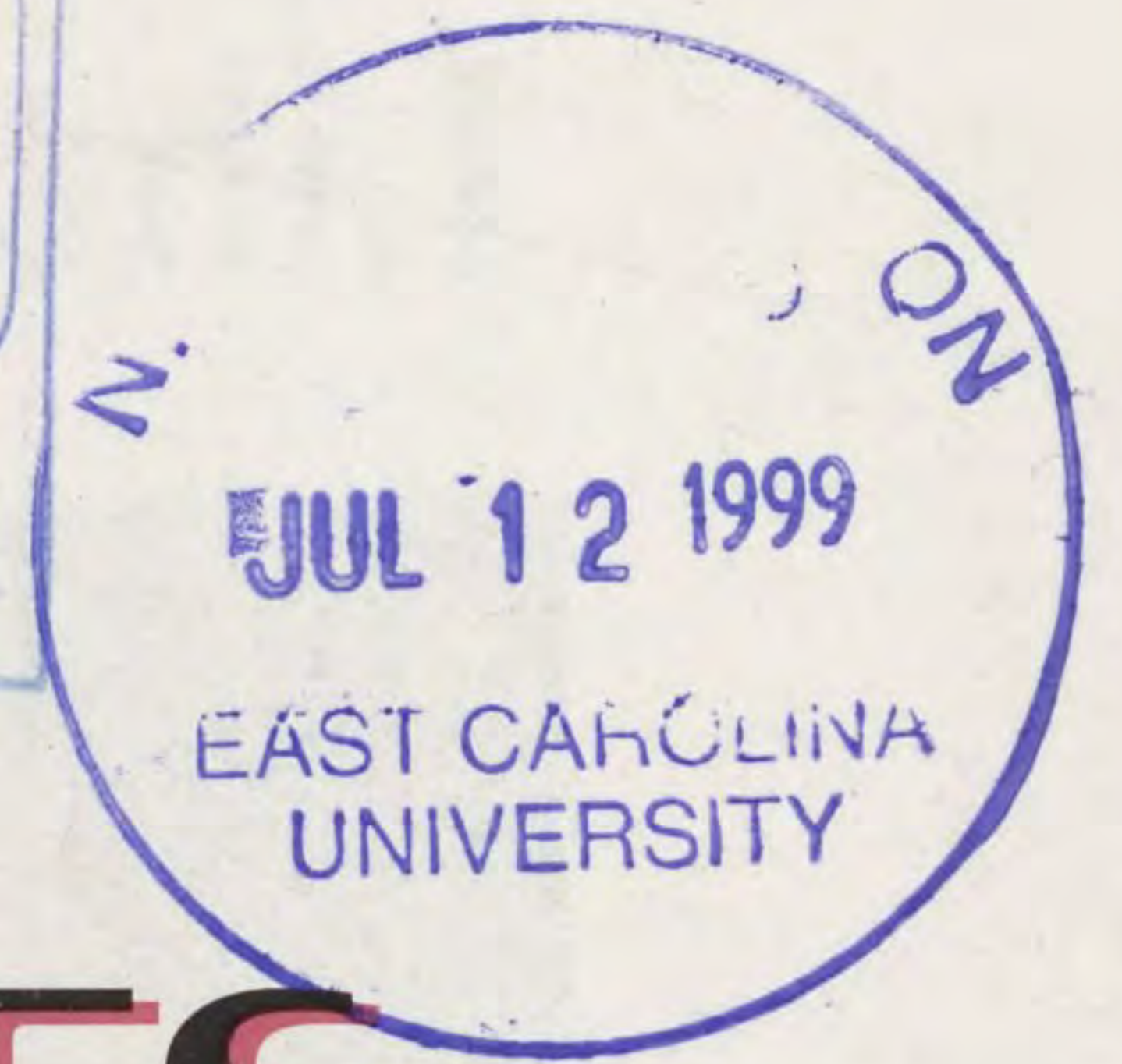
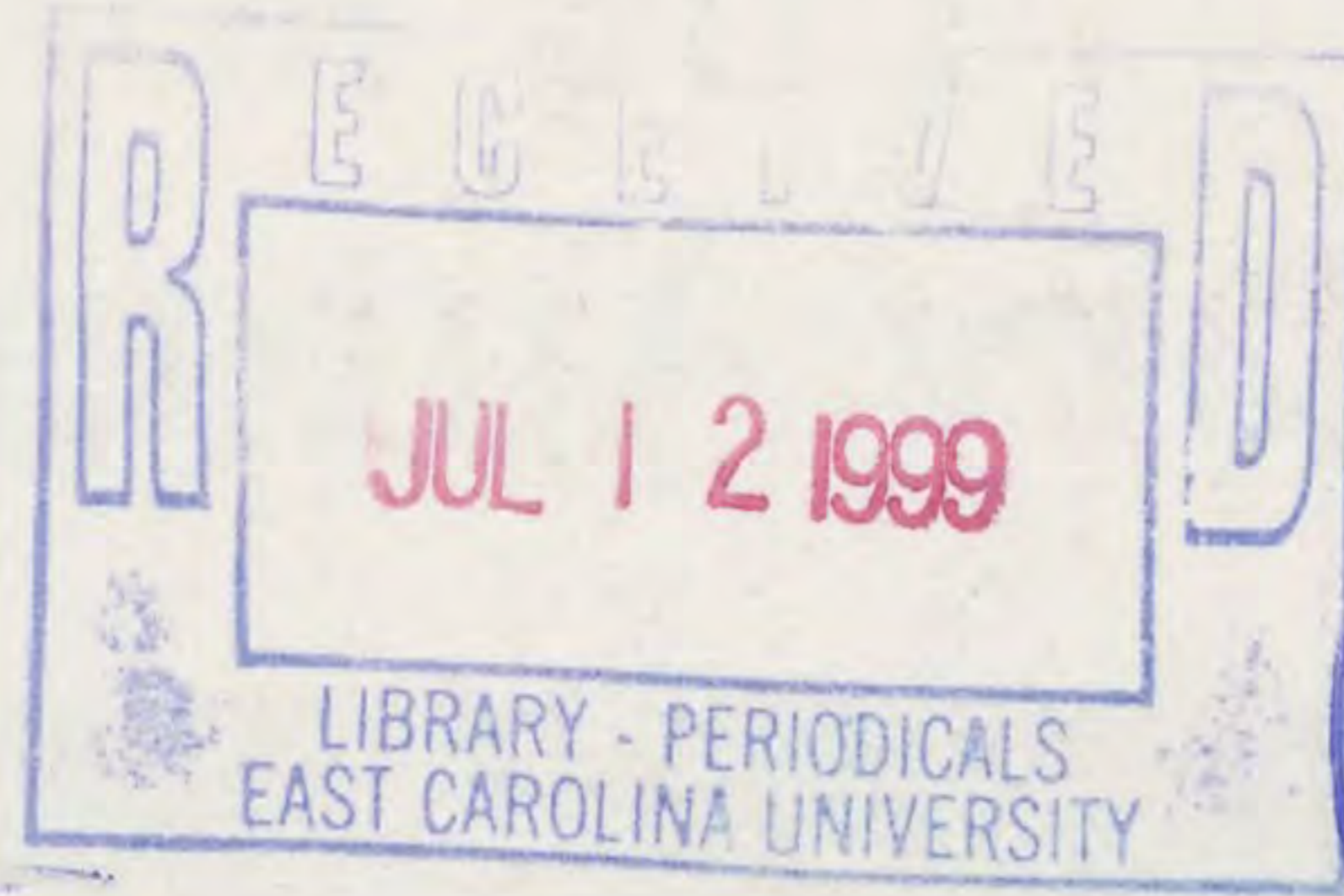


Spring 1999

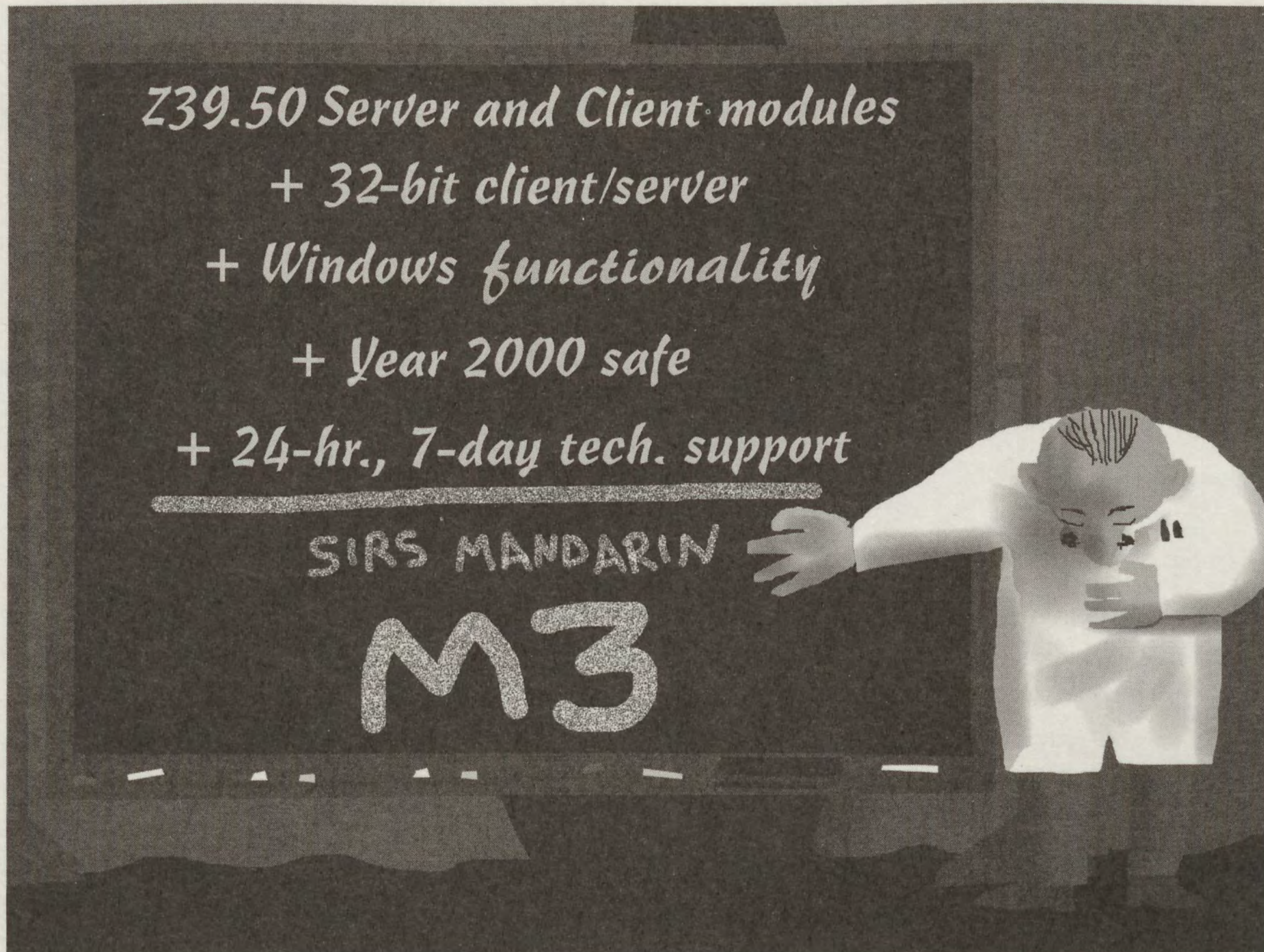
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The opportunities to reach new North Carolinians are numerous, but frequently one must step outside of the library and the traditional route to increase access.

— Lena Gonzalez, page 5

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NORTH CAROLINA LIBRARIES

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OUTREACH

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Cover: Patricia Keith and Barbara Trafton, Library Media Coordinators at Prince Georges' County Public Schools, staff the "Write-A-Book" exhibit at the 1998 Diversity Fair at the ALA Annual Conference in Washington, D.C. Photo by Satia Orange.

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From the President

Beverley Gass, President

Dear members of NCLA and others who so generously read this, My intentions were wonderful. I had great ideas about having guests prepare the President's Column for *North Carolina Libraries* after I wrote the first two or three. I even asked Frances about the idea. I was also pleased that Frances did not have to remind me that it was time for another president's letter. I even wrote the submission deadlines in my calendar to make sure that I did it just right. It was good solid start.

But something happened. Maybe it's my personal Y2K event a year early. Frances has had to send a gentle email reminder that it's time. I worry that I may have to talk to her in person. I have not been answering the phone. I suspect she is on to me.

Not only am I late with the column, but, even worse than all that is I have no notion of any brilliant thing to say. No profundities. Not even lame musings. What will I write? What could I possibly have to say that anyone would want to read except those truly addicted to the printed word? Is there anyway to be at least as interesting as the back of the cereal box? I'm sure not.

But having just begun to read and absorb *Simple Abundance* by Sarah Ban Breathnach, it comes to my mind that it might be okay to merely list some things I am thankful for as president of NCLA and as a librarian. And if it is not okay to those of you who have read this far, it is okay with me.

I am thankful for my phone conversation with Judie Davie last night. I am thankful to know a librarian with fire in her belly and the wisdom of years of trying to put it out. I am thankful for Sandy Neerman who inspires and delights me and who I can count as a girlfriend. I am thankful for Kem Ellis who is simply pure pleasure for me to know and to work with. I am thankful that I live in the county where these two public library directors live and work.

I am grateful for those that I work with. I am thankful for Linda Saunders who is not only a beautiful librarian but a librarian who is certain that she made the right career decision. I am thankful for Belinda Daniels Richardson who just gets the work done and does not have to chatter about it. I am thankful that I know Keith Burkhead who only wants to work with you and not against you. I am thankful that I have been able to work side-by-side with Betty Jean Lipford for more than 25 years.

I am thankful that I could work with Martha Davis and that I can believe that she really liked working with me. I am thankful that Davidson County Community College had the sense to make her their library director. I am thankful, too, that Don Forbes wants to work at GTCC. I am thankful for Betty Jones who simply works too much.

I give thanks that I have had an opportunity to work with Sandy Cooper. I am thankful that she came to North Carolina where all libraries are better because of it. I am grateful that I know Susan Nutter. I am grateful that I can count her among my friends. I am grateful that I have avoided writing a sentence about how I wish I were just like her.

I am thankful for my community college colleagues like Carol Freeman who has risen to the occasion of being the chair of the Marketing and Publications Committee in ways that I never knew were needed. I am grateful to Peggy Quinn for her eagerness to work for NCLA and to bring a new source of energy to us. I am grateful for Shirley McLaughlin for her courage in speaking out and asking questions on behalf of the community college library directors. I am grateful that I have come to know Barbara McKibbin and that she is president of the North Carolina Community College Learning Resources Association.

I am thankful that Phil Barton's Friends group at Rowan County Public Library sold such great calendars for 1999. They made great gifts. I am thankful that Maureen Costello is the Administrative Assistant for NCLA and that she knows more and more what we do and need. I am grateful that I know Louvenia Somerville of UNC-Charlotte and Ray Frankel. I am genuinely delighted to know Jerry Thrasher and Richard Wells. I

am thankful that Richard Wells gave me such good advice about moving from a Japanese car to a German car and that some might find that not a happy transition. I think he might be mistaken now that the VW Passat seems so appealing after 200,000 with my Honda. I am thankful for my Honda, but I am ready for a change.

What gratitude I feel for watching Susan Melson and Lisa Driver work on the RAC of NC LIVE and Jackie Case on the TRAC and Susan Vaughn and Pam Doyle on the Interlibrary Cooperation Committee. I am thankful for Rhoda Channing who brings flair and style to the Executive Board of NCLA. But then so does Vanessa Ramseur and Pauletta Bracy. I am thankful that I know so many people that I wish I were like. Maybe that's okay after all. Maybe admiration does not mean that I am not okay, too. I am grateful for Diane Kester, who probably spends more hours on NCLA than anyone I know. I am thankful that she is treasurer, on the Web committee, on the Technology and Trends Round Table, and on and on and on. I am thankful that I know Christina Yu and Bao Chu Chang and Sue Moody. Oh, how I am still thankful for the wonderful work she did on the NCLA Conference of 1997. I am thankful for Gene Lanier and all the times that he helped me laugh. I am thankful for the ability to laugh.

I am thankful that I have had an opportunity to be the president of NCLA. I am thankful that I am not counting the days until my term expires. I am grateful that Frances Bradburn is editor of our journal. And it is my prayer that all the rest for whom I am thankful (and that is all of you) will forgive me for not acknowledging you. I would also be grateful if you would recruit some other library staff member to join NCLA. I would also be especially grateful if my spell checker could do personal names.

Nominees Needed for Resources & Technical Services Awards

The Executive Board of the Resources and Technical Services Section is seeking nominations for two awards. The winners will receive plaques and \$200 cash awards during the awards presentation at the NCLA Biennial Conference.

Resources & technical services includes: acquisitions, cataloging, classification, resources, collection development, and preservation of library materials.

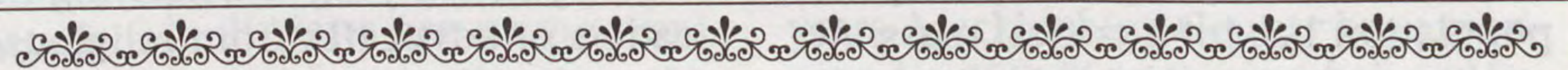
The **Student Award** is open to students actively enrolled in library education in North Carolina as of July 1, 1999. Recent graduates who are North Carolina librarians are also eligible. Nominees must show a strong potential for contributing to resources and technical service responsibilities with an intent to pursue these areas of library work as a career. Self-nomination is permissible.

The **Significant Contribution Award** is open to North Carolina librarians who have made important contributions to resources and technical services, either in their institutions or more widely. At least part of the nominee's current work must involve some aspect of resources and technical services. Applicants must be nominated by a current member of NCLA.

The nomination deadline for both awards is June 30, 1999.

To submit nominations, contact:

Virginia Gilbert
Chair, NCLA RTSS Executive Board
230D Perkins Library
Duke University
Box 90191
Durham, N.C. 27708-0191
vag@duke.edu
Tel: (919)660-5815
Fax: (919) 684-2855



The deadline for NCLA Scholarships and Loans is June 1, 1999.

One application form may be used for all three financial aid sources:

1. The North Carolina Library Association Memorial Scholarship (\$1,000)
2. The Query-Long Scholarship for work with children or young adults (\$1,000)
3. The McLendon Student Loan Fund (\$300) at 1% interest.

Either scholarship or a student loan may be awarded for original or continued study in library science.

Complete information and printable application and reference forms may be downloaded from the NCLA website at:

<<http://www.mindspring.com/~ncla/scholarships/schoregs.htm>>

For further information you may contact:

Dr. Carol Truett
Scholarship Committee Chair
Appalachian State University
Dept. of LES
311 Duncan Hall, RCOE
Boone, NC 28608

Public Libraries Reach Out to New North Carolinians:

Meeting the Information Needs of Immigrants and Refugees

by *Lena Gonzalez*

So *Dowada, bienvenido, chao mung* ... North Carolinians find many ways to say welcome, as seen on a banner hanging over the circulation desk at a branch of the Greensboro Public Library.

Such a banner points to the great shift that is taking place in the population of immigrants and refugees in North Carolina. While we have new residents from numerous countries including Somalia, Bosnia, Vietnam, and the Ukraine, the burgeoning Hispanic population has hit a critical mass. According to Faith in Action Institute, the population of Hispanics in North Carolina increased from 76,745 in 1990 to 315,001 in 1998.¹

The spectrum of literacy skills and socioeconomic backgrounds for immigrants and refugees is as diverse as within the citizenry of this country, but in addition to distinct cultural differences, over 60 languages are spoken in the homes of our school children in some North Carolina counties.² Because public libraries are committed to serving all people, we are challenged to respond by ensuring that our collections, programs, and services are meeting the needs of the changing population. How can libraries begin to respond to the changes in demographics when, in most cases, library staff and budgets are stretched to the limit? This article discusses the issues, strategies, and resources necessary to address the

information needs of immigrants and refugees. It includes examples of libraries across the state that have taken a proactive approach and that are providing exemplary service.

