, and retrospective conversion.

Robert Burgin motioned that we adjourn. Gene Lanier seconded. President Fergusson declared the meeting adjourned.

— submitted by
Steven L Sumerford

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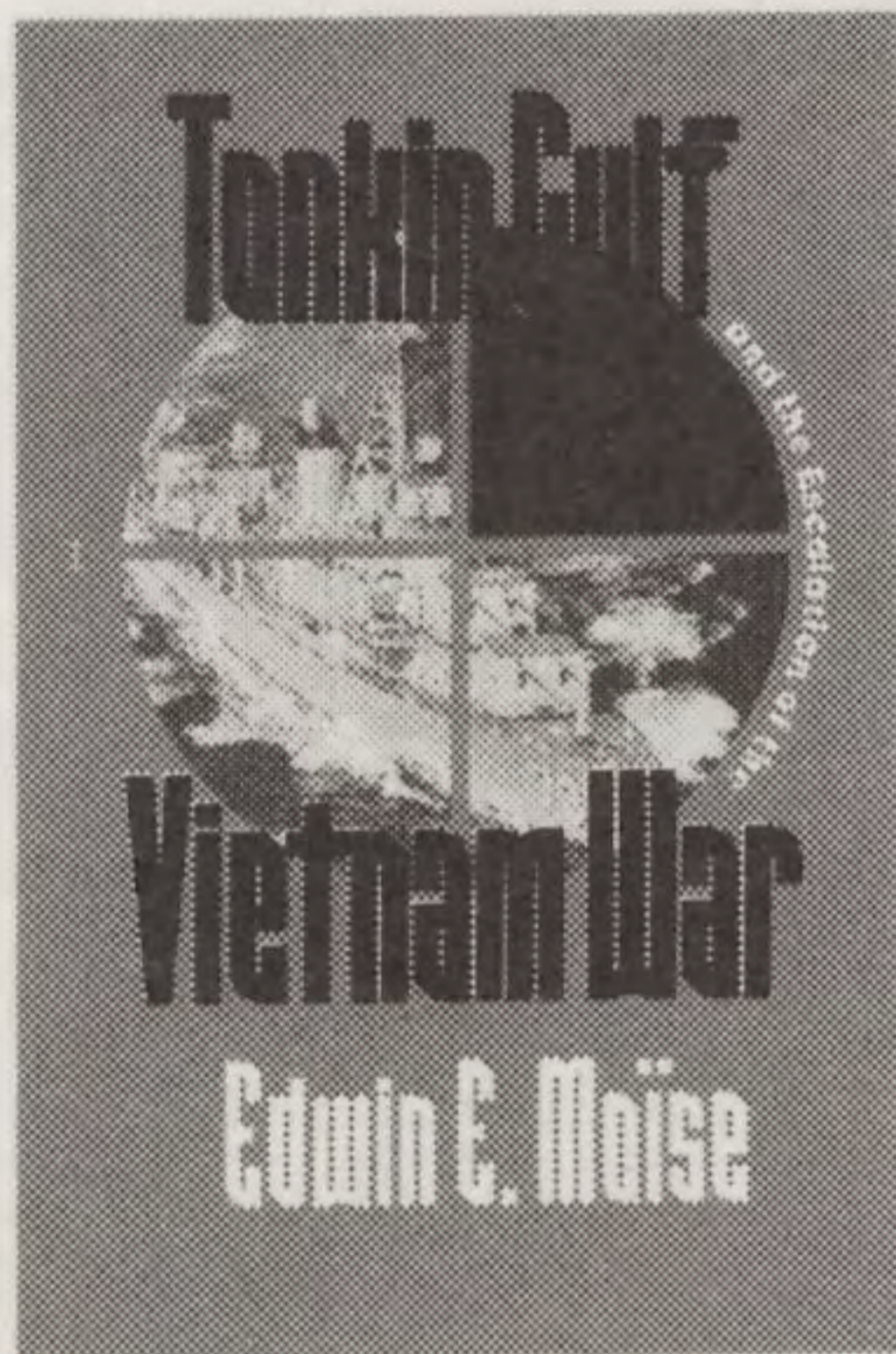
