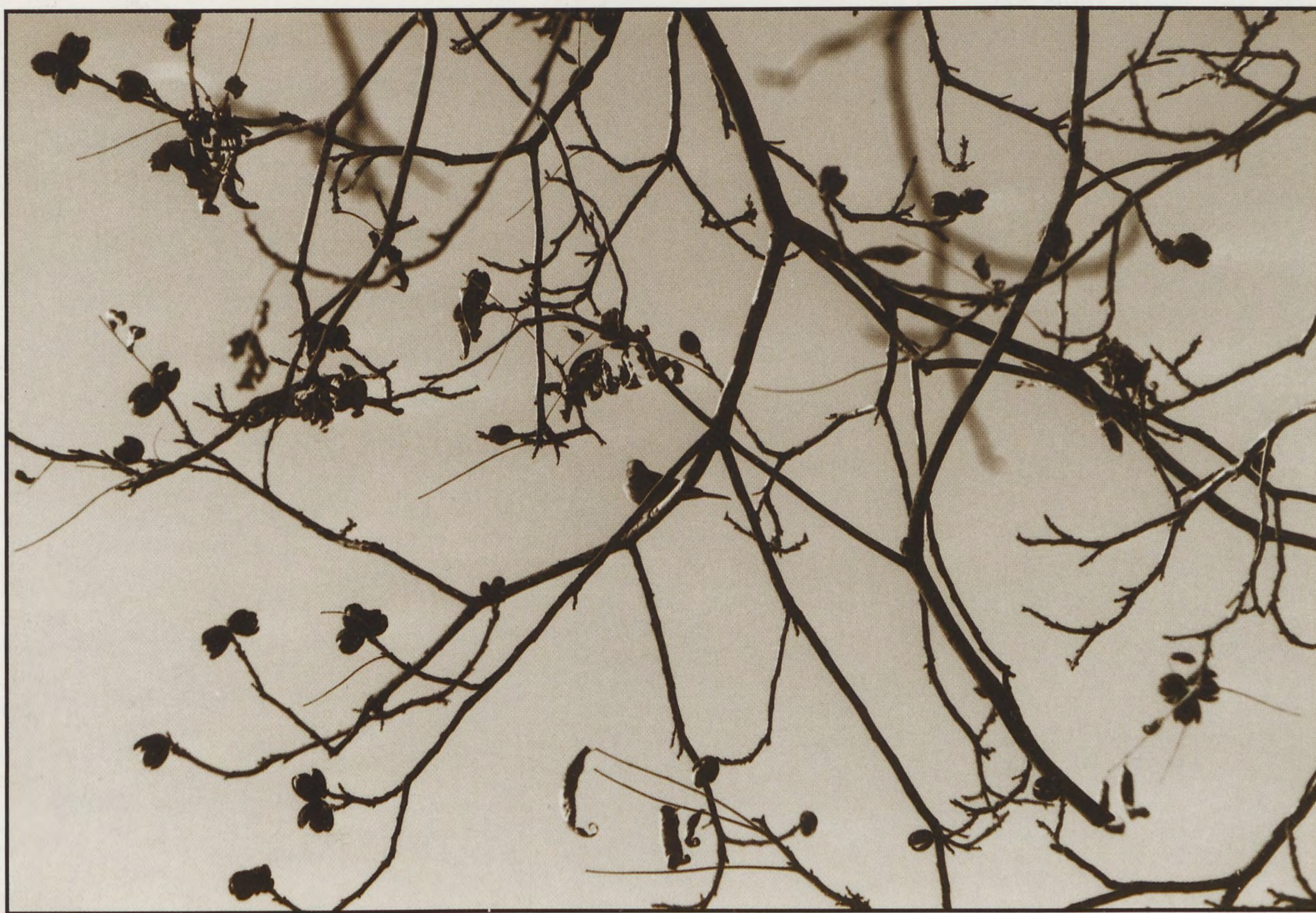


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NORTH CAROLINA LibRARIES



*Reference librarians must be flexible...
those who are not able to bend will surely break.*

—Joline R. Ezzell
PAGE 98.

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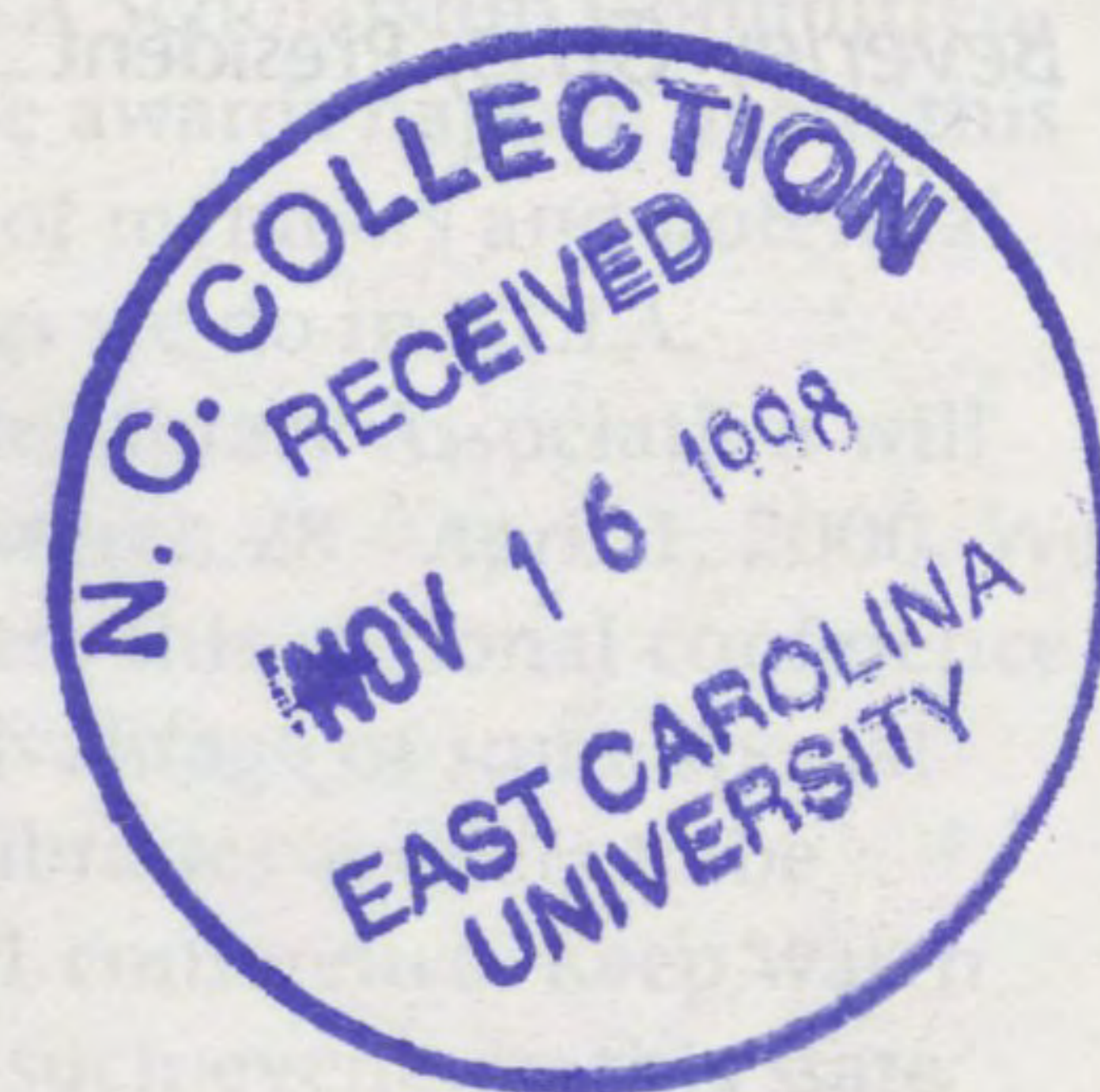
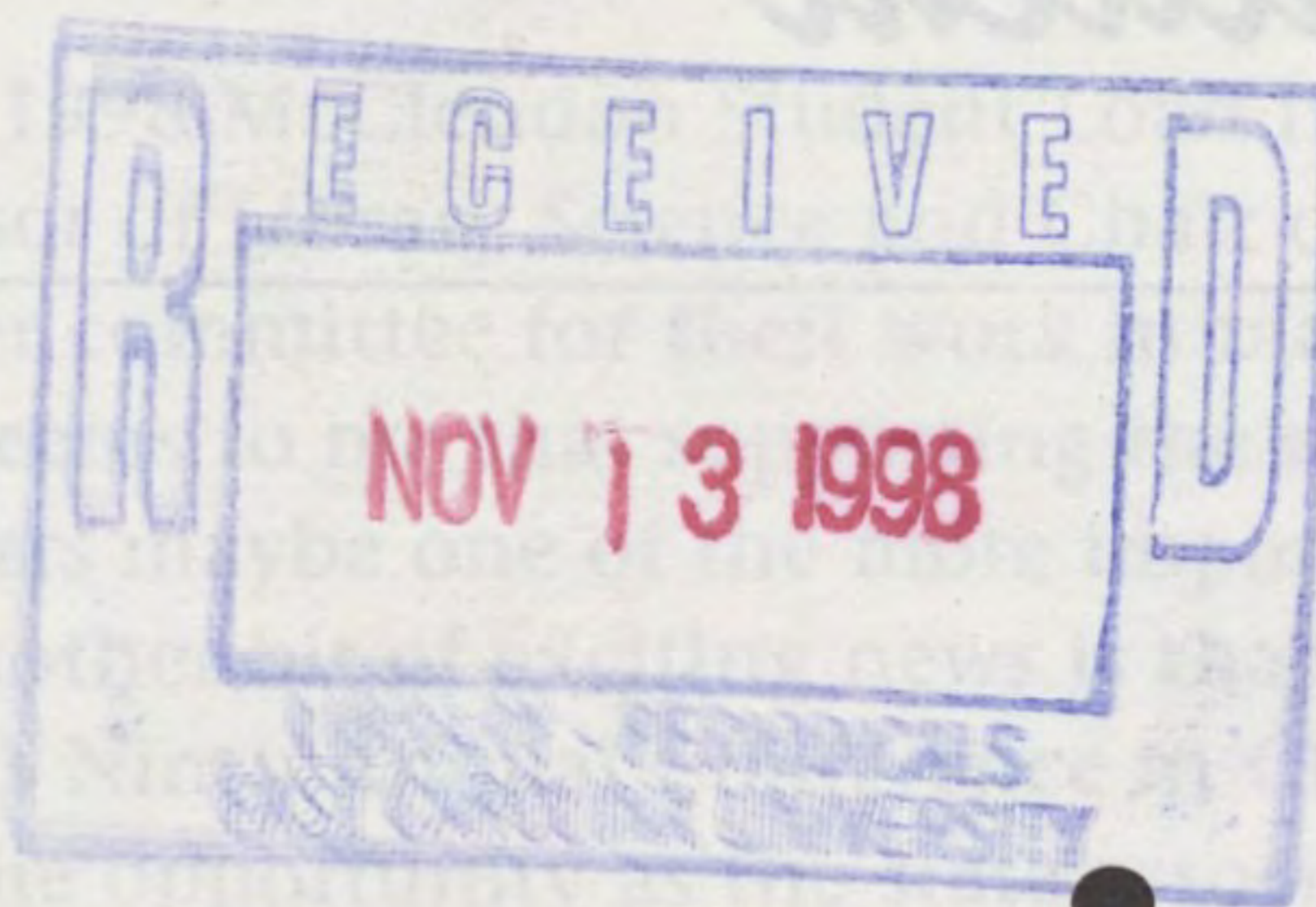
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NORTH CAROLINA LIBRARIES

VOLUME 56, NUMBER 3

ISSN 0029-2540



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Cover: "Find the Bird," photo by Pat Weathersbee.

NORTH CAROLINA LIBRARIES is the official publication of the North Carolina Library Association.
Art direction and design by Pat Weathersbee of TeamMedia, Greenville, NC.

From the President

Beverley Gass, President



The muse of the president's column seems to be on vacation or maybe just not home. And what a good time to be vacationing. I myself have had the good fortune of spending several days in a wonderful shabbily elegant summer home sitting right on the Atlantic Ocean. Could be that the muse decided to stay there. Could be that the muse, who more often than not seems like a buzzing insect, was one of those roaches we smashed last Friday evening. Roaches or muses apparently have good taste and the good sense to prolong vacations any way possible. If that is the case (that the muse is dead) then we are surely in trouble. But perhaps we can hack out a few words here that are no more or less interesting than past columns. Try as I might not to have negative thoughts about my abilities, it is clear that I am a better librarian than I am a writer. At least, we pray that is the case. Then again, I suppose it goes without saying that if the president of NCLA were winning prizes with a demonstrated ability to write, then the president might not be president, but editor of *North Carolina Libraries*.

But of what then should I write? Maybe a bit of news of NCLA and the state of librarianship in North Carolina would be fitting. Maybe mine is not to inspire but inform. After all, providing information is what librarians do best.

Back in May, when the Interlibrary Cooperation Committee of the State Library Commission held its first meeting, it occurred to me that we might be in the midst of one of the most exciting times for North Carolina libraries and librarianship ever. Maybe all presidents of NCLA feel that their time is the best or most exciting, but it does seem that there is more change and more creative energy swirling than I can recall in my 25 years in North Carolina.

When you consider such projects as NC LIVE and the project underway through the work of the Interlibrary Cooperation Committee, we are making great leaps into a future that does appear to be very different from our past. Apparently, the Information Age really is here forcing us to reconsider how we do business in libraries. How can we take the resources of NC LIVE into the schools and homes of North Carolinians? Are we able to redefine interlibrary cooperation for the state in such a way that our entrance into 2001 is not a space odyssey but a well-planned cruise? Are not computers and telecommunications technologies forcing us to be better human beings? Seems ironic to me that we may have to work together in whole new ways so that we can harness the power of these very inanimate objects lest they consume us. It certainly is a joy for me to work with all that are involved with NC LIVE and also the Interlibrary Cooperation Committee. My hat is off to our State Librarian who may be the catalyst for these changes that North Carolina librarianship needed.

My hat is also tipped to congratulate three who are entering the field at this propitious time. Lynda Stewart of Wingate, North Carolina has just been named the 1998 recipient of the Query-Long Scholarship from NCLA. The Query-Long scholarship is given to a library school student who intends to work with children or young adults. Carrie McLean of Knightdale has been awarded the NCLA Memorial Scholarship for her continued studies. Congratulations are also in order to Charles Wiggins of Asheville as the recipient

of the 1998 McClendon Student Loan from NCLA. Thanks to Carol Truett, Professor of Library Science and Chair of the NCLA Scholarship Committee, and her committee for their work in making these awards happen again this year. Seems to me that supporting the education of members and potential members maybe one of the more important things we do in NCLA.

Another bit of exciting news is that the Public Library Association will hold its Ninth Annual Conference in Charlotte, March 28 – April 1, 2000. We have the opportunity as the state association where this national conference is being held to hold a preconference and take advantage of some special offers. The Association of College and Research Libraries appears to be considering North Carolina as the site for its 2001 conference. Keep watch for more news on these conferences. Having two such events in this state will make it possible for many of us to attend national conferences more easily and affordably than ever.

But before these conferences take place, be sure that you don't miss the upcoming NCASL conference scheduled for Winston-Salem September 16 – 18 at the Adam's Mark Hotel and the Benton Convention Center. Though you may think that this conference is only for school media folks, think again. Karen Gavigan, the conference chair and her committee have planned a program that nicely balances the virtues of technology and print and touches on such universally relevant issues as filtering, information literacy, storytelling, intellectual freedom, and keeping up-to-date with technology. Bet you think about these things no matter what type of library you work in.

And surely you are aware of the 2nd NCLA Leadership Institute that will take place very soon at Brown Summit, October 28 – November 1. Kem Ellis, Director of the High Point Public Library, is chairing the committee that has been planning this event scheduled for this popular retreat site here in Guilford County. Shreiber and Shannon of Snowbird fame (and the 1st Leadership Institute) will lead this widely acclaimed throughout North Carolina event for emerging library leaders.

Equally exciting for those of us in Guilford County is that the new and long-awaited main library of the Greensboro Public Library will be opening the same week of the Leadership Institute. It is fun to be a librarian in this county at this time and enjoy the warmth of the media rays that come the way of GPL. We may not be sitting on the Atlantic Ocean as the library staff of GPL is, but our tans aren't bad. Speaking of Greensboro, sounds like the NMRT Big Adventure tour of Greensboro libraries on July 16 was a success.

Other professional development opportunities coming our way include the TNT event set for December 3 at Guilford Technical Community College. Eleanor Cooke is putting this workshop together. Watch ncla-l for more news of this event and others. And do you know how to join ncla-l?

Speaking of listservs and electronic communication — I am particularly excited at the work of the Publications and Marketing Committee chaired by Carol Freeman of Forsyth Technical Community College. Carol and her committee held a workshop on August 14 at East Carolina University about the upcoming electronic NCLA newsletter (with a print version for those who need it). At the workshop, Carol established the groundrules for the newsletter.

So see, it is an exciting time and maybe the muse of the president's column did not stay at the beach.

It Was the Most Uncertain of Times: Academic Reference Librarianship at the End of the Twentieth Century

by Joline R. Ezzell

Uncertainty pervades today's world. For too many questions there is no clear answer or obvious best alternative. Will Social Security be bankrupt in 20 years? 30 years? Which course of treatment is most likely to cure a disease in a particular individual? What impact will El Nino have on the weather? Citing another example, Virginia Abernethy, editor of *Population and Environment*, notes that "the greenhouse effect is the late twentieth century's poster child for uncertainty."¹ Most of this uncertainty stems from the plethora of choices available and the rapid pace of change in nearly every aspect of life, including reference librarianship.

Thirty years ago a typical reference transaction consisted of determining what information a patron wanted, identifying the appropriate printed source to meet this need, and instructing the patron in its use, if necessary. Most journal and newspaper indexes could be searched by subject, author, or title. The subject headings usually were determined by the publisher of the work and thus could differ from publisher to publisher. Other reference works, such as directories, dictionaries, and encyclopedias, were arranged alphabetically. A few publications had their own unique arrangements, generally explained in the works' prefaces. Keyword searching was unheard of and Boolean searching was an unknown concept. In this respect, technology has facilitated the research process greatly. Moreover, although serial reference works occasionally were cumu-

lated into five- or ten-year volumes, researchers more often were forced to comb through dozens of individual volumes.

Gradually other formats came into use — most notably microfilm and microfiche. Some extensive reference works, such as the *British Biographical Archive*, were issued this way. Aside from learning how to load microforms for viewing, however, reference librarians faced few new challenges in using them.

Requirements for reference positions at this time were minimal and job postings in the *ALA Bulletin* brief:

Reference librarian. Professional degree required, some experience desirable. Salary open, depending on background. Faculty rank and privileges. State teachers retirement, social security group insurance. Month vacation. New building, rapidly growing collection reclassifying to LC. In heart of recreational areas. Position open now ... State University Bozeman, MT 59715.²

A report on a pre-conference institute held in Dallas in June 1971 stated that computer-based reference service was then a decade-and-a-half old.³ Such service must have been extremely limited, or at least not widely publicized; *Library Literature* for 1967-1969 includes only five entries for "Automation of Library Processes — Reference Services." An article written three years later proclaimed computer reference service at MIT, where Lockheed and Medline databases were launched in December

1973, a success.⁴ With the creation of these and similar automated databases, reference librarianship began a continuing transformation that has accelerated each year. This change is reflected in the job advertisements in *American Libraries*. A typical 1975 ad for a reference librarian for an academic library includes just a few basic requirements.

Michigan ... General reference librarian. Responsibilities include assisting with interlibrary loan, developing bibliographic guides, serving at reference desk, and providing research assistance and library instruction in a centralized reference department ... MLS from an accredited library school is required; a subject master's in business or social sciences is preferred ... Excellent working conditions in modern building. In addition to 9-month year some opportunity for summer employment. Full faculty privileges, rank depending on academic qualifications. Excellent fringe benefits including TIAA-CREF ... Central Michigan University Library⁵

By 1985, a typical ad for an academic reference librarian had grown considerably in size, with a corresponding increase in the number of skills and capabilities expected. In addition to the MLS, experience in online database searching and familiarity with microcomputer applications often were requested. Moreover, specific individual qualities and personal characteristics often were sought; flexibility, human relations skills, and the ability to work

as part of a team frequently were listed as required qualifications.⁶ The *American Libraries* classifieds of 1998, in addition to the requirements listed in the 1975 ads, include knowledge of HTML; experience using the Internet, CD-ROMS, computer hardware, and software; experience working in a networked environment; demonstrated teaching ability; and experience with library instruction. A stated desire for flexibility as one of the applicants' qualities, often seen in ads during the 1980s, is less prevalent in 1998 — a strange omission in view of the greater need for flexibility and tolerance for ambiguity occasioned by rapid change in the field.

Though the number of electronic reference services grows exponentially each year, printed reference sources have not stopped being published. Hundreds of new printed reference works appear yearly. Nor have microfilm and microfiche disappeared. Journals and newspapers continue to be distributed in microform as well as electronically.

Added to these more traditional formats are the many electronic databases now available, often through multiple vendors. The majority of available databases are indexes/abstracts of journal literature, with most devoted to a specific discipline. Examples are *MLA*, an index to articles about language, literature, and folklore; *ERIC*, a database that provides citations and abstracts of journal and report literature in all aspects of educational research and resources; and *Sociofile*, an index with abstracts to journals, books, and dissertations about sociology, social welfare, planning and policy, and development. *ERIC*, in fact, exemplifies the many vendor choices reference librarians have. It is available through SilverPlatter, FirstSearch, Dialog, Ovid, and EbscoHost.

Unfortunately, standardization in search software does not exist; each vendor has its own method for designating truncation, proximity, and database fields, as well as its own tags for searchable fields. If the library purchases databases from more than one vendor, reference librarians must become proficient with several kinds of search software in order to assist patrons successfully.

Several databases now provide the full text of journal and newspaper articles. Major services of this type are *Lexis-Nexis*, which contains the full text of hundreds of newspapers worldwide, as well as company information and

newsletters; IAC's *Expanded Academic Index*, a general database covering the sciences, social sciences, and humanities which contains the text of many journal articles, as well as abstracts and citations of those unavailable in full text; and UMI's *ProQuest Direct*, a database similar to *Expanded Academic Index*, but with page images of many of the articles that are available in full text. Each year the amount of electronic full text grows, as vendors obtain permission from more publishers to provide this service.

Some databases contain statistical information or other numerical data. Examples are the *National Trade Data Bank*; the 1990 *Census*; and numerous other documents in electronic form issued by the federal government. These reference sources provide additional challenges to librarians, who must learn their unique structures and search software.

Traditional reference works are now increasingly offered in electronic as well as printed form. Examples are *Biography Index*, *Monarch Notes*, *Books in Print*, *Britannica Online*, *Walker's Mammals of the World*, and *Contemporary Authors*. Though the information contained within each of these works is nearly always identical to that of the paper edition, the electronic version frequently contains additional access points and electronic links. Not to be forgotten as an electronic product, of course, is the library's online catalog, with its own searching protocols and periodic upgrades. Most recently, NC LIVE has brought many new databases to libraries across the state.

Just as reference librarians were trying to keep up with all of these products and their recurrent new versions, the Internet and the World Wide Web burst onto the scene. Suddenly they faced sources emanating from outside the library and totally out of their control. Although reference librarians may at first have been reluctant to use the Web for answering questions, they are adopting it into their repertoire of reference tools quickly. Though the Web contains many pages of dubious value, it can, nonetheless, provide valuable information for which there is often no

other source. Yet the sheer size of the Internet can be daunting, and evaluating the quality of the information found there can be difficult and time-consuming.

Unfortunately, those brave individuals who ventured to create Web search engines made the same mistakes that database vendors had made — without the same excuse. Whereas vendors, hoping to capture the market, tried to make their search software unique and better than their competitors' products, search engine developers could easily have used a single protocol. Each search engine, however, differs in both the sources it indexes (Web pages, listservs, news groups) and the amount of content it searches. It also differs from others in the way it handles (or does not handle, in some cases) proximity, truncation, and phrase searching. So in addition to learning to search numerous databases, reference librarians must also learn the idiosyncrasies of the various Web search engines.

Exacerbating this confusion are the frequent changes in search software, search engines, and Web sites, which sometimes come without warning. One may show a patron how to use AltaVista during a morning desk shift, only to be faced with a different version during the afternoon shift. It is quite a different scenario than the organized process of reviewing a publisher's announcement of a new edition of a reference publication, ordering it, and perhaps reviewing it once it is received. A recent article concluded, "Often librarians hesitate to answer questions using the Web because they are frustrated by its unexpected nature. A helpful site we so confidently directed a patron to yesterday may not be there today."⁷ Even in 1994, when there were nowhere near the present 350 million Web pages, Don Lanier and Walter Wilkins realized, "Having access to virtually limitless but highly volatile resources through the Internet is likely to strain the human resources of many reference departments."⁸

In this complex milieu, determining which reference source may best

The pace of change is not likely to decelerate in the foreseeable future, and thus the complexity and uncertainty of reference librarianship will increase.

meet a patron's needs can be perplexing. Librarians must know the content, coverage, and currency of print and electronic sources, the ease or difficulty of using them, and the estimated time required to retrieve the information the patron wants. Another factor that may determine which electronic source is recommended to a patron is the time of day (Internet access is notably slower in the afternoons) and whether a particular database or Web site is operational at the time.