As with any new library venture, a good place to start is by surveying the community and identifying the unique needs of the particular group to be served. Before this can be accomplished with most ethnic or national groups, the library must establish trust, often by identifying and meeting with leaders or advocates from religious or educational institutions, cultural associations, or neighborhood groups. Several North Carolina public library systems have conducted interviews with community leaders, held focus group meetings, formed advisory committees, and visited faith communities that serve new North Carolinians. Jon Sundell, the Hispanic Services Coordinator for Forsyth County Public Library, has had a very positive response from both Catholic and Protestant Hispanic churches and English as a Second Language (ESL) classes at the county's community college, where he gives short presentations about library services and registers new users. Reaching out in this way reaps reciprocal benefits.

Frequently the idea of an American public library is foreign to new-

comers. There is often a lack of awareness about the role of public libraries as community centers, because in India, for example, public libraries are mainly places for young adults to study and for people to read newspapers in almost complete silence. In Taiwan, libraries have a strict policy that patrons may only borrow three books per month, regardless of whether or not they return them early. In Vietnam, libraries are associated with the universities, so one must be a student to use them. Frequently, newcomers have a fear of any official institution that has ties to the government, so without a personal invitation or prior orientation, they may never consider entering the front door.

Developing a relationship between the public library and an ethnic community provides librarians with an entree to inform new residents about the benefits of using library services. On the other hand, librarians have an opportunity to participate in cross-cultural interactions, to learn about different cultures, to make contact with leaders and advocates for that community, and to learn firsthand about their in-

... over 60 languages are spoken in the homes of our school children in some North Carolina counties.

formational needs. Cultivating a network with the target community will glean mutual benefits.

Here is an example of how this might work. The Greensboro Public Library publishes the *Global Greensboro Directory*, a directory of ethnic associations, human relations organizations, and faith communities that offer services to immigrants and refugees.³ Knowing that many of the Southeast Asians who live in Guilford County frequent the Greensboro Buddhist Center, I interviewed the monk in order to learn more about the Center's activities, to write the entry for the directory, and to brainstorm ideas for promoting the library to Buddhist families. I left not only with the information I needed, but also with a sense that the library and the Buddhist Center would have a lasting collaborative relationship. Since that initial meeting, the Cambodian Temple Dancers have performed for several library functions. Library staff visits the Center's after-school and summer programs to do storytimes and library card sign-ups. Librarians have assisted with the youth leadership development program at the Center; and as an outgrowth, one young person became an Americorps member working at the Glenwood Branch Library, and is organizing classes to instruct young Cambodians to read and write in their native language, Khmer. The use of the library has increased greatly due to our cooperation, and Southeast Asian families

Frequently newcomers have a fear of any official institution that has ties to the government, so without a personal invitation or prior orientation, they may never consider entering the front door.

have gained more access to library services. The rewards of this partnership will continue to manifest themselves for many years.

According to Sundell, "There are certain groups that provide the most effective channels for promoting library services, and librarians must leave the building to find them."⁴ For instance, during his last visit to the adult ESL Program at Forsyth Technical Community College, he registered 80 new users. Going out into the community is also an "opportunity to observe the local leadership structure," which is often informal and not obvious to an outsider. Sundell works closely with a Catholic sister who visits Hispanic families living in apartment complexes; he is also developing an in-home program with a home extension agency to provide a six-week mini-workshop in Spanish on nutrition. Through his outreach work, he has recruited volunteer bilingual "assistants" who are willing to lead the programs and who also serve as volunteers within the library, giving orientations and tours at the library on Saturdays.

The opportunities to reach new North Carolinians are numerous, but frequently one must step outside of the library and the traditional route to increase access.

Unlike many other institutions that specialize in only one type of service, the public library has the unique capacity to respond to all of the major needs of immigrants and refugees — finding jobs and affordable housing, learning English, communicating with the public schools, and starting or continuing university studies. The library may not offer services to meet these needs directly, but it can provide information and materials and make re-

ferred to other agencies. The *Global Greensboro Directory* is one example of how librarians can facilitate this process. By using library resources and networking, librarians can compile the contact information for the main cultural organizations and agencies that provide specialized services to international newcomers (for example, a local Hispanic church or community service organization, a refugee resettlement office, or a cultural performance group). This unique contribution can promote cross-cultural understanding and facilitate the process of resettlement. Coupled with the local United Way's directory of services, such a compilation of data will give any library or human service organization in the county the ability to make referrals or direct a patron to the needed information.

The biggest challenge of the resettlement process is often language and communication. Libraries face this challenge as well when trying to serve new North Carolinians. An ideal solution would be to have bilingual staff, and some North Carolina library systems have made it a priority to create such positions or to hire staff with foreign language skills. Over the last eight years, Mecklenburg County has experienced a 400+% increase in their Hispanic population,⁵ and the Public Library of Charlotte and Mecklenburg County (PLCMC) has responded by hiring Irania Macias Patterson, a bilingual children's specialist. This measure has allowed PLCMC to engage Spanish-speaking families in library programs for children. In 1995, anticipating increasing growth in the Hispanic population in the North Wilkesboro area, Beth Mueller, library director of Appalachian Regional Public Library, incorporated a workshop on improving library service to Hispanics into the staff development training.

In addition to training, many library systems have considered language abilities as an additional customer service and programming skill when hiring for new positions. Though not all libraries have the resources to pay for extra staff development or to create new positions, by partnering with local orga-

Build an ESL collection with these essentials:

- Betty Schramper Azar. *Basic English Grammar*. Paramus, NJ: Prentice-Hall, 1995. English grammar series also includes *Fundamentals of English* and *Understanding and Using English Grammar*.
- Alice Becker and Laurie Edwards. *Citizenship Now! A Guide for Naturalization*. Raleigh, NC: Contemporary Books, 1995.
- Learn to Speak English* (CD Rom). The Learning Company, 1997.
- Steven J. Molinsky. *Side by Side*. Paramus, NJ: Prentice Hall-Regents, 1982. Presents English structure through conversation (includes four levels from 1A to 2B).
- Yvonne Wong Nishio. *Longman ESL Literacy Student Book*. White Plains, NY: Longman Publishers, 1991. For English language learners who are reading and writing for the first time.
- E.C. Parnwell. *Oxford Picture Dictionary*. New York: Oxford University Press, 1989. Available in bilingual editions.



Libraries link lives — the world over!

familiar to you, then you will not want to go back.”⁶ She reports, however, that her hometown library in Hickory is now collecting many materials about the Hmong and that young people from her community visit daily to use the Internet. In addition to collection development, it is crucial to have some obvious visual sign that non-majority cultures are welcome. Signs and library promotional materials can be translated into other languages, artifacts and crafts can be put on display, special programs can be offered for holidays such as the Chinese New Year, Cinco de Mayo, or the Vietnamese Moon Festival. Local cultural organizations as well as individual volunteers often are willing to help in the planning and delivery of such programs.

According to Guillermo Cifuentes, a Venezuelan immigrant to Greensboro, “the public library becomes a second home”⁷ for many new North Carolinians. In the library, immigrants and refugees have the ability to get oriented to the local community, to get infor-

nizations and recruiting bilingual volunteers, all North Carolina libraries have the capacity to improve communication, and hence customer service, to its new international residents.

In terms of language instruction, the Department of Community Colleges provides free ESL classes for adults in every county, but many people can not participate due to a lack of transportation or childcare. The public library has an advantage here, because its branches, located in neighborhoods, not only allow, but encourage people of all ages to engage in literacy activities. While the library may not have the resources to provide instruction, it could partner with the community college to use the meeting room space at the library to hold ESL classes.

More and more public libraries across the country, however, are becoming literacy providers, but usually special funding must be sought. The Greensboro Public Library (GPL) has received funding over the last three years from the Lila Wallace Reader’s Digest Fund as part of its “Literacy in Libraries Across America” project. Part of the funding has been used to buy computer stations with language learning software, so that adult literacy students can study independently or with a tutor. Several years ago the Orange County Public Library started offering ESL tutoring and a conversation group. The demand was so great that recently the library was successful in getting the county government to commit funding for a full-time coordinator.

In addition to English language instruction, immigrants also need in-

structional materials. Although some libraries offer special collections of ESL materials, resources from non-fiction that are designated “juvenile” can suffice, since they are written on a lower reading level and have more pictures and diagrams. A basic collection of ESL-specific materials can be included in the library’s budget for as little as \$500 (see the list of suggested materials for a basic collection).

With prior funding from the State Library of North Carolina, the Foreign Language Center at the Cumberland County Public Library is an example of a system that has made a larger investment in ESL materials, responding to local as well as statewide needs. Though their role as a statewide provider of deposit collections and interlibrary loans has changed recently, they still provide those services on a subscription basis. Thus with a small investment, any public library can begin to offer English language learning programs, services, and materials.

Finally, environmental changes can make the public library a more welcoming place for immigrants and refugees. According to La Khang, a Hmong refugee from Laos, “If you go into a library and you don’t see any books about your own people or anything

Essential Resources for Librarians

David M. Kennedy Center for International Studies, Brigham Young University.

Culturegrams, Volume II: The Nations Around Us: The Americas & Europe. Chicago, IL: Ferguson, 1997.

John P. Kretzmann and John McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets.* Northwestern University, Evanston, IL: Center for Urban Affairs and Policy Research, 1993.

Kathy Howard Latrobe and Mildred Knight Laughlin. *Multicultural Aspects of Library Media Programs.* Englewood, CO: Libraries Unlimited, 1993. A comprehensive source of background information and perspective on serving a multicultural community and a guide for collection development.

Loida Nicolas Lewis and Len T. Madlansacay. *How to Get a Green Card,* 2nd edition.. Berkeley, CA: Nolo Press, 1996.

Contains the basic information about how the Immigration and Naturalization Service (INS) works and also contains forms. Use as a starting place but refer to the INS webpage for changes in laws and procedures.

Judith Noble and Jaime La Casa. *The Hispanic Way: Aspects of Behavior, Attitudes and Customs in the Spanish-speaking World.* Lincolnwood, IL: Passport Books, 1991.

Explains cultural practices and beliefs and identifies potential misunderstandings.

mation about community services, and to learn English. Through the Internet, they have the ability to communicate with friends and family and to stay abreast of current events in their native countries. In order for the library to become such a center, it is essential that library staff work both within and outside the physical building to ensure that new residents feel welcome, that they become aware of services and resources, and that they receive instruction on how to gain access. Though this task requires more extensive outreach than has been necessary to promote public libraries in the past, the results will be mutually beneficial and will help people realize that the public library is a proactive, inclusive institution committed to meeting the informational needs of all people.

References

¹ Faith in Action Institute is an ecumenical organization based at Greensboro College. See its Web site for a breakdown of the Hispanic population by county for North Carolina: <<http://www6.nr.infi.net/~faithact/>>.

² Inquiry of NC ethnic populations conducted by the Greensboro Public Library, October 1998.

³ The most updated version of the *Global Greensboro Directory* is available on the Web page for the Multicultural

For More Information: Web sites and contacts

Bablefish translates English to Spanish and vice versa. It's about 75% correct. Have a fluent speaker or translator review translations before printing signs or promotional materials. <<http://www.bablefish.altavista.digital.com>>

Dave's ESL Café is an extensive page for the ESL learner and teacher. It is updated frequently. <<http://www.eslcafe.com>>

Ethnomed gives thorough cultural profiles, medical topics, cross-cultural information and patient education. <<http://healthlinks.washington.edu/clinical/ethnomed>>

Faith in Action Institute maintains current demographic statistics of Hispanics by county for the state of North Carolina. <<http://www6.nr.infi.net/~faithact/>>

Governor's Office of Hispanic/Latino Affairs. Contact Dr. Nolo Martinez, Director, 116 W. Jones Street, Raleigh, NC 27603, (919)733-5361, Fax (919) 733-2120. <nolom@gov.state.nc.us>

Immigration and Naturalization Service, 6 Woodlawn Green, Suite 138, Charlotte, NC 28217. Call 1-800-870-3676 to receive INS forms by mail.

REFORMAnet. An information list for REFORMA, an ALA affiliate and national association dedicated to promoting library services to the Spanish speaking. To subscribe, send a message to <lstproc@lmrnet.ucsb.edu>. Leave the subject line blank. Type the message "Subscribe REFORMAnet" and your name.

Resource Center at the Glenwood Branch of the Greensboro Public Library: <<http://www.nr.infi.net/~glenwood>>. The funding to print the directory was provided by a grant from the *News & Record*, the local newspaper.

⁴ Taken from a telephone interview with the author, February 18, 1999.

⁵ According to Faith in Action Institute, the Hispanic population of

Mecklenburg County increased from 6,692 in 1990 to 25,235 in 1998.

⁶ Comment made to the author during an Adult ESL Tutor Training at the Glenwood Branch in Greensboro, October 16, 1998.

⁷ Taken from a conversation with the author at the Glenwood Branch in Greensboro, November 5, 1998.

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THE LEADER IN INTEGRATED INFORMATION MANAGEMENT

The Homeless, Public Libraries, and Outreach Services

by Julie Hersberger

Close your eyes and picture a homeless person. Many of us will visualize a man in dirty and tattered clothes, or a woman pushing a shopping cart with all her worldly possessions. Now, picture the homeless in the public library. Again, many of us will revert to the stereotypical images, and such persons do often avail themselves of the services of local libraries, if for nothing but a warm place to rest. In all probability, libraries serve a wide range of homeless persons, including families, children, runaway teenagers, and other single men or women whom librarians would not be able to identify as homeless because they do not fit the stereotypes. An even larger population of library non-users who are homeless and living in missions or shelters, using soup kitchens, or spending time in local day centers are prime candidates for library services via outreach programs. This article presents a brief history of homelessness in the United States, a discussion of the homeless and libraries, and an examination of the case for developing outreach programs for the homeless, the useful services needed by the homeless in outreach form, and times when outreach services are not appropriate.

A Brief Historical Background of Homelessness

Homelessness was trendy in the early 1990s. Hollywood celebrities and politicians participated in events such as Comic Relief and posed for photo opportunities while serving food at soup

kitchens. No longer so often in the public eye except during Thanksgiving and Christmas, the homeless nevertheless are still among us and a part of everyday life in many cities.

Homelessness in the United States dates back to the Colonial period when colonists who were not pulling their own weight in their communities were put on a boat back to England or sent to another colony. This form of "Mayflower therapy" would be repeated in the early 1980s when cities tried to solve their homeless problems (and AIDS cases, too) by practicing "Greyhound therapy" in which indigents were given one-way bus tickets to another city. In the past, the numbers of the homeless have risen and waned in correlation to the economic health of the nation. After the Civil War the number of homeless males surged due to a lack of work opportunities and a wealth of job seekers; after World War I a segment of the population, most often young males, lived the "hobo" lifestyle. Such a choice of lifestyle, as explained by one social scientist, was attributed to men who, possessing a restless nature and a need for adventure, were viewed as misfits in society.¹ During the Great Depression, 1929 to 1939, large numbers of the American population became homeless. This period of homelessness is often perceived to consist of families and individuals who became homeless due to national economic disaster, not necessarily due to personal dysfunction, e.g., the Joad family from *The Grapes of Wrath* by John Steinbeck. After World War II the

number of homeless individuals was reduced to the point where homelessness was almost nonexistent until 1980. During this period few persons actually lived on the streets, as cheap SROs (sleeping rooms only) were fairly plentiful in urban areas.

Several events occurred in the early 1980s that contributed to a sharp rise in homelessness. The Reagan administration's policy on deinstitutionalization of the mentally ill and funding cutbacks for subsidized housing; the gentrification of urban areas inhabited by the very poor where the SROs were typically found; and the breakdown of families due to divorce, chemical dependencies, and young, unwed mothers becoming heads of households — all contributed to the growing number of homeless people. Unlike previous periods of homelessness, this current period is not necessarily tied to the economy. In a relatively strong economy the number of homeless people may decrease, but the problem will not be lessened significantly under current government policies and societal practices.

Libraries need to understand that in many cities the homeless will be a segment of their user populations for years to come. Although seen primarily as a population using public libraries, the homeless also use academic libraries. Many students become voluntarily homeless, living out of cars, vans, and trucks to cut costs. Other students qualify as "hidden" homeless, living off of friends for short periods and moving frequently as they wear out

their welcome. In addition, some homeless persons register for courses, getting Pell grants to do so, mainly in order to gain access to the university computing services via the library, just like a great many "housed" students. Others simply wander in to use academic libraries, and it can be difficult to distinguish the homeless from students, especially during exam weeks (this is said only slightly tongue-in-cheek).

The focus of this article is on outreach services for the homeless sponsored by public libraries. Important factors must be discussed prior to examining outreach possibilities and the need for such services. This article will examine the problem of utilizing a homogeneous term for a very diverse population, discuss the concepts of "needs" and "use" and "service" in terms of libraries and the homeless, and then will focus on what the homeless need and how library outreach services can aid these segments of the homeless population.

An Examination of Terminology

The term "the homeless" is frequently used to refer to this large, diverse population, making it sound homogeneous. What most people who work with this population have discovered is that in order to engage in any meaningful discussion, research, or service development and provision, one must target a more focused sub-population of the homeless. An early study² categorized sub-populations of the homeless as single males, Vietnam veterans (a subgroup of homeless males), homeless single females (sometimes further categorized, like males, into age groups), homeless couples, runaway teenagers, and families. Race and ethnicity are other demographic characteristics used to further subdivide the homeless. Individuals may also suffer from substance abuse or mental illness. This has import for libraries considering services to homeless persons and requires a knowledge of local homeless populations and their particular subgroups.

Bias is an issue we as public service professionals must all confront. Inherent to the discussion of the homeless is the underlying perception of the "deserving" and "undeserving poor." Those who become homeless due to personal dysfunction or weakness, i.e. substance abuse problems with drugs or alcohol, divorce, or multiple teenage pregnancies, are viewed frequently as undeserving of government assistance.

Homeless families, homeless children, and persons viewed as actively working to better their situations often are perceived to have "fallen through the cracks" or to have become homeless due to a malfunction of "the system" and are viewed as worthy of assistance. Such distinctions become important in how we view service development and provision to the homeless in libraries. Each of us needs to explore our personal attitudes and biases towards the homeless and why we hold such views.

How do we know which patrons are homeless and which are housed? Staff make assumptions based on stereotypes of dishevelment, poor personal hygiene, and long periods of library stays. This may mean someone is homeless, but it may not. In addition, the homeless status of other library users will not be obvious to staff since it is important to such persons to keep their homelessness hidden from others. Economic class should not be a factor in how libraries serve patrons: needs, especially information needs, ought to be the main issue.

Other terms must be clarified before outreach services can be discussed. These terms are "need," "information need," and "library use." In the past, library literature focused on the homeless as problem patrons, particularly in the wake of the Kreimer case in Morristown, New Jersey.³ A "need" usually occurs when a person perceives that a problem exists and that some action must be undertaken in order to produce a beneficial outcome. An information need is when a person, using his or her own knowledge base, cannot make sense of new stimuli and thus must make sense of this new situation.⁴

Homeless library patrons and library staff often perceive "needs" and "needs resolution" differently. No one contests the rights of homeless patrons to use the library for typical user services. A homeless person who is interested, say, in finding Roger Maris's lifetime batting average is no different from any other library patron. Reading the daily paper is utilizing a library service regardless of the social status of the reader. The difficulty arises when the concept of "use" is interpreted more broadly. Often, the homeless need a warm, safe place to rest during the day and perhaps a place to wash in the restrooms, especially if a day shelter facility is not available. Often library staff do not recognize these as needs the library should accommodate, that such needs do not fit with proper

"library use." Some libraries have promulgated policies that do not allow sleeping in the library. Other libraries have established policies that, if patrons do not follow established rules of "use," they may be requested to leave the facility. Such rules often are aimed at the homeless, creating a reason for asking them to leave if they are not reading, computing, looking up materials, etc. Sleeping or loitering are not considered library uses, but it is often what many of the homeless need. Often such policies are not implemented equally.