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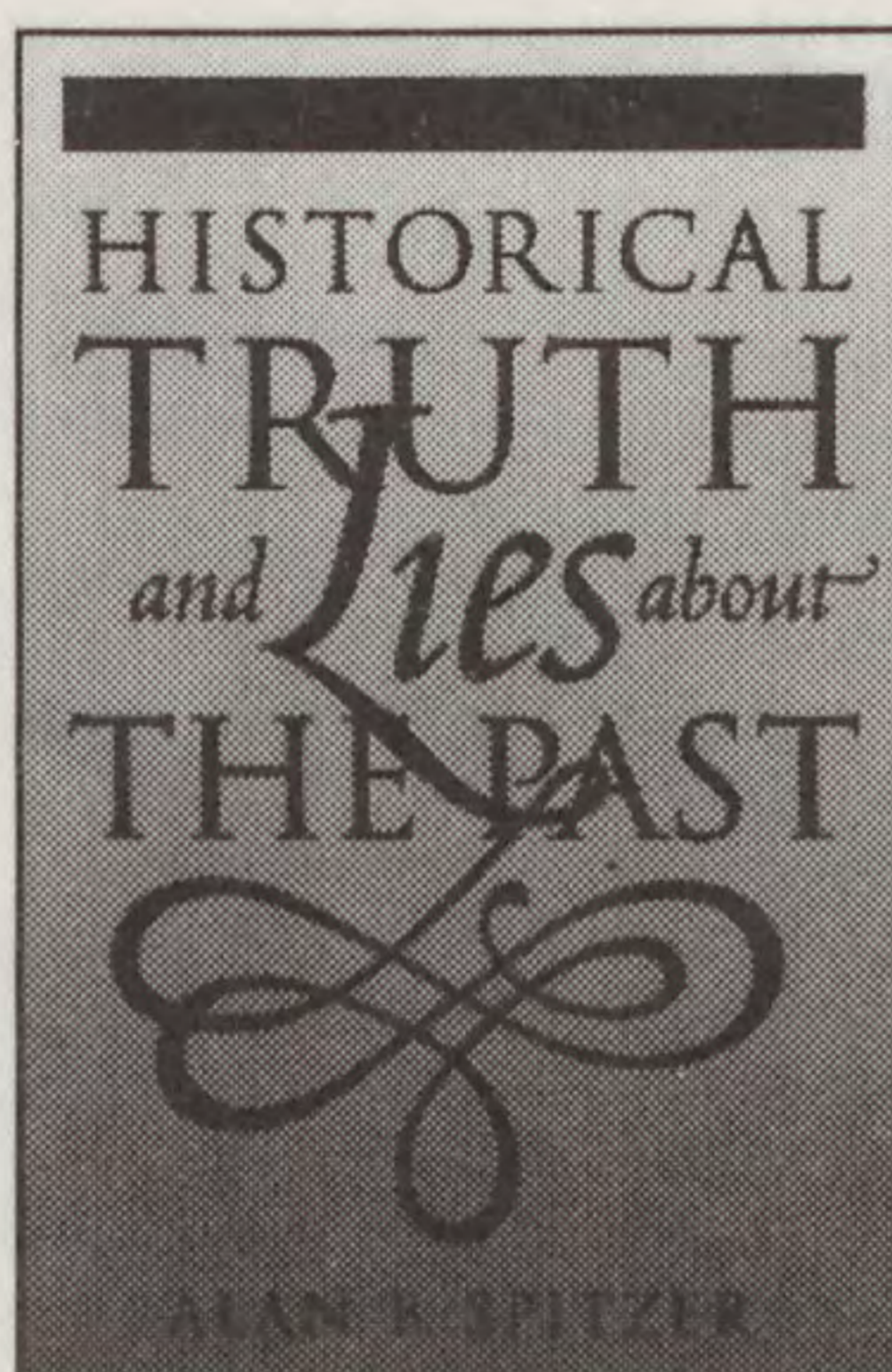


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