Not only is the task of mastering this vast array of print and electronic resources intimidating, but the speed of technological change is alarming. Articles describing gopher sites, Archie and Veronica, written in 1995, now seem strangely outdated just three years later. Web browsers, search engines, and HTML are updated several times a year, leaving reference librarians constantly in a training mode and always feeling slightly behind the curve. Leslie Kong notes that the "literal explosion of the variety of electronic formats and avenues by which information comes to the library can be daunting to the beginning reference librarian."⁹ Experienced librarians can be just as overwhelmed.

Is it any wonder, then, that reference librarians feel uncertain when assisting patrons? As they mentally deal with this uncertainty and try to determine which source is best for a patron, their hesitation may be interpreted as a lack of knowledge. Uri Merry attributes part of the increased complexity of today's world and the intensification of uncertainty to the explosion in the rate of development of information. "Social systems such as organizations and other institutions are reeling under the impact of the rate of change. Their knowledge bases and skills lose their relevance a short time after they are acquired."¹⁰ How many reference librarians still search BRS, compose documents in WordStar, or design gopher sites? In two years will they still find useful the skills they have learned this year? Moreover, with so many reference sources, both Web and non-Web, available to patrons remotely, there is a nagging worry that reference librarians themselves may soon become obsolete.

The pace of change is not likely to decelerate in the foreseeable future, and thus the complexity and uncertainty of reference librarianship will increase. What, then, is the antidote for this uncertainty? First, reference librarians must be flexible. In today's

world, those who are not able to bend will surely break. They must be able to adapt to constant and quick changes in reference sources. Virginia Abernethy provides some advice for strategists and policy-makers that is equally useful for reference librarians: they "might best stop demanding certainty. They would do better to address themselves to managing ambiguity."¹¹

One strategy for managing ambiguity is to perfect the reference interview. The Maryland model of reference prescribes an interview in which the reference librarian listens, clarifies, probes, paraphrases, and verifies in order to determine as precisely as possible the patron's question. Completion of the reference transaction includes following up to ensure that the question has been answered completely. In addition to taking these steps, reference librarians should begin asking some additional information. How much information is needed? Must this be an exhaustive search for a dissertation, or does the patron need a few articles for a brief paper? How much effort is the patron willing to make? What is the patron's time frame; is the paper due at the end of the semester or two days hence or yesterday? Must a specific type of source be used? Is information obtained from Web sites acceptable, or must scholarly journals be consulted? The reference librarian should judge how experienced or comfortable with technology the patron is. The reference interview must become more sophisticated and lengthy.

Another way to help reduce uncertainty in the reference transaction is to set aside time for learning and practicing with new databases that the library acquires. Familiarity with the content of each database and its search protocols will enable reference librarians to guide patrons effectively in its use. Allotting time for surfing the Web is also essential. By locating and bookmarking (or cataloging) information-rich sites and learning how to use search directories and engines effectively, reference librarians will become confident in directing patrons to the Web for answers.

As Katie Clark and Sally Kalin note in their paper on methods of coping with technostress,

Staff also have to make a commitment to learn new skills. Training must become an integral part of their work life, not an adjunct activity. An increasing number of libraries are finding it unrealistic and impractical to provide formal train-

ing for every occasion. Rather, they are encouraging and embracing informal, collaborative modes of training.¹²

Some reference departments have developed training sessions for their staffs and/or set aside time to train each other. Library staff at Dartmouth created a Web site <http://www.dartmouth.edu/~biomed/workshops/kcks/> to accompany a workshop on keeping current with biomedical information, rather than supplying handouts. The Web site, which is updated regularly, allows staff to proceed with self-training at their own rate.¹³ Kim Buch suggests that libraries should provide appropriate rewards for librarians who display a willingness to change and who gain new skills and cross-train others.¹⁴

Finally, to combat the effects of technostress, about which much has been written lately, reference librarians must try to maintain a positive attitude; remind themselves that technology is only a tool, and certainly not more important than people; set realistic goals for themselves; and celebrate the completion of projects and goals.¹⁵ Good communication among colleagues is also essential to providing excellent reference service; no one reference librarian can have all the answers.

Margaret Goggin, the dean of the Graduate School of Librarianship at Denver in the 1970s, described her own era as "complex" and suggested that librarians would need "to find, learn, and use new means and new techniques"¹⁶ in order to respond adequately. Her advice stands the test of time. Although our reference toolbox is much fuller than was hers, our mission as reference librarians remains unchanged: to provide the information sought by our patrons, in an effective and timely manner.

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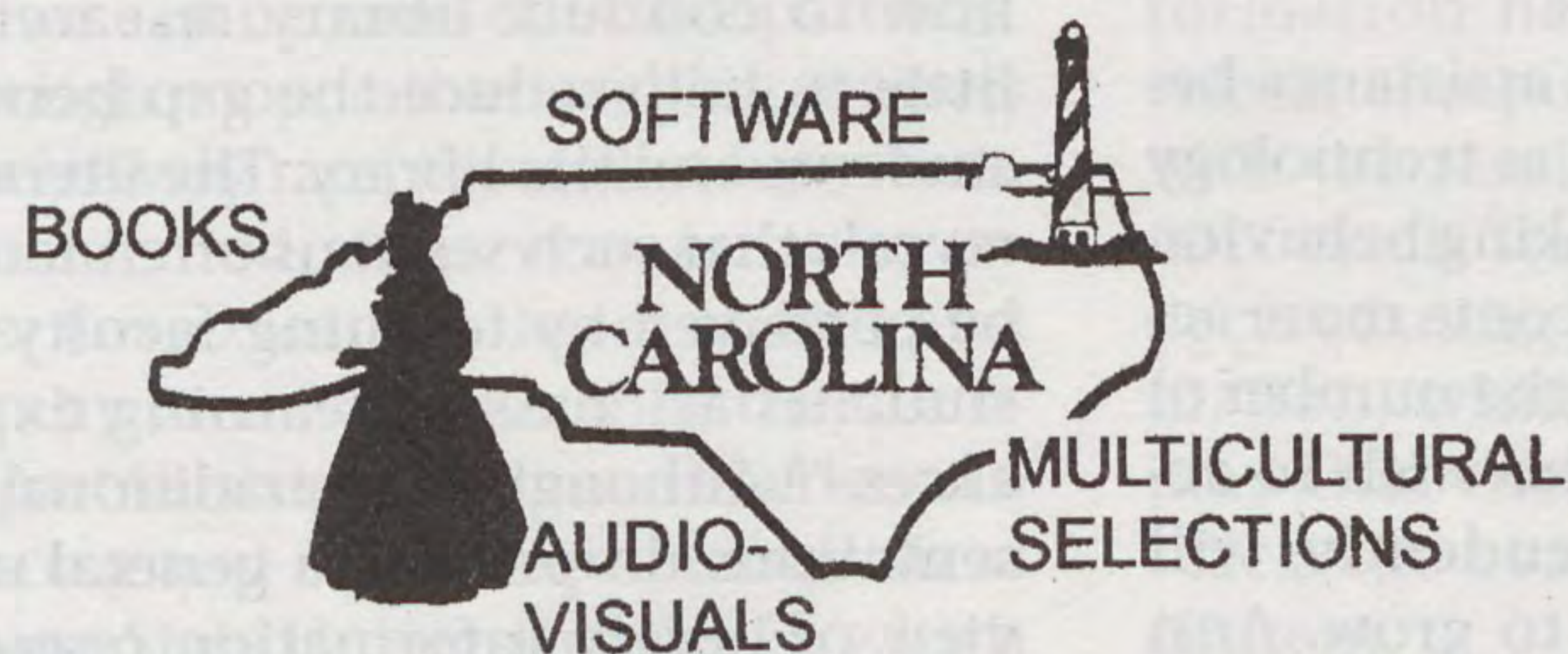
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The Electronic Revolution and the Evolving Role of the Academic Reference Librarian

by Deborah Stanley and Natasha Lyandres

Assisting and advising have always been central to the role of the reference librarian. The nature of reference work, however, has evolved over recent years as a result of the proliferation of electronic resources and their impact on access to information. More than ever before, reference librarians spend their time at the reference desk guiding students through myriad electronic resources and the technical skills needed to access them. At this point, most students begin their college careers with some degree of computer literacy, but lack information literacy — the ability to find the best information and to evaluate it effectively. Access to the Internet and other electronic information sources affords these computer-literate students a valued sense of independence and privacy in information seeking, with the result that they often do not see the need to approach librarians for assistance.

An increasingly important issue for academic libraries in general and for reference departments in particular, therefore, is how to provide academic users with both reference assistance and the necessary skills to find, use, and evaluate information on their own. The purpose of this article is to identify and discuss effective ways to empower our increasingly independent users through creative instruction methods and innovative reference services.

Reference Is Instruction

In the latest edition of his *Introduction to Reference Work*, Bill Katz discusses the

increasing complexity of the reference librarian's role and defines the continued growth in demand for instruction in the use of resources as one of the dominant trends that affects reference services.¹ Most reference work has a considerable teaching component, as it involves not only answering questions but also providing advice in determining the most effective search strategy for a particular individual. Indeed, studies of the quality of reference service emphasize "the importance of the teaching/learning component of reference work and identify facilitating user independence as a primary function of reference service."² Such impromptu instruction is, therefore, a vital aspect of reference service in an academic library and contributes to the student's learning experience and educational development.

Moreover, reference assistance becomes even more critical as technology changes information-seeking behavior. As library collections become more accessible via the Internet, the number of virtual users, or users who wish to access information independently, will undoubtedly continue to grow. Ann Jensen and Julie Sih, in an article on

using electronic mail to deliver instruction,³ argue that in-depth training programs to prepare patrons for times when they are left to their own devices are the most logical alternative to 24-hour reference services.

In 1989, the American Library Association defined the information literate as "people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand."⁴ We believe that reference librarians must reevaluate their instructional and teaching methods in order to empower students with basic information knowledge and skills.

Creative Instruction

Cooperative Teaching

It is our experience that traditional one-hour "canned" presentations on how to conduct library research do little to help reduce the gap between students and the library. The literature reveals that such sessions often tend to be perceived by teaching faculty and students as "passive learning experiences."⁵ Although most traditional presentations do provide a general overview of library information resources and services, they do not teach stu-

... most students begin their college careers with some degree of computer literacy, but lack information literacy — the ability to find the best information and to evaluate it effectively.

dents how to use and evaluate information for a particular project. It has been pointed out by teaching faculty that actively incorporating information and critical thinking skills into specific assignments, rather than offering separate information literacy courses, is the most effective way to help students develop these abilities.⁶

Should the teaching of these critical information skills, therefore, be a responsibility of teaching faculty or of librarians? In his article, "Bridging the Gap Between the Student and the Library," Philip J. Egan indicates that "help should come from someone who is sympathetic, who knows the research task assigned, and who will assist the student in the use of complex bibliographic tools. Most important, this person should help students link up their research with the requirements of the assignment. This person is the teacher."⁷

Through our personal experience and from professional discussions, however, it seems that many teaching faculty find it increasingly difficult to keep up with new library resources and may also lack the sophisticated searching skills necessary to assist students. In a recent focus group session with teaching faculty at East Carolina University, many instructors expressed concern that they did not possess the knowledge or skills to utilize new library resources and therefore felt that both they and their students needed assistance from librarians in using these resources. We believe librarians should be more proactive in developing contacts with teaching faculty and encouraging cooperation in order to help students achieve the required information literacy level. If teaching faculty value our knowledge and expertise, we can become effective partners. Although cooperative teaching projects are relatively rare, those that have been implemented show very positive results. For example, Dennis Isbell and Dorothy Broaddus⁸ describe the teaching partnership experiment between a librarian and a professor of English at Arizona State University West in which

they taught research strategy, evaluation of information, and composition. The authors indicate that the cooperative approach offers an opportunity for students to view research and writing as a continuum, allows time for in-depth evaluation of reference and research sources, and provides an interactive forum for teaching critical thinking skills.

Working in partnership with teaching faculty is an effective way not only to offer training but also to convince patrons of the need for it. Patrons who are tenacious in seeking information or have a specialized subject knowledge are often highly motivated to seek the training that will allow them to be as sophisticated as possible in searching electronic databases. Others, notably undergraduate students, may not be as interested. They are often just as enthusiastic when it comes to operating in the electronic environment, but less cognizant of the need for information skills; they often assume that if they know how to enter keywords into a Web search engine, they know all they need to know about finding information. By working with faculty and incorporating information skills into the curriculum, librarians can show students that, by developing these skills and an awareness of resources, they can find more useful information more quickly. This enhances the image of the librarian as someone who has relevant and interesting knowledge to share, increasing the likelihood that students will seek advice from reference librarians in the future.

In fact, librarians should establish cooperative alliances not only with teaching faculty, but also with others on campus, specifically computing specialists. The explosion of electronic information has blurred the lines between computing and library skills, with the result that sometimes librarians teach students the technical aspects of using computers to find information, while computing specialists may find themselves called upon to teach the evaluation of information content.

Electronic Teaching

With large class sizes, lack of student enthusiasm for a one-time presentation on library skills, and the opportunities offered by the Internet, increasing numbers of reference librarians are taking advantage of the interactive, adaptable nature of the Internet and its possibilities for offering instruction through self-directed, self-paced online tutorials. "The advantages of offering instruction over the Web include its learner-centered environment, global access, easy update procedures, and cross-platform use."⁹

In response to the fact that providing orientation to at least 6,000 new students at their West Lafayette campus each year was a practical impossibility, librarians at Purdue University created an interactive World Wide Web information literacy module named PLUTO (Purdue Libraries Undergraduate Tutorial Online).¹⁰ They took care to design the module to fulfill the learning objectives determined by classroom instructors, student government organizations, and Purdue librarians. Those objectives — teaching students to define and formulate keyword searches; retrieving information on a topic from THOR, the online system; and locating information from THOR within the Purdue Libraries System — provided the structure for the module. One of the main factors in the success of the project was the involvement of students and teaching faculty in its design from the earliest stages.

Librarians from ten Utah colleges and universities offered Internet Navigator, a "one credit-hour introductory course intended to emphasize information literacy rather than Internet mechanics."¹¹ Students and instructors communicated via e-mail and also used a mailing list as a distributed teaching method. Students enjoyed the delivery method and appreciated the self-paced nature and hands-on aspects of the course. They also found it useful to have all course materials available at all times for review. There are, of course, negative aspects to teaching information skills virtually, most notably the lack of personal contact with students, especially as there will always be a disparity among students in terms of their motivation and ability to work independently. The ability to offer credit courses or Web-based guides to research and resources as online tutorials, however, is surely a positive development and a useful addition to the instruction librarian's repertoire. This

... reference librarians must reevaluate their instructional and teaching methods in order to empower our students with basic information knowledge and skills.

type of instruction provides a unique opportunity for students to learn about information resources regardless of the time of day or their physical location.

There is also a need for resource-based instruction for students and faculty who wish to learn about advanced search techniques. Librarians can meet these needs through informal drop-in sessions. Sometimes, however, faculty and graduate students lack the time to attend classes in the library or may not wish to acknowledge in front of others that they need training. For this reason, engineering librarians at two campuses of the University of California, UC-San Diego and UC-Berkeley, developed an instruction program delivered via electronic mail. They devised six short, self-paced tutorials on INSPEC, a major research database in the fields of physics, computing, and electronics. The use of e-mail to deliver training gave users privacy and convenience. The course was offered on an enrollment basis to avoid bombarding faculty with unwanted e-mail. Those who enrolled received one lesson per week for six weeks. Users overwhelmingly found this a convenient way to receive training and were pleased that they also could keep the e-mail tutorials to refer to later. This project had additional benefits: it could be implemented each semester with little additional work for the librarians and it opened lines of communication with faculty. The librarians involved in the project felt that it was a success: "By providing these tutorials in addition to more traditional instructional methods, we are making a powerful statement to our patrons about the library's attentiveness to their needs."¹²

Innovative Reference Services

As those seeking information increasingly are able to access it remotely, they are faced with an often bewildering array of options, technical problems, and search strategy decisions. It is imperative for libraries and for their constituencies that reference service be as widely available as possible. Technology will allow increased access in various ways: users will be able to contact librarians by telephone, electronic mail, or by filling out reference requests on the Web; librarians will be able to provide services such as catalogs of Internet resources and guides to searching, which can be accessed by patrons around the clock. Face-to-face reference service will move out of the library to some extent, and closer to patrons.

Reference Services Outside the Library

Networked information increasingly affords librarians the capability to provide reference services from remote locations. In an article on the changing roles of reference librarians, Julie Kelly and Kathryn Robbins argue that "as more of the commonly-used reference tools become available in electronic forms, the reference desk could migrate to any location where users have access to the librarian and he or she has access to a terminal."¹³ A librarian could have an office or a desk in one or more academic departments, scheduling certain hours of the week for reference questions and one-on-one instruction on database searching. Where a subject-specific library is housed in the same building as the academic departments it serves, this will not be necessary. Where there is one central library on campus, however, this type of service could encourage students and faculty to consult a librarian and show that the library is taking the needs of its patrons seriously. There is also the opportunity for co-operation with our colleagues in campus computing services as librarians go out to computing laboratories across campus and offer information content to complement the technological support already provided.

E-Mail Reference Services

Along with experimenting with the physical location of reference services, libraries also should continue to take advantage of information technology in order to provide assistance to remote users. In addition to providing reference services by telephone, librarians are now utilizing electronic mail, the Web, and videoconferencing technology.

With widespread access, electronic mail has potential as an important delivery method for reference service. It is an issue that is debated frequently within the profession. Libraries of different types often have similar experiences with e-mail reference. There is the initial worry that it will generate more questions than the staff can handle, but in practice this does not happen. Usually demand is fairly light

and messages are checked once or twice a day by designated staff. E-mail reference questions can be forwarded to the person with the most knowledge of the subject, even if that person is not in the reference department or is away from the library at the time the request is received. Because it is not a real-time exchange between the patron and the librarian, however, it can become time-consuming if the patron does not provide sufficient information about what he or she actually wants. The librarian then has to follow up with additional questions. As with traditional reference there is a teaching element, with librarians explaining to patrons how to use the resources to which they direct them.

The experience of the Internet Public Library (IPL) electronic mail reference service can provide useful guidance.¹⁴ The IPL found that it was able to elicit more useful information in the initial inquiry by asking the patron to complete a specially-designed Web-based form. It also found that the number of questions received related to the amount of publicity recently given to the IPL. Publicity seems to be a key issue in terms of use of e-mail reference. The difficulty in promoting it widely, however, is that libraries may not be able to cope with the ensuing demand. Such resource issues will come increasingly to the fore as libraries develop additional electronic services.

Exploring Network Technologies

Alongside the ubiquitous telephone reference and the fairly widespread e-mail reference, there are also other, more unusual, attempts to provide reference service to remote users. One interesting experiment took place at the University of Texas at Austin in 1992. Software mounted on designated public computers in remote campus locations enabled librarians, at the user's request, to connect into database search sessions and intervene.¹⁵ This pilot project used a networked CD-ROM of U.S. government information. The software allowed the user's screen to be visible on the librarian's computer. Both the patron and the librar-

Publicity seems to be a key issue in terms of use of e-mail reference. The difficulty in promoting it widely, however, is that libraries may not be able to cope with the ensuing demand.

ian could use his or her own mouse and keyboard to navigate the search screen, although the actual operations on the database were performed by the patron's workstation. The librarian could see what the patron was doing and offer advice and instruction by telephone. Although searches were completed successfully with intervention there were practical limitations, such as the need for the patron to use a computer with the appropriate software and to have access to a telephone. Use of the service was relatively light, and depended on students' motivation and their level of comfort with the interpersonal aspects of the technology. The outcome of this project demonstrates that, although the fundamental technologies are in place to provide this type of service, it is another issue altogether as to whether patrons are psychologically ready to use it.

At North Carolina State University, librarians initiated a project called "See You See a Librarian" in 1996, using CU-SeeMe, free desktop videoconferencing software.¹⁶ With this software and digital cameras, individuals from around the world conducted real-time conversations. Although initial interest and involvement were high, response dwindled by the third stage, which was the discussion using this technology to field reference questions. The University of Michigan has used this same technology since 1995. Reference librarians establish a link with libraries in students' residence halls and use the video technology to check for walk-in patrons, listen for the phone, and check the computer monitor. The library sees this program as a chance to expand reference service without increasing staff rather than as a way to alter reference service significantly.¹⁷

Although many of these attempts to provide service to remote patrons have not experienced high use, they do nevertheless offer patrons other options in accessing reference service. It is possible, as people become more comfortable with videoconferencing and other technologies, that such projects will expand. It would seem that what is important at this stage is to encourage the use of remote reference service. This can be done by instruction and enhanced publicity, by keeping abreast of technological developments and experimenting with imaginative pilot projects, and by showing patrons that the library is responsive to their needs.

Organizing Electronic Information

Building on their traditional skills, many librarians are selecting, organizing, and making accessible the most appropriate Internet sources for their users. Kelly and Robbins advocate, as do many others, that librarians should "use their skills in both organization of information and sensitivity to user needs to work on the development of more powerful navigation tools such as intelligent browsers, gateways, catalogs of resources or other tools yet to be developed."¹⁸ Although commercial services such as *Yahoo* provide catalogs of resources, and Internet service providers such as *America Online* create marketable virtual environments for their customers, libraries have a vital role in selecting and organizing resources of particular interest to different sectors of their communities. This allows us to fulfill our traditional role of providing patrons with the most appropriate and useful resources, a role that is more important than ever given the overwhelming amount of electronic information now available. One of the most successful and well-developed examples is *Infomine* (<http://libwww.ucr.edu>), based at the University of California, Riverside. *Infomine* provides a series of subject-related catalogs of Internet sites, guides, and finding tools. A librarian selects each resource and provides a detailed record with descriptors, which enables patrons to search the database by keyword. It is just one example among a number of popular and successful gateways, including the Argus Clearinghouse subject index of Internet guides (<http://www.clearinghouse.net>) initiated at the University of Michigan, and Iowa State's *CyberStacks* catalog of Internet resources classified according to the Library of Congress classification scheme. In addition, many libraries now have home pages with links to ready reference and subject-specific resources, Internet guides, and resources available on the library's own network.

Increasingly, the virtual environment, in the form of the library's home page, provides the gateway to both virtual and traditional library resources. Libraries must continue to work towards providing simplicity and consistency in terms of interfaces to these resources. Z39.50, the ISO standard for information retrieval using client/server architecture, allows users to connect to remote databases and to search them using the same search and navigation methods and with very similar

screen layout. As confusion over the different search interfaces provided by different database vendors is one of the major sources of reference questions at present, libraries, vendors, and others involved in information provision must work towards increased standardization using Z39.50. This would be one of the most significant and beneficial developments in improving the success rate of searching by independent information seekers.

In an article on the role of the "virtual librarian," Cherrie Noble also highlights the metadata movement, an important and growing trend. She describes metadata as "essentially data about data" and metatagging as "the use of a descriptive field or tag."¹⁹ Metatags are used to create a descriptive record for Internet resources. They are a less detailed alternative to traditional bibliographic records. Users cannot see metadata, but search engines use it to rank sites in relevancy lists. Standards are currently being developed for metadata. Noble cites Amanda Xu, a serials cataloger at MIT, who believes that, as Internet resources will increasingly have metadata already attached, the library's Web site will become the logical gateway for accessing these resources.

Organizational Ethos

Jennifer Mendelsohn identifies the major factors that contribute to quality reference service as willingness, knowledge, morale, and time.²⁰ Certainly, knowledge contributes to morale and to willingness in helping patrons; librarians need to dedicate time to keeping up-to-date with new technologies and electronic resources if they are to do their jobs effectively. "The concept of knowledge renewal and growth is an important one. The links between knowledge, morale and willingness must be recognized."²¹ It is not enough for librarians to receive training; they must take an active role in their own development of skills and knowledge in the virtual environment, adopting a life-long learning approach. The library as a whole also needs to adopt such an attitude. Libraries must develop as learning organizations, encouraging the professional development of their staffs, both in new skills and new perspectives.

Conclusion

Through creative instruction and innovative reference services, reference librarians can contribute to students' development of information skills that

will remain relevant even as technology continues to evolve. To achieve this goal, it is vital that librarians take a proactive role in forming cooperative partnerships with campus colleagues, particularly with teaching faculty and systems specialists.

Sweeping technological changes have had a dramatic impact both on the way reference librarians work and on the information-seeking behavior and expectations of academic library users. Although this may be perceived as a threat to the status of the academic library as the central access point to information, we believe that those same technological developments also afford a greater opportunity than ever before to make academic libraries exciting, friendly, and relevant.