At an ALA conference in San Francisco in 1992, several sessions focused on the homeless and libraries. One librarian related that his library had a policy that staff should wake up anyone falling asleep in the library. The policy had been written in order to remove the homeless from the library. Such policies at best seldom work, and at worst are unethical. A problem arose when a local "pillar of the community," according to the librarian, would come in after having a few drinks at lunch and fall asleep while doing family history research. What to do? Invoke the policy equally and awaken the sleeping pillar of the community? In the end, the library chose to abolish the policy. Another librarian recounted that his library had considered a separate room for the homeless to use for reading and resting, but this idea was not implemented. Had the policy been implemented, it is doubtful the homeless would have utilized the new service.

The concept of "separate but equal" services to certain populations has never been a useful idea and is one that does not merit reviving. This is not to say that all public library policies concerning library use by the homeless are established in a similar manner. Library policy is sometimes the result of directors who believe in a social welfare mission for public libraries. Bob Trinkle, the retired director of the Monroe County Public Library in Bloomington, Indiana, requested that if during my dissertation research⁵ I discovered that the local homeless needed more soap or towels in the bathroom, materials, or whatever, to let him know and he would provide it.

Many of the information needs of the homeless involve social services. Local libraries may provide referrals to a specific social service agency (if the library knows which local agencies offer which services), but librarians often are unable to provide the specific infor-

mation. As an example, families receiving Section VIII (subsidized housing) certificates or vouchers need to know which landlords accept such documentation. Caseworkers and staff at homeless shelters frequently have this information, but libraries do not, and arguably ought not to have specific information that is better provided by other specialists.

While some homeless persons frequent public libraries, many others do not. In my dissertation study of homeless families, only two families out of twenty-eight cases used the library, and they both had used the library prior to becoming homeless. The other families, even though they articulated information needs relating to relationship problems, health problems, education problems, etc., did not consider the library as a source of information. These parents viewed family and friends as their primary sources of information, sources who often had no better resources than the homeless parents themselves. Service providers were seen as sources of information mainly if they were "nice" or "helpful." Many of the homeless parents did not view the majority of service providers as nice or helpful, unfortunately, and felt that the social service staff members would have been better information providers if they had had firsthand experience with homelessness.⁶ The majority of homeless families were not regular library users, but this could have been a wonderful opportunity to introduce not only homeless families but others living in shelters, missions, spending time in day shelters, etc., to library services, and to provide outreach services to an underserved, but needy, population.

Outreach Services to the Homeless

The term "outreach" refers to any library efforts to provide information about the library and library services outside regular facilities. In the mid-to-late 1970s when I was doing my MLS studies at Indiana University and working in my first professional position as head of a branch library in Michigan City, Indiana, outreach services were at their peak. In Michigan City, for instance, Friends of the Library maintained revolving wire racks of recreational paperback reading in local beauty and barber shops, the bus and train stations, and most intriguingly, in the local bars. Other interesting examples of outreach services in libraries include bookmobile services to migrant worker camps and children's services

provided to daycare facilities. Often, and unfortunately, outreach services are discontinued when budget cuts occur.

Why Outreach Services Ought to be Provided to the Homeless

Some may argue that as the homeless do not pay taxes they are undeserving of services. The truth is that many of the homeless do work and pay taxes: they are simply not making a living wage, even in today's good economy. In addition, many of the homeless have been taxpayers off and on for years, so this argument is not persuasive. Frequently, as a value-added service, libraries can raise funds for such outreach efforts through special fundraising campaigns and grants, or outreach services can be accommodated within the existing budget, utilizing volunteers.

According to most mission statements, a good public library examines the needs of its users. Service to underserved populations often is targeted in the planning process, so providing services to the homeless who do not come to the library can be justified within the library's own mission, goals, and objectives. Libraries may want to do a needs survey of the homeless to determine what is needed or wanted, keeping in mind the need to distinguish the sub-populations of homelessness. It is difficult, and possibly dangerous, to do this by approaching the homeless living on the streets. Such data collection is better conducted by going to missions, shelters, soup kitchens, or day centers and conducting the study with the assistance of persons experienced in providing services to the particular subgroup. My experience with many of the directors of shelters, soup kitchens, and day centers shows them to be very cooperative and understanding, and they are often excellent sources of information.

One practitioner's experience in providing children's services in family shelters resulted in the following list of needs:

- these children need special attention due to their homeless status
- these children often do not

receive the attention they need

- these children need respect and a sense of being important to someone
- these children need stability
- these children need their lives enriched
- these children need to discover (or rediscover) their ability to make believe
- these children may have shorter attention spans than other children and need books that will aid in lengthening their ability to focus
- these children often want lots of affection and need lots of hugs
- these children need volunteers to prove themselves, (often they are suspicious at first)
- these children need the comfort and special bond that can be created when adults read aloud to children.⁷

In many ways, it takes very little time and effort to make a difference in the lives of these homeless children. Although my study focused on homeless parents, I spent a considerable amount of time playing with the children in the shelter. Often I would read them stories out of the few books in the family room. The shelter had a rule that the children could only play on the playground under adult supervision, and after lunch I frequently volunteered to serve as the playground supervisor. My experiences working with homeless children lead me to agree with the above-mentioned needs with one minor caveat. Given today's societal sensitivity toward child abuse, I recommend being careful giving out hugs and picking up small children. It is very difficult not to respond to a toddler walking toward you holding out his or her arms to be hugged or carried, but not all parents appreciate such a show of affection. I suggest taking cues from the shelter staff, checking a parent's reaction, or even asking for permission from the parent prior to dispensing hugs or picking up a child. Still, the benefits of working with

... only two families out of twenty-eight cases used the library, and they both had used the library prior to becoming homeless.

homeless children are not simply a one-way transfer; the volunteer will reap many benefits as well. Such benefits include a sense of helping these children in need and a sense of doing something valuable for the community. Plus, while there may be some situations evoking sadness or helplessness, helping these kids can be a lot of fun.

The best outreach programs would be those focusing on a homeless subgroup, examining their specific needs, and provided in a place most convenient to the user. Such a place may often be a shelter but may also be a soup kitchen or day center where the data collection was undertaken. One problem that may arise with providing services to a shelter is that there are time limits for shelter stays, usually around 30 days for most family shelters. This may only allow for library services to be introduced, with the homeless encouraged to visit the local library branches for further services.

What Services Could or Should be Provided

Some libraries do provide outreach services to the homeless. Such efforts include providing materials for shelter library collections, the old standby of wire racks of paperback recreational reading, and providing story hours and other children's services in family shelters. A study of children's librarians in large library systems across the country identified the following outreach efforts to family shelters: storytimes, book deposits, library cards issued, homework help, programming, book-mobile service, and even library instruction.⁸ From my study in family shelters in Indianapolis, all of the above would have been welcomed in any of the six facilities. In addition, some sort of computer assistance also would have been very welcomed. Such services could include donating equipment to the shelters, arranging for others to give hardware and or software to shelters, either connecting or raising funds to connect the equipment to the Internet, and teaching those in the shelters to use computers. The homeless parents I spoke with over a two-year period had a wide range of expe-

rience with computers. Many of the mothers had dropped out of school, but were young enough to have had some exposure to computers. One resident even said she hoped to get a job working with computers since she had enjoyed working with computers in high school. She had dropped out of school over seven years ago, however, so her knowledge of technology was woefully outdated. Some residents were functionally illiterate and had difficulties reading more than basic information. At the other end of the scale was one resident who had a degree in computer science and had access to the Internet through her work.

Some communities have developed local networks with multiple access points. Examples of this are PrairieNet in Urbana-Champaign, Illinois; Hooisernet in Bloomington, Indiana, and the PEN (Public Electronic Network) in Santa Monica, California, which was the first such local access system and has been available since 1989.⁹ The PEN project has been particularly successful in connecting the homeless to city officials, and, as a result, policies have been promulgated which benefit this population which usually is represented by advocates rather than the homeless themselves. Of course, such networks provide this access if the users are able to read and have keyboard experience. Libraries could provide needed training. Children, as well as adults, would benefit from computer access in shelters where they could practice skills learned in schools or learn new skills using other educational software. A few games, mainly educational, would be a good addition. The shelter should develop use policies in order to allow for equal access. In my field work, there was usually only one phone for resident use and it was almost always in use with people waiting.

Other services may be useful and could be identified through analysis of data collected from the homeless populations with input from service providers. Once services are established, they must be evaluated and revised on a regular basis.

Why Outreach Ought Not to be Used (to Keep the Homeless Out of the Library)

In some communities, the presence of the homeless in the public library is perceived as a problem, and the solution to that problem is to keep them away from the library. A wire rack of paperbacks in a mission is not a substitute for the full range of services offered in the library. Referring the homeless to social service agencies simply to remove them from the facility is also unacceptable. I still have mixed feelings concerning the case in Tulsa, Oklahoma, where homeless persons took the majority of library seats making other patrons uncomfortable. The library director worked with other local downtown businesses and agencies to fund a day center where the homeless could shower, relax, sleep, make phone calls, and even use a small library collection donated by the library. Day centers are often wonderful facilities for the homeless, and if the intent was to better the lives of the homeless, good for the library. If the intent was to remove this class of users from the library, the effort is not so praiseworthy. The addition of a day shelter does meet the needs of those simply looking for a warm, safe place to nap during the day, but often the homeless were using the library before and after periods of sleep.

There are more questions than answers in how best to deal with the homeless in libraries and provide outreach services. Each community's situation will be unique; such an issue and possible resolutions to problems often are best resolved through establishing a coalition of interested or invested parties. The homeless *must* be included in the decision-making processes concerning policies and procedures that affect them.

Conclusion

The problem of homelessness in the United States is very complex. Speaking of the homeless as a homogeneous population is problematic. It is much more useful to focus on the varying sub-populations such as homeless men, women, teenagers, families, etc., and then develop services. As many homeless persons are not library users, outreach programs may garner a wider audience, an audience that really needs what public libraries offer to in-house patrons. Attitudes are important in determining how information providers behave towards the homeless, and ana-

A wire rack of paperbacks in a mission is not a substitute for the full range of services offered in the library.

lyzing our feelings and definitions of the deserving and undeserving poor is a useful exercise in exposing any previously unrecognized biases. We can then determine if these attitudes are preventing us from serving a specific class of users, which is contrary to the *ALA Code of Ethics*.¹⁰

Outreach services to the homeless may best be accomplished through providing these services via established facilities frequented by the homeless — shelters, missions, soup kitchens, or day centers. Some sort of van/bookmobile is another option, but safety may be a concern and local experts would best be able to answer such questions.

Some homeless persons are frequent library users, others have been in the past and have lost their way, and others have yet to learn of the potential value libraries may offer them. Some homeless persons are not interested in libraries at all, nor will they be. I encourage students to substitute the term "challenge" for the word "problem." I encourage librarians to refer to "the challenge of dealing with the homeless as library users" and not to "the problem of the homeless in libraries."

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Learning Connections and the School Library Media Program:

"It takes a whole village to raise a child"

by Judith F. Davie

Adults serving children with diverse needs, different learning styles, and varied abilities must tap all possible resources to help these children make learning connections and build meaningful relationships in their emerging world. Many at-risk children do not make these connections unless significant adults in their daily lives collaborate through community and educational organizations. School library media specialists interact daily with these children, thus becoming individuals who facilitate the learning connections with other adults and organizations that serve children. These connected outreach programs must build on what is familiar to the child and on the language development possibilities inherent in making these connections.

The current educational reform movement, which stresses the educational value of collaboration beyond the local school, supports the establishment of broad-based learning connections in the community. Such learning connections have implications for all community agencies, libraries, and school library media programs.

Learning Connections and Educational Reform

Education reformers have pointed out that there is no work situation that does not demand collaborative work among individuals and agencies. School library media specialists and

others in education can model collaboration as the way in which adults work. If adults in a variety of agencies can establish learning connections by planning, instructing, and working with children, then children will come to accept this model of collaboration as the norm. Parents and the larger community have long been viewed by educational reformers as largely untapped resources for the education of at-risk children. These resources must be tapped for survival in the 21st century.

For example, the Comer School Model,¹ based on twenty-five years of research by James Comer and his colleagues at the Yale Child Study Center, suggests a model for increased collaboration among parents, caregivers, community members, and the school program. Comer concluded that children's experiences in the home and community deeply affect their psychosocial development, which in turn shapes their academic achievement. The Comer model is designed to create a school environment where children

will feel comfortable, valued, and secure and will have personal and academic success. Stated another way, poor academic performance is not an isolated event, but represents a failure to bridge the social and cultural gaps among home, community, and school. As Marian Wright Edelman, director of the Children's Defense Fund, stresses, our society can do a much better job in nurturing children who are our future.²

Learning Connections and the Whole Village

In most communities numerous public and private agencies are interested in the education and development of children. Many national association and local community groups participate in activities and events that can strengthen the child's sense of connectedness. Events that celebrate the language process — poetry, storytelling, writing, theater, book talks, special weeks or months — can be part of this process of communities, libraries, and learning.

Important elements in sustaining learning connections are a strong base of community support, engagement of teachers in related curriculum work, and long-term commitment of resources. The school and the community cannot ignore the total life of the child and his/her family. Children bring the rest of their

... poor academic performance is not an isolated event, but represents a failure to bridge the social and cultural gaps among home, community, and school.

lives into the school setting. If the needs of the community, the family, and the individuals in those families are not being met, then the child has a more difficult time in learning and working with others.

The same principle holds for other social agencies. Agencies must have a focus broader than a particular problem situation – violence, drug abuse, illness — and take a holistic approach to serve all of the needs of the family and community. Obviously no agency can do this job alone. In cooperation with other agencies, the school must move toward a village concept of education: “It takes a whole village to raise a child.”

Learning Connections and Library Agencies

Public libraries often have developed learning connections with the community, including daycare centers, juvenile justice programs, family literacy projects, extension services, adult centers, etc. Community college learning resource centers can be the learning connections for adult literacy, GED, and other non-credit, high interest course activities co-sponsored by various community agencies and businesses. The school library media specialist needs to strengthen learning connections with all other types of libraries in order to tap into existing networks. If the librarians in each of

these agencies view learning connections as a common goal, if they can work together to make those goals a reality, and if they can overcome institutional inertia, the total community will benefit from improved, coordinated library services, and children will be better served.

Connecting the school with the local public library and its branches is a crucial step. Many at-risk children do not have experience with the public library, its programs, or services. The first, and most important, step in this connection is opening up communication! If school library media specialists and public librarians who serve children and youth communicate in person, by phone, or by e-mail, great things can happen. Examples of these learning connections include:

- Library Card Sign-Up Times
When schools have PTA meetings or other parent/children gatherings, invite the nearest branch to have a representative at the school for library card sign-up. Promote this card sign-up in publicity sent to parents. In many schools parental involvement will build during a school year, so such sign-up events should be repeated during the year.
- Partnerships with Public Library Branches
Public library systems can “assign” specific schools to specific branches so that programs and services of

that particular branch are promoted automatically in the school and community. School library media programs also can promote book fairs, special events, summer reading programs, and celebrations through the assigned public library branch.

- School Field Trips
The school can arrange for field trips to the public library so that children can participate in its storyhours, book talks, and special celebrations.
- Summer Reading Programs
School library media programs can promote public library summer reading programs through bulletin boards, mailings to parents, and special events at the school that focus on the theme of the summer program. Where schools have summer (or year-round) programs, the summer reading program themes can be introduced into the instructional program and coordinated as a media focus, resulting in reading celebrations and awarding of certificates at the school sites.
- National Poetry Month
Many public and school librarians will have used the “Poetry Break” idea originated by Caroline Feller Bauer.³ National Poetry Month (in April) offers an opportunity for all of these community agencies to connect and develop programs that highlight poetry reading, poetry writing, and poetry celebration. This year Andrew Carroll, executive director of the American Poetry and Literacy Project, is driving a truck from New York to San Francisco to distribute 100,000 free books of poetry across the country. The National Poetry Month Web site offers an opportunity for children and adults to “visit” poets in different sections of the country.⁴ Local groups can encourage poets to donate poems, write a poem, or do a poetry book distribution.
- National Library Week
The American Library Association has sponsored National Library Week since 1958. In addition to providing theme posters and other materials and ideas for local library celebrations each April, ALA yearly publicizes National Library Week on television and radio, national wire services, and in consumer magazines with feature stories and public service announcements.⁵ Local groups can coordinate NLW cel-



First graders love the books, if not the bugs!

celebrations focusing on children's services in a variety of agencies.

— National Children's Book Week

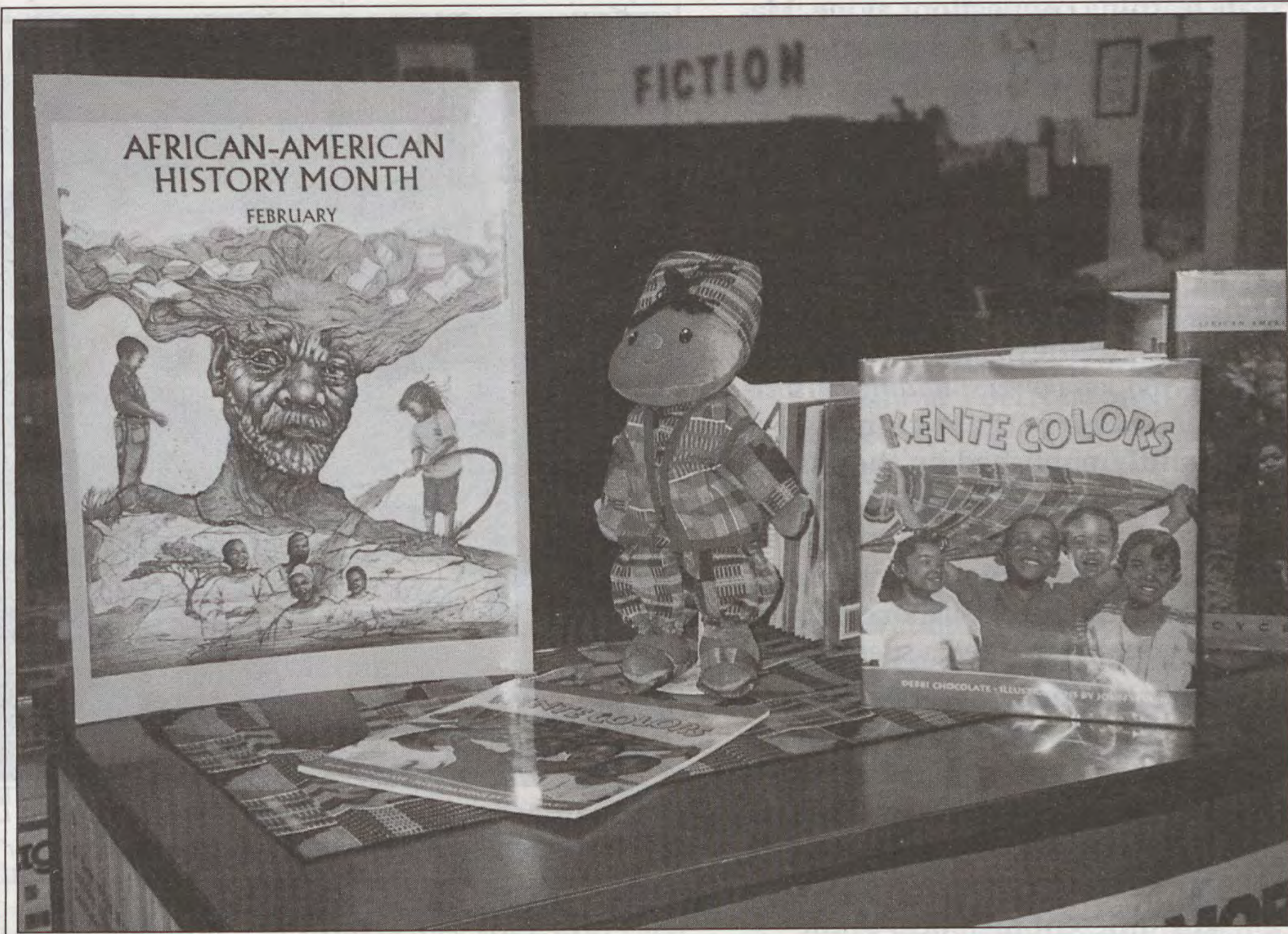
In the third week of November each year, the Children's Book Council sponsors National Children's Book Week. The theme for November 15-21, 1999, is "Plant a Seed ... Read!" The theme poster is by Eric Carle and special promotional materials are available from the CBC.⁶ Local groups could sponsor author or illustrator visits (and share the cost), promote children's books through readings, and have a children's book parade.