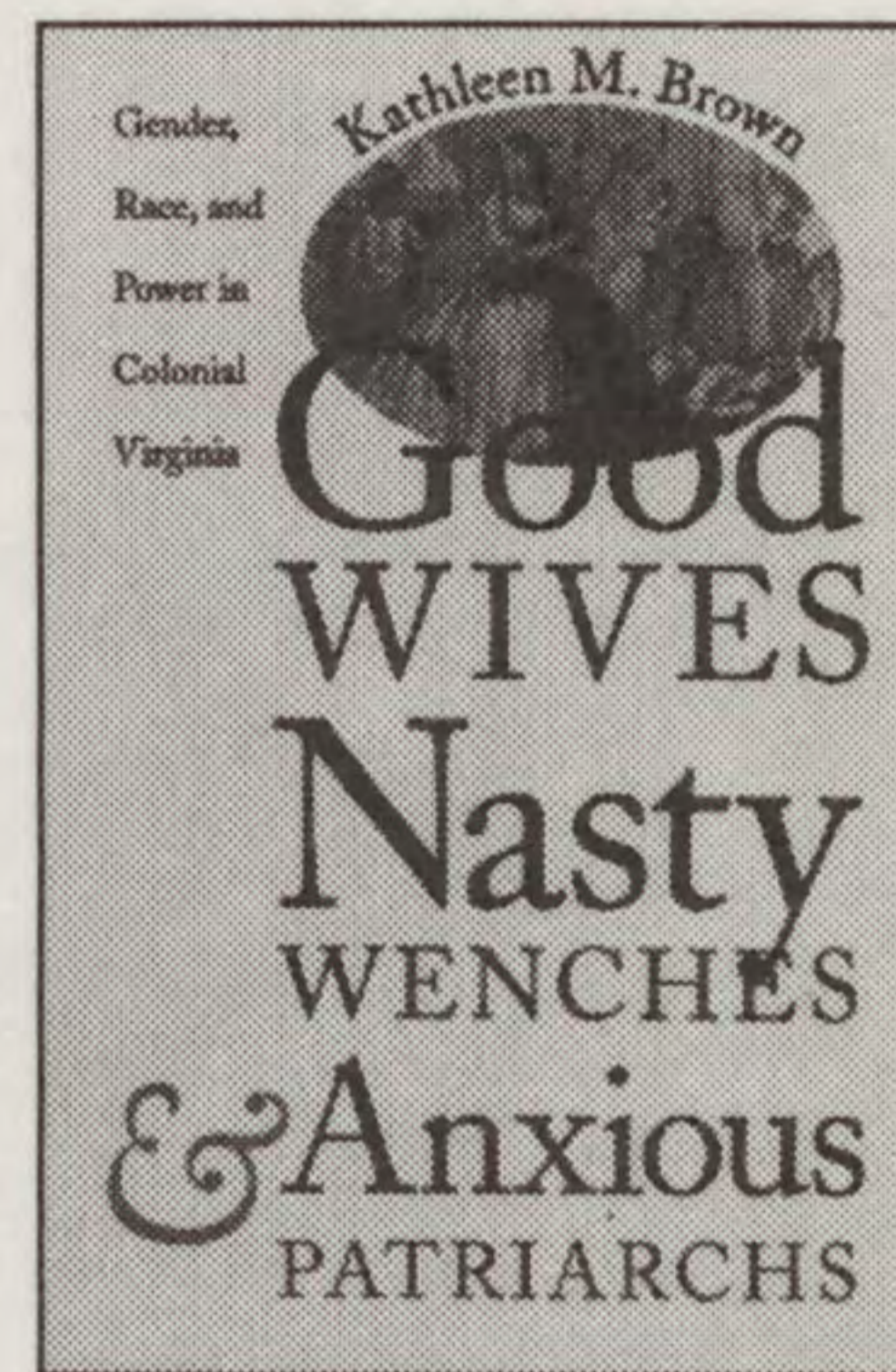
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