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From Reference Class to Reference Desk: One Year Later

by Betty J. Moore

Hi! How may I help you?" I would ask library users as I worked as a student Information Assistant in the University of North Carolina at Greensboro's Jackson Library reference department during the 1996-97 academic year. I was enrolled in UNC-G's Master of Library and Information Studies Program; my MLIS program also included observation and experience at a high school media center and a community college. I helped students in their searches for books and articles, then generally left them to work on their own or saw them head for the stacks with lists of materials to look up. I would ask them to come back to the desk if they had difficulty finding what they were looking for.

Transition to the Real World

Now picture my first days on the job at the information desk of a public library in the summer of 1997 as a newly graduated librarian with a fresh MLIS degree.

"Hi! How may I help you?"

"I'd like the CEOs of these five companies, along with the company addresses and phone numbers," says one caller. "Call me back and leave the answers on my answering machine."

"We've just found out my wife has liver cancer and I want to know more about it," says a man at the reference desk, obviously stunned by the recent diagnosis. He later asks which of various treatments mentioned in medical sources would be best to try.

"What percentage of all U.S. prison inmates are African American?" asks another caller who then goes on to ask

seven or eight other statistical questions. "Can you make copies of these? I'll pick them up on my way home from work."

"The courthouse said you'd know what forms I need to file for my own divorce," says the woman at the desk, a friend at her side for moral support.

"I'm a nurse and have to give a forty-five-minute presentation on "Patient Recovery" in two days. Can you research this for me?" asks one caller. "I don't have time to research the topic."

Middle school students arrive, some of them essentially asking library staff to do their homework for them. (Some would also like us to provide all supplies for their projects and proof-read, or type, their final papers.)

Drive-through, Pick-up Window

Now let me get this straight, I mused. As a public librarian, I'm here to meet all their information needs, yet I'm not a doctor, lawyer, social worker, or accountant. And I really don't think the teacher expects the librarian to do the whole assignment he gives his students. While I had learned in library school that public librarians often did more of the work for library users than

academic ones did (the terms "handholding" and "spoon-feeding" were mentioned), I am surprised to discover how many public library customers expect "drive-through, pick-up window" reference service. In my reference class, I had learned of some of the differences between types of libraries. For example, formal bibliographic instruction is considered to be less common in public libraries than in academic or school libraries.¹ William Katz says that public libraries may have a high percentage of adult users, compared to other types of libraries, and may also find that fifty to sixty percent of its questions are ready-reference rather than research questions.²

Was I expected to go all the way to the final answer for each patron, or show the source, explain how to use it, and leave the patron to complete her research alone? Should I help some patrons, such as older adults or county commissioners extensively, but just get school children started and encourage them to continue the process on their own? Should I package some library use instruction with each answer, as each Cracker Jacks box comes with a treat? How far should I go to chase

While I had learned in library school that public librarians often did more of the work for library users than academic ones did ... I am surprised to discover how many public library customers expect "drive-through, pick-up window" reference service.

down answers? Should I call Washington, DC, then fax several pages to callers living out of the area? Would I be guided through these decisions by written library policy, unwritten guidelines, or my own discretion?

My Continuing Education

Fortunately, I have an information services supervisor, as well as experienced co-workers and library guidelines to help me learn how to deal with these questions. At Rowan Public Library (RPL) I read the *Information Services Policy Statement* section that reads, "All requests for information are legitimate and important to the library user. With this understanding, every effort will be made to provide information services to library users of all ages and circumstances in a manner that is courteous, equitable, and prompt." "Our overall philosophy," according to Information Services supervisor Suzanne White, "is that we provide good customer service."³ RPL Information Services has further guidelines and procedures that include answering each customer's questions as thoroughly as possible. They also suggest that staff members take customers to the shelves whenever possible and that all questions receive equal treatment regardless of their source. Staff are expected to use judgment to determine which questions to answer completely and which to guide the patron in source selection.

Homework questions are treated in the same manner as other reference questions. When students and other customers in the library are guided to continue research on their own, staff are encouraged to tell them to return to the information desk if they need further assistance. When callers request help on complex assignments, staff may suggest that callers come into the library for assistance. A student who calls asking for five articles to be copied and ready for pickup may be told to come into the library so we can "make sure this is what you need."

Staff who are involved in questions that may take more than five or ten minutes to answer are expected to keep an eye out for the desk and an ear out for the phone so that the desk partner is not left to handle all other requests alone. Customers may be left to work alone while the librarian helps others, then returns later to see how the patron is doing. Staff also must maintain a balance between helping people in the library and those on the phone. Phones are answered quickly, but if a staff member is helping another

user, the phone request is written down and a return call is promised.

Staff receive many specialized medical, legal, financial, and tax questions; they assist customers in finding information but do not give advice in these matters. Values of collectibles may be quoted from library sources. Library guidelines say it is often appropriate to refer patrons to professionals in these fields. Staff members will make long distance calls for ready reference questions, but will provide the phone number to the user where more extensive questioning is needed. RPL staff will make some copies, with payment expected at pickup, and will fax materials for a fee. Library instruction takes several forms, including orientation tours for students. Classes were held showing use of the OPAC when it was new. Currently, classes are offered in Internet and e-mail basics.

"It Depends."

As I approach the end of my first year as a professional librarian working at the information desk, I am reflecting on what I have learned this year. Since I have wondered where other North Carolina public librarians draw the line between providing the final answer for each patron and guiding them to find the answers for themselves, I conducted an informal telephone survey of several public libraries selected from the current *Statistics & Directory of North Carolina Public Libraries*.⁴ I polled several reference department supervisors, other staff members, and library directors from county, regional, and municipal systems across the state.⁵

I asked four basic questions, but welcomed discussion and other comments. (1) Where do you draw the line between finding the answer for patrons and teaching them to find the answer on their own? (2) Do you have different levels of service for different patrons, including students, the elderly, business people, and local officials? (3) Does your library offer instruction to patrons? If so, which of these types—formal classes, handouts, comments during the reference interview, or others? (4) Finally, does your library have a written policy about this, are there unwritten guidelines staff follow, or is the level of service variable and left up to the discretion of individual staff members?

The most common comment I heard was, "It depends." While not a very scientific, quantifiable response, it speaks to the variety of situations library staff face, as well as the discretion

they often must use to deal with situations on the spot. Most respondents, many of whom referred to the Maryland Model of reference interviewing, said they try to have a thorough reference interview, using that to determine and clarify the question. At the same time, they work to determine the patron's needs and ability to complete the research alone, with some assistance, or with the staff serving them the completed answer. "We feel people out during the reference interview," said Stephanie Stout of Nantahala Regional Library, headquartered in Murphy. "If somebody is motivated and can handle questions on their own, they usually indicate that and we back off." Several said they also used the reference interview for instruction. Shearin Antonowicz, Head of Reference Services at Greensboro Public Library said, "We try not to just pre-package information for people." Staff there try to be guides rather than give the final answer.

Dave Fergusson, Head of Forsyth County Public Library's Headquarters Branch in Winston-Salem said that they either answer the question all the way or refer the patron to someone who can provide the answer. "To be honest, it depends on the librarian. I think, probably more than many libraries, we give the answer." Librarians there have unlimited phone access to answer questions. He said that with technology becoming more advanced, "if you're showing *how* to find the answer when others show the answer, you're in trouble."

Levels of Service

Several respondents gave examples of giving different service to certain patrons. For example, Anna Yount, Director of the Transylvania County Library in Brevard, said their area has a large retirement community with many senior citizens. "Some are just not able to use the OPAC. They can't see it. It's hard for them. We often suggest they may sit at the table and someone will get their stuff for them." Another commented that while older patrons may need more help with online catalogs, the Internet, and CD-ROMs, they are often better at finding books on the shelves than young patrons. Others mentioned going the extra distance to provide what their local officials requested.

Many librarians said they encourage school students to do more of the work on their own. Several librarians said they believe that the intended

purpose of student assignments is often to learn the research process rather than have librarians present them a stack of books with marked answers. More than one said, however, that they allow as much time and effort for a student's question as for any other. Where students are assisted in getting started and left to work on their own, staff suggest they come back for more assistance if they have difficulty in their searches. Fergusson said of Forsyth, "Most of the time we try to be fairly consistent. We don't discriminate against kids." Julia Hicks, Director of Brown Library in Washington, said different types of patrons probably are treated differently. She prefers that everyone be treated the same and tries to model that to her staff. Fourth graders should get as much attention as businessmen looking for stock quotes.

Instruction Practices

The most common instruction mentioned was that given during the reference interview. No one mentioned formal classes on basic research processes and techniques. Most told of classes now given on Internet use, with NC LIVE classes to begin soon, after staff have received training. Another mentioned classes given in genealogy search techniques and resources. At Greensboro Public Library patrons can make appointments to learn to use CD-ROM products. One librarian said they try to notice when people are asking the same thing over and over and make a sign or handout to answer those common questions. Signs, handouts, library tours and orientation are provided as means of instruction in many of the libraries surveyed. Fergusson said, "We'd love to teach them. But if they don't want us to, we don't force it." He added, "Our job is to give them what they want. Library education is not our goal."

Written Policies

Written policies, procedures manuals, and guidelines are somewhat more common in the larger libraries. Rather than mention how much assistance to give patrons, some policies just refer to staff using discretion, being aware of leaving desk or phone unattended for long periods, and trying to maintain a balance of time spent helping each patron, in-house and by phone. Several smaller libraries have no written policies covering these situations. They rely

on job descriptions, modeling other staff, and staff development training to promote the expected practices for their library. Greensboro has a written procedures manual, including phone time limit. Staff at Forsyth are guided by staff training and expectations of library staff, as well as by the demands of patrons after years of such service.

How Far Will We Go?

Several respondents volunteered mottoes such as "Customer service is our top priority," "We go the distance," or "Our basic philosophy is to try to do the best we can for everybody." Yet, as one director said, "I think everybody practices triage." With limited staff, resources and time, librarians sort out and classify which questions and which library users they are able to answer most completely. The number of patrons waiting at the desk or on the phone, time of day, and how much help a patron actually asks for are other factors that affect the amount of assistance given.

Perhaps the biggest factor is how

"Our job is to give them what they want. Library education is not our goal."

much time the librarian has. The 10 A.M. patron may get much more extensive help than the 4 P.M. one. Peter Bileckyj, reference head at Wilson County Public Library in Wilson said that, while they try to be fair to all, the reality is that on a slow day librarians will spend more time with a patron who is slower at catching on. How many phones are ringing and how many patrons are waiting at the desk are also limiting factors. Several referred to a phone reference time limit, one to say they do not include "the infamous time limit" in their procedures. Another said they do try to limit phone calls to five minutes and answer what they can during that time.

While having the availability of many new technologies and NC LIVE gives librarians access to some answers more quickly, thereby saving time, it also increases the number of places to look, which may take more time. Since

there is a greater chance now of finding the requested answer through the library's resources, librarians may refer elsewhere less frequently.

Another factor is how much help the patron wants. Some are familiar with the library layout and the Dewey Decimal System and prefer to look on their own, once the librarian has helped them narrow their searches to a particular subject, area, or book. Others seem frightened of the whole library experience and would like someone to "hold their hand" as they go to the book shelves or use the copier, on-line catalog, or computer. The term "spoon-feeding" carries the negative connotation of helping someone do something that he really ought to do

himself. Yet several libraries enthusiastically, or at least willingly, give the patron whatever is requested.

A staff member at one smaller library said enthusiastically, "We go

the distance!" Transylvania County's Yount said, "We carry books to the car. We've even taken someone to the doctor! Service is a priority for us."

Most people, whether at larger or smaller libraries, mentioned limited staff. Bileckyj said that with a reference staff of three, their goal is to show the person the material and show them how to use it. Greensboro offers appointments with subject specialists since staff are able to give more personal service when they are not working on the desk. Their business specialist has the most requests; others request appointments with their genealogist for family research assistance and their documents specialist for statistics and demographic information.

Distinctions also are made between ready reference and extensive research questions. Stout said they were not able to fax somebody "all the Johnsons in Cherokee County." Kathy Kahn, Director of Mooresville Public Library said that they referred people with more extensive questions, especially ones requiring technical or business expertise, to larger libraries such as Iredell and Charlotte-Mecklenburg. They provide the other library's phone number, then suggest the patron make the call on his own. Forsyth provides a distinct telephone reference department each afternoon, where staff answer questions quickly or refer to research departments if needed.

In addition, library staff within

"I think everybody practices triage."

one library may differ in how much assistance they offer. For example, the director of one library commented that there is no consistency among that staff about whether to completely find the answer for the patron or give instructions and leave the search to the patron. Therefore, some staff tell phone patrons they must come in to the library and others find the answer and give it on the phone. '

Finally, public libraries remain aware of their role as tax-supported community agencies as they decide how much assistance to offer. Several respondents spoke of trying to use tax money responsibly, whether by limiting long-distance calls and faxes or by giving taxpayers the full service they have paid for and come to expect.

Survey Summary

This informal phone survey was a good starting place for discussion and possible future research. With its small sample and possibility of multiple varied answers, it did not attempt to be scientific. The amount of help given, and the place the line was drawn, varied not only from library to library, but also from librarian to librarian. In addition, the same librarian operated differently depending on the patron's need and ability, the level of activity at the desk, and other factors. About half of the respondents said they gave different levels of service to different groups of users, generally students and the elderly. Most offered some instruction, mainly one-on-one during the reference interview, but increasingly, through Internet and NC LIVE classes. Most said their library's written policies did not address these questions. Library staff generally are guided by unwritten guidelines, often taught in staff training upon employment. Then much is left up to their discretion based on factors mentioned previously.

Literature Review

A review of library literature reveals several studies concerning how much and what kind of assistance libraries give users and what attitudes librarians and library users have about instruction. I learned that the term "spoonfeeding" does not appear in the *Library Literature* database, even though it was mentioned by several of the librarians interviewed.

Roma Harris explored the value conflicts underlying the information

versus instruction debate.⁶ She found that the majority of those surveyed agreed "that user instruction is desirable in public libraries and that it should be a regular part of reference transactions (not only when users request it.)" Her study found no consensus, however, regarding the teaching roles of librarians, patron self-sufficiency, and the "spoonfeeding" of public library users. She measured attitudes of librarians about bibliographic instruction and showed the wide polarity in the debate. While over 90% of those surveyed agreed with the statement "bibliographic instruction in public libraries is appropriate for students," only 50% agreed that "the primary goal of reference librarians in public libraries should be to help people become independent users of the library." Furthermore, only 40% agreed that "reference librarians should avoid spoonfeeding information to public library users."⁷

Harris quoted comments of several of those she surveyed.⁸ One said, "Part

... public libraries remain aware of their role as tax-supported community agencies as they decide how much assistance to offer.

of the process of question negotiation is determining if bibliographic instruction is needed, desired, and within the user's capacity." Others commented that they were glad to assist any library users who wanted to find out how the library works and become self-sufficient users. Otherwise, one librarian said, "information should be given without instruction." Another agreed, saying "the public comes to the library for an answer to their question, not for a quick lesson how they should go about finding it themselves ... Librarians must realize that increasingly we are a service industry (not education) and that the public expects the same of us as they do a clerk at a department store." Or a bookstore.

Susan J. Diehl and Terry L. Weech focused on another aspect of this discussion in their article "Library Use Instruction in the Public Library: A Survey of User Preferences."⁹ They surveyed library users rather than librar-

ians. Their research addressed the questions of whether public library users think public libraries should offer instruction in library use and also whether these users "personally want to receive instruction in the use of the library." Library users were asked whether they would prefer to receive an answer only, receive an explanation only, receive both, or be given a choice of which they would like to receive. Over 50% said they would prefer to receive both an answer and an explanation of how to find that answer. Twenty percent preferred a choice.

Library users also were asked which method (a class, a booklet, while they were asking the question, or a handout near the item) they preferred to receive instruction. Forty-six percent preferred "the one-on-one experience of the reference interview" as the way to receive instruction. Only 18% preferred a focused setting, such as a class.

Shelly Adatto described the user education program at the Seattle Public Library, stating that "teaching the public to become successful, independent library users is a key goal of user education at the Seattle Public Library." Adatto gives brief summaries of several courses Seattle offers, including "Take Charge of Your Information Needs!" "The World of Book Reviews," "Magazine Research Techniques," and "Computer Search Techniques." The courses focus on "learning the process of using and locating materials," rather than reviewing bibliographies.¹⁰

Increasingly, library users ask librarians to help them evaluate the quality of online information. Should librarians advertise Internet availability at the library, then refuse to help evaluate sites because of librarians' traditional neutrality toward materials? In a pertinent recent *Library Journal* editorial, John Berry III exhorts librarians to take on a role they have avoided in the past. "When I went to library school, we were told that librarians did not interpret or analyze information but merely helped people find it... We were warned not to 'spoon-feed' students or other information seekers." He states that people today are flooded with information and need advice on interpreting and evaluating as they choose Internet sites relevant to their needs. He urges librarians to take on what he calls "this crucially needed but high-risk role of information advisor. If we don't offer that kind of professional information service, who needs us?" he concludes.¹¹

"Used Car Salesman" Approach

The ultimate in customer assistance can be found in an *U*N*A*B*A*S*H*E*D Librarian* reprint of an article submitted by Trisha Gillis, when she was a student intern at Orange (CA) Public Library in 1972. Her supervisor assigned her the task of testing the validity of his pet theory:

that large numbers of persons invading his library needed help but, because of shyness, fear of seeming ignorant, language barriers, or reluctance to 'disturb' the librarians, neither asked for it nor, because of (librarians') traditional attitudes, were offered it. His trial method of serving the unserved was to provide a stand-up, look-for-questions, lead-the-patron-by-the-hand Information Desk, personified by me. I am the used-car salesman of the Orange Public Library.¹²

Gillis patrolled the library 24 hours a week, looking for patrons showing "signs of struggle," then approached them with her most sincere smile and an offer of assistance. She decided that people like being approached and helped in this way and recommended that all librarians at least adopt the attitude of the library "floorwalker" and get the person together with the needed source of information as quickly as possible.

What I Learned Last Summer — And Beyond

Over the past year I have questioned and modeled more experienced co-workers, discussed library policy with my supervisor, and looked at how new information technologies are affecting library reference work, as I work to clarify my own philosophy of the information versus instruction question. I assist as much as I can, given the time

and resources available to me. I am learning that with current electronic resources available, I am able to answer many more questions more fully than librarians of days past. I am learning that on a slow Tuesday morning I may follow all answers to their conclusions and spend as much time with a patron as he wishes, including the 88-year-old man eager to see what the Internet is like. On a busy late afternoon during science project and tax season with both phones ringing, my desk partner deep in the stacks, and patrons lined up at the desk, I reluctantly may have to resort to pointing and asking people to wait or to do more on their own.

I often do throw in instruction during the reference interview, whether it's asked for or not. If they seem interested, I'll give more; if not, I proceed quickly toward the answer. When my time is very limited, or I need to refer someone to other professionals, I try to explain that with my most sincere smile and professional manner. I always suggest patrons check back with me if they need more assistance.

I knew from the start of my library training that I wanted a job where I would interact daily with the public. My goal has definitely been fulfilled. Most days there are surprising questions, thank goodness, such as the call from a woman asking what she should feed an injured wasp she had rescued from ants. And when a customer appears at the information desk saying, "Oh, I hate to bother you," I respond, "That's what I'm here for. That's my job! How may I help you?"

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Reference Interview: *Strategies for Children*

by Melvin K. Burton

A sixth grader and parent had entered the public library and asked for a book on the "carnivorous forest." Both nodded when asked if what they wanted was a place where plants like the Venus Fly-trap grow. When the boy indicated, "Maybe, but I think it's in Canada," the real question became apparent. What they needed was information on cone-bearing trees or "coniferous forests."¹ A best-seller of several years ago, *Men are from Mars, Women Are From Venus* by John Gray, discussed the communication between genders as happening from two different viewpoints.² Likewise, we could very well ask what planet we are on and what planet the child is on as we experience reference interviews with children.

Children are in the midst of developing intellectually, emotionally, and socially. This difference in development between children and adults leads to a difficulty in understanding when communication is attempted. Much has been written and studied about the reference interview, but not until the last several years has there been more focus on reference interviews with children and the strategies that can be used to help in the success of those reference interviews.

The PubYac listserv has had many postings about reference requests that might have led the answer quest to go awry. A four-year-old boy requested a book called *Rock Stew*, which had distorted the real title, *Stone Soup*.³ A mother, going by what her son had written down, wanted information on the Soup Indians (Sioux Indians).⁴ Other misguided requests for materials

include: Afghans — the blankets, dogs, or people; books about doctors when the child really wanted Dr. Seuss books; an adolescent boy asking for "Poison Sex" — actually wanting *Boys and Sex*; craft books when the original need was for books on Kraft cheese; *My Friend Scuba Diver* instead of Brinton Turkle's *My Friend Obadiah*; and the geography of Tuna, that is Tunisia.⁵ These postings, though, are more about the distorted request than a very broad initial request that takes some time to narrow down the real one. Both types of queries probably occur more with children than with adults.

Writings and studies about the reference interview date as far back as 1954 when David Maxfield stated the four techniques — acceptance, understanding, communication, and collaboration — that should be used. Maxfield also alluded to specific skills such as listening carefully, observing the patron, and clarifying and amplifying what the patron is saying.⁶ Robert S. Taylor's study in 1965, which was written about in the May 1968 *College and Research Libraries*, listed four needs: visceral, conscious, formalized, and compromised. Later an article by Geraldine King, Winter 1972 *RQ*, emphasized the use of open questions. William Katz' reference service textbooks gave the interview a separate chapter and, as a change from previous texts, did not fail to highlight the interview's importance.⁷ Elaine and Edward Jennerich, who wrote *The Reference Interview as a Creative Art*, listed twelve skills that can be learned: eye contact, gestures, relaxed posture, facial expression and tone of voice, remembering, avoiding premature diag-

noses, reflecting feeling verbally, restating or paraphrasing content, using encouragers, closure, giving opinions and suggestions, and open questions.⁸

Possibly the most famous study of the reference interview was unveiled in an article in the November 1, 1985 *Library Journal* that described the development of the Maryland Model of Reference Behavior. A study conducted by the Public Library Branch of the Division of Library Development and Services (DLDS), Maryland State Department of Education, in the summer and fall of 1983 revealed that a patron may get a correct answer to a reference query only 55% of the time, and led to a more defined format for conducting the reference interview. Employees of the Survey Research Center at the University of Maryland asked 40 questions at 60 locations in the 22 public library systems in Maryland that chose to participate.⁹

The positive result of the study is that an increase in the percentage of correct answers is very possible since many of the variables that would help in this regard are within the librarian's control. The inquiry skills needed were compiled into a Model Reference Behaviors Checklist. These skills included: asking open questions, paraphrasing, clarifying, and using a follow-up question.¹⁰ There was a North Carolina connection to the Maryland study. The stages of the interview — setting the tone, getting the facts, giving information, and follow-up — were adapted from a document prepared by the Office of Public Health Social Work, North Carolina Department of Health, 1974.¹¹ The authors of the *Library Journal* article cited that the single most

important behavior is asking the follow-up question, "Does this *completely* answer your question?"¹² Referring to the Maryland Model of Reference Behaviors, Gers and Seward stated, "If these behaviors are constantly and consistently exhibited, one's reference service performance should improve dramatically."¹³ In order to find out if the three days of training that were held after the 1983 study made a difference in service performance, another study was done in 1986 in the same 60 libraries that were originally surveyed. It was found that the training made a substantial difference. Patrons helped by a control group that had not been trained received a correct answer 60% of the time, while patrons going to any of the 17 libraries where employees had been trained got a correct answer 77% of the time.¹⁴

In the September/October 1994 issue of *Public Libraries*, two faculty members of the Graduate School of Library and Information Science at the University of Western Ontario reported on their latest annual assignment in which library school students were to ask reference questions and report on their experiences. Of the 77 participants, 52 asked their questions in a public library. The users' experiences confirmed previous studies that indicated about a 55% success rate. Only 28 users said they would return to the same librarian again.¹⁵

The narration of the users' experiences helped to identify helpful and unhelpful behaviors. Some of the helpful behaviors noted were using welcoming body language, asking open-ended questions, volunteering help, monitoring the referral, and using a follow-up question.¹⁶ Many unwelcoming behaviors were noted. These behaviors included pursed lips, curt tone, not looking up from the desk, never smiling, rolling eyes, and looking at the ceiling. Other unhelpful behaviors were not listening, not informing the user of what was happening, not giving the question any importance, not conducting a reference interview, and not doing any follow-up. It probably was disconcerting for the library user who stated, "He made me feel as if he were happy that I'd be leaving the desk."¹⁷

All of these aforementioned writings and studies helped in the understanding of the reference interview, but none addressed the peculiar nature of the reference interview with a child. This decade, however, has seen more focus on techniques that are helpful when interviewing a child. Workshops

on the reference interview presented in the Gaston-Lincoln Regional Library in the fall of 1991 included a segment on the child patron, and workshops being presented at locations within the Public Library of Charlotte and Mecklenburg County throughout 1998 also have a part devoted to dealing with children. Elaine and Edward Jennerich revised their written work, *The Reference Interview As a Creative Art*, so that the 1997 edition has a section on the young patron.¹⁸ Cal Shepard, former Youth Services Consultant with the State Library of North Carolina in the early 1990s, noted on the NCKids listserv, September 4, 1992, that there are "special problems that can arise in reference services to children and youth." Those problems were stated to be (1) being more inarticulate in voicing information needs, (2) either caring a lot or not caring at all because of the request being a school assignment, (3) being more unfamiliar with the classification system, and (4) needing to get the same information as the rest of the class. Shepard cautioned that the child patron should be treated as seriously as the adult patron since children have the same right to information as everyone else.¹⁹

Kathleen Horning wrote a column for *Wilson Library Bulletin* (May 1994) that reiterated her plea from her February 1994 column for librarians to reflect on how reference work with children differs from reference work with adults. She encouraged including the child in the interview when both a parent and child are present and delineated the twists and turns that an interview with a child can take in a recreation of a real-life reference interview. Horning also asked questions: "Do we provide the same level of service that we would for an adult? Have we been trained to conduct interviews with children who have difficulty articulating their needs? Are we allowed the necessary time to help children state their questions and help them find the answers?"²⁰

There have been responses to Horning's second question. In addition to the workshops already mentioned, a

workshop was presented at this year's Public Library Association Conference on the results of a pilot study from Maryland on the "Quality of Reference Service to Children." In 1997, as a follow-up to the previous study, the Maryland State Department of Education, Division of Library Development and Services arranged to survey librarians and children (defined as persons between eight and fourteen) to investigate the premise that "children should expect a public library to provide open and free access to information, provided by a staff who recognizes and welcomes their unique needs."²¹ These types of efforts should help prepare librarians to conduct a reference interview with a child effectively.

