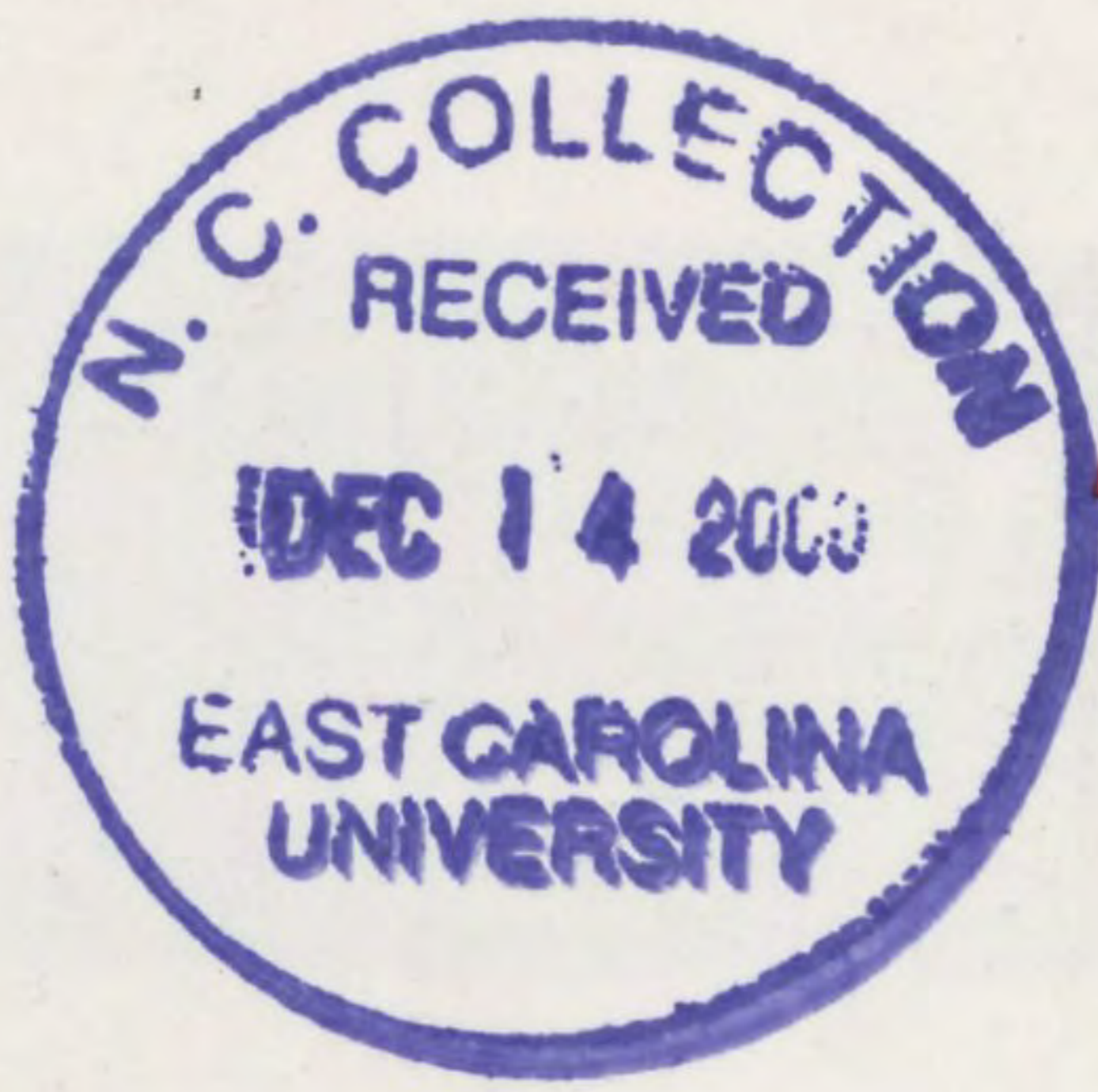


North CAROLINA



Fall 2000

*The Fire Next Time:
Disaster Planning & Recovery*

LibRARIES



*The best way to handle
disasters is to assume
their inevitability and
to plan accordingly.*

— Pamela Hackbart-Dean
page 48.