— Read Across America

The National Education Association sponsors this event on Dr. Seuss's birthday each year. Last year, the Read Across America program had participation from a million teachers, parents, and community leaders who donned their *Cat in the Hat* hats and shared favorite stories with ten million children. The NEA Read Across America Web site suggests a number of ideas and activities.⁷ Local groups can connect to sponsor local library, community center, and TV reading events where adults share their favorite stories with children.

— Reading Is Fundamental (RIF)

Reading Is Fundamental (RIF) is a leading nonprofit children's literacy organization. RIF helps children want to read. Through a network of volunteer-run programs, RIF gets free books into kids' hands and makes reading fun through exciting



Book displays link children with celebrations.

reading-related activities.⁸ Through local community and corporate sponsors, the RIF program can be started and sustained as one of the learning connections for children in any community.

**Learning Connections:
The School Library Media
Program**

As school library media specialists expand their programs to connect with the programs or services of other agencies, the school media programs change from programs within an isolated facility to programs that connect children to information resources in the community and anywhere in the world. The old-fashioned view of the school media center as a place with book and AV resources changes to a

view of that center as accessing information resources located in the community and distributed via computer networks. Teachers, students, parents, and community members access information in classrooms, in the media center, at home, and in community centers. All of these potential learning connections change the way the school media program supports instruction, how budgeting and planning are done, and how the school library media specialist cooperates with other agencies. The major role of the school library media specialist becomes one of working with other adults in a variety of settings so that children can make essential connections with the information resources that they need to develop as active, lifelong learners. Obviously, the school library media specialist does not

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create learning connections alone. Media specialists can work with others in the community to bring about needed changes in the ways that all agencies offer information resource and language development services to children. All these agencies need to take active roles in devising connected programs, which will have positive impact on children as they grow and learn.

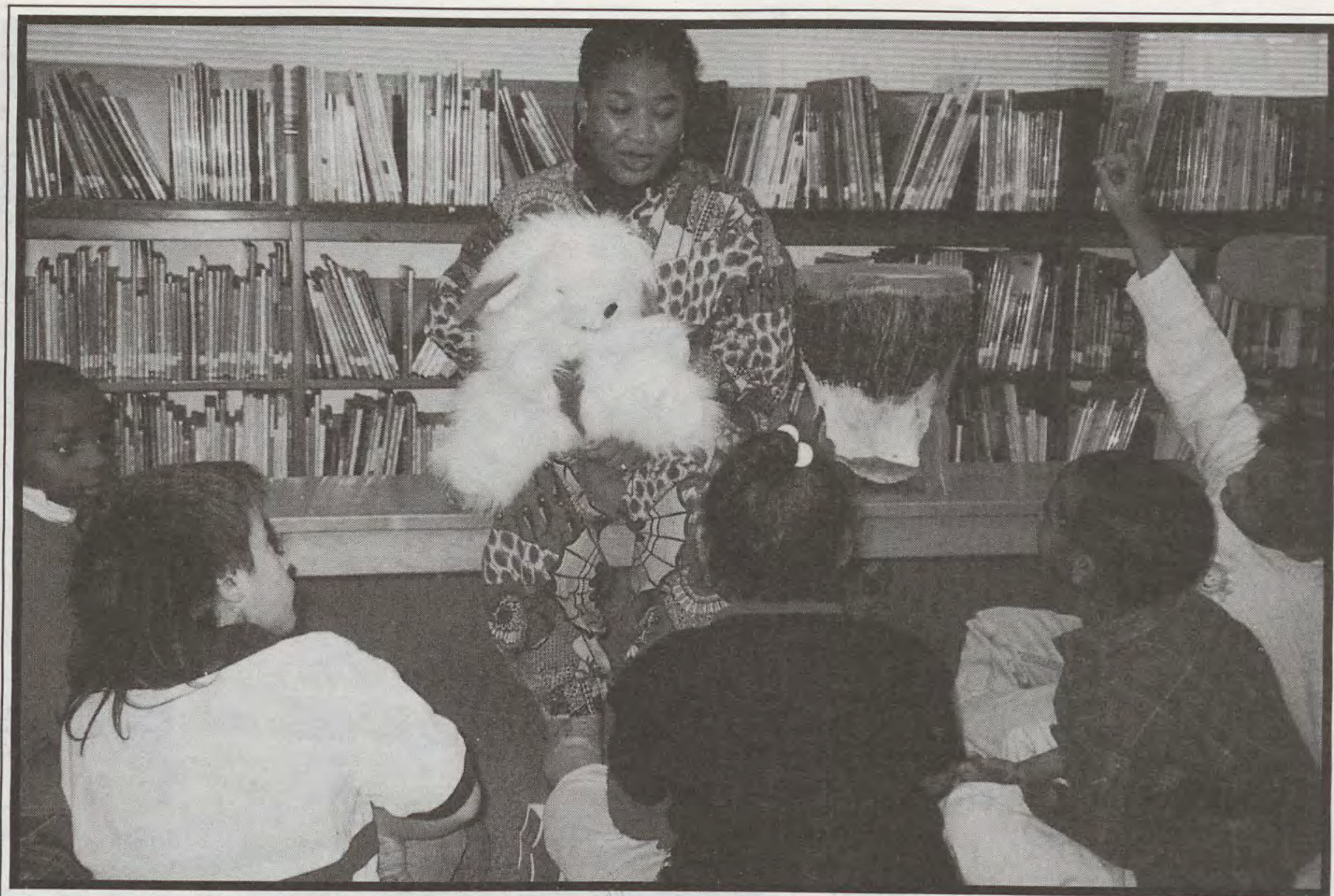
Information Power: Building Partnerships for Learning, the national standards jointly published by the American Association of School Librarians and Association for Educational Communication and Technology, places major emphasis on these collaborative roles of the school library media specialist:

Collaboration — working with others — is a key theme in building partnerships for learning. Library media specialists have long understood the importance of collaborating with the different members of the learning community. The literature of the field, both from research and from practice, documents the importance of collaborative planning and teaching ... [Collaboration] is basic as they work with teachers, administrators, parents, and other members of the learning community to plan, design, and implement programs that provide access to information that is required to meet students' and others' learning goals.⁹

Establishing effective learning connections in the larger community is critical because, as *Information Power* points out, "Today's student lives and learns in a world that has been radically altered by the ready availability of vast stores of information, in a variety of formats." The authors note that "students must become skillful consumers and producers of information in a range of sources and formats to thrive personally and economically in the communications age."¹⁰

Loertscher contrasts the traditional concept of library collections with the newer connection concept in this manner:

Traditional Library	New Connection
Print rich	Information rich in every format
Print and AV oriented	Multiple technologies
Centralized (one location)	Centralized and decentralized simultaneously
Rigidly scheduled	Flexibly scheduled
Single person staff	Professional and technical staff
A quiet, almost empty place	A busy, bustling learning laboratory ¹¹



Bea McAdoo-Shaw from Vance Chavis Lifelong Learning Library, Greensboro Public Library, at Hampton Year Round School in Greensboro.

Specific Suggestions for the School Library Media Program Connection

If the school assumes a goal of becoming an agency that collaborates with other agencies in providing human services, the program and services of the library media center also must change.

Service Hours

The school must make itself available when people have time to seek services. In cooperation with other agencies, a library media center schedule is developed that probably will involve evening and weekend hours. It is likely that the school will be open anyway because of the needs of other agencies who have service staff in the facility to serve the community. These changes will require rethinking staffing needs, as well as increased use of trained volunteers, clerical assistants, and student workers. School library media programs that collaborate with others will require additional staff.

Professional Collections

Library media center professional collections traditionally have served the information needs of teachers and ad-

ministrators. The full-service school professional collection will need to reflect the information needs of all of the professionals who are using the school as a base for their operations. Often these professional resources will be online through telecommunications or the Internet. As collections are modified to meet new demands, the funding structure for collection development needs to be changed so that everyone who benefits from the collection is involved in providing part of the collection development budget. The school library media specialist will need to build a community-family life collection as an integral part of the library media collection.

Since community members are utilizing the school as a service agency, the library media professional collection should reflect this change and provide resources that those people need. The interests, reading abilities, and format preferences of the community must be assessed as this collection development activity begins.

Media Advisory Committee

The media advisory committee will need to be expanded to include representatives of the participating agencies, community members, and the other libraries in the area. The traditional media advisory committee was made up of teachers and sometimes students as the primary users of the school library media center. This group should be expanded to reflect the information interests and needs of the total service population — professionals and community members. This change will

mean the involvement of other information agencies in the community.

Instructional Programs

Traditional library media programming targets students, teachers, and sometimes parents. To the school, the library media specialist now must add community groups and professionals serving them to that list. Often programs already underway will serve a wide variety of groups. Some examples of such programs include:

- Author, illustrator, or "expert" visits
Such visits usually are confined to meeting with classes, a luncheon, and an evening reception with the host group. Often experts in various aspects of child development, parenting, and instructional techniques are involved in local school staff development activities that are paid for by the school system. Parents, community members, and allied professionals also would be interested in meeting these authors, illustrators, or experts. The opportunity to get books autographed, ask questions of an expert, and be introduced to books and other materials would be valued by many people. These visits can be modified easily to involve the large social agency group in planning, funding, and promoting these visits; scheduling presentations so that the community can participate; and inviting local authors, illustrators, and experts to the presentations.

- Staff Development

Often staff development activities for teachers and staff are not oriented to specific curricular areas, but to the acquisition of specific skills – especially in the area of computer-related technologies, but also in the areas of specific reading-skill or mathematics-skill techniques. Such events are of interest to parents and the larger community. The school library media specialist should think about reviewing all staff development activities and schedules and asking the question, "Is this an activity that would interest others?" On too many occasions, libraries and schools engage in staff development as if there were no other groups that might be interested. Naturally, the shoe also fits the other foot. When other agencies are having staff development activities, the school should expect to be included.

- Reading Programs

A wide variety of reading encouragement and example programs are emerging as schools attempt to deal with the major reading deficits in our society. Most of these programs are individual and/or small group activities led by an adult. Involving parents, grandparents, and other community members in such activities not only serves to model good reading behavior and attitudes to the students, it also models the importance of these activities to the adults around the school. Incidentally, it also may be a source for improving adult literacy in the larger community.

Summary on Connection

Library connections depend upon people who are willing to communicate across the lines of governing bureaucracies because they have the interests of children at heart. Once they find each other and begin talking, learning connections develop and children benefit.

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Take Out/Free Delivery!

by Frannie Ashburn

In-house programs for children, teens, and adults are a staple of public library service and cover myriad topics in a variety of formats. Programming formats include reading aloud to children, book discussions, lectures, exhibits, slide/film showings, readers' theater (reading aloud of short stories adapted to script format), storytelling, readings by authors/poets, poetry "slams," exhibits, musical performances, and demonstrations of all kinds — from how to identify poisonous snakes to how to trace your ancestry. Libraries tap their own and outside resources to provide programs to intrigue and inform their communities. All of these programs get people *in* to the library where they also learn more about the library's amazing resources — expanded via the Internet to include virtually the whole world. In addition to bringing people into the library, many of these programs are ready-made outreach vehicles.

Outreach to individuals and to people in institutions and organizations who are not "regular" library patrons enhances the public library's role as a good citizen in its community. It is a way for libraries to recruit new users and new supporters, to make new friends, and to identify new resources. Programs used as outreach also cover many topics and take many forms, and the projects listed below are by no means an exhaustive — or even a complete — list. They're examples intended to pique your interest and — if you don't already — to encourage you to see programming as potential outreach.

Storytime/Storytelling

These programs take place anywhere librarians know (or even suspect!) that children are gathered: daycare centers, health departments, housing developments, and schools. Smart Start collaborative projects in communities all over the state include fine examples of programming outreach.

Reading Incentive Programs and Readers' Theater

Willie Nelms, director of the Sheppard Memorial Library in Greenville (Pitt County), provides information on a couple of his library's special outreach projects:

Since 1995, Sheppard Memorial Library has operated the Resource Room at the Greenville Housing Authority Moyewood Cultural and Recreational Center. The resource room functions as a small library and is open 2:30 p.m. – 5:30 p.m. Monday through Friday. Over the past four years and as part of this agreement, the public library has offered reading incentive

programs and readers' theater programs for children living in public housing. The library offers these services on a year-to-year contract basis with the Greenville Housing Authority. In essence, the Greenville Housing Authority outsources its library service through the public library.

Over the past five years, the Friends of the Sheppard Memorial Library and the Friends of Joyner Library at East Carolina University have conducted the Celebrity Readers' Theater as a fundraising event. Well-known local citizens (television personalities, civic, and political leaders) are readers in plays performed in a readers' theater format. The most recent production occurred on Sunday, February 7, 1999. It was attended by 175 people and generated more than \$5,000. The profits from the event are split equally between the two Friends of the Library groups. This is a unique event because it involves a cooperative effort of the friends

Outreach to individuals and to people in institutions and organizations who are not "regular" library patrons enhances the public library's role as a good citizen in its community.

groups from an academic library and a public library and also because it uses local celebrities as the performers. Over the years this event has generated increasing public interest, and local citizens consider it an honor to be the readers.¹

Reading and Discussion Programs

For more than a dozen years, North Carolina public libraries have hosted *Let's Talk About It*, reading and discussion programs led by humanities scholars/discussion facilitators. These scholars are professors from area colleges, universities, and community colleges who bring experience, expertise, and enthusiasm to their role as informed guides for public audiences. Programs are attended by die-hard readers ("Put it in my hands and I'll read it!"), by aficionados of the author or the subject of the book, and by innocent bystanders who get dragged to the programs by enthusiastic friends and then become converts themselves. Discussion is the focus of the programs, and this discussion is active, energetic, and sometimes difficult to bring to a halt!

The popular *Let's Talk About It* program model (adapted to numerous other reading/discussion projects) uses interesting speakers and discussions to "lure" out-of-school adults *in* to the library where librarians also showcase the wealth of library services, materials, and resources. The hoped-for result is the library's being regarded as a lifelong learning center in the community — a place where people gather to engage in the thoughtful consideration of ideas. With hundreds of successful programs in their repertoire, librarians began to think of other places to do this type of programming — places where groups already were gathered — and senior citizen centers were among the first on

the list.

During the 1995-98 *Poetry Spoken Then and Now* project, which brought scholar-led reading and discussion programs on modern American poetry to public libraries in North and South Carolina, some programs were held in senior citizen centers. These programs were a win/win situation for everyone involved. The library got good publicity in the local media for outreach to the senior center, freed its meeting room for other uses, and provided an accessible program location for evening events (easily-accessed facilities and spacious, well-lit parking lots and buildings often are advantages of retirement center locations). By hosting programs open to the general public, the senior center provided a ready-made, well-organized, quality program for its residents (a real plus for the center's program director!), and showed off its facilities and services to potential residents who might never have visited them otherwise. Participants benefited most of all. A local library coordinator reported of her experience at a South Carolina retirement center that 60% of the audience members came from the town and ranged in age from 16 to 70.² This diverse mixture was a wonderful asset to the discussions. Residents enjoyed talking with local people whom they might not have met otherwise, and the "locals" enjoyed discussing poetry with folks they did not see on a regular basis. Retirees from other parts of the country found the programs an excellent way to learn about poetry and about the people and culture outside their immediate home.

Some of these poetry programs were held in workplace sites because they are particularly adaptable to a lunch hour format — scholar and participants gather for a sandwich and discussion. One noontime series was held

at a hospital and was open to staff and to the public. The scholar who led the programs was "amazed and heartened at the variety of people interested enough in poetry to devote six weeks, worth of lunch hours to it."³ This group, too, was a mixture — half were hospital employees and half were from the community.

Workplace programs also are a win/win situation for everyone involved. The workplace sites prided themselves on providing lifelong learning opportunities for their employees, enabled local people to utilize their resources and facilities for an educational enrichment opportunity, and hosted a quality program they did not have to develop (or pay for!). The library got good publicity in the local media for outreach to workers who have limited leisure time for cultural/educational opportunities and promoted its resources and services to people who might not have learned of them otherwise. And for participants? Interactive, stimulating programs were delivered to them free of charge at their place of work. Now *that's* outreach!!!

For information on book-related programming in and out of the library, contact Frannie Ashburn, Director, North Carolina Center for the Book, State Library of North Carolina, 109 East Jones Street, Raleigh, North Carolina 27601-2807; phone: 919-733-2570; fax: 919-733-8748; e-mail: <fashburn@library.dcr.state.nc.us>.

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"Support North Carolina Libraries"

ALA's OLOS: Reaching Out to Library Outreach Programs

by Satia Orange

Soon after his arrival last year as the new American Library Association's Executive Director, William Gordon created a panel at the entrance to the Executive Offices with the Association's mission:

The American Library Association provides leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

The boldness of the ALA's mission, set in strong gold lettering, serves as a beacon of purpose for staff. The Office for Literacy and Outreach Services (OLOS) supports the Association's mission for access to information in local library communities for traditionally underserved populations.

OLOS was initiated in 1970 as the brainchild of several members and staff, including Virginia Matthews, who was the first director of the then Office for the Disadvantaged. Over the years the office continued to support librarians' efforts to address the needs of people who felt disenfranchised in libraries. Through the years the office focused on library service needs of Native Americans and other people of color, the elderly and new and non-readers and their families.

Today the office's strategic plan addresses equity of access and 21st century literacy, two of the five key action areas of ALA's Goal 2000. OLOS initia-

tives encourage librarians to provide opportunities for maximum intellectual stimulation in America's libraries. Priorities for the office include the dissemination of information and training as well as partnerships with other national organizations serving similar populations. For ALA, those populations now include new and non-readers, people geographically isolated, people with disabilities, rural and urban poor people, and people generally discriminated against based on race, ethnicity, sexual orientation, age, language, and social class.

OLOS also serves as the staff liaison for the following committees and round tables:

- the OLOS Advisory Committee
- OLOS Subcommittee for the ALA Poor People's Policy
- OLOS Intergenerational Subcommittee
- the Literacy Assembly
- the Social Responsibilities Round Table (SRRT)
- the Ethnic and Multicultural Information Exchange Round Table (EMIERT)
- the five associations of librarians of color

The office administers a three-year Lila Wallace-Reader's Digest Fund Initiative, Literacy in Libraries Across America (LILAA), funded in 1996. The initiative provides separate funding for thirteen project sites in four states, in addition to a generous grant to ALA for the provision of technical assistance.

The Literacy Assembly is one of OLOS' liaison groups, with representa-

tives from ALA divisions, round tables, and committees in the Association that address literacy in various formats. The Assembly meets at each ALA conference to develop strategies for addressing twenty-first century literacy in the Association. The new Literacy Officer will assist the Assembly in focusing on that objective.

The Assembly will sponsor a preconference at the 1999 ALA Annual Conference called "Building a Community of Readers: Literacy in Libraries Across America," along with several other programs that relate to literacy and lifelong learning.

The OLOS Subcommittee on the Poor People's Policy concentrates on library services to poor and homeless people. The policy (6.1) addresses the library needs of poor and homeless people. It is accompanied by several objectives to be addressed by the Association. At the June 1999 ALA Annual Conference, the subcommittee will sponsor its first pre-conference, "Reality Check for Libraries: Making a Difference in Services to Poor and Homeless People."