In order to have a more successful reference interview, we need to be aware of specific differences between interviews with adults and children. These factors include being approachable, working more with the child than with the parent, using basic, understandable vocabulary, paraphrasing to catch pronunciation errors, dealing with other-generated questions or school assignments, being skilled at narrowing the question, and treating adults and children equally.

In *The Reference Interview As a Creative Art*, traits are listed that enable someone to be a good reference librarian. Those traits listed include the ability to jump quickly from one subject to another, patience and persistence, imagination and creativity, a genuine liking for people, dedication or commitment, and a sense of humor. Not only do Elaine and Edward Jennerich list a sense of humor among the desirable traits for a reference librarian to have, they also say it is the first trait needed. Humor should not be used to ridicule the patron, but should be directed at the situation. Humor can relieve stress and relax everyone. It was stated that "children love humor and the use of it with them makes the librarian seem a bit more 'human' and approachable."²²

The 1997 Maryland study recommended not asking if the question was for a homework assignment and at-

In order to have a more successful reference interview, we need to be aware of specific differences between interviews with adults and children.

tempting to negotiate with the child rather than the adult.²³ Both strategies seem to be an attempt to give children equal status since normally one would not ask the adult why the information is needed and talking to the child directly gives the child status as a patron in the child's own right. In Edward and Elaine Jennerich's revised work, they affirm that children and teens should be treated respectfully and that the librarian should not imply that some questions may be out of bounds. In a further defense of the status of the child, the authors comment in regard to the accompanied child, "In the silent child and know-it-all parent threesome, the goal is to speak with the child without alienating the parent. Always focus on the child and confirm that the need expressed by the parent is really what the child needs or what the teacher suggested. Being at eye level with the child is particularly useful in this situation. It makes a nonverbal statement that the child's needs are important."²⁴

While the written material handed out at the PLA presentation recommended not asking if the question was for a homework assignment, the panelists at the presentation expressed a difference of opinion on this issue. Librarians need to weigh the goal of equal treatment of children with the desire to know about homework assignments. Children also may worry about librarians giving them access to information. In the young adult novel *Reluctantly Alice* by Phyllis Reynolds Naylor, Alice wants to help her friend who does not know what a man looks like naked. Alice's father shows her that the library is the place to go for even that kind of information. Alice gains a new perspective of the library. As she tells the reader, "A librarian came by to get a book from the shelf, and she couldn't help but see what I was looking at; she didn't even blink. Like it was ok to be curious. I felt almost the way I did at the grade school the other day. Safe. Protected."²⁵ Giving equal access to information, not asking if the question is for homework, and talking directly to the child are all ways of ensuring that the child is getting the same service as an adult.

Vocabulary use and confusion about word meanings can be a stumbling block in conducting a reference interview with a child. At the age of 17 months, children have a vocabulary of about 50 words,²⁶ a child entering school may have a vocabulary of 3,000 to 4,000 words, while by the completion of college that vocabulary knowledge would have changed to 10,000 to 30,000 words.²⁷ Once a child asked me for tall tales, and I responded by asking if any particular tall tale was needed. The child answered "No," and after a confirming response on my part we proceeded to the 398s. As I began pointing out some tall tale stories of Paul Bunyan and Pecos Bill, the child asked if we had any from Norway. This question told me that his idea of tall tales was the definition of folk tales. He went away pleased with getting Haviland's *Favorite Fairy Tales Told in Norway*. Basic and understandable words should be used in the reference interview. At the same time, trying not to talk down to the child, paraphrasing, and watching for body language response should help correct any misimpressions.

Pronunciation may lead to misunderstanding. The child may talk too softly, not use correct pronunciation, or mumble. An incorrect pronunciation that is also a word may lead the librarian off on a tangent if paraphrasing and clarifying are not used. One child came to me and said he wanted information about a "feeling in the mouth." I thought he needed something in regard to touch. When I asked if he wanted information on the tongue touching things, the child let me know he wanted books on dental work or a "filling." My favorite mispronunciation is when a child asked me if we had anything on "reptiles and amphetamines" (rather than "reptiles and amphibians"). When you do not understand what is being said at all, asking the patron to repeat what was said, asking the child to spell the word for you, or asking the person to write the topic for you might all be useful tactics.

Sometimes children do not know the additional information to give you. Often more children's questions are other-generated rather than self-generated.

The adult who needs information to repair the car was not sent by anyone else. However, many children are responding to teacher assignments and may not have a full understanding of the question themselves. The survey conducted by Transform Inc. in connection with the Maryland study revealed that 90% of the children's reference questions were school related.²⁸ If the child cannot tell you enough information about his question, asking whether the question is an assignment from someone else is in order. There may be an assignment sheet available with the child or a classmate who is in the library; there may be someone who could be reached with a phone call, or the teacher may have alerted the library about the assignment. If the exact question cannot be determined, the child may have to check with the teacher the next day to clarify the exact nature of the assignment.

Proficiency in narrowing down the question is helpful in interviewing the child patron. The Transform Inc. survey indicated that 70% of the time the reference interview started with a broad initial question. The Maryland study concluded, though, that "Librarians appear to have a problem using more than one open probe in questioning children, which tends to lead to a single open probe syndrome (SOPS)."²⁹

The following scenario includes some of the factors that have been discussed:

Mother and child come into the children's area of the public library.

Mother: Could you help us with a question?

Librarian: I would be glad to. Is this a question that your son has?

Mother: Yes it is. He has a school assignment.

Librarian (looking at child): How can I help you?

Child: Could you tell me where your history books are?

Librarian: We do have quite a few history books. Can you tell me more about what you need?

Child: Yes, I need some information about the Civil War.

Librarian: That would be in the 973s. Do you have your assignment sheet or do you know what in particular you need to know about the Civil War?

Child: I don't have an assignment sheet with me, but I'm supposed to do a report on who killed Abraham Lincoln and how it

*Vocabulary use and confusion about word meanings
can be a stumbling block in conducting
a reference interview with a child.*

happened.

Librarian: So you need information about the assassination or death of Abraham Lincoln?

Child: Yes, that's right.

Librarian: I see by checking the catalog that we have several biographies of Lincoln that would talk about his death and one book that just talks about the day he was shot. Come with me, and you can look at what's on the shelf. Here is the biography section, and here are the books on Lincoln. Look over these and see which books are the most readable for you.

Child: This one will work ok.

Librarian: Is that going to give you everything you need?

Child: Sure!

Librarian: Feel free to check with us if you have any other questions.

Of course, even with the same question, a different child or parent may cause the course of the interview to go in a different direction; but using the techniques discussed should help the librarian to bring the interview to a satisfactory conclusion.

The Jennerichs' discussion of young patrons summarized their recommendations by stressing the use of open-ended questions, paraphrasing, avoiding the use of jargon, finding reading levels needed or other limitations, not presuming the question is a school assignment, focusing attention on the child, and respecting privacy.³⁰ Working to provide equal treatment of children and adults, being approachable, trying to catch vocabulary and pronunciation confusion, being patient with getting to the specific question, and attempting to be aware of school assignments should all help to ensure that Kathleen Horning's question of provid-

ing the same level of service for a child as for an adult is answered positively. Just as the reference interview workshops in connection with the original Maryland study covered a three-day time period, being skilled in conducting reference interviews with children requires not just reading about what to do, but extensive practice and reinforcement. Children are not just the patrons of tomorrow: they are the patrons of today. Working to make sure we have the skills to serve children will give a good impression of libraries to children and ensure that the children we are serving today will remain the patrons of tomorrow.

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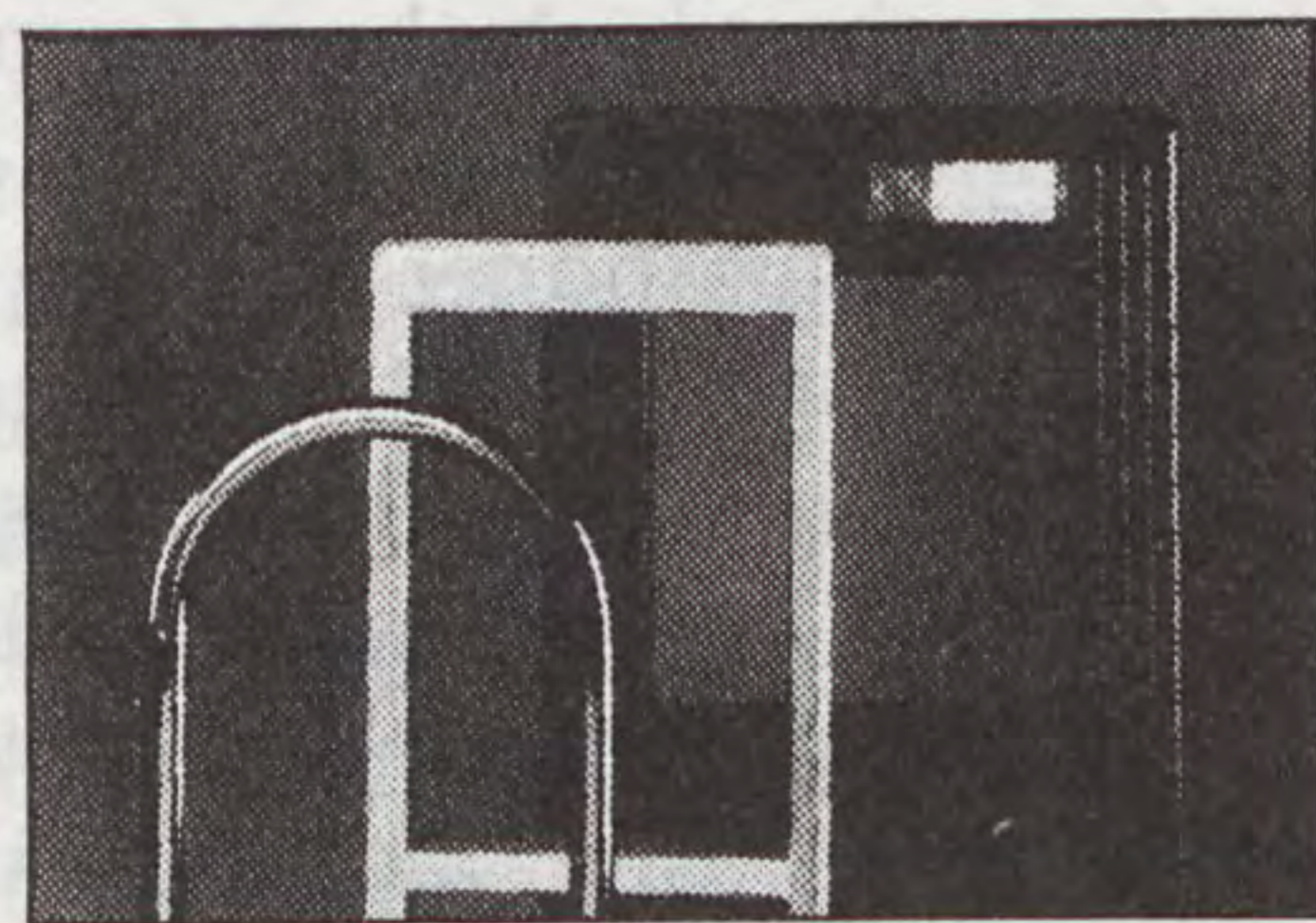
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Readers' Advisory Services:

New Attention to a Core Business of the Public Library

by Kenneth Shearer

What customer service provision occurs most frequently in public libraries in North Carolina?

If you chose reference transactions, you are incorrect. The most common transaction in modern public libraries is circulation. In North Carolina, there were approximately 36,000,000 circulations during 1996. Compare that with the number of reference questions during the same year (about 6,500,000), or with the number of people attending meetings annually (just over 2,000,000). Even the total number of visits to facilities for all reasons (just over 25,000,000) was less than circulation.¹ The preponderance of those transactions comes from the circulation of recreational books, most often novels, although videocassette and audiocassette circulation are growing more rapidly than book circulation. Yet readers' advisory services are not getting the attention they deserve.

The following table illustrates circulation in North Carolina's public libraries during 1996 broken down into categories: fiction versus non-fiction and adult versus children. While there is no question that programming and reference are important services today or that NC Live constitutes an exciting new direction in North Carolina, borrowing books from library collections is the most common reason that people use the public library today. This suggests that sustained recreational reading plays a major role in the

lives of large numbers of Tar Heels.

	Adult	Children	Total
Fiction	35%	32%	67%
Non-fiction	23%	10%	33%
Total	58%	42%	100%

From the table we can see that fiction constitutes 67% of all circulation in North Carolina libraries, just over two-thirds. Since much nonfiction reading is also recreational, the circulation of recreational books is a core business of the public library. Recognition of this fact is reflected in a recent cover of *American Libraries*, which had a mock-up of an imaginary advertisement:

INFORMATION MANAGER

21st-Century Public Information and Public Culture Center seeks dynamic customer service-oriented professional to direct strategic visioning and technologically advanced facility.

Bookstore experience required.

MLS helpful²

Because of the great frequency of circulation transactions, it is not sur-

prising that the area given highest priority in public library planning is the Popular Materials Center.³ That priority clearly suggests that readers' advisory transactions have a claim to support equal to that given to reference service in terms of education for librarianship, bibliographic aids, and budgetary and staffing priorities. Citing a 1994 poll that showed that 67% of Americans used public libraries and of them, 80% went to borrow a book, Wayne Wiegand asks: "What do these statistics suggest to you about the value that 140 million readers place on the act of reading?"⁴

One may wonder how or whether reference and readers' advisory transactions differ. What knowledge and skills do they require? How well are public libraries providing staffing to deal with the leisure reading interests of their clientele?

Reference and Readers' Advisory Compared

In conducting reference transactions, the librarian must first ascertain the precise need of the questioner and then find a frame in which the information can be located. For example, after determining that a questioner wants to know about moderately priced restaurants in Paris, Ohio (and not Paris, France), the

librarian, probably relying on an Internet site, locates a current listing of restaurants there with authoritative information on costs and menus.

Readers' advisory transactions differ in

The most common transaction in modern public libraries is circulation Even the total number of visits to facilities for all reason — at just over 25,000,000 — was less than circulation.

that the reader wants a new enjoyable reading experience that mirrors earlier ones. Duncan Smith identifies the steps in a readers' advisory transaction:

1. The advisor must elicit information about the reader's interests.
2. The advisor must look for the similarities and links between titles and not just their uniqueness.
3. The advisor must be able to establish links between titles based on both the reader's interests and on the advisor's knowledge of titles and readers' advisory resources.
4. The advisor must be able to present identified titles and communicate how each title relates to the reader's interests.⁵

In the past, readers' advisory transactions have appeared to be more difficult to handle than reference transactions because the proliferation of reference tools and classification of nonfiction are decades ahead of developments in readers' advisory tools and fiction classification. A compounding difficulty is that education for adult library service has consistently and for a very long time paid careful attention to provision of reference service but inconsistently, or sometimes not at all, addressed provision of readers' advisory service. The fact that readers' advisory service has its most obvious application in public and school libraries also may have contributed to its neglect in MLS programs, which frequently focus on the needs of academic and special librarianship.

Sharon Baker traced the neglect of readers' advisory service to a failure to demonstrate its value when cuts had to be made during the Depression in the 1930s, a consequence of a failure to collect appropriate statistics and conduct related research.⁶ Nonetheless, in the 1980s and 1990s new attention and emphasis on readers' advisory service developed, especially related to the offering of advice on entertaining novels to read. The readers' advisory transaction, which in the early twentieth century was more involved in the provision of a course of studies related to a nonfiction subject, has changed to the present emphasis on a good book to read for personal satisfaction.

What is a readers' advisory transaction today? Joyce Saricks characterizes it as conversations about books that may lead to suggestions for further reading. With this approach, the transaction simply may provide an opportunity for the reader to express feelings about current reading. The advisor may suggest other

Since reading is such a private act, having an interested person who shares the enjoyment of reading is in itself a valuable service performed by the staff of the library.

books that the reader might find of interest.⁷ This approach acknowledges the importance of talking with a sympathetic listener about books that have been read. Since reading is such a private act, having an interested person who shares the enjoyment of reading is in itself a valuable service performed by the staff of the library.

Mary Kay Chelton points out a similarity between reference and readers' advisory interviews: a readers' advisory interview is "An interview aimed at getting readers to articulate what they want ... as in a reference interview you need to probe with open ended questions."⁸

Kenneth Shearer emphasizes the expectation that suggestions for further reading will come at the conclusion of the readers' advisory transaction. He defines the transaction as

An exchange of information between two people with the purpose of one person's suggesting text for the other's later reading interest ... The success of the readers' advisory transaction is reflected in a reader discovering a book (or cassette or software) which is enjoyable, entertaining, stimulating, mind-stretching, and eye-opening; it is in the realm of the subjective.⁹

Readers' Advisory Aids Increase in Number and Scope

Not only is the readers' advisory transaction in the realm of the subjective, it often has a discursive quality and demands a Brobdingnagian-sized memory on the part of the advisor to work successfully in the absence of advisory tools. Fortunately, the number and specificity of these tools is proliferating. In the most popular fiction genre — including romance, mystery, science fiction, inspirational, adventure, western, historical fiction, medical, and law thrillers — many advisory tools have emerged. A Public Library Association preconference in Kansas City this year identified bibliographies of such tools, most of which are current.

At the same time that readers' advisory print guides are proliferating, new automated advisory resources are

making interactive searching of fiction titles possible. For example, NC LIVE contains a version of *NoveList*, including (1) information on over 34,000 novels; (2) listings from major lists of prize-winning novels; and (3) lists of genre and subgenre fiction books recommended based on *Genreflecting* and other advisory tools. The Internet site at www.webrary.org, gives links to over 400 other sites devoted to guiding readers to good books. This site is an excellent source of information about recreational reading generally.

If all that were not enough to demonstrate the new vitality in readers' Advisory service, note that one of the toughest problems in public librarianship, the question of the classification of fiction for recreational reading purposes as opposed to scholarly access, is moving forward. Work by Sharon Baker, Gale Harrell, and Jeff Cannell all shed light on why genre classification should be used in public libraries, and which categories have been most commonly employed.¹⁰ Saricks and Brown's excellent recent book on how to make readers' advisory service succeed in public libraries is already in its second edition.¹¹ Perhaps the most complete fiction classification for recreational reading purposes was presented in a recent Master's paper.¹² An annotated bibliography on the classification of fiction in public libraries appeared in print recently as well.¹³ The Library of Congress's assignment of fiction subject headings makes the search for related works by using library catalogs more and more useful.

Staffing Issues in Readers' Advisory

Some of the major reasons that library staff members found readers' advisory service difficult to provide in the past are disappearing rapidly. Well-stocked collections of advisory tools, one or more online fiction search engines, and proper signage can offer the sophisticated and motivated user the tools needed to search for more recreational reading for personal pleasure. To offer successful readers' advisory transactions, however, library management needs to hire staff with a thought to the provision of readers' advisory transactions.

Research has indicated that much of that service in the adult collections of li-

braries is given by nonprofessional staff, so directors may wish to consider placing tools and terminals near circulation desks and hiring non-professionals who exhibit a lively interest in bestsellers and genre fiction. Robert Burgin has published a survey that suggests that paraprofessionals are far more likely than professionals to encounter readers' advisory questions.¹⁴ Training for circulation and advisory staff and workshops for the general public in use of print and online advisory services, however, is probably best supervised by a professional with an ongoing, lively interest in both the service and the books themselves. It may be worth noting here that books on tape and videotapes can be handled in the same fashion. My video rental store staff spends more time and energy on advisory service than any public library I have worked in or used on a regular basis. They also provide guides to films in a book format and a computerized guide to films. They always carefully classify films in appropriate, popular genres. I find that my students benefit from visiting a variety of book and video rental stores and comparing notes in the context of our Readers' Advisory Studies. The successful strategies of these stores should be adapted for public libraries' print and nonprint-based services.

The Case for Prioritizing Readers' Advisory

I have been asked by library directors how they can possibly justify spending the kind of resources on readers' advisory that they devote to reference. Isn't reference more important and valuable? To answer that question, think about the consequences of each of these transactions. What is the added value of answering a reference question or giving advice on how to spend more enjoyable leisure time? Clearly, the value varies from one reference transaction to another as it does from one readers' advisory transaction to another. The answer to a reference question fills in a gap in a framework that the user wants but does not have. The advice on a good book answers the need for how to best spend many good hours of leisure time. Why would readers' advisory service be thought to have less importance or value than reference service?

Part of the reason that readers' advisory transactions have been neglected in the past is that the task of diagnosing the advisee's need and prescribing books to fill it has been so difficult to perform in the absence of the fiction classifications and tools to help provide

a means to succeed. As we see, those gaps are closing. The other major reason that readers' advisory transactions have been neglected is that reading recreational books, especially fiction, has been seen as less valuable and important than reading nonfiction, especially "serious" nonfiction. The bias in this value scheme belongs more to an industrial age than an age of information, and more to a patriarchal age than today.

The value that modern America places on "quality" free time should not be underestimated when nearly two-thirds of all adults, including senior citizens, work. Just as the problem with information today is managing to glean what one wants from the information overload, the problem with entertainment today is its overwhelming abundance.

The public library is well-positioned to help improve the quality of life by offering guidance through what *Business Week* recently called the "Entertainment Glut." As has been pointed out in library literature, large bookstores such as Barnes & Noble often offer an environment more conducive to the nurture of reading than the public library does. Web sites such as *Amazon.com* often offer more helpful, informed advice on good reading than the public library. One interesting new development reported in *SLJ* in February of this year is the New York Public Library's offering recommended reading in its "Online Bookstore" and allowing users to order books from Barnes & Noble directly from the site. A percentage of the profits go to support the library, and the library promotes books of merit in the process.¹⁵ This imaginative move on the part of New York Public — regardless of one's view of its commercial side — shows that the public library can build on its tradition of being a relaxed place to find joy in reading in the new information environment.

The road to the future of the public library has many lanes. The heaviest traffic is likely to be found among those browsing for entertainment. There is great potential for more and better service in these circumstances. Librarians can create an environment which both helps readers help themselves to find good leisure reading and offers readers' advisory transactions to help users find their way.

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¹ North Carolina Department of Cultural Resources. State Library. *Statistics*

and *Directory of North Carolina July 1, 1996 – June 30, 1997*, (Raleigh: NC Dept. of Cultural Resources, 1997). See pp. 2, 18-19.

² This item appeared on the cover of the March 1998 issue of *American Libraries*.

³ Kenneth Shearer, "Confusing What is Most Wanted with What is Most Used: A Crisis in Public Library Priorities Today," *Public Libraries* 32 (July/August 1993): 193-197.

⁴ Wayne Wiegand, "Out of Sight, Out of Mind: Why Don't We Have Any Schools of Library and Reading Studies?" *Journal of Education for Library and Information Science* 38 (Fall 1997): 323.

⁵ Duncan Smith, "Librarians' Abilities to Recognize Reading Tastes." In *Guiding the Reader to the Next Book*, ed. Kenneth Shearer (New York: Neal-Schuman, 1996): 103.

⁶ Sharon L. Baker, "Readers' Advisory Services: A Call for More Research," *RQ* 32 (Winter 1992): 167.

⁷ Joyce Saricks and Nancy Brown. *Readers' Advisory Service in the Public Library*, 2nd ed. (Chicago: ALA, 1997): 56-57.