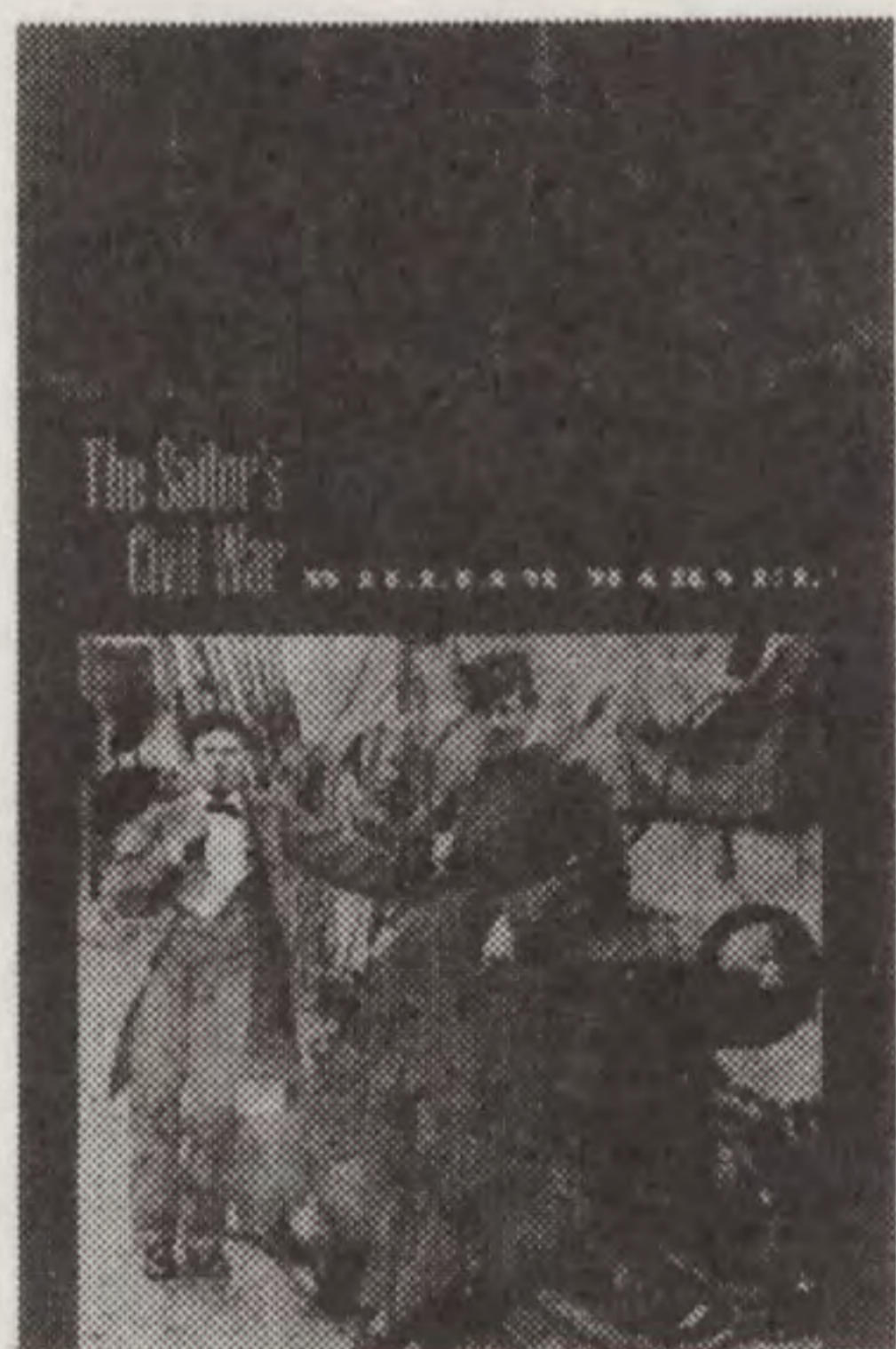
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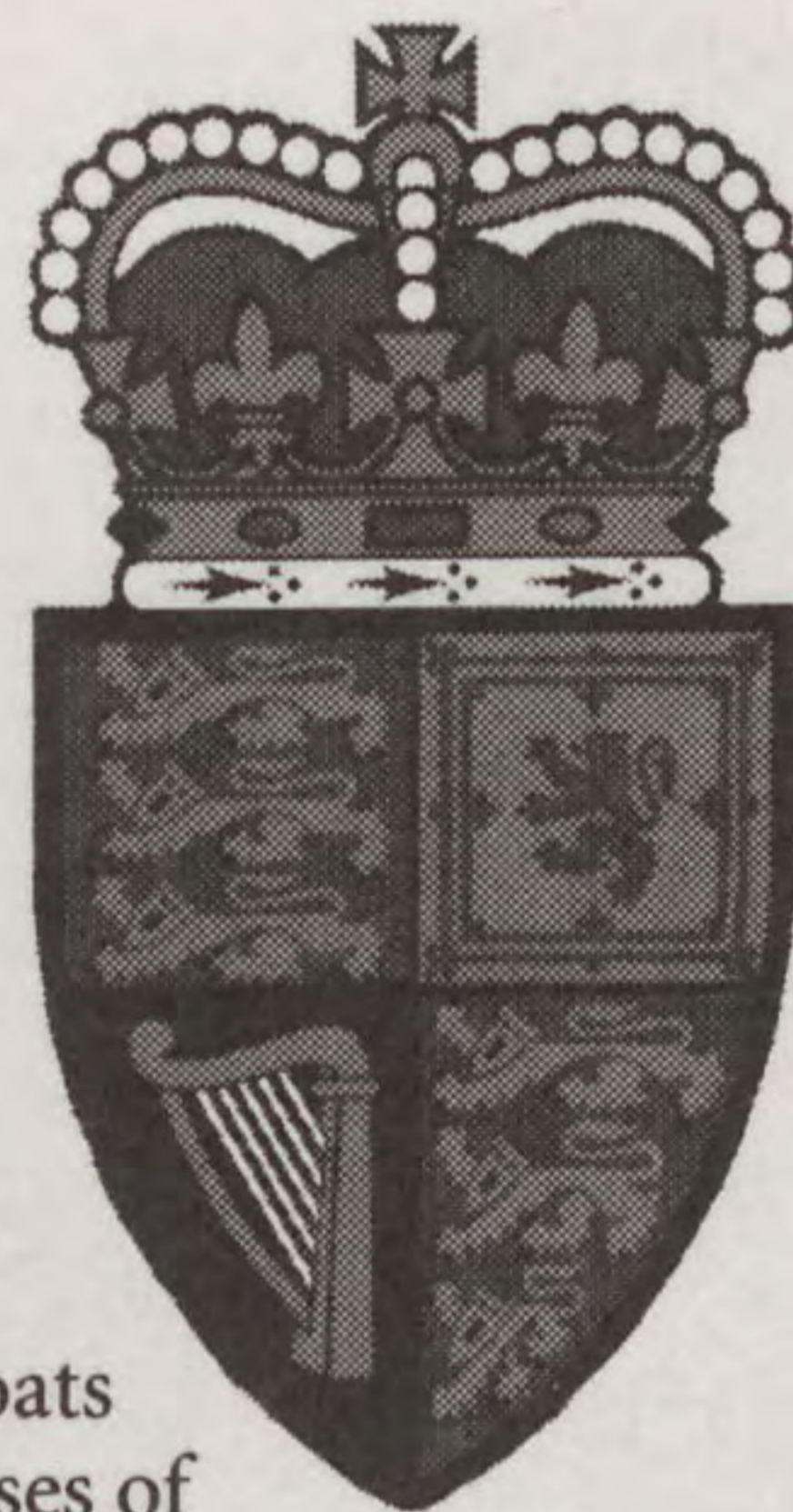