A newly formed OLOS Intergenerational Subcommittee addresses the availability of resources for the elderly, and disseminates information regarding program resources. The subcommittee plans a pre-conference in 2001.

The office's new Web site, at <<http://www.ala.org/olos>>, includes a number of resources for library outreach support. The 1998 *Diversity Fair Notebook* introduces "diversity-in-action" initiatives in 50 libraries that ex-

hibited at the 1998 ALA Annual Conference. *The List of Library Outreach Services to Underserved Populations* is a resource guide for librarians and the general public. There is also access to committee and staff lists, schedules of conference programs, and other library resources to support the OLOS target populations.

The degree of commitment, research and collaborative effort of individual libraries and communities can define the secret to quality library outreach. Libraries across the country continue to demonstrate creative strategies for reaching out to their users:

- The Queens Borough (NY) Public Library has the largest number of ethnic groups in one county in the country. Its Flushing Branch, located in an Asian American community and opened in June 1998, is situated at a busy intersection. The library is always busy and the ample number of seats is always filled with users. Queens' WorldLinQ, an innovative and multilingual Internet Web-based information system, connects international news and resources in six languages, free of charge.
- The opening ceremonies of the Greensboro (NC) Public Library's Central Library in November 1998 was the final step in meeting information needs as identified by the community. Through the use of focus groups and other means of direct community input, the library's staff and volunteers, architects, corporate and community partners, and users designed a building that resolved the concerns for equity of access to collections and services. As children from Greensboro's branches helped deliver books to the new children's room, community leaders marveled at the open access computers and free Internet resources. The "Community of Readers," for which the city has received acclaim, has surpassed their goals by listening to their users.
- The Carver Road Branch of the Forsyth County (NC) Public Library met one of its community needs in an aesthetic manner. The kente cloth shelving panels and upholstered chairs provide a welcome atmosphere to users who openly demonstrate cultural identity. Accompanying exhibits, programs, and collec-

tions relate to the community's interest in their history. The building replaces a smaller, older edifice, which has been redesigned as a repository for African American history.

- Over 45% of the Dade County (FL) population are foreign-born and 57% speak a language other than English at home. The Miami-Dade Public Library System has addressed this concern by instituting a three-tiered approach for access to information for its users. First, the library enlisted the help of community organizations to register new immigrants for library cards at fairs and new citizen ceremonies. Corporate support allowed the library to fund concerts, bilingual storytelling hours, art exhibits, and other cultural events featuring new citizens' native countries. The third step was to partner with the local school system, government agencies, and universities to conduct programs at the libraries on citizenship, English as a Second Language classes, and life skills. The library also developed a comprehensive collection of materials relating to these topics. The nationally recognized initiative increased library use by 10% annually.
- A once-a-month Library Disability



Chinese Dragon, 1998 Diversity Fair, ALA Annual Conference, Washington, D.C.

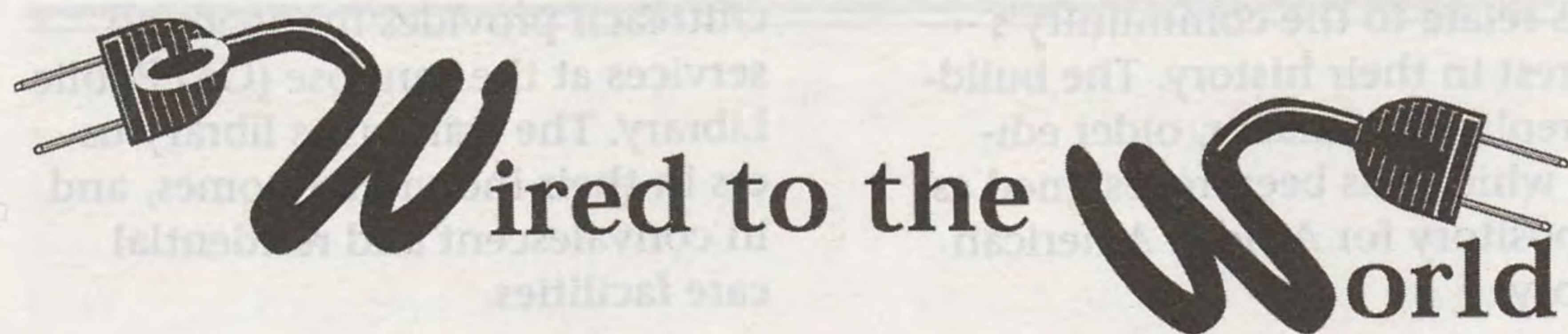
Outreach provides homebound services at the San Jose (CA) Public Library. The staff visits library users in their individual homes, and in convalescent and residential care facilities.

- The Outreach Programs at the William K. Sanford Town Library in Albany, NY has a closed circuit radio information service for people who cannot read regular print due to blindness, limited vision, or physical disability.

Access to information must be valued in our society. As a community, we must embrace libraries on five levels to ensure our own survival as a literate society:

- We must find those in our communities who do not use the library and who see it as foreign to their lifestyles. We must discover their information needs and guide them through the maze of data vehicles and resources. We must welcome them.
- We must talk with those who do use the library to ensure that their information needs are being fulfilled. We must celebrate them and welcome them to make them feel comfortable in using their libraries.
- We must learn to be open and non-judgmental and train our colleagues, up and down the chain of command, to do the same. We each must become connectors in guaranteeing access to information for all of our users and ourselves in libraries.
- We must support our staffs by advocating for training and enrichment opportunities. We must challenge them to grow intellectually, and encourage them to further their knowledge and understanding of new strategies and techniques. We must value them so they will value library users and their needs. We must show them respect and appreciation for their efforts, so they will respect and appreciate library users.
- We must become partners with those who make access to information a reality: the users, the staff, the volunteers, the policymakers, the philanthropists, the community and corporate donors. We must make them allies and collaborate with them for better libraries and services.

Finally, we must value libraries and access to information ourselves.



Wired to the World

by Ralph Lee Scott

Outreach

This issue of *North Carolina Libraries* is devoted to outreach, and thus this column is devoted to a paean in favor of universal access to the Internet as a means of attracting patrons to libraries. Universal access promotes the idea that individuals, regardless of economic status, have basic societal rights. Andrew Carnegie, an early advocate of this idea, established a number of free public libraries that provided access to books for everyone. His hope was that patrons of these libraries would be able to better themselves through the use of library materials.

Recently, this concept has been extended to cover basic human "public services" such as universal access to telephone, electricity, and fuel. Libraries which embraced the ideals of Carnegie have recently been looking for ways to improve their relevance to the communities they serve. As the traditional print media are replaced by virtual resources, libraries are in a unique position to enhance their offerings to the community.

The Internet provides just the source of unlimited information access that Andrew Carnegie envisioned. Libraries need to increase their public Internet access services. NC LIVE is a start in this direction. We have begun to divorce ourselves from the idea of traditional book and periodical resources as the sole means of access, and to embrace in a seamless way access to the new technologies of the Internet. FreeNets, such as the pioneering Cleveland FreeNet, were an opportunity for libraries

to offer the concept of universal access to the masses. Most libraries missed this boat. FreeNet assumes that users have computer access at home or work, but libraries need to provide both in-house and remote access to patrons.

Another way in which libraries can provide universal access is to serve as locations where patrons can send and receive e-mail without charge. A number of free Internet email services (such as Geocities) allow patrons to set up their own Web-based mail accounts. This is an ideal way for libraries to increase their visibility and become indispensable to their constituencies. Offering patrons free instruction in the use of the Internet is another way to build a loyal voter base.

Librarians can help local groups set up Web-based chat rooms on topics of local interest such as genealogy, environmental issues, or city ordinances. The local library home page can direct Internet users to bibliographies of popular local topics found on the Web. Among the features that can be included are links or information on local book clubs, scout troops, gardening clubs, and hobby interest groups. A nightly homework clinic run on the library Web server can offer local students

direction when they are stuck on an assignment and improve library visibility to families at the same time.

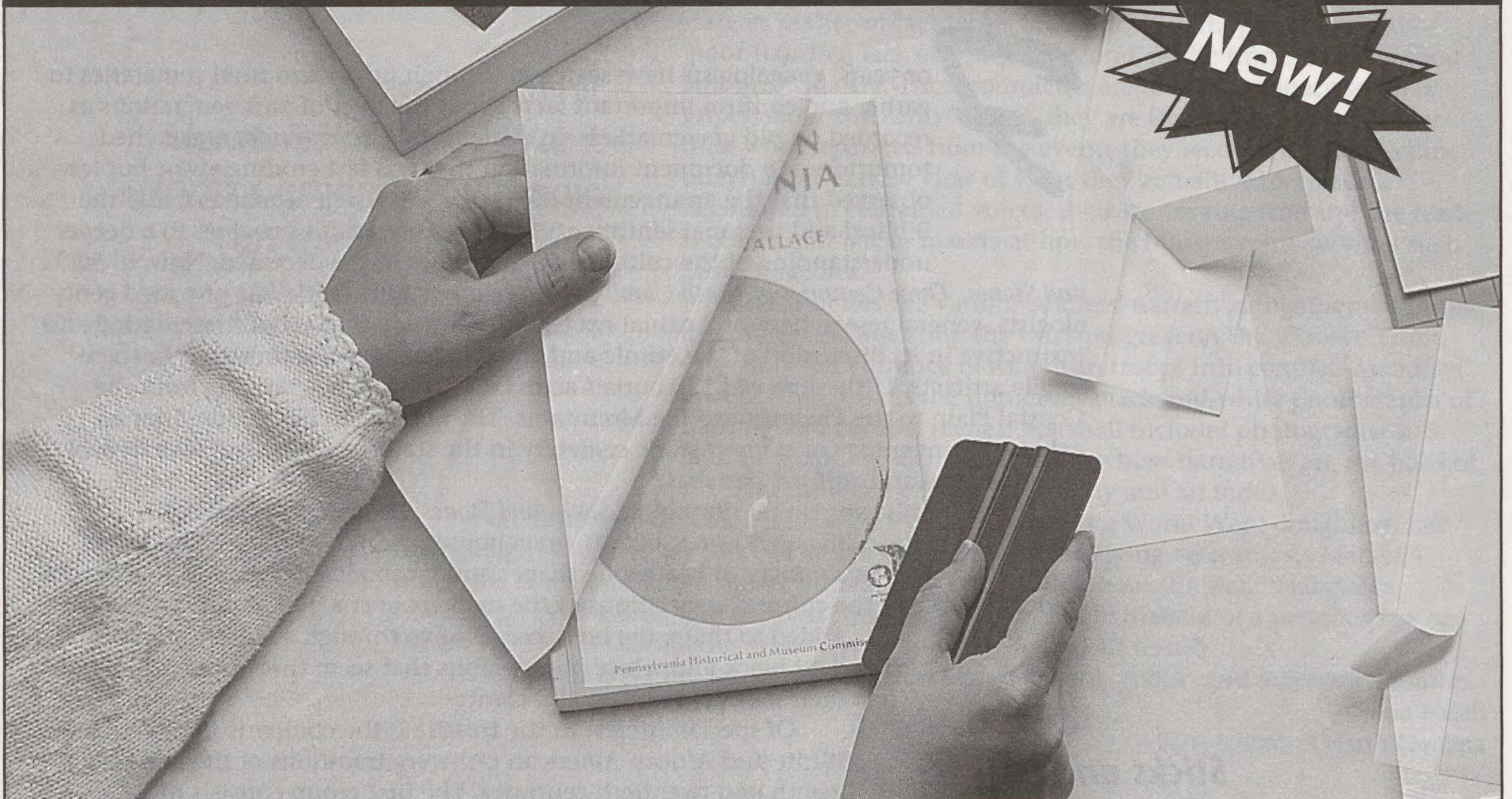
Many traditional library services may, in the future, be more Web-based. Answering reference questions, locating electronic resources, and delivering requested documents are a few that come to mind. Perhaps distance education courses, such as ZDU or various college offerings, could be taken from library-based Web work stations. A number of librarians, however, cringe at the idea of Web-based "chat rooms" jamming up library work stations.

In fact, there is already considerable competition in many libraries between traditional and virtual services. The flip side of this, however, is that libraries can and should become the coffee shops of the future. Instead of finding ways to keep patrons out of e-mail and chat sessions, we need to find ways to meet more of these universal access needs that Andrew Carnegie first tried to meet with traditional print libraries.

Libraries can best meet these needs of the future by finding ways to provide increasing levels of Internet access for those who cannot afford the price of current technologies, as well as by providing relevant links through their home pages to local resources for patrons with home computers. Libraries can become visible in the community by enabling patrons to use these technologies from their home or office, thereby gaining the support of local taxpayers.

*The Internet provides
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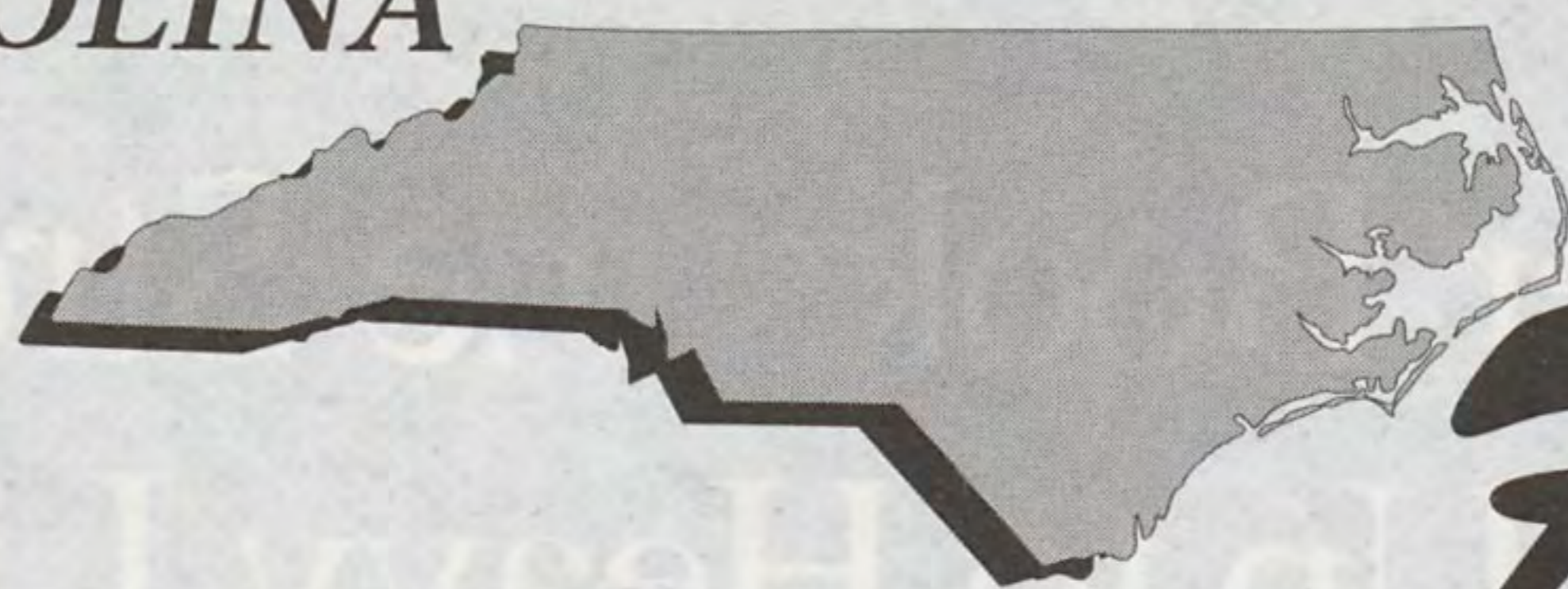


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Dorothy Hodder, Compiler

For years, genealogists have searched through urban and rural cemeteries to gather and confirm important facts about the lives of past generations as recorded on old gravemarkers. In some instances, researchers sketched tombstones to document information that was fast eroding away, but few observed that the arrangement of graves, the design of markers, and the Biblical and personal sentiments inscribed on them were clues to a deeper understanding of the culture, life, and times of the deceased. Now, in *Sticks and Stones: Three Centuries of North Carolina Gravemarkers* Ruth Little has provided genealogists, general researchers, and casual readers with a study that is both fascinating and instructive in its discussion of the ethnic and artistic characteristics inherent in these fragile artifacts. Little surveyed 550 burials across a 35 county area ranging from the Coastal Plain to the Piedmont to the Mountains. The book is, in her words, "not an exhaustive inventory of every historic cemetery in the state, but a general overview of chronological and cultural patterns."

It is not only words that illuminate *Sticks and Stones*. Drawings of types of gravemarkers including enclosures, boards, gravehouses, stones, tombs, obelisks, and pedestals, as well as a variety of headstone shapes and symbolic designs, add to a deeper understanding of the cultural associations of the markers over a period of two centuries.

Added to these, the book comes alive through a collection of resplendent black-and-white photographs that seem three-dimensional in their textural richness and clarity.

Of special interest in the treatise is the comparison of vernacular White and African American cemetery traditions of the late nineteenth and twentieth centuries. The first group consists of bare, cleared, or landscaped areas with rows of graves in family groups, some enclosed, others forming grave mounds and shell-covered or shell-bordered graves. African American cemeteries often are partly hidden in woods, high grass, or thick undergrowth, are arranged in uneven rows creating an irregular rhythm of design, with families loosely grouped, and have enclosures for individual graves. White burials sometimes have a depiction of the home, trade, or hobby of the deceased drawn in the face of the gravemarker, while African American burials incorporate building materials and everyday items

used by the deceased. Several African Americans brought "cast stone" markers to the level of an art form by their use of colored marbles, broken bits of mirrors, pieces of stained glass, and brightly painted surfaces to suffuse the site with a sparkle that is both exciting and touching.

In the conclusion of the study, the author makes an urgent appeal to protect and respect historic grave markers: "Gravemarkers continue to be the largest collection of sculpture in the state and a unique record of culture and ethnicity. The sticks and stones in North Carolina graveyards tell many stories ... let us remember as we pass by, and let us also record and preserve."

This valuable addition to the Richard Hampton Jenrette Series in Architecture and the Decorative Arts was written by M. Ruth Little, an art historian who has worked for a quarter of a century recording and interpreting the historic architectural and cultural resources in North Carolina for the State Historic Preservation Office in Raleigh, as well as being a private consultant. Tim Buchman, who created many of the sumptuous photographs, specializes in architectural photography, and has added his talents to other important studies, including the award-winning *North Carolina Architecture* (University of North Carolina Press, 1990).

— Edward F. Turberg
Preservation Consultant, Wilmington, North Carolina

M. Ruth Little.

Sticks and Stones: Three Centuries of North Carolina Gravemarkers.

Chapel Hill: University of North Carolina Press,
1998. 328 pp. \$45.00. ISBN 0-8078-2417-8.

W

orld War I veterans speak of the constant noise of the battlefield — machine gun fire, artillery salvos, the cries of the wounded in “no man’s land.” Counter-balanced against that battle noise is an ironic silence on the part of many American veterans to discuss their war experiences. *Memories of World War I* uses oral histories from 36 North Carolinians who served in the war to give a human voice to the conflict. All of the interviewees were Army enlisted men serving on the Western Front; many saw combat duty. Their stories illuminate an ill-prepared American Army trying quickly to train and move new citizen-soldiers to French battlefields.

Memories follows doughboys as they leave home, train for war, are shipped overseas, endure the dreadful horrors of the battlefield, and finally return home. The veterans’ voices

state in matter-of-fact terms the difficulties they encountered — poor training, lack of equipment, and, at the front, a lack of food and medical care. Their comments are not the ordinary soldiers’ gripes about the Army; rather, they are the observations of older men who, separated from the events they recount by many years, offer a more candid view of what they actually experienced. Recounted in restrained voices, their stories ring true and the reader is once again left to marvel at how the human spirit survives such awful tragedies.

Marshall ties the various soldiers’ narratives together with brief interludes documenting the war’s progress on the Western Front, especially the entrance of American troops into combat. An added prize in this book is the numerous black-and-white photographs of training and combat scenes. Marshall includes photographs and brief biographies of the 36 soldiers whose narratives are the basis of the book, and there is a bibliography and an index.