⁸ Mary Kay Chelton, "Read Any Good Books Lately? Helping Patrons Find What They Want," *Library Journal* 118 (May 1, 1993): 33-37.

⁹ Kenneth Shearer, "The Nature of Readers' Advisory Transaction in Adult Reading," in *Guiding the Reader to the Next Book*: 3.

¹⁰ Part II, "The Environment of Readers' Advisory Services: Categorizing and Arranging Fiction Collections," in *Guiding the Reader to the Next Book*: 127-165, contains these three chapters.

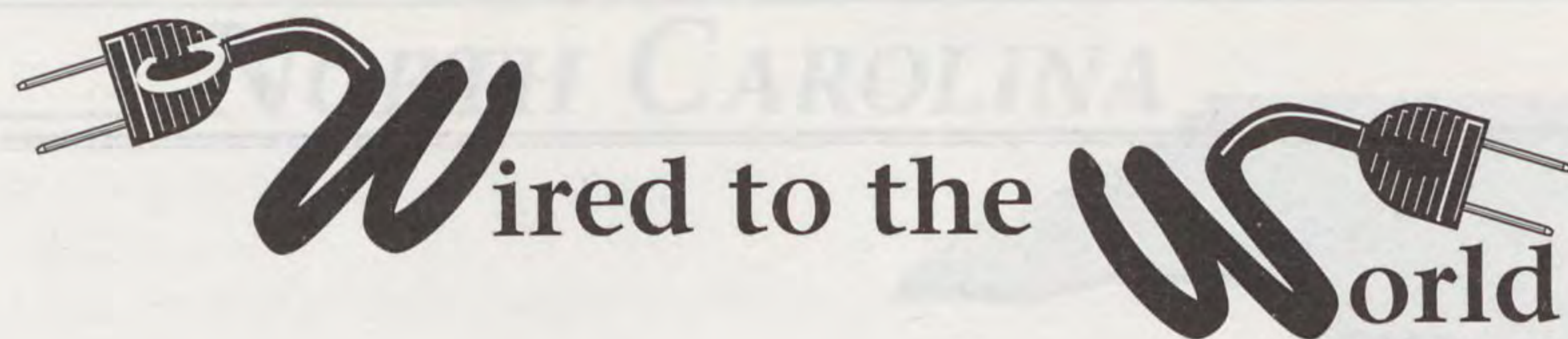
¹¹ Saricks and Brown, cited above, is based on the successful practice of Readers' Advisory services at Downers Grove (Ill.) Public Library. It is essential reading.

¹² Charles R. Schabel, "Concerning the Use of a Decimal System to Classify Fiction According to Its Genre: Brand-Named Fiction-Finder." *MLS Research Paper*. School of Library and Information Sciences, North Carolina Central University, 1997.

¹³ Gouri S. Dutta, "Classification of Fiction in Public Libraries: An Annotated Bibliography." in *Guiding the Reader to the Next Book*: 197-212.

¹⁴ Robert Burgin, "Readers' Advisory in Public Libraries: An Overview of Current Practice." in *Guiding the Reader to the Next Book*: 71-88.

¹⁵ New York Public Library Does Business with Barnes & Noble," *School Library Journal* 44, 2 (Feb. 1998): 18.



Wired to the World

by Ralph Lee Scott

Managing Lists

Ever wonder if there was a better way to manage Internet mailing lists? Tired of tons of "spam" in your mailbox? Well, an enterprising entrepreneur on the Internet has created just such a service and best of all it is free! Called ONElist, the service is available at www.onelist.com and bills itself as a one-stop free mailing list service. Among the things you can do are the following: subscribe to additional mailing lists, create new ones, and view old archives of lists. ONElist has a very good listing of existing Internet and Usenet mailing groups. ONElist hopes to provide this service through advertisers who get a chance to spin their products.

Mailing lists are the means by which people can send messages back and forth about a specific topic. For example, there are lists devoted to rock groups, animals, politics, hobbies, online library systems, etc. In the past you had to have your own computer server to run your own list. Now with ONElist, you can start your own mailing list and index, and run them for free. Both the Web sites and the mailing list are free at ONElist. Indexing is very good and comprehensive by subject category. Major categories are Animals, Business, Entertainment, Food, Kids, People, Teens, Arts, Computers, Environment, Games, Language, Recreation, Travel, Autos, Culture, Family, Government, Military, Science, Women, Books, Education, Fashion, Health, Music, and Sports. For some reason the groups are not listed alphabetically.

Subcategories under Women for example include Alternative Medicine, Dating, Friends, Lesbian Issues, Lesbian Support Groups, Marriage, Online Groups, Relationships, Support Groups, Women's Health, Women's Literature, Women's Sports, Couples, Fashion, Gynecology, Lesbian Night Life, Love/Romance, Notable Women, Pregnancy, Singles, Women in Business, Women's Issues, Women's Politics, and Women's Writing. Animal subcategories include Amphibians, Arachnids, Cats (90 lists), Fish, Insects, Pet Loss, Rabbits, Snakes, Veterinary, Zoology, Animal Husbandry, Birds, Dogs (103 lists), Horses, Mammals, Pets, Reptiles, Turtles, and Whales. A rather large list of possible choices can be found here.

Each subgrouping contains the name of the news list, the language of most of the posts, and an advisory/restrictor line, followed by an abstract or description of the list contents. The advisory/restrictor line contains infor-

mation such as: for people over 21; moderated; restricted; for people over 17; for people over 10; Safe for Kids; announce. For example, the Women/Women's Issues subgroup list contains the following groups: Anatara (female acoustic rock group); Anything can be ("women who have found their identity, or those who need to"); Barter-it; Bigals; Christianfeminists; Eropictures; Feministvoices; Globalsisterhood, Goddessjourney; Ladies ("women support-open on all issues"); Lesbianlink; Reprorights; Riotgrrrls ("a discussion list for riot grrrl and related topics"); Weddingstuff; Whats-new; Wildspaces ("a place for spirited women to gather. A place to learn, grow and howl at the moon"); Winmagazine ("A magazine about women ... from all over the world for dialogue and greater mutual understanding, and tapping new sources of talent in writing"); Women ("This list is for women to talk, vent, cry, and ... talk about anything").

ONElist allows three types of accounts: moderated lists, restricted lists, and announcement lists. In a moderated list you, the list owner, approve all messages before they are posted to the list. In a restricted list, you approve all subscription requests and then, if approved, the approved person can post freely to the list. An announce list allows only you to post to the list. Announce lists work similarly to a mail distribution lists in an e-mail program such as Microsoft's Exchange. ONElist also supports a digest mode of reading where all the postings are sent to you in one e-mail. Naturally ONElist has its own announcement mail group to which members can subscribe. This list contains information about the ONElist system and new mailing lists being created. ONElist has a User Center that allows for convenient subscribing and unsubscribing to lists. You can post to a specific list by sending an e-mail to: lastname@onelist.com. For example, in your e-mail header on the "to" line type chats@onelist.com to post a message to the "La liste est un lieu d'échange destine aux amoureux des chats de la francophonie internationale. Bienvenue a tous! =^..^="

ONElist provides an important service to the Internet community. It is a neat place to follow your favorite interests or start a new discussion group. Check it out!

Serving the Silent: We Are Still a Nation of Immigrants

by Plummer Alston Jones, Jr.

Two important decisions regarding library services for immigrants in North Carolina were made concurrently during 1997. The State Library of North Carolina and the public library leadership decided not to fund the North Carolina Foreign Language Center (NCFLC), housed in the headquarters of the Cumberland Public Library and Information Center since 1976. The NCLA Literacy Committee, with spokespersons Pauletta Bracy and Steve Sumerford, presented to the NCLA Executive Board a position paper dated September 29, 1997, and entitled "Growing Immigrant Population in NC and the Implications for Our Libraries," which questioned the wisdom of dropping a statewide service that is needed now more than in 1976.

The NCFLC was funded by the U. S. Department of Education under Title I of the Library Services and Construction Act (LSCA), administered by the State Library of North Carolina. These federal funds were supplemented with local funds from Cumberland County, but ironically, the NCFLC never received funds from the North Carolina General Assembly. The LSCA has since been replaced with the Library Services and Technology Act (LSTA).

The NCFLC provided onsite circulation to a large Asian population in Cumberland County as well as a centralized interlibrary loan circulation to libraries and other educational institutions throughout the state. A 1979 nationwide survey demonstrated that the NCFLC was the only public library providing foreign language materials on a statewide basis. That status continued through 1997, when the decision was made for the NCFLC to cease its statewide service.

The NCLA Literacy Committee cited several changes in demographics having dramatic impact on our libraries and specifically on their ability to serve a growing immigrant population. The Committee stated that in 1996, over one thousand refugees came to North Carolina from twenty-five different countries, with the majority settling in Guilford County. From 1990 to 1994, the number of Hispanic births increased 59%, from 2.5% to 4.1%. In Forsyth County alone, about 20% of all births in the county were to Hispanic women.

About half of the Hispanics in Forsyth County indicated in a recent survey that they could not speak English. Hispanic student population in the public schools of North Carolina increased 107%, from 8,530 in 1990, to 17,699 in 1994. Many rural towns have seen the most dramatic impact in the growth of the Hispanic population. Thirty percent of the residents of Siler City in rural Randolph County are Hispanic.

The NCLA Literacy Committee reminded us that, while undocumented immigrants receive significant media attention, the vast majority of immigrants enter the country legally (87% in 1990). Each year, according to *Business Week*, immigrants pay \$90 billion in taxes and receive only \$5 billion in welfare.

Immigrants have special information needs, including English as a Second Language (ESL) instruction and study materials in audio and video, study materials for citizenship tests, information related to immigration laws, and community information on health and human services, as well as traditional reading material in their respective foreign languages.

The NCLA Literacy Committee called for "a more systematic, strategic and comprehensive approach" and challenged the North Carolina Library Association, as the state's professional library association, "to lead this effort." Since a coordinated, concentrated effort at the state level has failed with the dissolution of the NCFLC, the solution must now be at the grassroots level. Targeting the growing Spanish-speaking population of North Carolina is an excellent strategy, one that takes into account the NCFLC statistic that in 1990/91 Spanish language materials ranked number one in statewide interlibrary loan circulation.

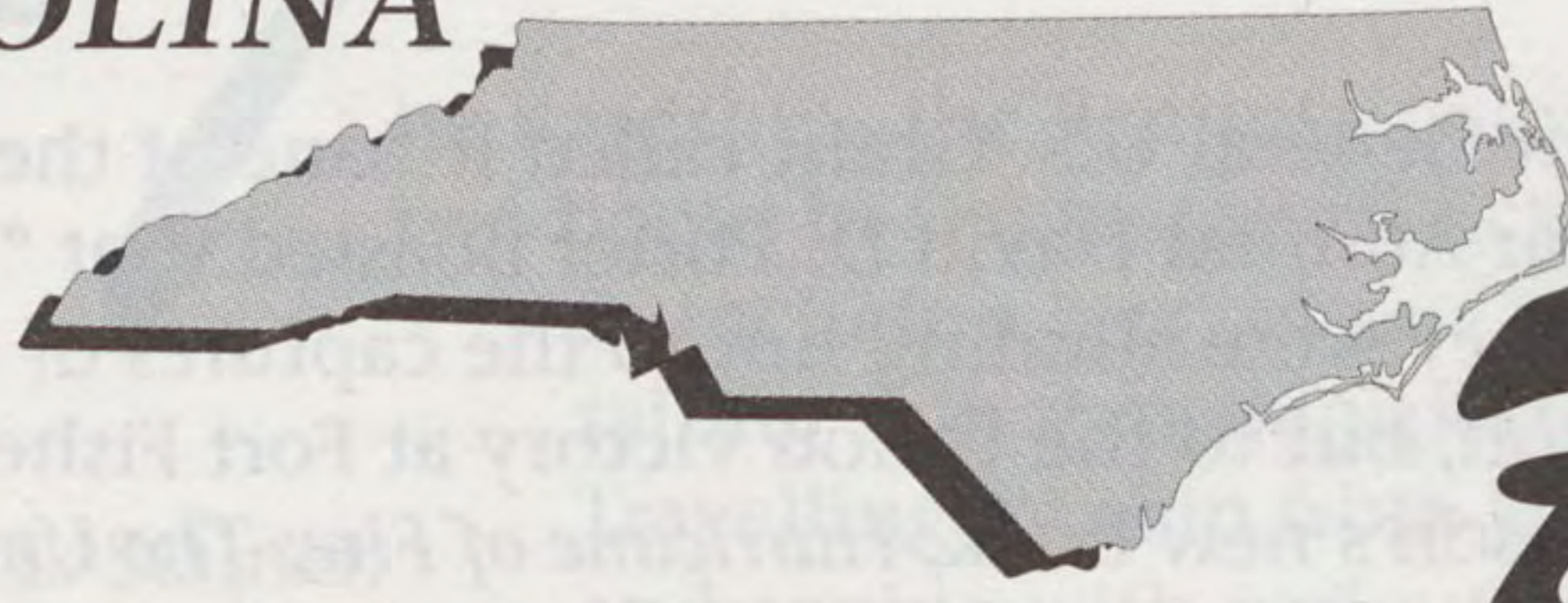
Are libraries willing to commit a portion of their acquisitions budget to the foreign languages, notably Spanish, spoken by the immigrant populations in their cities, towns, and rural areas? Perhaps libraries will consider the advice of Eleanor (Edwards) Ledbetter of the Cleveland Public Library system and Chair of the now-extinct American Library Association (ALA) Committee on Work with the Foreign Born (1918-1948). In the September 1928 issue of the *American Library Bulletin*, Ledbetter suggested that libraries should allocate a percentage of the book budget proportionate to the percentage of the population of each immigrant group in the community served.

If this fiscal strategy is adopted, it will go a long way toward making the public library truly democratic and responsive in meeting the reading and literacy needs of all North Carolinians, regardless of their places of birth. The finding of my Summer 1992 *North Carolina Libraries* article on the

NCFLC is still true today: "North Carolina immigrants as well as American immigrants in general have never been united and vocal in their demands for public services, including library service." We as librarians must take the lead because immigrants are the most silent population we serve.

... libraries should allocate a percentage of the book budget proportionate to the percentage of the population of each immigrant group in the community served.

NORTH CAROLINA



Books

Dorothy Hodder, Compiler

A

rthur Barlowe set the precedent when he wrote to Walter Raleigh in 1584 that the soil of Roanoke was "the most plentiful, sweete, fruitful and wholesome of all the world." Since that bit of hyperbole, most people who have written about the barrier islands off the North Carolina coast have called on their best superlatives to convey their wonderment of the place.

In *An Outer Banks Reader*, David Stick has excerpted 64 descriptions of the Outer Banks that date from the explorer Giovanni da Verrazzano writing in 1524 to explorer Ivor Noel Hume writing in 1994. The effort, Mr. Stick tells us, is to "explain the appeal of this place we call home." The writers include the less well-known, even an "Anonymous," as well as the famous — Rachel Carson and Carl Sandburg. It covers all of the topics standard to Outer Banks literature: lighthouses, lifesaving, market hunting, traditional boats, shipwrecks, hurricanes, the Lost Colony and the Roanoke Voyages, Old Christmas, and old salts. It has a helpful index and a list of sources of the articles.

Who better to compile this anthology than Mr. Stick, who has been collecting documentation of the Outer Banks since he had the good sense to relocate there from New Jersey at a very young age? His half century of collecting resulted in an impressive array of books, maps, and papers about the Outer Banks, which he very generously donated to the state in 1986 to create the Outer Banks History Center at Manteo, one of the state's best collections of coastal North Caroliniana. The Center is an appropriate and lasting monument to Stick and to his father, Frank. Profits from this book will benefit the Frank Stick Memorial Fund and the Outer Banks Community Foundation, both of which support the Center.

Jan DeBlieu is exactly the kind of writer Mr. Stick sought out for his anthology, someone new to the Outer Banks who catches its life cycles with a kind of wide-eyed reverence. In *Hatteras Journal*, originally published by Fulcrum in 1987 and reissued this year by John Blair, DeBlieu does just that, delivering a very personal account of her observations of Hatteras Island in lyrical fashion.

DeBlieu, an outlander who moved to Hatteras in 1985, pays homage to the standard totems of the Banks: shipwrecks, lifesaving, pirates, lighthouses, and the Roanoke voyages. But her heart is in the natural history of the Banks, its eelgrass, sea lettuce, loggerheads, and fiddler crabs. Some of her best writing describes the constant nor'easters and hurricanes that frequent the Outer Banks and help to define its character. The book contains a fair index and a select bibliography.

Both of these books should adorn the library shelves of anyone interested in the history of the state and the Outer Banks. They are a quick introduction to the flora, fauna, and history of the region for newcomers. And they are the perfect companion for a respite at the shore, after which the reader can pen his or her own impressions of this "goodliest land under the cope of heaven."

— Rodney Barfield
Chapel Hill Museum

David Stick, ed.

An Outer Banks Reader.

Chapel Hill: University of North Carolina Press, 1998. 317 pp. Cloth, \$29.95. ISBN 0-8078-2420-8. Paper, \$16.95. ISBN 0-8078-4726-7.

Jan DeBlieu

Hatteras Journal.

Winston-Salem: John F. Blair, Publisher, 1998. 232 pp. Paper, \$12.95. ISBN 0-89587-214-5.



lieutenant General U.S. Grant called it "one of the most important successes of the war." Rear Admiral David D. Porter boasted that "its fall sealed the fate of the Confederacy." They were alluding not to the captures of Confederate Richmond, Atlanta, or Charleston, but to the Union victory at Fort Fisher, North Carolina. Historian Charles M. Robinson's new book, *Hurricane of Fire: The Union Assault on Fort Fisher*, looks at the fascinating and generally overlooked story of the army-navy expeditions to capture the Confederacy's largest seacoast fortification in the last year of the war.

Unable to compete with the North's industrial might, the Confederacy shopped in Europe for supplies vital to its war effort. Rifle-muskets, cannon, ammunition, food, cloth, and medicines then were shipped aboard swift blockade running ships to the South. Wilmington, North Carolina, emerged as the Confederacy's most important blockade-running seaport, with three railroads to transport blockade-run goods to the Confederate armies in the field and civilians on the homefront. By 1864, Robert E. Lee's main source of supply was along the Wilmington and Weldon Railroad.

To protect Wilmington, Confederate engineers constructed a vast chain of fortifications. The key to the defense system was Fort Fisher, an immense sand fort built to guard New Inlet. Colonel William Lamb planned and designed the fort, which featured two walls of elevated batteries mounting 47 big seacoast guns. Both Union and Confederate observers deemed Fort Fisher impregnable against a naval attack, and dubbed it the "Gibraltar of the South."

The Federals finally attacked Fort Fisher on Christmas 1864, and for two days, they pounded the defenses with an intense naval bombardment. But the fort and its armament were not injured enough to justify a ground assault. The Union army commander aborted the mission and sailed north with his troops.

After a firestorm of controversy in the North, the navy successfully petitioned General Grant to renew the attack on Fort Fisher, resulting in the largest combined operation of the war in mid-January 1865. Admiral Porter's warships unleashed a bombardment as severe as in the Christmas attack, while army troops and a naval shore party stormed the fort. For more than five hours, the overwhelmed Confederate garrison fought hand-to-hand against a superior foe. The fall of Fort Fisher on the night of January 15, 1865, closed Wilmington to blockade running and hastened the downfall of the Confederacy.

Hurricane of Fire examines the factors that led to Wilmington's status as the Confederacy's preeminent blockade-running seaport, the necessity of safeguarding it with strong defenses like Fort Fisher, and the critical battles for possession of the key for the harbor. Robinson concentrates mainly on the U.S. Navy's role in the Fort Fisher battles, but by no means excludes the Union or Confederate armies. The author offers good detail on Fort Fisher's construction, the origins of the Union campaign to capture the fortress and the politics of command therein. Robinson's prose is tight and fast-paced, with only minor mistakes: North Carolina's early wartime governor was John W. Ellis, not William H. Ellis; and Wilmington's Ladies Aid Society was organized by Mrs. Armand J. DeRosset, not Mrs. William DeRosset.

For the more serious students of the Fort Fisher battles and the Wilmington Campaign, *Hurricane of Fire* offers no new revelations or interpretation. Like Rod Gragg's otherwise excellent 1991 book, *Confederate Goliath: The Battle of Fort Fisher*, Robinson's study fails to explain why General Grant, who was completely indifferent to the first Fort Fisher assault, was willing to renew the expedition against the fortress. (It was to support Sherman's 1865 march through the Carolinas enroute to Virginia). Robinson obviously admired Gragg's work, and rightly so, but he should have protested the Naval Institute Press's decision to use the exact same lithograph for the dust jacket for *Hurricane of Fire* that Gragg used on *Confederate Goliath*. Moreover, given that Robinson's focus is on the navy's role in the Fort Fisher battles, he might have looked at the U.S. Navy's extensive collection of log books for the warships that participated in the attacks. Nevertheless, with so few studies done on the important role Fort Fisher and Wilmington played in the Civil War, history buffs should welcome Charles M. Robinson's *Hurricane of Fire: The Union Assault on Fort Fisher*.

— Dr. Chris E. Fonvielle, Jr.
UNC-Wilmington

Charles M. Robinson III.

***Hurricane of Fire:
The Union Assault on Fort Fisher.***

Annapolis, Maryland: Naval Institute Press, 1998.
249 pp. \$28.00. ISBN 1-55750-720-1.



he hardships the Roanoke colonists faced are depicted vividly in the first two books in the historical fiction series, *The Lyon Saga*, which is projected to include a total of five books. The series takes its name from the sailing ship that transported the English colonists, the *Red Lyon*. Travelling by ship from England, founding a home in a new world, and coping with various travails are all told through the journal of Jessabel Archarde. Since Jessabel or Jess is fourteen, some of the plot is devoted to romance with her first love, George Howe, and later with a Croatoan, Akaiyan. The facts known about the colony are mixed well into the plots of the books, making for painless learning. The writing style is slightly stilted, which gives some of the flavor of the speaking and writing of the time but does not intrude into the readability of the books. Some transitions are abrupt, but the total effect of the *Lyon Saga* is a satisfactory one. The older adolescents and young adults who enjoy reading such historical fiction as *American Girls* and *Dear America* also should like reading the *Lyon Saga* series. A list of the names of 1587 Virginia colonists is appended along with books for further reading.

M. L. Stainer.

The Lyon's Roar.

Circleville, NY: Chicken Soup Press Inc., 1997.
160 pp. Cloth, \$9.95. ISBN 0-9646904-2-X.
Paper, \$6.95. ISBN 0-9646904-3-8

M. L. Stainer.

The Lyon's Cub.

Circleville, NY: Chicken Soup Press Inc., 1998.
162 pp. Cloth, \$9.95. ISBN 0-9646904-5-4.
Paper, \$6.95. ISBN 0-9646904-6-2.

— Mel Burton

Public Library of Charlotte & Mecklenburg



here are visions in the work of Sharyn McCrumb. People see things that were and will be. The past isn't content to stay dead and buried; it runs alongside the present, commenting, embellishing, explaining. It's a pattern and style that works, especially since McCrumb's setting is the wind-worn Appalachians. Time there catches and swirls, holds just a bit, before rushing on to wherever it goes.

McCrumb, a native of Mitchell County, has compared her books to mountain quilts. "I take brightly colored scraps of legends, ballads, and folklore of rural life and local tragedy, and I piece them together into a complex whole that tells not only a story but also a deeper truth about the culture of the mountain South."

Her latest quilt and the fifth book in her Ballad series tells the story of eighteen-year-old Frances "Frankie" Silver. On July 12, 1833, young Frankie became the first woman in North Carolina history to be hanged for murder. Her short drop carried her into the stories of kin and neighbors. These masters of the spoken word have kept alive the story of that wind-blown night nearly 170 years ago when tiny Frankie took an axe to her husband as he lay by the fire.

McCrumb, distantly related to the Silvers, tells how Frankie's mama and little brother helped cut up the body, attempting to burn the evidence in the fireplace. Not all of it burned, however, leaving husband Charlie to be buried in three separate graves.

Sharyn McCrumb.

The Ballad of Frankie Silver.

New York: NAL Dutton, 1998. 304 pp. \$23.95.
ISBN: 0-525-93969-5.

Woven into the tale of the nineteenth-century murder is the story of a modern-day death-row inmate and the man who sent him up, Sheriff Spencer Arrowood. Arrowood is the thread with which McCrumb sews together her scraps of mountain tales. And there lies the weakness of this particular work. As another inhabitant of those same parts, Senator Sam Ervin, once commented, "The constitution should be taken like mountain whiskey — undiluted and untaxed."

This mountain legend should have been treated like Ervin's whiskey.

McCrumb has built a following by exploring the interactions of the past and present. She is a master of the blend, but this time it just doesn't seem to work. *The Ballad of Frankie Silver* finds its full voice and power when the author is immersed in Frankie's story. Spencer Arrowood and the rest of the twentieth century cast are overshadowed by their ancestors. This is due to the simple power of the earlier tale juxtaposed against the modern but common six o'clock news crime.