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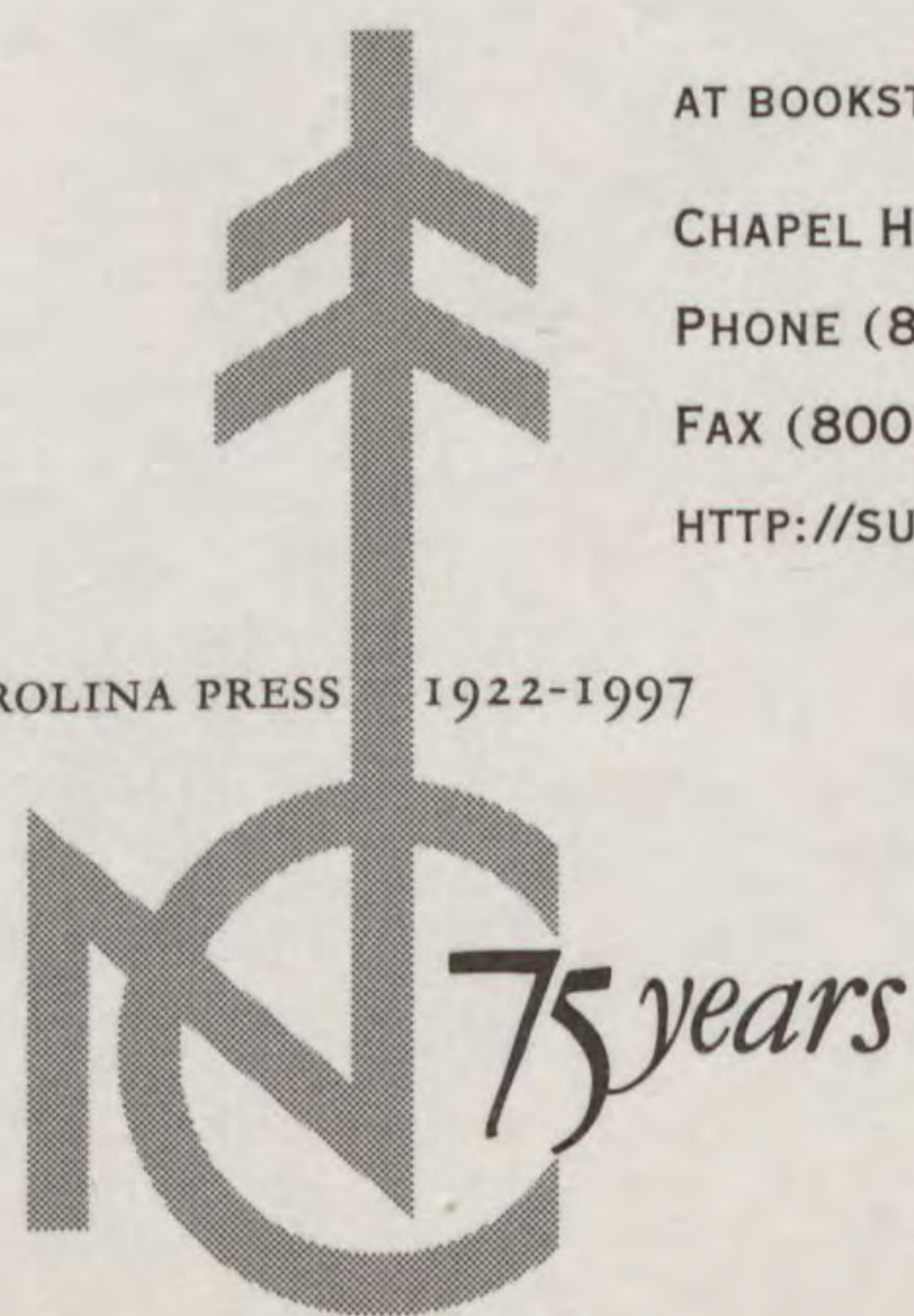
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