We are fortunate that Marshall, whose grandfather was a World War I doughboy, had the foresight to interview some of North Carolina’s last surviving veterans. As Marshall notes, his late grandfather “never initiated a conversation about the war.” Marshall’s research gives us a brief glimpse past the cacophony of the battlefield of a precious few of the 86,457 North Carolinians who were in the “war to end all wars.”

This volume is highly recommended for all high school, public, and academic libraries.

— John Welch

State Library of North Carolina

R. Jackson Marshall III.

Memories of World War I: North Carolina Doughboys on the Western Front.

Raleigh: Historical Publications Section,
Division of Archives and History, 1998. xiv, 208
pp. Paper, \$15.00. ISBN 0-86526-282-9.

7

he War Between the States holds a continuing fascination for writers, as demonstrated by the number of authors on the subject. Dawson Carr’s *Gray Phantoms of the Cape Fear: Running the Civil War Blockade* is yet another example of that interest.

The book recounts the stories of the Federal Navy’s blockade of the inlets to the Cape Fear River and how Confederate ships, such as the *Giraffe* headed by Lt. John Wilkinson, effectively eluded capture. The text reminds us of ports of call for runners in Bermuda and Nassau, and the influence of British companies who produced blockade-running ships for the Confederate Government and private profiteers. Carr reiterates the Southern shipyard deficiency, lack of labor and materials, and why foreign builders were needed.

Dawson Carr.

Gray Phantoms of the Cape Fear: Running the Civil War Blockade.

Winston-Salem: John F. Blair, Publisher, 1998.
227 pp. Paper, \$14.95. ISBN: 0-89587-213-7.

A chapter on Wilmington describes the effects of blockade running on that city. Carr tells us about the ill-fated ship *Kate*, whose crew brought dreaded yellow fever and killed many citizens. He details Wilmington’s vital railway connection to other cities and towns throughout the Confederacy and how greedy speculators and blockade-running crews inflated the cost of goods and food beyond what local residents could afford.

Gray Phantoms of the Cape Fear, presented with illustrations, appendix, bibliography, and index, is a good beginners’ book about North Carolina’s important Civil War blockade-running activity.

Other works particularly recommended are Stephen R. Wise’s

Lifeline of the Confederacy: Blockade Running During the Civil War and Chris E. Fonvielle’s *The Wilmington Campaign: Last Rays of Departing Hope*.

— Joseph Sheppard

New Hanover Public Library

W

es, you *can* judge a book by its cover — most certainly by its translucent dust jacket. In this instance, we have a large brown-and-white slide, a Depression-era photograph of farmers in a tobacco field, wrapped around a white cloth cover. You can read the words printed on the surface of this film jacket, and through it you can read the words printed on the spine label—all of it demonstrating the essence of the words of the title, light and air. The cover is as thoughtfully and beautifully conceived as the book itself, which enriches its 135 large brown-and-white photographic plates, some published for the first time, with a 96-page discussion of the life and career of North Carolina photographer, Bayard Wootten.

Jerry W. Cotten.

**Light and Air:
The Photography of Bayard Wootten.**

Chapel Hill and London:
University of North Carolina Press, 1998.
253 pp. \$37.50. ISBN 0-8078-2445-3.

North Carolinians (and acculturated others) familiar with *Cabins in the Laurel* are acquainted with Wootten's work, if not her name. *Cabins* was one of six books about our state, and the South, for which Wootten provided numerous photographs during the 1930s and '40s. Born Mary Bayard Morgan in New Bern in 1875, she married Charles Wootten in 1897 and found herself abandoned, with two sons, by 1902. To earn a living while doing what she most wanted to do, she became one of North Carolina's first female professional photographers—no simple accomplishment in a culture that did not permit women to vote until 1919. As one son later put it, "Mama was a woman's liberation movement all by herself."

A major factor that did not always help in Wootten's career was her adherence to a style of photography known as "pictorialism," which emphasized creative expression in a scene, particularly in its composition. While other photographers

(such as Ansel Adams) defined and rendered photography on its own terms, Wootten's work alluded to older arts, such as landscape and portrait painting. Her photographs are neither sentimental nor political: they are beautiful, lending grace to fact.

One of the marvelous things about Cotten's book is a thoroughness that is unflinchingly interesting. He provides a meaningful context for Wootten's work by including comparisons with the work of carefully selected contemporaries such as Frances Benjamin Johnston and Doris Ulman. The result is an exceptionally well-informed and informative text. Best of all, an appropriate selection of small photographs enriches that text, leading up to the plates.

Light and Air includes an extensive bibliography and an index. It sets an exceptionally high standard in the treatment of a native artist, and should be part of the collection of every public and academic library in the South.

— Rose Simon,
Salem College

A

s the settlers arrived in the "New World" and began to spread out along the east coast, 90% of the Native American population, with no immunities, died from the settlers' diseases. From that time on, Native Americans struggled with stolen land, deportation, segregation, poverty, alcoholism, illiteracy, and members continually leaving tribes; but still, they survived. Taking its title from treaties that declared land was promised to Indians "as long as the waters flow," this book celebrates Native American survival.

Frye Gaillard.

Photographs by Carolyn DeMeritt.

**As Long as the Waters Flow:
Native Americans in the South and East.**

Winston-Salem: John F. Blair, Publisher, 1998.
xi, 242 pp. \$21.95. ISBN 0-89587-219-6.

Frye Gaillard, who has covered other Southern topics such as country music, Jimmy Carter, and Dixie heroes, breaks down each chapter by geographical area or similar struggles of different tribes. A thread connects each tribe, be they the Cherokees of North Carolina, the Wampanoags of Massachusetts, or the Seminoles of Florida. Gaillard examines how, confronted by the threat of their people dying out and inspired by the Civil Rights Movement, tribal leaders throughout the East began to wage a battle to

have their land returned. For many tribes, the first and most difficult step has been federal recognition. Nations like the Lumbees of North Carolina, who have been denied this recognition, continue to challenge the verdict.

The Catawbas of South Carolina, the Choctaws of Louisiana, and other tribes, writes Gaillard, realize that after obtaining recognition, land, and/or a monetary settlement for usurped land, their battle is far from over. While the author considers problems still facing Native Americans — controversies surrounding casinos, industrialization, pollution, tribal factions, and the duality of living in both an Indian and a White world — Gaillard also recognizes individuals who have given a renewed sense of identity, culture, and self-esteem to their fellow Native Americans. From extensive interviews, the author tells the story of today's Native American leaders, including individuals like Wilford Taylor, a Mowa Choctaw chief, who knows that identity is "the key to the future."

Although Gaillard's writing is candid and inspirational, all of the chapters follow the same format and can become repetitive in one reading. Readers should savor one chapter at a time. Accompanying the text are an appendix of Southern and Eastern tribes, an index, and Carolyn DeMeritt's black-and-white photographs that reflect the pride of Miss Choctaw, older Indian women with their handmade baskets, toddlers, grandmothers, chiefs, and modern day medicine men.

An eloquent testimony to the spirit, courage, and tenacity needed to survive, *As Long as the Water Flows* describes the Cherokee, Coharie, Haliwa-Saponi, Lumbee, Meherrin, and Waccamaw-Siouan tribes of North Carolina, making the book suitable for public and school libraries, as well as academic libraries with North Carolina collections.

— Angela Leeper
North Carolina Department of Public Instruction

7his is definitely not your run-of-the-mill romance. Rather, this is a novel dealing with cancer research, a pharmaceutical company, and reincarnation. Although the continual intertwining of the main characters through the past hundred years is implausible, the characters themselves are strongly drawn and capture your attention.

Alexandra Kaminski, a cancer researcher at Duke University Medical Center, is the reincarnation of her great-great-grandmother Jeanne Lacombe, a cancan dancer in a Paris cabaret. Alexandra meets Val Dorsainville, who just happens to be the reincarnation of his great-uncle Victor, a French count, and Jeanne's lover. Val is the vice-president of a French pharmaceutical company with offices in Research Triangle Park, which is funding a grant for Alexandra and her co-workers at Duke. As Alexandra races to find a cure for cancer, Val is desperately trying to get approval for an early, at-home cancer test that will bring in millions for the company. Neither is aware that someone is out to destroy Val, and in the process ensure the cancellation of the grant.

In the meantime, or rather in the past, Jeanne, the cancan dancer, is trying to support herself with her dancing and her day job as a laundress. She refuses to sell her body as the other dancers do. Then one night Victor, a French count, walks into the music hall. Jeanne resists him, but her resistance only increases his pursuit. He purchases the music hall, Le Chat Noir, and the former owners, who now manage the business, explain to Jeanne that she must give him what he wants or lose her job.

On a visit to her grandmother's home in Chicago, Alexandra discovers a ribbon-tied pack of letters written in French, along with an old newspaper. She takes the letters to the French department at Northwestern University and finds three graduate students willing to translate them. The letters turn out to be Jeanne's diary. Of course, it just so happens that the three women are the reincarnations of Jeanne's fellow dancers from Le Chat Noir.

Implausible as it may seem, the plot actually works. Readers will be interested in finding out what happens with Jeanne and Victor and wonder if history will repeat itself with Alexandra and Val.

Julie Tetel Anderson is the author of many Harlequin romance novels, and this title with its romance and mystery is recommended for public libraries.

— Lisa Driver
Pitt Community College

Julie Tetel Anderson.

The Blue Hour.

Durham, NC: Madeira Books, 1998.
439 pp. \$23.50. ISBN 0-9654499-1-2.

OTHER PUBLICATIONS OF INTEREST ...

Hail to the Chief! NCLA President-Elect and longtime *North Carolina Libraries* editorial board member Plummer Alston Jones, Jr., Ph.D., is the author of the newly released *Libraries, Immigrants, and the American Experience*. (1999; Greenwood Publishing Group, Inc., 88 Post Road West, Box 5007, Westport, CT 06881; 256 pp.; \$59.95; ISBN 0-313-30769-5.)

Law libraries, public libraries, and city and county governments should take note of Frayda Blustein's *A Legal Guide to Purchasing and Contracting for North Carolina Local Governments*. Its question and answer format is as practical and easy to use as its looseleaf binder. (1998; Institute of Government, CB#3330 Knapp Building, UNC-CH, Chapel Hill, NC 27599-3330; looseleaf, xii, 115 pp.; \$28.00; ISBN 1-56011-330-8.)

Public libraries will want to add *Carolina Wine Country: The Complete Guide*, by Pamela Watson, to their guidebook collections. It describes 13 operating vineyards and wineries in North and South Carolina, and three that expect to open this year. Includes local attractions, B&Bs, state parks and historic sites, museums, galleries, ferries, and other useful information about what is to be found in the vicinity of each entry. With photographs, a bibliography, index, glossary, and list of Carolina wine-related Web sites. (1999; Woodhaven Publishing, 104 Woodhaven Court, Greenville, NC 27834; 192 pp.; paper, \$14.95; ISBN 0-9667116-0-2.)

Passport to North Carolina Historic Sites is more suitable for carrying in your pocket or glove compartment than for library circulation, but state history collections and archives will want a reference copy. Literally the size of a passport, this booklet is intended as a souvenir and guide to the 22 historic sites in North Carolina. The bearer is instructed to present the passport at each site visited in order to be eligible for gifts after covering each region and the entire state. Each entry includes a color photograph, a simple map, and very brief background and contact information. (1998; Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27601-2807; 52 pp.; paper, \$5.00 plus \$3.00 postage; ISBN 0-86526-281-0.)

If you're building a comprehensive Mayberry collection, don't miss *A Guide to Television's Mayberry R.F.D.*, by David Fernandes and Dale Robinson, a companion volume to *The Definitive Andy Griffith Show Reference* by the same authors, published in 1996. Here you have summaries of all the *Mayberry R.F.D.* episodes in syndication package order, with career biographies of the cast, guest stars, writers, and directors, and notes on connections between the episodes and *The Andy Griffith Show*. Includes photographs, bibliography, and index. (1999; McFarland & Company, Inc., Publishers, Box 611, Jefferson, NC 28640; 235 pp.; \$35.00 plus \$4.00 postage; ISBN 0-7864-0426-4.)

The Lyon's Pride is M.L. Stainer's third book in the Lyon Saga, a young adult series following the adventures of the Roanoke Island colonists. In this episode some of the colonists venture out from Croatoan Island in search of survivors of the Chesapeake colony, braving renegade Spanish soldiers and hostile Neusiok. For a review of the previously released *Lyon's Roar* and *Lyon's Cub*, see *North Carolina Libraries*, Fall 1998, page 121. The final two titles in the series are projected for publication this year. (1998; Chicken Soup Press, Inc., P.O. Box 164, Circleville, NY 10919; 163 pp.; cloth, \$9.95; ISBN 0-9646904-8-9; paper, \$6.95; ISBN 0-9646904-9-7.)

A New Age Christian: My Spiritual Journey is a spiritual autobiography by Nancy B. Detweiler of North Carolina and Virginia. Using her own life as an example, the author argues that New Age interests such as reincarnation, astrology, numerology, meditation, and psychic abilities do not necessarily conflict with Christianity as depicted in the Bible. (1998; Bridging the Gap Ministries, 10230 Epsilon Road, Richmond, VA 23235; 236 pp.; paper, \$24.95; ISBN 0-9658949-0-8.)

Postmaster of Julian, North Carolina by day, free-lance humorist by night and weekends, Warren Dixon, Jr. captures the flavor of small town North Carolina life in his award-winning newspaper and magazine columns, collected in *Tarheel Hilarities* (1996; Five Hawks Press, P.O. Box 1203, Liberty, NC 27298; 192 pp.; paper, \$11.95; ISBN 0-9648321-0-0) and *Holiday Hilarities* (1998; Five Hawks Press, P.O. Box 1203, Liberty, NC 27298; 192 pp.; paper, \$11.95; ISBN 0-9648321-1-9.)

Crowfoot Ridge, a first novel by Ann Brandt originally published by Alexander Books, has been picked up by HarperCollins. For a full review of this story about a disillusioned woman returning to childhood roots, loves, and secrets in the North Carolina mountains, see *North Carolina Libraries*, Winter 1997, page 175. (1999; HarperCollins Publishers, 10 East 53rd St., New York, NY 10022-7901; 239 pp.; \$20.00; ISBN 0-06-019215-1.)

Lagniappe* / North Caroliniana

compiled by Plummer Alston Jones, Jr.

*Lagniappe (lăn-yăp', lăń' yăp') n. An extra or unexpected gift or benefit. [Louisiana French]

Coastal Roots: A Review of Genealogical Periodicals of Eastern North Carolina

by Victor T. Jones, Jr.

In the Winter 1995 issue of *North Carolina Libraries*, Kevin Cherry lists six rules for evaluating a genealogical journal. He states that locality, indexing, content, design and layout, documentation, and regularity should be considered in the review process. This reviewer, a native of eastern North Carolina, selected only genealogical periodicals and newsletters of the Coastal Plain area of North Carolina and used Cherry's guidelines to review them.

Originally 32 genealogical and historical societies were contacted and copies of their publications were requested for review. Nineteen societies responded, but the publications of three of them did not contain genealogical information. This review thus includes periodicals and newsletters from 16 genealogical societies in eastern North Carolina.

Addresses were obtained from Elizabeth Petty Bentley's *The Genealogist's Address Book*, 4th ed. (Baltimore, MD: Genealogical Publishing Co., 1998), ISBN 0-8063-1580-6, \$39.95, and "1998 Genealogical Societies," *Everton's Genealogical Helper* 52 (July-Aug. 1998): 60-115.

Carolina Trees & Branches

(available from Family Research Society of Northeastern North Carolina, P.O. Box 1425, Elizabeth City, NC 27906-1425). Quarterly. \$20/year.

Covering the northeastern counties of Camden, Chowan, Currituck, Dare, Gates, Pasquotank, Perquimans, and Old Albemarle, this unindexed periodical contains articles on local history, biography, and transcribed records. The design and layout change with each article, but this format does not detract from the overall excellent design. Each article contains a brief introductory sentence that tells from where the information in the article was gathered or reprinted. The journal appears regularly.

Clarendon Courier

(available from Old New Hanover Genealogical Society, P.O. Box 2536, Wilmington, NC 28402-2536). Quarterly. \$15/year.

<www.co.new-hanover.nc.us/lib/oldnew.htm>

Centered on Old New Hanover County, *Clarendon Courier* includes the areas of present New Hanover, Bladen, Pender, Duplin, Onslow, Brunswick, and Columbus Counties. While not indexed, the periodical includes well-defined articles, with good use of white space, and little filler. Some larger articles, of necessity, continue between issues. It appears in a timely manner.

The Connector

(available from Tar River Connections Genealogical Society, P.O. Box 8764, Rocky Mount, NC 27804). Quarterly. \$15/year.

<www.ncwc.edu/~necn/TRCGS/TRCHP.HTML>

With the Tar River Basin as its focus, this journal concentrates on the counties of Person, Vance, Granville, Franklin, Nash, Edgecombe, Pitt, and Beaufort. The journal contains abstracts of

original records and much filler, but no index. The articles often are continued throughout the same issue to make use of space. Documentation varies depending on the submitter of the article.

Cumberland Chronicles

(available from Cumberland County Genealogical Society, P.O. Box 53299, Fayetteville, NC 28305-3299).
Quarterly. \$15/year.

With Cumberland County as its locale, this unindexed journal contains some filler. Design and format vary from article to article, with some issues needing larger margins for libraries planning to bind the periodical. Documentation also varies, as some articles contain the barest of documentation and others none. It maintains a regular schedule.

Footnotes

(available from Duplin County Historical Society, P.O. Box 130, Rose Hill, NC 28458).
Quarterly. \$10/year.

Although published for Duplin County history, *Footnotes* also includes information from some of Duplin's neighboring counties. The page design and layout are excellent, making good use of white space with little to no filler. Documentation varies, but the information is generally well-documented. Alas, it has no index; but it appears regularly.

Genealogical Newsletter

(available from Albemarle Genealogical Society, 142 Waterlily Road, Coinjock, NC 27923).
Quarterly. \$8/year.

This publication, which focuses on Currituck, Camden, and Dare Counties, contains about 32 pages per year, but is not indexed. The typical issue contains membership news, queries, and articles on local families. The articles are clearly marked, although documentation could be more complete. It is published on a regular schedule.

High Tides

(available from Hyde County Historical and Genealogical Society, Rt. 1, Box 74, Fairfield, NC 27826).
Semi-annual. \$15/year.

<<http://www.rootsweb.com/~nchyde/NCHGS.HTM>>

This publication on Hyde County includes a name index with each issue, but contains no subject index. The well-documented articles include family histories, local histories, and abstracts of Hyde County records. The periodical also includes some membership news. The layout of the articles is usefully arranged. It has a regular publishing schedule.

Johnston Journal

(available from Johnston County Genealogical and Historical Society, P.O. Box 2372, Smithfield, NC 27577).
Quarterly. \$15/year.

This journal, with Johnston County at its center, contains an annual article index, but no name or subject index. Chiefly comprised of abstracts of records, the Johnston Journal also includes "how to" articles and a mixture of local history. Documentation of the articles contains only the basic information. It appears regularly.

KinTracks

(available from Kinfolk Trackers Genealogical Society, 8375 Hwy 306 S, Arapahoe, NC 28510).
Bimonthly. \$12/year.

<<http://www2.always-online.com/kintracker>>

A newsletter for Kinfolk Trackers Genealogical Society, this unindexed periodical contains a variety of information. Chiefly a tool for disseminating society news, occasional articles deal with families in Craven and Pamlico Counties. Design varies between articles in a way that makes good use of white space. Source documentation for many of the articles is excellent, while for others it is lacking. The periodical appears on a regular schedule.

Lines and Pathways of Edgecombe

(available from Edgecombe County Genealogical Society, 909 Main Street, Tarboro, NC 27886).
Monthly (except July and December). \$15/year.