There's a baby in Frankie's story. There's also a community trying to thwart the gallows despite her deed, and, of course, there are those three graves. But, most importantly, there is still mystery clinging to Frankie's crime. When asked by the Sheriff if she had any final words, the mountain girl stepped forward to speak only to hear her father call out, "Die with it in ye, Frankie."

For generations, mountain storytellers have asked and attempted to answer the question, "With what?" Add Sharyn McCrumb to their number — she has done a laudable job.

— Kevin Cherry

Rowan Public Library

S

cholarly books on southern history and women's history are proliferating, and in this well-done example the two types come together. The author, a history professor at UNC-Charlotte, has not only edited a series of remarkable and largely untapped documents from the era of the American Revolution, but has also written a good introduction and five chapter essays. The text sometimes goes beyond the evidence adduced from the petitions, and one suspects the present work is a prolegomena to another book. The title is somewhat misleading because all of the documents come from South and North Carolina, with only the essays considering related materials from Virginia and Georgia.

Cynthia A. Kierner.

***Southern Women in Revolution,
1776-1800:
Personal and Political Narratives.***

Columbia: University of South Carolina Press, 1998.
253 pp. \$34.95. ISBN 1-57003-218-1.

The petitions are grievances filed by women for losses incurred during the war or for other matters such as divorce. Careful analysis allows Kierner, author of two previous historical works, to present a view of how women and families were affected by military aspects of the Revolution and the temper of the times. Even though women could not vote, they could petition, and even some slave women petitioned. Women, however, as in much of the new historiography, appear not just as victims but also as doers, even as perpetrators. "The Revolution" should be remembered "as an event that affected and was affected by Americans from every walk of life."

Readings such as these help historians and students learn the flavor of past life, such as the divorce petition of an Edenton couple who, "soon after their intermarriage, there arose a variety of Quarrels and Disputes, between them; that they must never hope to taste that Comfort and Happiness in Wedlock." Or the freed slave in New Bern petitioning for legislative recognition of her status and that of her son who "turned out during the war in defence [sic] of his Country & exposed his life as an Artilleryman."

One nice publishing touch is that the well-researched footnotes are actually at the bottom of the page, a practice that should be encouraged. The index includes geographic locations, a boon to those looking for specific counties. The select bibliography is short but sufficient. This as a good purchase for academic and larger public libraries with an interest in North Carolina or women's history.

— Patrick Valentine

Wilson County Public Library

L

Living Stories of the Cherokee is quite simply a gift. Principal Chief of the Eastern Band of Cherokee Joyce Conseen Dugan points out in her foreword that Barbara Duncan has provided a rare opportunity for the Cherokee to share some of their stories in their authentic voices, rather than in one that merely has been appropriated by an outsider. Commending Duncan for the time she took to forge friendships with, listen to, and generally enter into the Cherokee community of the Qualla Boundary, Chief Dugan recognizes Duncan as unusual among the many who might have chosen a quicker, more superficial approach by reciting or retelling without first seeking understanding. Then Chief Dugan paradoxically encourages the reader to share the stories with their own family and friends, saying, "The voices you hear are those of my friends and neighbors, and now they become yours." Her statement is a promise of the pleasure and knowledge that this book will bring to any reader sharing Duncan's willingness to search out and hear genuine meaning.

Barbara R. Duncan, ed.

Living Stories of the Cherokee.

Chapel Hill: University of North Carolina Press,
1998. xv, 253 pp. Cloth, \$29.95.
ISBN 0-8078-2411-9. Paper, \$15.95. 0-8078-4719-4.

Duncan notes in the introduction that nearly a century has passed since James Mooney first published *Myths of the Cherokee* in 1900. *Living Stories of the Cherokee* is a benchmark publication that continues and amplifies the work Mooney defined and began. In university libraries, faculty members and students will welcome Duncan's discussion of how these stories are woven into a larger artistic tradition, comprising theater, dance, music, medicine, craft, and other visual arts.

Living Stories of the Cherokee is also an obvious candidate

for public and school libraries. One may open it to almost any page to reveal something interesting, entertaining, and informative; however, it is in taking Chief Dugan's advice to give voice to the stories that the deeper significance of this book sinks in. It not only offers a comparison with Mooney to see which stories have survived, changed, or vanished over the century; it also offers outsiders an unprecedented chance to witness the folk culture of the Cherokee, as it exists today in a spoken and active idiom.

The stories, as told by Davey Arch, Robert Bushyhead, Edna Chekelelee, Marie Junaluska, Kathi Smith Littlejohn, and Freeman Owle, are all strongly experiential accounts of ancient beliefs; of adventures; of religious history; of the disruptions wrought by colonization, the Trail of Tears, and punishment of schoolchildren for speaking Cherokee; of partially preserved medical and agricultural techniques; of ghosts; of how things came to be the way they are; of families; of plant and animal lore; but above all of values, of how to be in the world. For anyone fortunate enough to grow up in a family where storytelling is part of the daily routine, this book will fit naturally into that wonderful pattern. For families unacquainted with this way of life, here's the door. For teachers who want to augment existing history texts and other teaching tools, reading from *Living Stories of the Cherokee* will bring a powerful new set of insights. Older students will find reading from it an invaluable complement to the discovery of primary source material.

— Meredith Merritt

University of North Carolina at Charlotte

A sweeping story of the South during the Civil War, *Jacob's Ladder: A Story of Virginia during the War* captures both the history and the spirit of the times. Described as a mixture of the writing of historian Shelby Foote and novelist Margaret Mitchell, this historical epic illuminates and entertains.

Spanning the Civil War period, McCaig's novel follows the lives of a host of characters, including slaves and masters, blacks and whites, civilians and soldiers, and Northerners and Southerners. The story begins in 1857 Virginia at the prosperous Stratford Plantation, which is owned by the benevolent Southern gentleman, Samuel Gatewood. Other characters include Samuel's wife, Abigail, and their children, reckless Duncan and delicate Leona.

As a young man, Duncan takes a slave mistress, the beautiful light-skinned Midge, and fathers a child by her. When Samuel Gatewood discovers the affair, he sends Duncan to military school and arranges a marriage between Midge and his strongest farm worker, Jesse, who happens to be literate. When he sells Midge and her son to a slave trader, Jesse runs away to find his beloved wife. The plot follows Midge (who is now called Maggie) from Virginia to Tennessee brothels and eventually to the Confederate ports of Wilmington and Richmond. Maggie is sold to Silas

Omohundru, who eventually marries her. When the war breaks out, Omohundru becomes a blockade runner in Wilmington, one of the few cities in the South where people prospered during the Civil War.

Meanwhile, Duncan Gatewood joins the Confederate army, and Jesse eventually joins the Union Army. The plot intertwines rich elements, including Confederate deserters, a community of German Brethren pacifists, women left behind, brave and overwhelmed soldiers, and historical figures such as Robert E. Lee and Stonewall Jackson. Battle scenes are graphic and detailed, describing both the heroism and horror of war. The author's research of Civil War battles, weapons, and medicine keep time, place, and action historically accurate.

Donald McCaig is a skilled storyteller and has written a strong novel with well-portrayed characters, an interesting and intricate plot, and ample historical detail to hold the reader's attention. His understanding and sympathy for the many sides of the conflict become apparent and allow the reader to examine not only the issues but also the motivations of the people of the period. *Jacob's Ladder* succeeds as a history and as a novel of the Civil War.

McCaig is the author of the national bestsellers *Nop's Trials* and *Eminent Dogs, Dangerous Men*. This novel is a selection of the Book-of-the-Month Club, History Book Club, and Quality Paperback Book Club. Recommended for popular collections.

— Joan Sherif

Northwestern Regional Library

Donald McCaig.

***Jacob's Ladder:
A Story of Virginia during the War.***

New York: Norton, 1998. 525 pp. \$25.95.
ISBN 0-393-04629-X.

W

o one wants to think about, much less talk about it. Then, one day, it happens. A supervisor calls a meeting and says, "You are going to be laid off; this plant is going to close down." What goes through your mind as you work those last shifts knowing that you have spent ten, twenty, or even more years of your life doing a job that soon you will no longer do? How would you feel about trying to find a new job when you are over 50 years old? How will you feed, clothe, and educate your children when your financial support structure collapses? *Closing* explores these and other very difficult questions as they spin out for the last employees of the White Furniture Company of Mebane, North Carolina.

White Furniture Company began in Mebane in 1881, and over a period of years it built a national reputation for the quality of its furniture products. The company was founded and run for most of its existence by members of the White family, who practiced a form of benign paternalism over the employees. A job at White, even during the Great Depression, was a job for life; and White's workers considered themselves to be fine craftsmen. By the mid-1980s, however, White's profits were falling and the company was sold to Hickory Manufacturing Corporation. Hickory's management philosophy of "more, cheaper, faster" production created tension with White's craft style of production. Within seven years, White Furniture was closed down.

Bill Bamberger visited the White Company just three months before it closed in 1992 and photographed the workers on the assembly line. He returned later to photograph the auctioning of equipment and the final, hollow emptiness of the vacant plant. Cathy Davidson spent a year talking with people who had, or whose family members had,

worked in the White factory, and supplemented her field research by using tapes relating to the White Furniture Company in the Southern Oral History Program at UNC-Chapel Hill. In *Closing*, the authors combine their research, oral narrative, and photographs to look at the very painful, human side of job loss. Readers are drawn into the lives of several of the last White employees and given the opportunity to view the demise of the company from this unique viewpoint.

Closing is an excellent book that should have wide reader appeal; it is recommended for high school, public, and academic libraries.

—John Welch

State Library of North Carolina

Bill Bamberger and Cathy N. Davidson.

Closing:
The Life and Death of an
American Factory.

New York: W.W. Norton, 1998.
223 pp. \$27.50. ISBN 0-393-04568-4.

7

he Civil War is finally over and Maddie and her family are finally free — free to own their own farm, free to learn skilled trades, free to walk into any store. Almost. The idea of freedom is delicious, but the reality is filled with both hope and fear. While Maddie dreams of being a teacher — maybe even going to a college someday — her family must walk the gauntlet between sympathetic folk and the angry, defeated, white Southerners.

In this sequel to *Sound the Jubilee* Maddie is fifteen years old, old enough for young men to look at her with matrimonial intentions. She is old enough to adopt and care for a small child who has seen the worst of the war, and who is still too terrified to speak. Maddie works hard alongside her family as they try to build a new, free life. And during this difficult time of change and adjustment, she comes to learn and accept that goals and dreams sometimes change.

Sandra Forrester.

My Home is Over Jordan.

New York: Lodestar Books, 1997.
163 pp. \$15.99. ISBN 0-525-67568-X.

Maddie is a lovely character, warm and down-to-earth, yet with a mind spinning dreams. Her family and friends, all of them freed slaves, are as earnest and hardworking as she is. The bad folk are very bad and the good ones are almost saintly, but the dichotomy works well to show the difficult path the freed slaves must tread.

My Home is Over Jordan is a worthy addition to Reconstruction stories. The text is clear and often elegantly simple. The cover illustration is engaging. North Carolina history provides a rich backdrop to Maddie's character. And Maddie is, above all things, a young girl—similar to young girls both now and then—who must cope with the world around her while doing her best to grow up. Recommended for both public and school libraries, readers age 10 to 15.

—Frances M. Wood
Durham County Public Library

OTHER PUBLICATIONS OF INTEREST ...

Starting our list with North Carolina's colonial history, H. Tyler Blethen and Curtis W. Wood, Jr. are the authors of *From Ulster to Carolina: The Migration of the Scotch-Irish to Southwestern North Carolina*. They examine the religion, occupations, living conditions, social life, and customs of the Ulster Scots who settled in southwestern North Carolina, and describe their influence on early American agricultural practices and culture. Originally published by Western Carolina University to accompany a major exhibition of the same title, this revised edition is the first of a projected series of titles about the history of western North Carolina to be published jointly by the Historical Publications Section and the Appalachian Consortium of Boone. (1998; Historical Publications Section, Division of Archives and History, 109 E. Jones St., Raleigh, NC 27601-2807; xi, 71 pp.; paper, \$9.00 plus \$3.00 postage; ISBN 0-86526-279-9.)

Gerald and Patricia Gutek have compiled a guidebook titled *Visiting Utopian Communities: A Guide to the Shakers, Moravians, and Others*, which includes a chapter on the Moravian settlement at Salem. Each of the 20 entries describes the community's origin, ideology, history, and significance; a biographical sketch of its founder; a self-guided tour detailing the architecture, industries, crafts, art, and artifacts associated with the settlement; current telephone numbers, times of operation, and fees; and information about restaurants, shops, facilities, lodgings, tours, and special events. (1998; University of South Carolina Press, 937 Assembly St., Carolina Plaza, 8th Floor, Columbia, SC 29208; 230 pp.; paper, \$16.95; ISBN 1-57003-210-6.)

Daniel W. Barefoot, author of the *Touring the Backroads of North Carolina's Upper (and Lower) Coast*, has put together 14 tours for Revolutionary War enthusiasts in *Touring North Carolina's Revolutionary War Sites*. The volume, which is illustrated with maps and black-and-white photographs, attempts to cover every significant Revolutionary War site in the state, and many lesser-known or forgotten sites. It includes an extensive bibliography and index. (1998; John F. Blair, Publisher, 1406 Plaza Dr., Winston-Salem, NC 27103; xv, 488 pp.; paper, \$21.95; ISBN 0-89587-217-X.)

Perry Deane Young has dug into *The Untold Story of Frankie Silver*, the first woman to be hanged for murder in North Carolina. He includes the text of the original documents and news reports from the controversial husband-killing case, which played out between 1831 and 1833. Also included is a bibliography and a genealogy of Frankie's descendants. (1998; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; 193 pp.; paper, \$14.95; ISBN 1-878086-66-9.)

Archie N. McIntosh, M.D., is the author of *Little Doc*, a collection of stories about boyhood adventures and interesting neighbors in Old Fort, North Carolina, in 1932 and 1933, his twelfth year. The son of a physician, he grew up to practice medicine for over 50 years in nearby Marion, North Carolina. (1995; Archie N. McIntosh, M.D., P.O. Box 991, Marion, NC 28752; 192 pp.; paper, \$20.00; no ISBN.)

Former state senator Herbert L. Hyde has published his memories of boyhood in Swain County just before World War II in *My Home is in the Smoky Mountains*. Hyde practices law in Asheville, and is a noted orator. (1998; distributed by Alexander Books, 65 Macedonia Rd., Alexander, NC 28701; 193 pp.; paper, \$14.99; ISBN 1-56664-133-0.)

From the Civil Rights era we have *Ella Baker: Freedom Bound*, by Joanne Grant. Baker was born in Norfolk in 1903, attended Shaw University in Raleigh, and moved north during the Harlem Renaissance. She was active in promoting desegregation of schools and encouraging African American voter registration and political participation during the 1940s, '50s, and '60s. She was a national officer of the NAACP and helped found the Southern Christian Leadership Conference and the Student Nonviolent Coordinating Committee. Includes notes, bibliography, and index. (1998; John Wiley & Sons, Inc., 605 Third Ave., New York, NY 10158-0012; xviii, 270 pp.; \$24.95; ISBN 0-471-02020-6.)

Addresses and Public Papers of James Grubbs Martin, Governor of North Carolina, Volume II, 1989-1993, covers his second term of office. Editor Jan-Michael Poff, who is also the editor of the first volume of Governor Martin's papers, selected 139 speeches and press releases to present the aspirations and accomplishments of his administration. Lists of omitted speeches and executive orders are appended, with a roster of appointees to boards and commissions during his eight years in office. Indexed. A limited number are available free to the public, with shipping. (1998; Historical Publications Section, Division of Archives and History, 109 E. Jones St., Raleigh, NC 27601-2807; xxxii, 763 pp.; \$4.00 postage; ISBN 0-86526-265-9.)

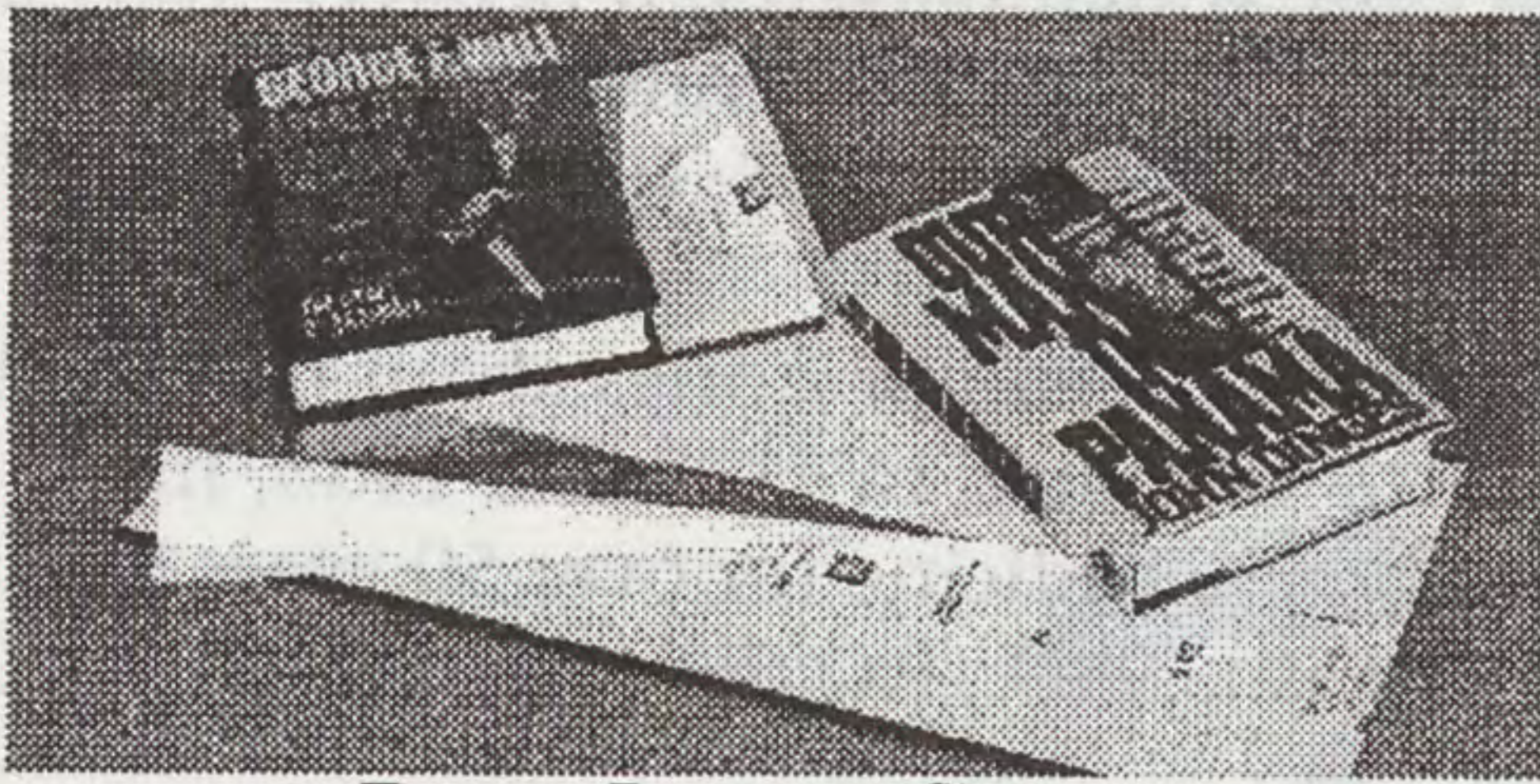
J. Chris Holaday has compiled *Professional Baseball in North Carolina: An Illustrated City-by-City History, 1901-1996*. Year-by-year summaries are provided for 72 towns, with lists of notable players and club records. Biographies of 20 prominent minor leaguers are included, as is an appendix of nearly 2,000 major leaguers who played for a North Carolina team. The Negro league and textile league are covered briefly. Indexed. (1998; McFarland & Company, Inc., Publishers, Box 611, Jefferson, NC 28640, order line 1-800-253-2187; 251 pp.; \$35.00 plus \$4.00 postage; ISBN 0-7864-0532-5.)

Close to the Heart: A Family's Encounter with Breast Cancer is Barry Teater's tribute to his sister, Gena, who was diagnosed with the disease at age 29 and died seven years later. This personal account offers extremely detailed information about surgery, chemotherapy, radiotherapy, bone marrow transplants, and all aspects of living with breast cancer. Beyond practical advice, it offers inspiration for managing life with a terminal disease. (1997; Marblehead Publishing, distributed by Southern Book Service, 1318 Old Trinity Circle, Raleigh, NC 27607; xi, 175 pp.; \$9.95, library price \$7.00; ISBN 0-943335-06-X.)

Mountain Year: A Southern Appalachian Nature Notebook includes 85 essays on the flora and fauna of the southern Appalachian mountains by Barbara G. Hallowell, arranged by season. Many first appeared as columns in the *Hendersonville (NC) Times-News*. The book is illustrated with 60 beautiful color photographs, and includes a list of references and an index. (1998; John F. Blair, Publisher, 1406 Plaza Dr., Winston-Salem, NC 27103; 289 pp.; paper, \$18.95; ISBN 0-89587-222-6.)

Parkway Byways by James R. Hinkel guides the traveler through 20 routes along the side roads close to the Blue Ridge Parkway, the Shenandoah National Park, and the Great Smoky Mountains National Park. Includes maps, black-and-white photographs, and index. (1998; Parkway Publishers, Inc., P.O. Box 3678, Boone, NC 28607; 227 pp.; paper, \$18.95; ISBN 1-887905-07-3.)

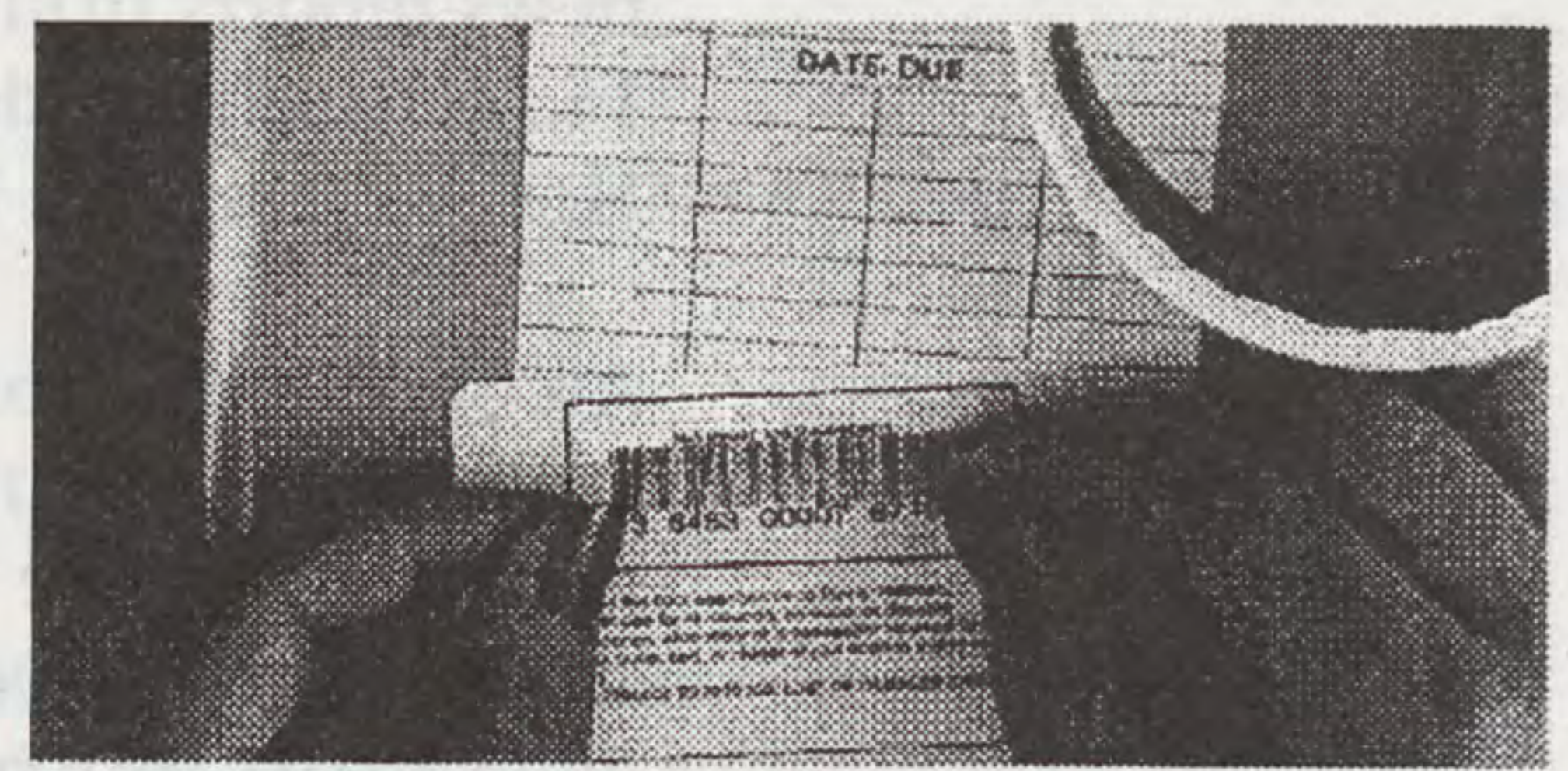
Finally, the revised and updated edition of Jay Barnes's *North Carolina's Hurricane History* came out just in time for hurricane season. Originally published in 1995, the blow-by-blow account now includes 1996's Fran and Bertha in its list of miscreants. (1998; The University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; 256 pp; paper, \$18.95; ISBN 0-8078-4728-3; cloth, \$34.95; ISBN 0-8078-2416-X.)