With Edgecombe County as its focus, this periodical includes society news, queries, transcriptions of records, and information on local families, but it contains no index. Articles are distinct from each other, though the margins need to be wider if a library plans to bind the issues. While most articles are documented, the quality of documentation varies. This newsletter appears regularly.

Olde Dobbs Trail

(available from Olde Dobbs County Genealogical Society, P.O. Box 617, Goldsboro, NC 27533-0617).
Quarterly. \$15/year.

<<http://www.rootsweb.com/~ncwayne/>>

With Olde Dobbs County as the primary focal point, this newsletter includes information on the present counties of Wayne, Lenoir, and Greene. This unindexed periodical contains queries, society news, and abstracts of original records. Each transcription provides basic documentation. The design and layout are nice and readable; however, the headlines could be slightly larger to

indicate a new article has begun. *Olde Dobbs Trail* maintains a regular schedule.

Pamteco Tracings

(available from Beaufort County Genealogical Society, P.O. Box 1089, Washington, NC 27889-1089).
Semi-annual. \$10/year.

This indexed periodical focuses on old and present-day Beaufort County. Each issue contains a name index, but no subject index. The periodical uses white space nicely and design varies between articles. Articles are usually kept together within an issue; however, for large series articles they are continued from issue to issue. These serial articles always identify the issue from which they are continued. Documentation varies between articles. It appears regularly.

Pitt County Genealogy Society Quarterly

(available from Pitt County Family Researchers, Inc., P.O. Box 20339, Greenville, NC 27858-0339).
Quarterly. \$20/year.

<<http://www.geocities.com/Athens/Troy/1908/>>

This periodical centers on Pitt County, with each issue containing a full name and place index, but no subject index. Design and layout are excellent, making good use of white space, while using little filler. Each article is labeled distinctly. While usually well-documented, the quality of the documentation varies among articles. It appears like clockwork.

The Researcher and Camp Glen Dispatch

(available from Carteret County Historical Society, P.O. Box 481, Morehead City, NC 28557).

Researcher: Quarterly. *Dispatch*: Bimonthly. \$30/year, includes membership to society; subscription only, \$20/year.

This quarterly publication focuses on Carteret County history and genealogy. While the design and layout are nice, the journal would benefit from an index. The documentation varies, depending upon the submitter. Lately, the *Researcher* has been irregular, but the most recent issue promises to be back on schedule with its next issue. The *Dispatch* includes membership news and information.

Trees of Wilson

(available from Wilson County Genealogical Society, P.O. Box 802, Wilson, NC 27894).

Monthly (except July and December). \$15/year.

<<http://www.txdirect.net/~hpee/wilson.htm>>

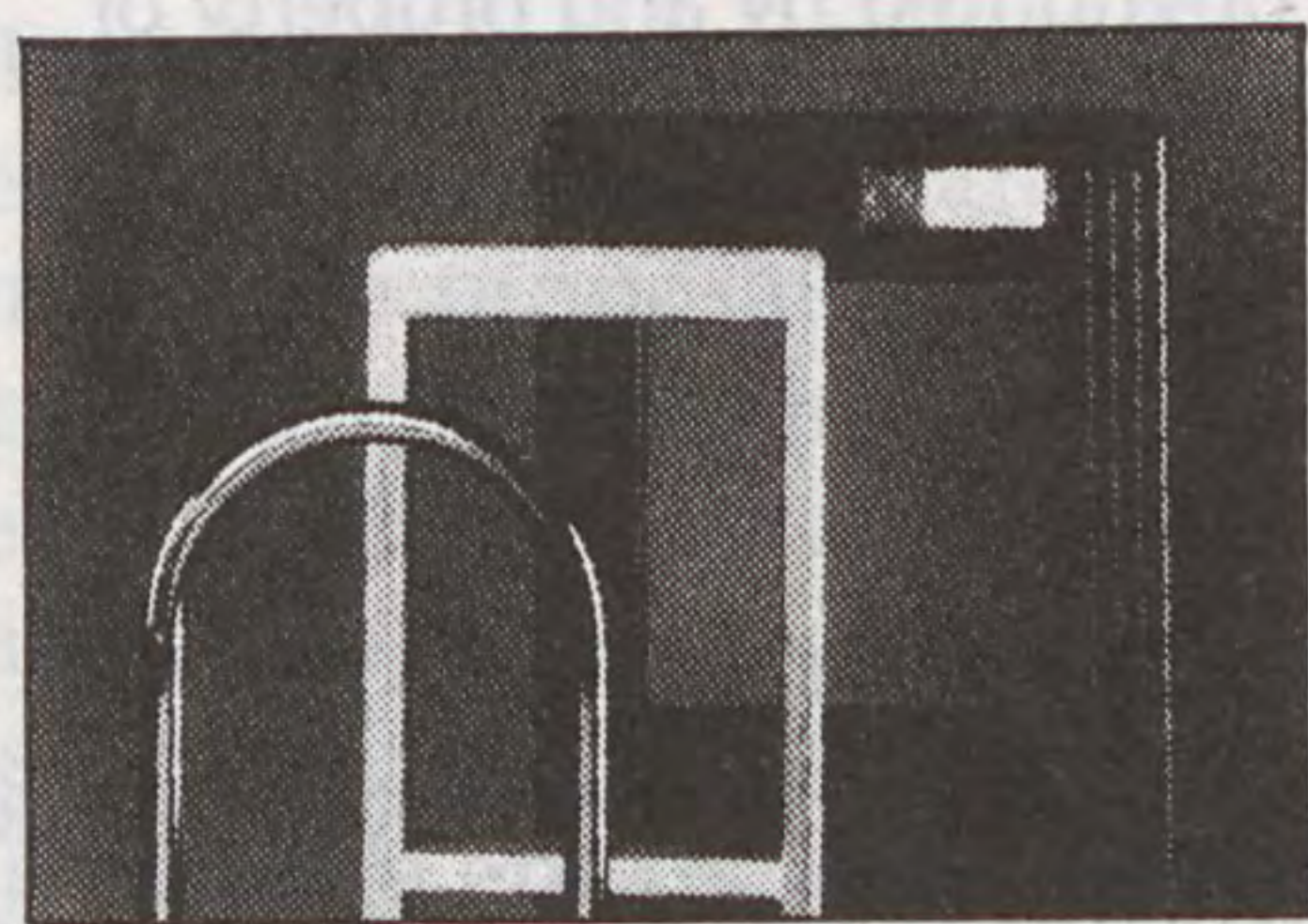
While concentrating on Wilson County, this periodical also contains articles about Wilson's parent counties of Nash, Edgecombe, Johnston, and Wayne. Design and layout vary from page to page in a way that does not detract from the periodical; however, libraries wishing to bind issues would benefit from larger margins. The annual index appears in the March issue. Documentation varies between articles. It maintains a regular schedule.

Washington County Genealogical Society Journal

(available from Washington County Genealogical Society, P.O. Box 567, Plymouth, NC 27962-0567).

3 per year, plus monthly newsletter. \$15/year.

Concentrating on Washington and Tyrrell Counties, this periodical contains a name and subject index in every issue. The design and layout are nice, easy to read, and well-documented. The April issue of each year has dealt with the Civil War in eastern North Carolina. The newsletter includes society news, brief articles of history, and Bible records; however, it is not indexed. It arrives regularly.



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in View of ...

Joyner Library at East Carolina University

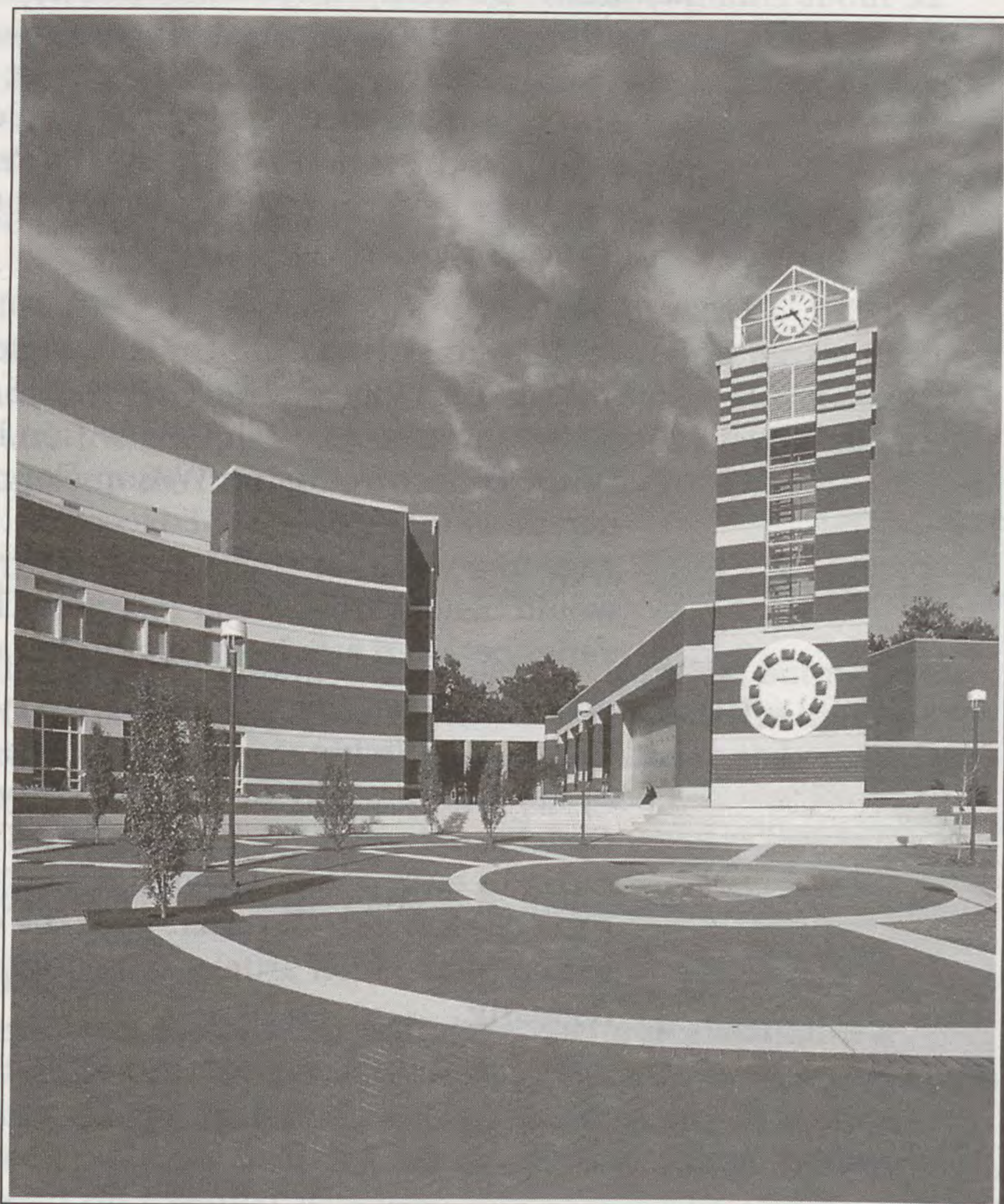
recently completed a building project, yielding a 49% increase in square footage. Features of the renovated and expanded building include shelving for 1.5 million volumes; seating for 2,000; a television studio; 36 group study rooms; an assistive technology center; a faculty instructional technology lab; 4 library instruction centers; and a state-of-the-art preservation and conservation laboratory. The building was dedicated on March 9, 1999.



Through the Artworks for State Buildings Program, Christopher Janney, a nationally known sound artist, designed a Sonic Plaza for the building. The four elements of the Plaza are shown at right.

The media glockenspiel is an 85-foot clock tower with a ring of video monitors, in the center of which is a set of 3-foot doors. Four times a day the doors open and reveal a rooster, steam whistle, pirate cannon, or unique object. In the circle directly in front of the glockenspiel is a 12-foot diameter ground cloud well, from which emanates a water mist that dances with the wind.

At the center background of this photograph are the sonic gates, white classical columns that chime musical tones as people walk through them; the tones change in pitch and timbre throughout the day. To the right is a percussive water wall, containing water jets that create ever-changing patterns of mist.



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If you have suggestions for photographs of library buildings or activities that could be shared with others through this column, please contact Joline Ezzell (919) 660-5925 or jre@mail.lib.duke.edu



Endowing the Future of NCLA

by Ross A. Holt

A recurring theme at each North Carolina Library Association Executive Board meeting during the 1996-1997 biennium was the financial predicament of the organization. A trend of declining memberships and increasing costs caused the treasurer's report frequently to lean toward the red end of the inkwell.

The Board itself and a special Financial Vitality Committee chaired by Robert Burgin put a lot of time and energy into addressing the shortfall. The measures ranged from defunding the grant-giving Special Projects Committee to reducing by one dollar the amount that each section or round table receives from each member's dues, and levying a five dollar surcharge on sections and round tables for each paid workshop or program registrant.

The picture is far rosier this biennium because of the highly profitable 1997 conference. All costs are covered and the Special Projects Committee is back in business. Nonetheless, the current budget still includes about \$18,000 in money from a couple of reserve funds.

NCLA can well afford to pull from the reserves now, but obviously this cannot become an annual practice. That is why part of the Executive Board's focus this year is to ensure a sound financial footing in future years.

The Membership Committee is implementing several dramatic but commonsense proposals aimed at recruiting and retaining members. Some of these ideas cost money (e.g., more aggressive pursuit of lapsed members and better breaks for library school students), but the efforts justify dipping into the reserves to build a foundation for the future.

The NCLA Development Committee, which I am presently coordinating, is creating the Endowment for *North Carolina Libraries* in order to protect the

association from the financial fallout of expected vicissitudes in membership and to enable the association to undertake major projects. Initially, the committee's goal is to raise enough principal so that the interest returned will fund one issue of *North Carolina Libraries* per year. With future growth the endowment might fund a major portion of NCLA's annual budget, as is the case in some other state library associations.

The committee elected the journal as its first goal because it is a project with a glowing track record and a tangible product. Donors often like to contribute to a particular project rather than to an operating fund, and what better selling point than a nationally recognized, award-winning publication with a hallowed tradition?

With an expected annual return of five percent, funding one issue of the journal means raising an endowment of \$160,000. This will offset the \$8,000 cost of a single issue. Once the goal is met, however, an annual \$8,000 weight is taken off the shoulders of NCLA budget writers and operating funds can go toward other projects.

At its January meeting, the Executive Board appropriated \$10,000 for start-up of the endowment to go along with \$5,000 already pledged by a donor who wishes to remain anonymous. The money will be invested with the North Carolina Community Foundation (NCCF), a Raleigh-based organization that manages investments for non-profit organizations statewide.

The main purpose of the NCCF is to promote giving aimed at rural development. It has as affiliates over 40 county-level community funds that draw from the overall endowment and make grants on the local level.

The NCCF also manages individual endowments for organizations such as the North Carolina Library Association.

Usually the return is five percent of the total value of the fund at the end of the year; the NCCF gets a one percent fee and any further gain is reinvested in the fund.

The NCCF can handle any kind of donation, including stocks, real estate, bequests and cash, and takes care of all reporting requirements. The Endowment for *North Carolina Libraries* will be promoted in all the NCCF's publicity material, raising NCLA's profile among the state's philanthropists. As a result NCCF staff can steer library-oriented givers to us.

As this column goes to press, the Development Committee is reviewing the association's proposed agreement with the NCCF in preparation for signing a contract. Soon, the committee will begin making contact with North Carolina's major foundation and corporate donors to begin building the endowment.

The committee also will be asking for the help of NCLA members and library supporters around the state. Once established, the endowment will become a great vehicle for recognizing people who are important to librarianship in North Carolina. The committee will set up a mechanism by which individuals can contribute to the endowment in honor or in memory of others, with a notice of the donation sent to the person honored or the family of the person being commemorated. The committee also intends to publicize all contributions to the endowment in *North Carolina Libraries*.

With this endowment, the Development Committee seeks to ensure the financial future of the North Carolina Library Association, and free its full power for North Carolina's libraries and librarians. Look for more information about the Endowment for *North Carolina Libraries* soon.

NORTH CAROLINA LIBRARY ASSOCIATION

Minutes of the Executive Board

January 15, 1999, Greensboro Public Library

Attending: Beverley Gass, Patrick Valentine, Phyllis Stone, Lib Laney, Gerald Holmes, Phil Barton, John Zika, Ben Speller, Diane Kester, Carolyn Price, Vanessa Work Ramseur, Shirley Gregory, Marilyn Miller, Liz Hamilton, Susan Adams, Tracy Babiasz, Carol Freeman, Carol Truett, Frances Bradburn, Nancy Kolenbrander, Ginny Gilbert, Peggy Quinn, Frances Lampley, Eleanor Cook, Dave Fergusson, Rhoda Channing, Martha Davis, Ross Holt, Melinda Ratchford, Karen Perry, Al Jones, Marcus Trathen, Liz Jackson, Maureen Costello.

The meeting was called to order at 10:05 AM. Introductions were made. Sandy Neerman from the Greensboro Public Library welcomed us.

Corrections to minutes

A motion to accept the minutes as written was approved.

Online reports to the board

Treasurer's Report

1998 quarterly and annual reports were distributed. Some of the 1999 dues income was reported in the 1998 budget because they were received before the first of the year. Account balances were reported for different scholarships and savings accounts. The McClendon Fund was explained as a loan fund for library school students. Applications for the McClendon Fund are linked from the Administrative Assistant's office web site. Individual copies of current budget information per section were distributed.

President's Report

A draft of guidelines for workshop planners was presented. These suggestions from the Administrative Assistant's office in areas such as scheduling, confirming registration fees, mailings and tallying information were presented in an effort to help plan for upcoming workshops sponsored by NCLA groups. Suggestions for additional information are encouraged. The draft will be posted on the web and accessible through the Administrative Assistant's web page.

President Gass attended the State Library Commission meeting on October 22, 1998. Significant issues for the Commission include work of the Interlibrary Cooperation Committee and the Advisory Committee on Library Service to Children and Youth. The commission was briefed on charter schools. Discussion was held regarding the role libraries and NCLA could play in providing library resources for charter schools (which do not have in-school libraries). President Gass asked for volunteers to serve on an information gathering task force.

President Gass reported on a statewide

invitational conference held on October 7-8. Participants from all types of libraries met to discuss interlibrary cooperation in North Carolina. Notes of discussions will inform the development of a discussion paper on the topic that will be the focus of regional meetings throughout North Carolina this spring. From the meetings, the Interlibrary Cooperation Committee will develop a vision and plan for North Carolina's libraries.

Special guest, Marcus Trathen reported on his attendance at the ALA sponsored Lawyers for Libraries Institute II, held in Chicago in November. Mr. Trathen is an attorney with Brooks Pierce McClendon Humphrey & Leonard, a practice which specializes in communications and high-technology law. The Internet and First Amendment issues being faced by libraries fit in with his practice and Mr. Trathen will be working with NCLA. The intent of Lawyers for Libraries is to try to get a network of lawyers for the times when legal issues arise. The conference dealt with the Internet and libraries. Distinguished presenters focused on issues such as access, filtering, and recent court cases.

Ideas discussed were distribution of materials regarding the First Amendment to the NCLA membership, adopting acceptable use policies and publishing them widely, a hotline to attorneys, and a possible session on some of these ideas at the biennial conference in September 1999.

Section/Round Table Reports

Children's Services Section

Susan Adams reported on a January 11, 1999 meeting. Hannah Owen has been appointed chair of the CSS Membership Committee. The winter 1999 issue of *North Carolina Libraries* is devoted to children's services. Mel Burton was congratulated as guest editor of that issue. The "Reading Renaissance" had 45 attendees for the overnight retreat. Evaluations of the event were highly positive. Preliminary planning for the biennial conference has begun. CSS is planning to host an author breakfast, a workshop on successful

school/library collaboration grants, and a "how to" session on how non-Spanish speakers can provide story times for Hispanic children.