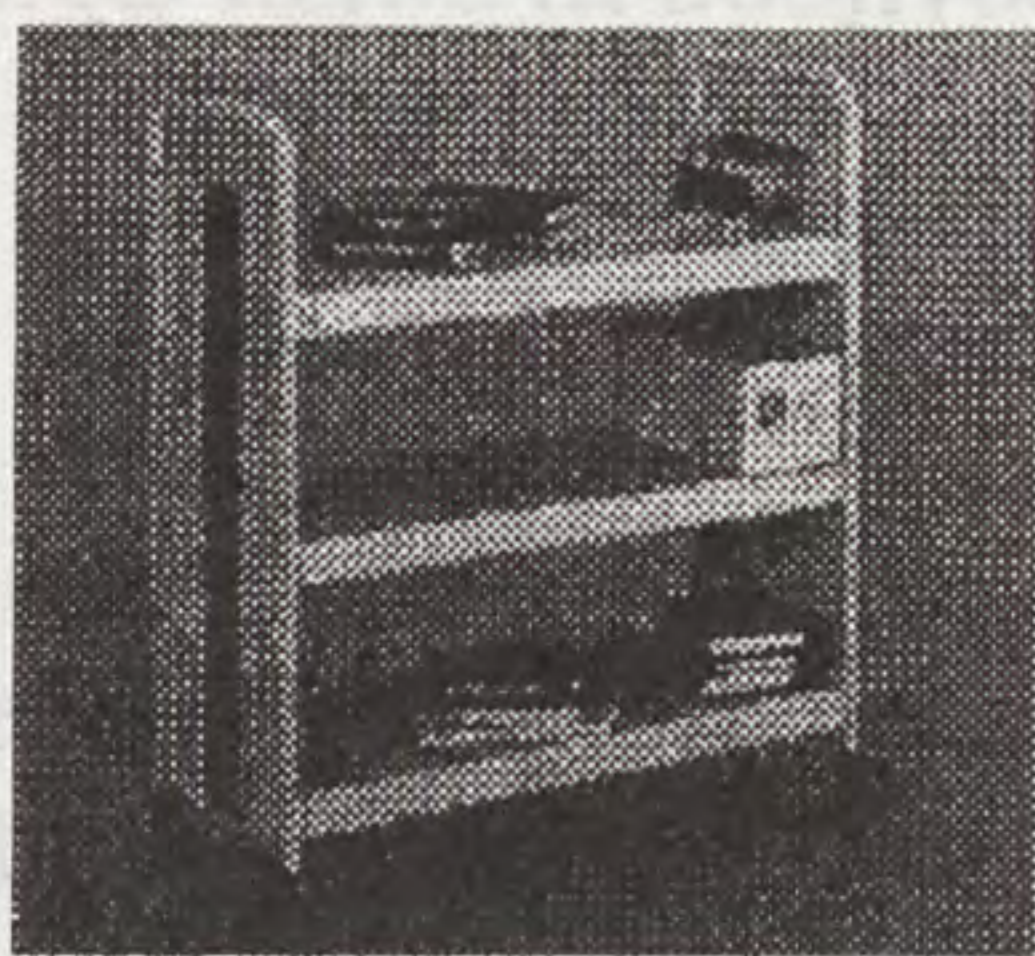
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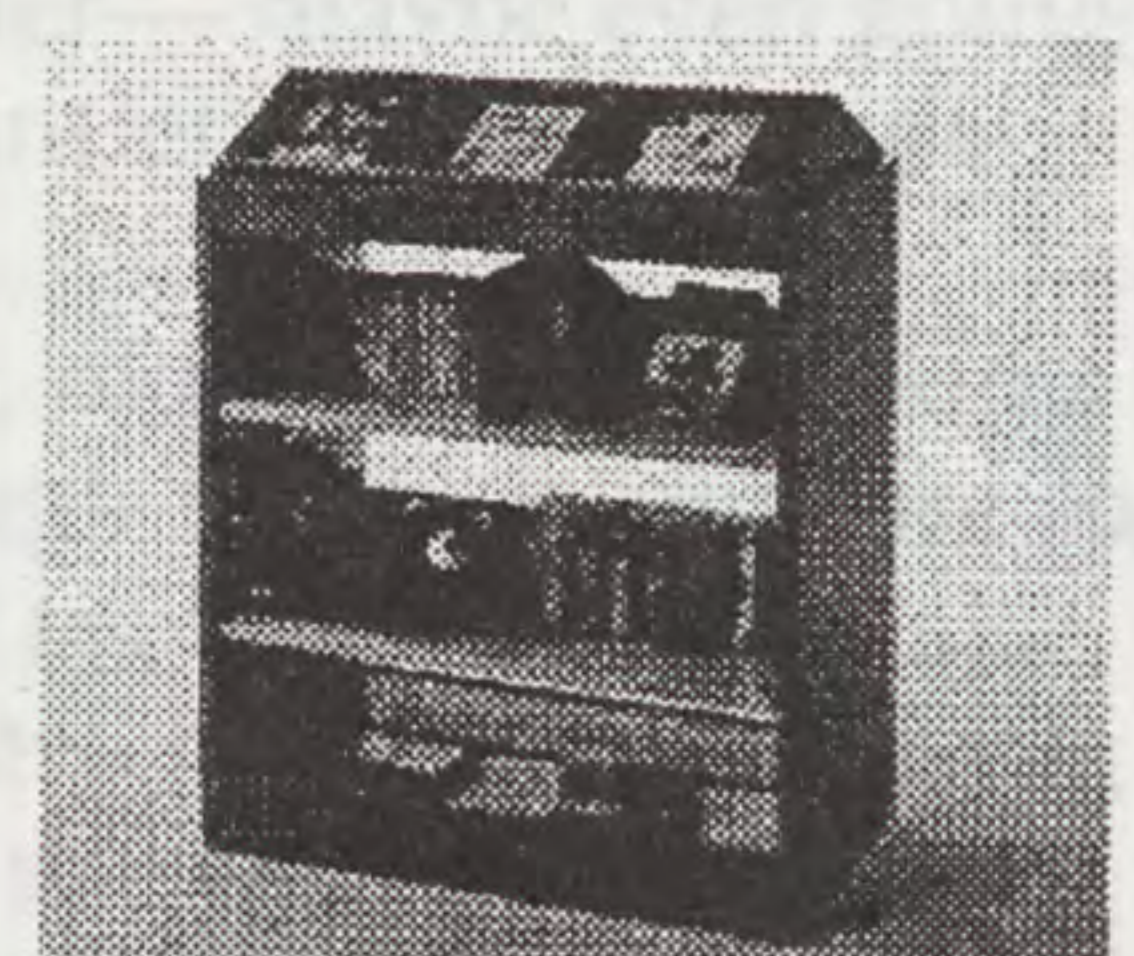
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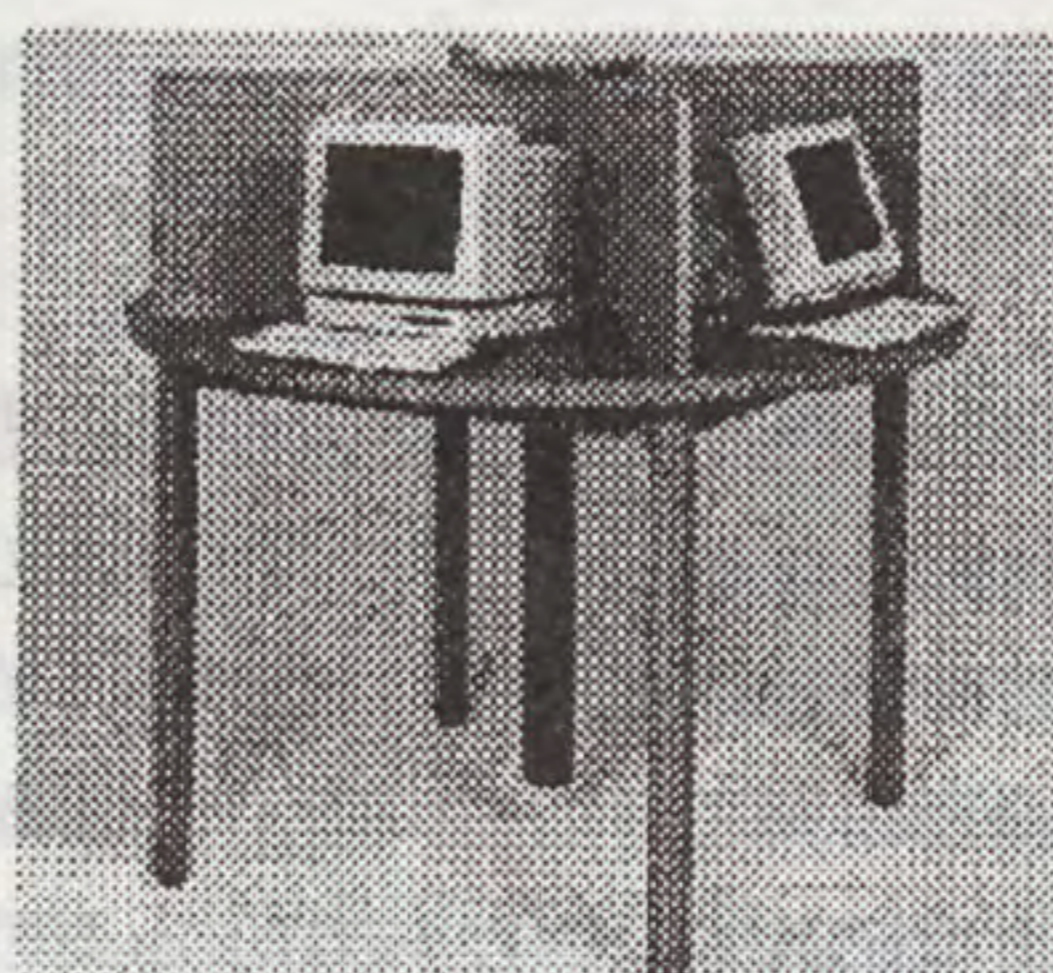
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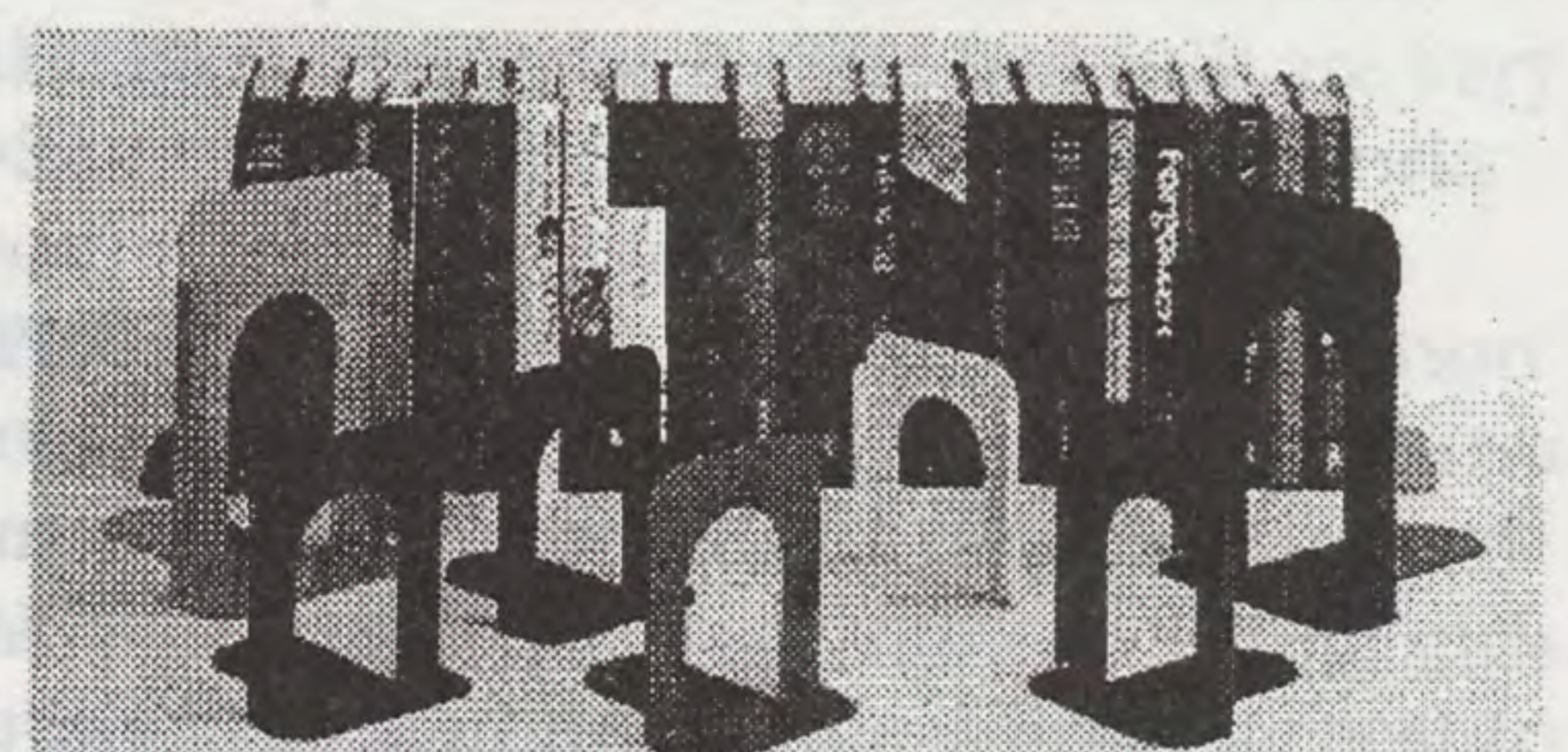
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*Lagniappe (lan-yap', lan' yap') n. An extra or unexpected gift or benefit. [Louisiana French]

Reel North Carolina II: More Movies and Videos from the Old North State

The first column of reviews of movies and videos with a North Carolina connection appeared one year ago in the Summer 1997 issue of *North Carolina Libraries*. Since North Carolina is now second only to California as the place of choice for filmmakers and producers, we must work overtime to keep up with the production of new films and videos here in the Old North State.

The casting call is hereby posted: MOVIE REVIEWERS WANTED. Share your memories of fond films of the past or your critiques of new films and videos. Send your review for inclusion in "Reel North Carolina III."

This fond tribute to the career of North Carolina native Charles Kuralt originally was aired as the CBS "Sunday Morning" program two days after Kuralt's death at the age of 62 on July 4, 1997. Hosted by Charles Osgood (who took over as host of "Sunday Morning" when Kuralt retired in 1994), the program reviews Kuralt's tenure at CBS, which began in 1957. Those early years, shown in black-and-white footage, record Kuralt reporting from some particularly dangerous places, including Vietnam and the Congo, but they also show the genesis of the pieces that would become Kuralt's trademark — his look at the neighborhood and the people of 117th Street in New York City.

Osgood notes that what Kuralt valued most was greatness of spirit. Kuralt's profiles of extraordinary people (from both his "On the Road" series and "Sunday Morning") show that in his travels across the country, he found this greatness in abundance. And he found it mostly in people we didn't know, such as Jethro Mann of Belmont, North Carolina, who repairs bikes and loans them to any child who doesn't have one, while teaching the older kids to repair bikes for the younger. Osgood's affection for Kuralt is apparent. The video includes a portion of Osgood's interview with Kuralt upon the publication of his book *Charles Kuralt's America*. It is one of the few times we hear Kuralt talking (a bit) about himself. Clearly, Kuralt was more comfortable telling us about the people he met.

This profile spotlights the talent for which Kuralt no doubt will be best remembered: discovering people with remarkable stories, who at first glance seem to be just plain folks encountered everyday throughout America. Fittingly, the "Sunday Morning" program ends with its usual montage of pastoral scenes, with only the breeze and birds for musical accompaniment. This time the montage features scenes from the coast to the mountains of beautiful North Carolina, Kuralt's birthplace, with which he maintained strong ties throughout his life.

No North Carolina library with a video collection should be without this title.

— Melody Moxley
Rowan Public Library

A Tribute to Charles Kuralt.

CBS Video; 1997; color; 53 min.; \$14.98.

Dist. by Baker & Taylor Entertainment

(1-800-775-2600)

and Ingram Library Services

(1-800-937-5300).

How many minor league baseball teams can you name? Unless you live in Asheville, Hickory, Winston-Salem, or Wilmington, the Tourists, Crawdads, Warthogs, or Sharks are probably not too familiar to you. Now what about the Durham Bulls? Thanks to the 1988 film, *Bull Durham*, starring Susan Sarandon, Kevin Costner, and Tim Robbins, there is one minor league team that has arguably won a place in popular consciousness usually reserved for the likes of the Yankees and the Braves. Film producer and Durham native Thom Mount brought his cast and crew to the Bull City in the fall of 1987 to create a film that would immortalize a North Carolina team. In *Bull Durham*, Ron Shelton, the former minor league baseball player who wrote and directed the film manages to convey the unglamorous reality of life in the minors with faithful reverence, while spinning a sexy and intelligent comedic yarn.

Bull Durham.

1988; color; 108 min.;
video released Feb. 1989; laser, cx encoded;
\$39.95 Dist. by Image Entertainment,
9333 Oso Ave., Chatsworth, CA 91311.
Order No. ID63120R.
Telephone: 1-800-407-9100.
FAX: 1-800-407-9111.

The story involves the triangle of Sarandon as Annie Savoy, a part-time English teacher and full-time baseball junkie; Robbins as "Nuke" LaLoosh, a talented, but green pitcher; and Costner as Crash Davis, a veteran catcher brought in by the team to mold the younger player into a star. Annie reveals a similar mission as she enters an affair with Nuke that has as much to do with civilizing his behavior and strengthening his game as exploring new forms of pleasure. As her narration reveals, Annie "worships at the church of baseball," choosing one lucky player each season to prosper from her own brand of religious training. Though attracted to the intelligent and experienced Crash, who can match her verse for verse and speak knowingly on quantum physics, Annie initially resists his charms in favor of the more pliable young player. Not to worry, eventually the two older and wiser characters relent to their passions and heat up the screen, dancing joyfully together as the closing credits roll. Despite the emphasis on love and lust,

baseball is not neglected as the season unfolds, with its long schedule of games played across the region under less than stellar conditions. Nuke learns to control his powerful arm and earns a chance in the majors while Crash gets his own swing at personal triumph. By the film's end, all the characters achieve some level of personal growth, while allowing themselves and the audience a lot of fun along the way.

When first released, *Bull Durham* received some local criticism for its depiction of Durham as a quaint Southern town. By watching the film, it is hard to recognize the bustling urban center with its world class university, medical school, and modern dance festival. Ultimately this portrayal of Durham can be forgiven. *Bull Durham* is a romance, and a little romanticizing of the locale is allowed. Consider that the Durham Athletic Park, another star of the film, with its intimate stands, advertisements for Bojangles and Northgate Mall, and its crazy, smoke-snorting bull, was replaced after the movie's release by a modern state-of-the-art stadium with sky boxes and gourmet concessions. In reality the new stadium is a more comfortable and practical venue for watching a game, but in the film, the old park and the small town spirit of Durham survive timelessly as a place where people live and play baseball, not for big bucks or media-fed glory, but for the love of it and the spiritual deliverance it can provide.

Rated R, for sexual situations and strong language, this film is not recommended for younger viewers. It does belong in any collection devoted to North Carolina and/or baseball.

— Billy King
State Library of North Carolina

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NORTH CAROLINA LIBRARY ASSOCIATION

Minutes of the Executive Board

July 17, 1998, Watauga County Public Library

Attending: Beverley Gass, Al Jones, Maureen Costello, Susan Adams, Martha Davis, Rhoda Channing, Eleanor Cook, Dave Fergusson, Tracy Babiasz, Carolyn Price, Shirley Gregory, Marilyn Miller, Carol Truett, Carol Freeman, Gayle Kersey, Catherine Wilkinson, Diane Kester, Peggy Quinn, Karen Gavigan, Melinda Ratchford, Ann Miller, Ginny Gilbert, Lila Friday, Peter Keber.

President Beverley Gass called the meeting to order and asked for approval of the April minutes. They were approved with one correction: the spelling of the name Wilkerson to Wilkinson.

President Gass asked the group to introduce themselves, giving name and position with NCLA.

President's Report

President Gass and Al Jones revised the vision statement to include the comments from the last meeting. Discussion was held and the statement was approved and accepted as the Vision Statement for the North Carolina Library Association.

A request was presented from Janet Freeman, chair of NC Live, for funds to purchase a 4-panel display at a cost of \$2,200. The display would be "checked out" across the state for exhibit opportunities. Discussion included questions regarding the clarification of the availability of the unit throughout the state, the cost of one unit, versus two, and the cost(s) for shipping the display. The motion to approve the expense was passed with the recommendation that NC Live be encouraged to purchase two units with the \$2,200. President Gass will work with Janet Freeman regarding the concerns of access to the display.

Treasurer's Report

Diane Kester asked for discussion regarding the Association's treasurer's report. Each section and round table received an individual report reflecting its own financial status as of the 2nd quarter. Questions about the Children's Book award money was directed to both the Children's Services Section and NCASL. It was recommended that Maureen Costello, Administrative Assistant, develop a "head count" form to be used at all workshop/events to calculate the funds to be received by the Association.

Section/Round Table Reports

Children's Services Section

Susan Adams reported that the Children's Services Section met on June 1, 1998 to finalize plans for the biennial retreat. The retreat, entitled "Reading Renaissance: a Retreat to Rediscover the Book," will begin at noon on October 26, end at noon on October 27 and will be held at the Brown's Summit Hotel.

Speakers will include Jim Rossinia, who will discuss the "ages and stages" of adolescence, Dr. Denise Palas, who will discuss physiological stages and pre-reading in school children, and Dr. Dudley Shearborn of Salem College will energize the group to "go forth and discuss" books. A "mock" Newbery book discussion - led by individuals who have actually participated in the real discussion, and a relaxing evening featuring storytelling around the fire will be included also.

College and University Section

Shirley Gregory, Director of the Library at Barton College and new chair, reported that the College and University Section has reorganized after the resignation of chairman Dr. Clarence Toomer in May. Bobby C. Wynn, Director of Library Services Fayetteville State University, has accepted the position of vice chair. The section is discussing union with the Community and Junior College section, but has not been able to meet with their representative.

A fall workshop is being planned for November 6, 1998. The title of the workshop is "Fulfilling the Promise of the Millennium: Purposes, Perspectives, and Possibilities." The keynote address will be given by Dr. Benjamin Speller of North Carolina Central University. Break out sessions will focus on the future that is here, NC Live.

These sessions will address education and access.

Community and Junior College Section

Martha Davis reported that CJCLS is working with the NC Library Paraprofessional Association on a joint workshop that will tentatively be scheduled for the fall. This will allow the NCLPA to survey their group for a topic of interest.

Documents Section

Ann Miller reported on the section's spring program "The Old North State: State, County and Local Information in North Carolina" which took place May 15, 1998 at the McKimmon Center in Raleigh. It was a great success, with attendance at around 60 participants. Nancy Kohlenbrander, Vice-Chair/Chair-Elect is now planning the Fall Program, to take place in October, focusing on coping with electronic documents.

Candidates for Vice-Chair/Chair-Elect and Treasurer will be sought in the coming months.

The State Depository System Advisory Board has asked the Documents Section to create a task force to examine the changing formats in which state information is being issued and the impact that will have on public access. The task force will identify core state information which needs to be preserved in printed form, examine the change from print to electronic distribution and the issues involved and begin to examine possible legislative action needed. The details of the charge and the membership of the task force are still being established.

Marilyn Schuster of UNC-Charlotte and Mike Van Fossen of UNC-Chapel Hill have agreed to serve as section liaisons to the Publications Committee. Marilyn will work with the newsletter project and Mike with the Web page.

Library and Management Section

Rhoda Channing reported that a Treasurer's report indicating the section to be in poor financial position was cleared up once pre-conference expenses charged to the section and revenues allocated to the section had been analyzed.

The joint mentoring initiative between the New Members Round Table and LAMS has gone forward with the appointment of a Steering Committee to prepare a brochure and survey information. Appointed from LAMS are Mary McAfee from Forsyth Public, Robert Canida II from UNC-Pembroke, and Kate Hickey of Elon College.

Rhoda Channing attended a meeting of the Resources and Technical Services Section Board to continue planning the RTSS/LAMS workshop on assessment. All of the details of the meeting seem to be working out and a large attendance is anticipated.

The LAMS Board met on July 10 at Wake Forest University. Reports were heard on the budget, the mentoring program, and the fall workshop. Gwen Jackson spoke about the need to include school library media specialists in the mentoring program. Robert Burgin will head the nominating committee for LAMS, and will make suggestions as to other members. Martha Davis, Chair-Elect, gave a comprehensive report on the Council of LAMA Affiliates' meeting she attended at ALA. Martha had several ideas for possible programs that could be pre-conference sessions at the next NCLA biennial conference. It was decided to get more information about the various Institutes offered by the divisions.

Martha will also be following up on lapsed members of LAMS. Various ways of increasing and marketing membership were considered. It was felt that the mentoring program will increase personal involvement of members and possibly attract new ones to LAMS.

NC Association of School Librarians Section

Melinda Ratchford and Karen Gavigan reported that the NCASL Conference are scheduled to be held September 16-18, 1998, offering outstanding speakers and presenters. The theme "Tool Time" is so appropriate because of the vast array of "tools" media specialists are being asked to provide and use.

The AASL meetings at ALA were attended by both Melinda and Karen. A tremendous effort is under way to get the Information Power advocacy plan into effect.

The NCASL Executive Board met on June 3, 1998. Details about the upcoming conference were discussed. The board voted to nominate Laura Williams and Vicki Stanfield to attend the NCLA Leadership Institute in October. NC Book Awards were given to *Roses Are Pink, Your Feet Really Stink* by Diane DeGroat, and *Shiloh Season*, by Phyllis Naylor. Information concerning awards and scholarships have been sent out with a July 10, 1998 deadline for their return. Awards and scholarships will be presented during the

opening session on Thursday morning. A decision was made to present "A Lifetime Achievement Award" during this time also. Marilyn Shontz reported that she is still making revisions to the Profile of NC School Libraries Survey. It is hoped that the data in this report, expected to be out after Labor Day, can be used to support library programs across North Carolina. A boost in NCASL membership is anticipated with the upcoming conference. Laura Williams is looking for a permanent place to host the NCASL web page. It was suggested to check with East Carolina University. A suggestion was also made to put an application for membership on the web page. Melinda Ratchford reported that she and Sue Spencer are on the NC State Library Committee for Sharing Resources. They are looking into the possibility of a State-Wide Union Catalog. A conference was discussed to hear issues from all kinds of libraries. Laura Williams and Marilyn Shontz will be responsible for finding someone to be in charge of the newsletter. The next Executive Board meeting will be held on September 16, 1998 at 5:00 PM in the 3rd floor boardroom of the Benton Civic Center.

NC Library Paraprofessional Round Table

In a written report, Frances Lampley, the new chair reported that an Executive Board meeting was held on June 19, 1998 in Hendersonville. Discussion was held regarding programs planned - whether to continue the plans for workshops, whether or not to conduct one as a test, or whether to change the workshop altogether. After much discussion, it was decided that since the plans had been approved by the board at the last meeting, workshops should continue as planned. Contact was to be made with Martha Davis of LAMS concerning the progress made.

Lou Bryant submitted her resignation as chair. A replacement director is being sought for District 2. The next meeting will be scheduled for late August or early September.

NC Public Library Trustee Association

There was no report.

New Members Round Table

The board of the New Members Round Table met on June 9. The board is proceeding with an implementation of the mentoring program for NCLA members. After discussion with members of the LAMS board, a steering committee (made up of Jennie Hunt and Jane Casto from the NMRT board and Robert Canida, Kate Hickey and Mary McAfee from the LAMS board) was formed and will begin to pull together a brochure to describe the program and request applications. Workshops for the participants will be considered also.

The 2nd Annual NMRT's Big Adventure was held on July 10 in Greensboro. Fourteen librarians met and mingled as they visited several local libraries. More Big Adventures will be planned for the future. Jennie Hunt,

Director for Programming, is looking towards another fall program in the fall with a possible theme of fundraising and grant opportunities in libraries.

The NMRT newsletter should be mailed sometime in the new few weeks. A great deal of time has been spent discussing means of publishing more online to reduce the amount of printing necessary and the speed with which information is distributed. Plans are being made to survey members regarding their needs in an upcoming newsletter issue.

The board agreed to support NCLA Leadership Institute 1998 with a donation.

Members have been queried about the type of program(s) they would like to see at the next biennial conference. The topic will be discussed in detail at future board meetings.

Public Library Section

Steve Sumerford was unable to attend this meeting but reported through Beverley Gass that PLS committees were making progress.

Reference & Adult Services Section

Carolyn Price reported that the RASS Executive Committee met on Friday, May 1, 1998 at the Durham County Public Library. Philip Banks was voted Vice-Chair/Chair-Elect and Lisa Sheffield will take Philip's place as the public library representative to the Board.

Materials are still being formulated for the Fall Workshop relating to the impact of the NC Live project on reference and public services. Sue Cody has contacted Crit Stuart from GALILEO as a possible speaker to talk about what Georgia has learned from its statewide project. A representative from the State Library will be sought to give an update on NC Live. The afternoon will include sessions that look at differing aspects of the network that will interest librarians from various types of libraries.

The low budget report and low membership and their effect on the upcoming programs were discussed at length. Revised financial reports offered a more encouraging picture of the balance.

The next meeting will be held August 7 in Asheville.

Resources & Technical Services

The board members met on April 23 and June 11 in Greensboro. At the first meeting, initial plans were made for the fall workshop. Margaret Foote, membership chair, agreed to represent RTSS on the NCLA Publicity Committee. Vice-chair, Lisa Smith, volunteered to maintain the RTSS web site.

Rhoda Channing, LAMS chair, joined RTSS at the June meeting to make detailed plans for the fall workshop, which is being co-sponsored by LAMS. The workshop, entitled "Moving Ahead While Honoring the Past: Assessing Our Operations," will be held September 24, 1998 at the Friday Center in Chapel Hill. Ellen Altman will speak on why and how we assess library operations. Robert Burgin will speak on assessment tools. And

Lea Wells will discuss staff morale during assessments and implementation of changes. A brochure will be sent to all NCLA members in early August. Information about the workshop, including the registration form, will be on the RTSS web site.

The board agreed to contribute \$250 to the Leadership Institute.

The chair attended the Council of Regional Groups on June 28 at ALA in Washington, DC and reported on RTSS activities since the Midwinter meeting.

Round Table for Ethnic Minority Concerns

Barbara Best-Nichols reported that Dr. Clarence Toomer will not be able to fulfill the role of archivist. He is moving from the area.

A fall workshop entitled "Technology for the New Millennium – Are Your Public and Technical Services at Risk?" is planned. Panelists from universities, public libraries, and commercial information providers will present information on changes taking place in the library and information environments. In addition to a panel, there will be an extensive question and answer period. Demonstrations of technologies affecting the roles of public and technical services areas will also be held. The workshop is set for the McKimmon Center at NC State University on September 18, 1998. Brochures will go out within the next few weeks.

Round Table on Special Collections

The Round Table on Special Collections sponsored three practical workshops on oral history basics, "Telling Our Stories," in Williamston, Pinehurst, and Lenoir during April, May, and June. Presenters were from East Carolina University, the North Carolina Museum of History, and the Southern Oral History Program at UNC-Chapel Hill. Approximately 60 representing public libraries, academic libraries, historical societies and geneological societies attended.

Round Table on Status of Women in Librarianship

On May 1, 1998, Dr. Richard E. Rubin, Associate Professor, School of Library and Information Science at Kent State University, presented a very successful workshop on Motivation, Satisfaction and Commitment in the Library Workplace. The Public Library Section co-sponsored the workshop and the 36 attendees reflected both units. Attendees were from public, academic, and school libraries.

The forthcoming RTSWL board meeting will begin planning for the 1999 conference.

Technology & Trends Round Table

Eleanor Cook reported that they plan to meet soon and are presently working on plans for a workshop on technology and trends. She reminded other board members that TNT is always ready to co-sponsor an event with any other group(s).

Committee Reports

Administrative Advisory Committee

The committee's organizational meeting was held on June 19, 1998. This group will deal with issues related to the move of the NCLA office, the future of the office after the move, the position of Administrative Assistant including implementing a procedures manual and personnel, and providing guidance on matters of office technology such as database maintenance and Internet presence and its maintenance, and hardware/software standards.

The committee will write (with assistance of the incumbent) a job description and personnel manual concerning the position of Administrative Assistant. It will cover roles, responsibilities and priorities, to whom the position reports and how often, work hours, leave, training, probationary period, salary and benefits, work related travel compensation, and method of evaluation. The committee chair will interview previous Administrative Assistants to get their perspective on the position. Past position holders, or anyone knowing their whereabouts, are encouraged to contact Liz Hamilton at 252-335-2511 or at ehamilton@ncsl.dcr.state.nc.us.

Archives Committee

The Archives Committee met on July 2, 1998 at the State Library. The members began reviewing the subject heading list, the scope and contents and the description records of the subgroups. After reviewing the lists, the committee discussed the possibility of adding other headings, although no changes were made.

A complete inventory of all received materials is planned for the next meeting. The committee will continue working on older materials and preparing them for transfer into the archives. Records from the mid-1980s – early 1990s will be the committee's first priority.

The committee discussed the need to invite the archivist to the next meeting to offer suggestions and instruct the committee on various preservation techniques.

Conference Committee

Al Jones reported that the 1999 NCLA Biennial Conference will be held September 21-24 at the Benton Convention Center in Winston-Salem. The 2001 Conference will also be held in Winston-Salem.

The full Conference Committee met on May 15 at Catawba College. A theme was decided for the 1999 Conference. "Imagine the Future" will give librarians in every type of library an opportunity to think about how to shape the future of librarianship in the new millennium. Program planners were urged to incorporate a futurist perspective in the planning of meetings for the conference.

Monthly meetings of the full Conference Committee will begin on September 11, 1998. Registration and exhibit booth fees will be decided and a budget for the conference

will be approved.

The convention centers of Charlotte, Greensboro, High Point, Raleigh, and Winston-Salem were contacted as possible sites for the 2003 and 2005 biennial conferences. Proposals have been received from all five potential sites. The dates requested for the 2003 conference are September 23-26 and for the 2005 conference, September 20-23, dates that will not conflict with the Jewish High Holy Days. The Vice-President asked the board to approve Winston-Salem as the site for the 2003 conference. It was approved.

Most roundtable committee chairs have sent AI information on their respective program planners, which has been forwarded to Phil Barton, Program Chair for the 1999 Conference. Any further information on program planners or requests about the program planning can be sent directly to Phil at bartonp@co.rowan.nc.us. He needs to know the name, address, telephone number(s), and email address of the person in the section or round table who will be responsible for programs at the Conference.

Signers for the deaf among the Board members or NCLA members at large are encouraged to contact Al Jones at pajones@catawba.edu.

Constitution, Codes and Handbook Committee

Chair Gayle Keresey reported that the committee will meet within the next six weeks.

Development Committee

The NCLA Development Committee met on June 12. The committee discussed ways to handle and invest funds donated to the planned endowment. There seem to be three options: do it ourselves; pay a professional to do it for us; or contact with one of North Carolina's two community foundations to do it. Consensus was that it was impractical for the association itself to manage an endowment, and that a professional would be too costly. Thus, the committee decided to explore investing with either the North Carolina Community Foundation, based in Raleigh, or the Foundation for the Carolinas, based in Charlotte. These organizations provide a variety of development services for non-profit organizations and also distribute grants of their own to local funding agencies. A representative from each organization will be asked to make a presentation to the Development Committee in early September. NCLA officers and members of the Finance Committee will be invited to this presentation as well.

Although both these foundations offer to acknowledge donations on behalf of the non-profit for which money is being raised, the committee agreed that NCLA should initially receive and acknowledge all donations itself. An acknowledgement letter with the appropriate statements to the effect that the donation is tax deductible has been drafted.

The committee discussed the possibility of

carrying out a silent auction and drawing at the biennial conference to raise money for the endowment. Similarly successful events have been held at other state conferences. The Development Committee will contact the Conference Committee about this idea. Discussion was also held about soliciting corporate donations to the endowment as sponsorships of NCLA activities.

Finance Committee

Catherine Wilkinson reported that the Finance Committee discussed the Membership Committee request "to change the dues structure to \$10/year for all years in school for library school students." Slightly amended, the proposal is now "to change the dues structure to \$10/year for degree-seeking library school students (six year maximum)." This change establishes a time limit equal to the time limit for earning the Master's degree. It also eliminates those who occasionally enroll in a course or courses for the purposes of continuing education, etc. The current policy calls for full-time library students to pay dues of \$10/year for only two years. There is no clear indication of the impact this change in the dues structure for library school students would have on the budget.

On June 10, 1998, President Gass asked the Finance Committee for a recommendation regarding reimbursement for travel to NCLA Executive Board meetings. Preliminary investigation has resulted in the fact that the implications of providing reimbursement for travel to Executive Board meetings are far reaching, ranging from budgetary implications to choice of meeting locations. The Finance Committee needs additional time to gather information, including polling each section/round table as to its current and future practices regarding travel expenditure reimbursement.

Some current funding practices were noted. NCLA provides funds for the ALA Councilor to use to attend ALA meetings. Funds are available for discretionary use by the President and Treasurer. Some sections do use section funds to reimburse the section chair's travel to Executive Board meetings. Approximately 40 attend board meetings.

Governmental Relations Committee

There was no report.

Intellectual Freedom Committee

In a written report, Gene Lanier noted the numerous activities of this committee. Some examples of involvement are: lobbying against "Parental Rights and Child Protection" bill in General Assembly; co-sponsored Judith F. Krug as general session speaker at the 1997 Biennial Conference; presented the NCLA/SIRS Intellectual Freedom Award to Susan Cannady, media specialist at Grimsley High School in Greensboro; provided Web sites on NCLA listserv for information on many intellectual free-

dom issues including Internet use policies, sites for children and library filters; tracked states/federal proposed legislation connecting library filters and e-rates; helped numerous libraries formulate Internet use policies and update selection policies.

Leadership Institute

Cover letters and applications for the 1998 Leadership Institute went out to library directors and school system media coordinators in May and every NCLA member received a postcard. Both are also available on the NCLA web site. Thus far, the Nominations committee has received 24 applications. The original June 30 deadline was extended to July 17 to provide time to receive additional applications. The goal is to have 30 participants.

The following people have agreed to serve as mentors for the 1998 Institute: Barbara Baker, Durham Technical Community College; Phillip Cherry III, Hickory Public Library; Janet Freeman, Meredith College; Alice Naylor, Appalachian State University; Benjamin F. Speller, NC Central University; and Jerry Thrasher, Cumberland County Public Library and Information Center.

The full planning committee met on July 22. Final decisions were made regarding possible additions to the mentor list at that time.

The fundraising sub-committee has been seeking corporate donations for the Institute. Also, NCLA sections and round tables have been encouraged to contribute with a suggested donation of \$250.00. Authorized funds can be transferred into the Leadership Institute budget by Maureen Costello.

Details regarding program plans, local arrangements and participants will be finalized soon in preparation for the October 28 - November 1 experience.

Literacy Committee

There was no report.

Membership Committee

The Membership Committee met on July 9. Joining the committee were Beverley Gass and Maureen Costello. A discussion was held on developing and implementing a long-range membership plan for NCLA. Beverley outlined the 3 Rs - Recruitment, Retention & Reward - for increasing membership. The Committee will contact and/or visit web sites of prominent state library organizations such as Texas, Michigan, and Ohio for assistance in formulating a written plan. A draft of the plan of action will be presented at the October Executive Board meeting. The committee is planning to mail personalized letters to North Carolina librarians, citing the benefits of membership.

Peggy Quinn presented a report of membership totals for 1998, comparing them with 1997 totals. Information was divided by section/round table and type of membership. The Membership Committee will as-

sume this responsibility from the Administrative Assistant.

A new membership application was distributed. This application will be the only official application and will be used for both new members and renewals.

Nominating Committee

Beverley Gass reported that Gwen Jackson, Chair, is preparing a slate for 1998 SELA representatives.

Publications and Marketing Committee

The Publications and Marketing Committee met June 12, 1998. Three working groups have been formed and representatives from some of the other committees, sections, and round tables have joined them. The Website group is considering a move to a new server. Possibilities include commercial sites such as Mindspring or Geocities, and Institutional sites such as East Carolina or UNC-Greensboro. Registration of a distinctive url, ideally, www.ncla.org, would entail a one-time cost of about \$50. Assurance of access to the page by successive NCLA webmasters (if security of the server is an issue) may need to be secured by a letter of agreement. A meeting with the original webmaster, Michael Roche, is scheduled for July 31.

The electronic newsletter will be edited by Pam Burton and launched in a one-day workshop to be held at East Carolina University August 14, 1998.

The marketing group met on July 10. They will be working with the new Consultant for Communications and Evaluations at the NC State Library to produce one or more jointly sponsored radio Public Service Announcements. Other possible projects were discussed, including promotion of NCLA's role in continuing education and sponsorship of a workshop for NCLA committees dealing with the marketing of specific committee programs.

Another idea discussed is the possible sale of advertising on the web page. Possible sponsors include library schools, vendors, and people seeking positions (a "Positions Wanted" page). It was also suggested that links could be provided on the conference exhibit page to vendors' home pages.

Section, round table, and committee chairs who have not already done so are encouraged to appoint representatives.

Scholarship Committee

Carol Truett reported that selections had been made for receipt of the two scholarships and student loan. They are

- NCLA Memorial Scholarship of \$1000
- Carrie McClean of Knightdale, NC;
- Query-Long Scholarship for Work with Children or Young Adults of \$1000
- Lynda H. Stewart of Wingate, NC
- McClendon Student Loan of \$300
- Charles P. Wiggins of Asheville, NC.

Letters of award have been sent to the three

students.

Beverley Gass suggested that the committee look into whether or not more scholarships should be offered. A suggestion was also made to work in conjunction with the Development Committee for developing a follow-up process for recipients. Carol will contact Frances Bradburn concerning publishing the awards in *North Carolina Libraries*.

North Carolina Libraries

The summer issue of *North Carolina Libraries*, "Turning Points: An Oral North Carolina History of Librarianship," has been sent to the printer with a projected mailing date of July 21.

Two new editorial board representatives are John Zika (Person County Public Library) of the Public Library Section and Lisa Driver (Pitt Community College) of the Community/Junior College Section.

Upcoming issues are:

Fall 1998 – Advise and Consult

(Artemis Kares, Guest Editor)

Winter 1998 – Children's Services

(Beth Hutchinson and Mel Burton, Guest Editor)

Spring 1999 – Outreach

Summer 1999 – North Carolina Writers

Fall 1999 – Life and Limb

(Page Life, Guest Editor)

Winter 1999 – Conference Issue

Spring 2000 – The Millennium:

Celebration or Disaster

Summer 2000 – Preserving Local History

Fall 2000 – Research and Librarianship

Winter 2000 – The Call of Story.

SELA

SELA will hold its biennial conference jointly with the Arkansas Library Association in Little Rock on September 30 – October 3. The theme of the conference is "Southern Libraries: Diamonds of Information." Information can be gathered at SELA's new web page at <http://www.seflin.org/sela/conf.html> or on the listserv at LISTSERV@LISTSERV.VT.EDU.

The *Southeastern Librarian* has been revived. The journal will have two issues of news, association business and various informational notices and reports. The other two issues will focus on significant research and articles addressing trends, developments and issues related to library and information access and services. It has been recommended that the journal move to having the research issues juried.

SOLINET now provides administrative services for SELA.

The SELA Leadership and Planning Workshop was held in Atlanta, March 28-30 "to provide a continuing education/staff development experience for leadership and members as recommended by the Executive Board" and to have "the opportunity to begin to flesh out long-range planning aspects recommended by the Future Direc-

tions Committee to the SELA Executive Board."

North Carolina State Library Commission

Chair Lila Friday offered the appreciation of the State Library Commission to NCLA for the work they do in the field of librarianship.

New Business

Rhoda Channing announced a teleconference that will take place on August 12, 1998 from 7:00 to 9:00 PM. Rhoda also reported that she met with Congressman Richard Burr regarding House Bill 2281 "Fair Use Issues for Copyright Laws." She reported a positive response to the Krug-Boucher amendment and positive follow-up with the congressional office.

Dave Fergusson announced the National Conference of Rural Librarians to be held in Winston-Salem at the same time as the NCAASL Conference, September 16-18, 1998.

Beverley Gass announced her plan to sponsor a non-conference year "event" to celebrate NCLA membership and asked each board member present to provide a list of three names of people who could meet with her to discuss and plan this event.

The meeting was adjourned at 1:05 PM.

Respectfully submitted,
— Liz Jackson

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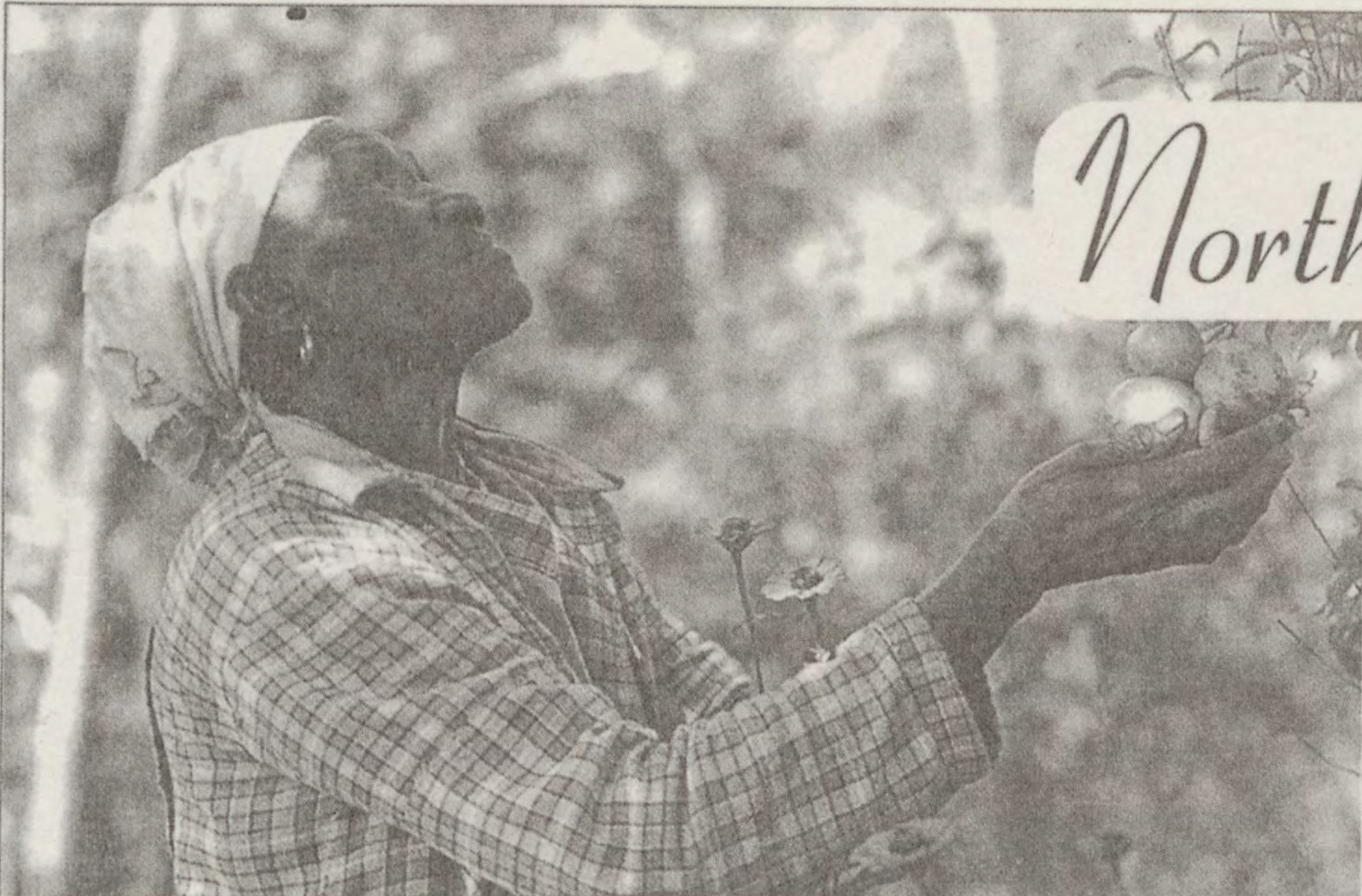
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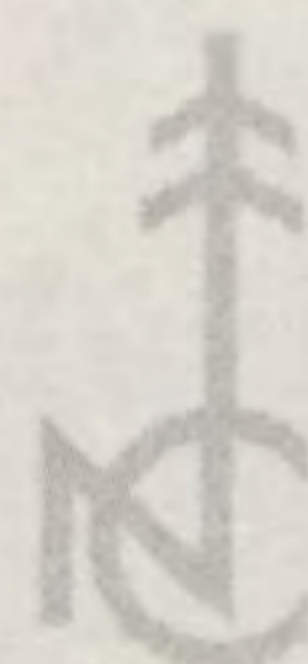
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