College and University Section

A report on a fall conference on access to and education for resources in the millennium was given. Dr. Ben Speller delivered the energetic keynote address. Martha Davis, Chair of the Community and Junior College Section, joined the January 8th executive board meeting to discuss the advantages and disadvantages of merging the two sections into one representing libraries of higher education. A preliminary discussion on procedures and possible by-law changes was also held. It was agreed that the two sections would co-sponsor sessions for the biennial conference and priorities were then set for topics and times for participation. Priorities for topics were: copyright and the college community, leadership in higher education, and the academic library computer center relationship. An all day workshop in the following year on library renovation and construction for the future was identified as a useful topic. Bobby Wynn will lead NCLA conference participation.

Community and Junior College Section

The CJCLS section decided to draft a proposal for merger with the College and University Section, to possibly be presented to community and junior college librarians in March at LRA, considered by the College and University Section, and hopefully be ready to present to the NCLA Executive Board meeting in the summer of 1999. This timetable would allow the proposal to be voted on at the NCLA conference in September 1999, if CJCLS and CUS both agree to an organizational change. In a January CUS Board meeting, assurances were made that every opportunity would be given to be sure CJCLS members had opportunities to serve on the CUS board, to represent CUS on the NCLA Executive Board, and to run for NCLA President.

The Community and Junior College Library Section will co-sponsor a session on copyright and the Internet with the College

and University Section at the NCLA 1999 Conference. CJCLS has also scheduled a session at the conference on redesigning libraries for the twenty-first century.

Documents Section

The NCLA Documents Section is currently planning both spring and conference programs. The topic of the spring workshop will be decided through a teleconference meeting of the Documents Executive Board on January 21. The topic of the conference program "Federal Resources on the Internet" will focus on demographics, business, and health data produced by federal agencies.

Two new officers were elected in October 1998. Mary Horton of Wake Forest University is Vice-Chair/Chair-Elect and Catherine Shreve of Duke University is Secretary/Treasurer.

Library and Management Section

LAMS has submitted its programs for the NCLA Biennial Conference. A preconference on assessment, to be delivered by LAMS board member Dr. Robert Burgin, is expected to be very well received. A session on mentoring will be offered, and a social event for mentors and mentees will be scheduled as well.

The Personnel and Staff Development Interest Group is being formed by Debbie Lambert and Lovenia Summerville. An announcement of this group will be sent out shortly over the LAMS and NCLA channels, soliciting members.

NC Association of School Librarians Section

Karen Gavigan, vice-chair, has been working on the 1999 NCLA Conference. Author Denise Fleming will be coming for a meal function and one to two sessions. The Department of Public Instruction will be providing five sessions.

Karen Gavigan, Karen Perry, and Melinda Ratchford attended the North Carolina Conference on Children and Youth in November in Greensboro. The conference was a forum to dialogue about the needs of the various library organizations of the state. Common issues were discussed.

NC Library Paraprofessional Round Table

Regional Director for Region 2, membership chair and program chairs are still being sought. By-laws options for placing Frances Lampley as chair-elect were discussed. Discussion was held, but no decisions made, regarding a program at the NCLA Conference. The group also talked about the direction of workshops to be offered in the future.

NC Public Library Trustee Association

No report.

New Members Round Table

The NMRT web site has specific information about activities of the New Members Round Table. Members working on the mentoring program will be getting together the last week of January and hope to have a brochure draft ready soon. A new director of communication is working on the NMRT web site. Brochures have been sent to library schools. NCLA members will be asked to speak to students at those schools as a next step. A March program will focus on grant writing in libraries.

Public Library Section

The board met on November 10. The Young

Adult Committee continues to be active. Their publication, *Grassroots*, focusing on library services to young adults, is one of the best in the country. This group is pursuing grants that target YA services, and planning staff development activities in cooperation with the State Library.

The board discussed a proposal to present a pre-conference at the ALA Public Library Association conference that will be held in Charlotte in March 2000. This idea is being pursued with ALA.

A spring or summer conference on Library Services to Hispanics is being considered. This will be discussed with REMCO and other appropriate NCLA sections.

Will Manley has agreed to speak at a co-sponsored Public Library Section/Paraprofessional Section event at the biennial conference. Book talking programs and one on adolescent psychology will also be offered.

Reference & Adult Services Section

The fall workshop, "NC LIVE: Taking It to the Limit," held on Friday, November 20, 1998 at the Friday Center was a success with 118 attending.

Resources & Technical Services

The board will meet on February 5th to work on program plans for the 1999 NCLA conference. The program will be an outgrowth of the fall workshop co-sponsored by LAMS last September. The tentative plan is to have a major program and table talks sponsored by some or all of the interest groups (acquisitions, cataloging, collections development, and serials).

Page Life, RTSS member of the editorial board of North Carolina libraries, is editing the fall issue entitled "Life and Limb." This issue is an outgrowth of discussion last year by this group regarding the importance of having an issue covering health, personal safety, and ergonomics in libraries.

Margaret Foote and her membership committee will be updating the RTSS directory later this spring. The directory is considered to be a benefit of membership.

Round Table for Ethnic Minority Concerns

No report.

Round Table on Special Collections

This spring this Round Table is sponsoring three practical workshops, "Telling Our Stories," dealing with the basics of oral history. Workshops will be held in Williamston in April, Pinehurst in May, and Lenoir in June.

Round Table on the Status of Women in Librarianship

The Board met in Greensboro in December. Plans were finalized for the Biennial conference and tasks assigned to Board members. Laura McLamb Hamilton will be the speaker.

Content for the remainder of the 1999 MSMANAGEMENT was discussed and specific decisions made on continuing the successful survey printed in the October 1998 issue.

The Board began a discussion on ways to broaden membership participation in the Round Table. The discussion will continue at the March board meeting.

Technology & Trends Round Table

The December workshops were postponed

and rescheduled for April 22nd. The morning session will feature "Technology Nuts & Bolts Bookcamp" with Suzanne White and Ron Andrews. The afternoon session will be "Trends: A Look to the Future of Librarianship" with John Ulmschneider and David Stratton. Workshops will be held in Medlin 041 on the campus of Guilford Technical Community College.

Planning for the NCLA Conference in September has resulted in a main speaker, William Terry, Director of Technology for NetPubs International. Mr. Terry will be discussing trends in electronic publishing and how it impacts libraries. A session on Continuing Education with the Recruitment and Placement Center Committee is being co-sponsored. A reminder was given to other round tables and sections that the T&T Round Table is a willing cosponsor for other groups needing collaboration in this area for the conference.

Committee Reports

Administrative Office and Personnel Advisory Committee

The AA Committee met in October and again in November. A new job description for the Administrative Assistant has been drafted and a personnel manual is partially completed. Both will be presented to the Board for approval after work is completed.

Planning continues for the relocation of the NCLA office from the State Library to the Library for the Blind and Physically Handicapped. It is thought that the move will not occur until May or later. Movers' estimates have been obtained. This committee recommends securing an additional telephone line so faxes and messages both can be received. Some items will be transferred to the archives when the Archive Committee goes through them. Other items will be discarded.

Decisions still pending involve a procedures manual, membership database issues, method of evaluation of Administrative Assistant, who should serve as AA's liaison with executive committee, and extent of Internet presence.

Archives Committee

No report.

Conference Committee

All planning for the 1999 Biennial Conference is proceeding on schedule.

Bao-Chu Chang, Registration Chair, is developing the conference web page which should be available soon. The URL for the web page in progress is <http://www4.ncsu.edu/bcchang/welcome.html>. Contact her directly with suggestions for improvement at bcchang@unity.ncsu.edu.

The program planners from NCLA sections and round tables will meet with Phil Barton, Program Chair, and the other members of the Conference Planning Committee at the Benton Center on Friday, January 11. This meeting is designed to give program planners an opportunity to discuss ideas for conference programs. It is hoped that many planners will decide to co-sponsor events to bring segments of the membership with similar concerns together.

The fee structure for conference registra-

tion, exhibits and advertisements for the conference program were submitted to the Executive Board for approval. Fees were approved as submitted.

Phil Barton asked for sections and round tables to begin considering time slots for their programs. Times preferred and events for sessions not yet firmed up, will be included on the master schedule.

Ads by vendors in the conference program are being investigated, as are web page ads.

Preconference fees were clarified. Seventy-five percent of the revenue for preconferences is returned to the section or round table that sponsored the conference. Preconference fees will be determined by sponsors.

Constitution, Codes and Handbook Committee
No report.

Continuing Education Committee
The Continuing Education Committee is charged with coordinating continuing education efforts of all of the NCLA sections and round tables. Dr. Speller asked for a representative from each round table and section to serve on this committee. The committee will be looking for common interests as continuing education providers. A date will be selected to hold meetings after hearing from representatives.

Several documents were presented to the Executive Board. They include: list of issues serving as a focal point of decision making, statement of the role and goals of the committee, and rationale statement.

Development Committee
Members of this committee and President Gass are reviewing a proposed contract for creation of an endowment administered by the North Carolina Community Foundation. Concern has been expressed over wording in parts of the proposed contract. The NCCF

executive director, Anne Steele, has asked the foundation's attorney to contact us to address those questions.

The committee's next step is to begin raising money for the endowment. Toward that end, a donor who prefers to remain anonymous has pledged \$5000.

On the recommendation of President Gass, the chair of the Development Committee moved that NCLA contribute \$10,000 to start-up of the endowment from the Conference Fund. This is a money market account, and the funds do not comprise part of the NCLA operating budget. Discussion points included other possible expenditures from the conference fund, and investing in future growth of the organization through this endowment. A reminder was made to be sure clear ideas of the target of the fund are publicized so prospective donors will know how their money would be used. The motion passed.

As soon as the contract is signed, fundraising will begin. The committee will work with President Gass to recommend to the board a means of handling proceeds from the endowment once they are turned over to NCLA by NCCF.

Finance Committee
Two proposals that will have an impact on the finances of NCLA were addressed.

A proposal to permit paying dues through MasterCard or Visa was discussed. It involves a one-time expenditure of \$600 for software and a use charge of 4.06% of each dues payment collected by credit card. Tables were presented charting the changes that could be made. In further discussion, the impact of the assessment as well as the advantages of being able to register immediately for conferences and workshops via the Internet were debated.

The need to restructure membership renewals was addressed, stressing the importance of membership numbers and dues fluctuating less than they now do.

A 1999 operating budget was proposed. Discussion ensued concerning adjustments to the budget, relying on conference profits and reserves to balance the budget, and strategies to keep the organization financially sound. The motion passed as submitted.

Governmental Relations Committee
No report.

Intellectual Freedom Committee
An oral report was not made, but Executive Board members were encouraged to access the committee's report on the web.

Leadership Institute
The steering committee for the 1998 NCLA Leadership Institute met on Monday, November 23, 1998 to evaluate the success of the 1998 Institute and make recommendations for the next Institute scheduled for the year 2000. An in-depth compilation of practical suggestions and comments in the areas of selection process, finances and corporate sponsors, facilitators and mentors, facilities, publicity and recruitment, and other general suggestions were shared with the NCLA Executive Board. Rather than being intended as a committee report, these were comments to be sent to the committee planning the next Institute.

Much discussion took place in several areas. The committee was urged to keep to the original mission of the Institute, one as a program for emerging leaders, as they select participants. A concern was raised that librarians in current positions of leadership would already have more skills in place than the Leadership Institute is prepared to deliver. Concern about facilities and work vs. non-work activities while at the Institute was explored.

The Executive Board was thanked for generous support from sections and round tables. Some donations were posted after the report, and were reflected in the balance.

Literacy Committee
Preparation of a Position Statement for dissemination is in progress. A March meeting at the North Carolina Literacy Center will deal with the establishment of a formal relationship between the Center and NCLA. The committee is awaiting conference-planning information to be able to plan a program for the Biennial Conference.

Membership Committee
Peggy Quinn presented a chart of membership totals for 1997, 1998, and 1999 to date by section or round table. Since declining membership is of concern to the entire organization, the Membership Committee has been asked to develop a formal plan for the organization to follow with regard to membership. A draft of recruitment, retention and recognition strategies brainstormed by this committee was presented to the Executive Board.

A new benefit of membership is automatic access to the NCLA LISTSERV. Debuting in 1999 is NCLA E-News and the mentoring program, also considered benefits of membership. Two strategies were added to existing ones by the Board. Someone should be iden-

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tified at each library school, school system, and institution to recruit members. And a rolling membership should be considered to aid in retention of members. Executive Board members voted on which strategies efforts should concentrate. Peggy Quinn will attend the UNC Chapel Hill Career Fair on February 17 on behalf of NCLA.

Nominating Committee

Karen Perry reported on a slate of officers. Sherwin Rice and Patrick Valentine have been nominated to fill the Director East position. C.T. Harris and Rex Klett have been nominated to fill the Director West position. Sue Cody and William Durham have been nominated to the position of Secretary. A suggestion was made to nominate candidates for Vice-President/President Elect at large. At the heart of this issue is concern that nominating at large would break with the practice of having each type of library represented through rotation in this leadership position. This would be the year to elect a school librarian to the post. NCASL representatives agreed that they do not have a candidate to present. A motion was made and passed to open up nominations for the position of Vice-President/President Elect to the membership at large. Nominating committee members will accept names and report back to the Executive Board.

SELA nominees were sent a letter explaining the possibility that their term could be shortened if the Executive Board decides to eliminate this membership.

Non-Conference Year Event Planning Committee

Dave Fergusson presented a list of committee members. The committee will report preliminary ideas to the next Executive Board meeting. Anyone with ideas or suggestions should email them to Dave at d_fergusson@forsyth.lib.nc.us. Specific proposals will be presented for adoption at the summer meeting.

Publications and Marketing Committee

A web site is in progress. The Board was asked to let members of this committee know names of webmasters or sites being created so they can be linked to the NCLA site. A newsletter should be out this quarter.

Scholarship Committee

A full description of Scholarship Committee activities and applications for scholarships can be found on the web site. The proposed deadline for submitting applications is May 15. It was decided to extend that deadline until June 1 since an announcement about the scholarship will be made in the May issue of North Carolina Libraries. The scholarship will be widely publicized in all kinds of libraries. The Spectrum Initiative (an ALA scholarship) will be explored and discussed at the next Executive Board meeting.

Special Projects

Project Grants Committee

Clarification was made regarding the grant application process. Sections sponsoring projects are charged with determining the merit of the projects presented. Grants are

primarily used for the conferences. Money is allocated fairly, but there are some parameters and time elements. Forms have been revised including new dates and methodology. The committee is working on a mechanism for what the procedures should be for money not utilized for the grants received. Membership of the committee will be addressed in a meeting following the Executive Board meeting.

Other Reports

North Carolina Libraries

The Winter issue of *North Carolina Libraries*, Children's Services, is projected to be mailed February 8th.

The editorial board held its annual retreat on November 13 and 14. Many important discussions evolved. A decision was made to begin the process of identifying significant people across the state to interview for the library innovators issue. An interview will be a feature article. A new one-page photo column that focuses on What's Going On in NC Librarianship will be featured in upcoming issues and edited by Joline Ezzell.

ALA Councilor

No report.

SELA Councilor

No report.

North Carolina State Library Commission

No report.

— Respectfully submitted,
Liz Jackson, Secretary

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New Members Round Table

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rholbroo@guilford.k12.nc.us

N.C. Asso. of School Librarians

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808 Bacon St.
Durham, NC 27703
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North Carolina Library

Paraprofessional Association
SHARON NOLES
Southeast Regional Library in Garner
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Garner, NC 27529
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Public Library Section

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Roxboro, NC 27573
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page_life@unc.edu

Round Table for Ethnic Minority Concerns

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Greensboro, NC 27402-3178
(336) 373-2716
ncs0921@interpath.com

Round Table on Special Collections

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Round Table on the Status of Women in Librarianship

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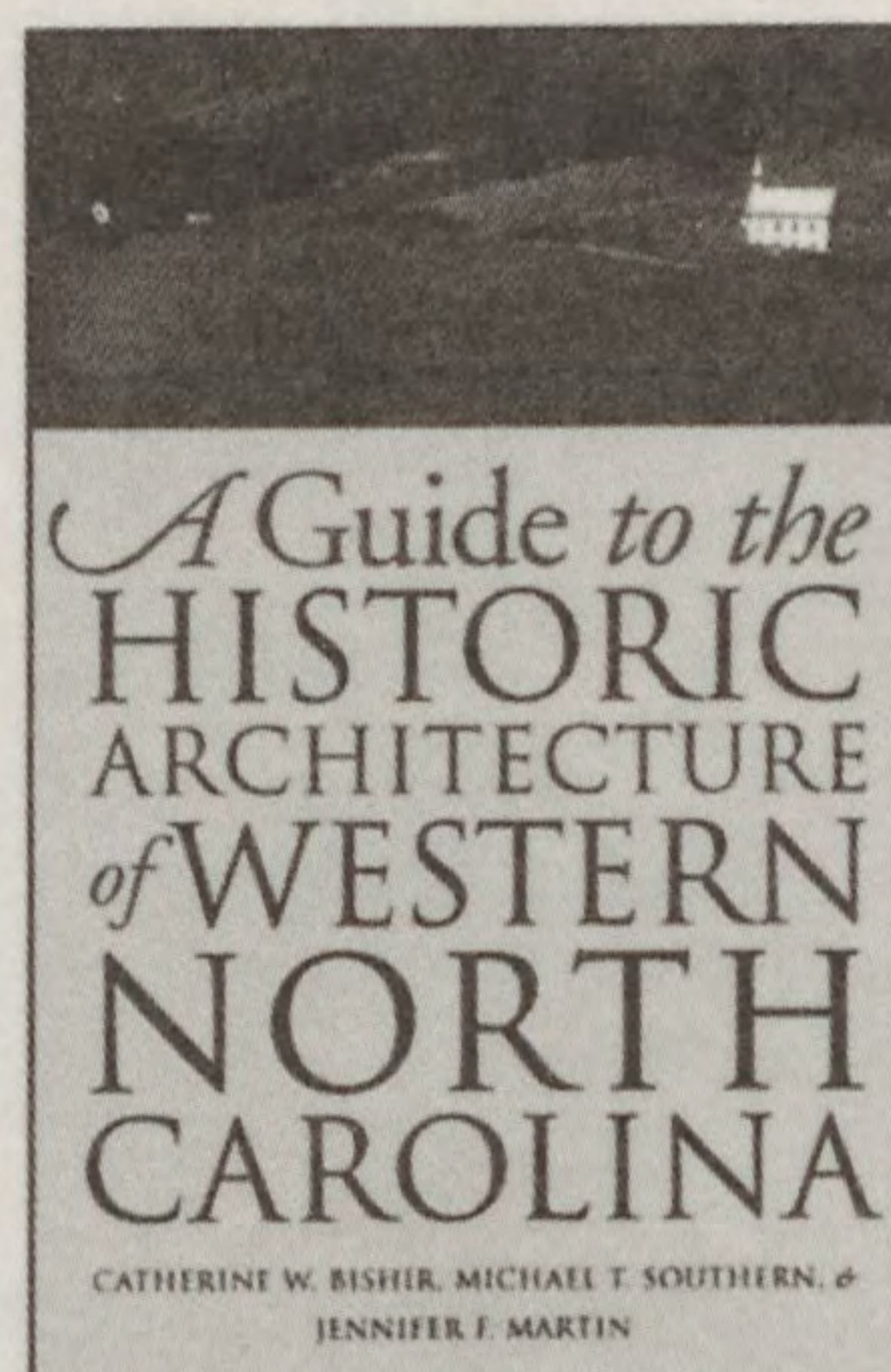
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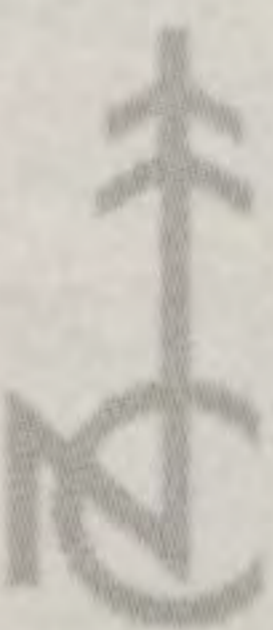
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