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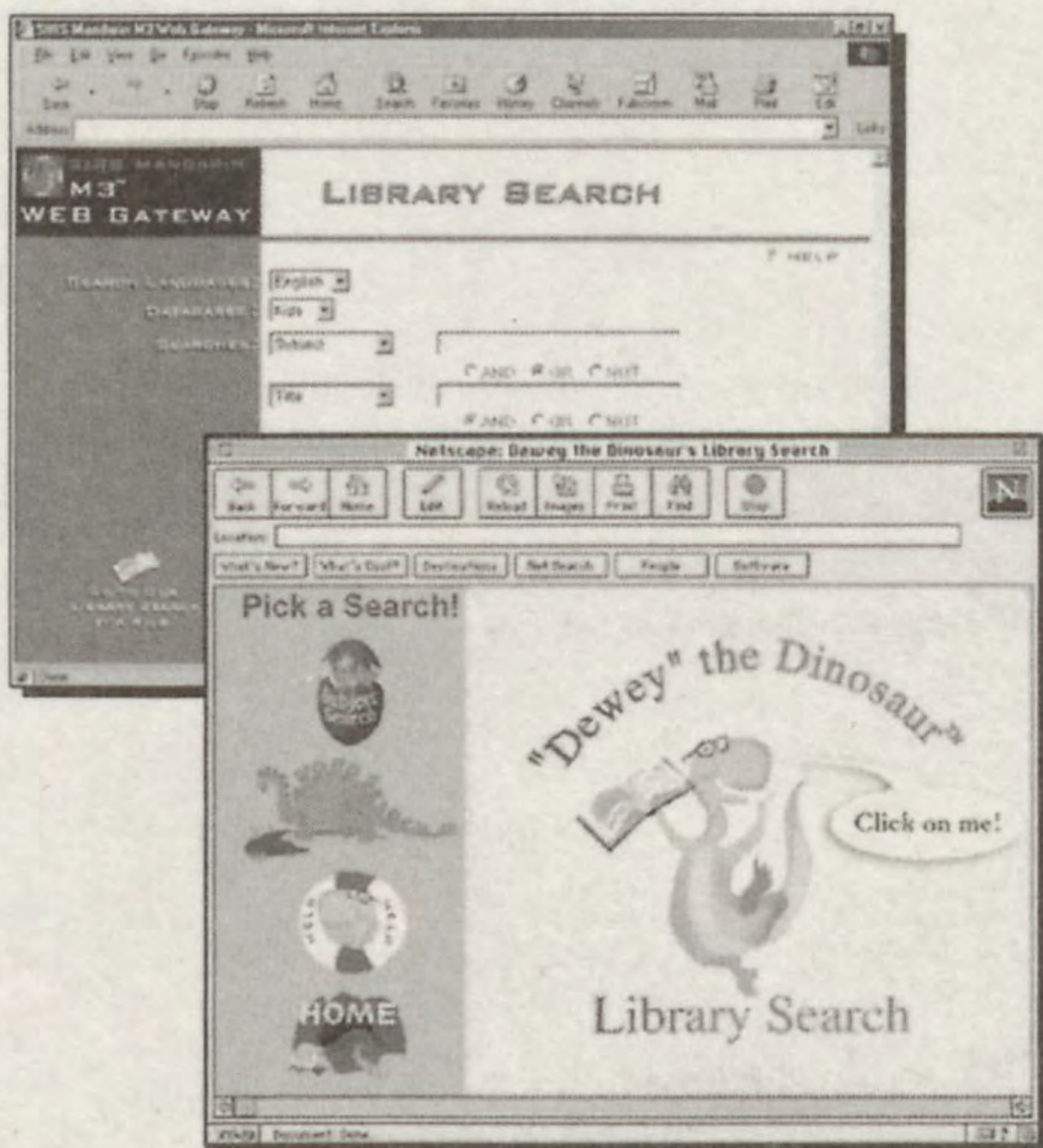
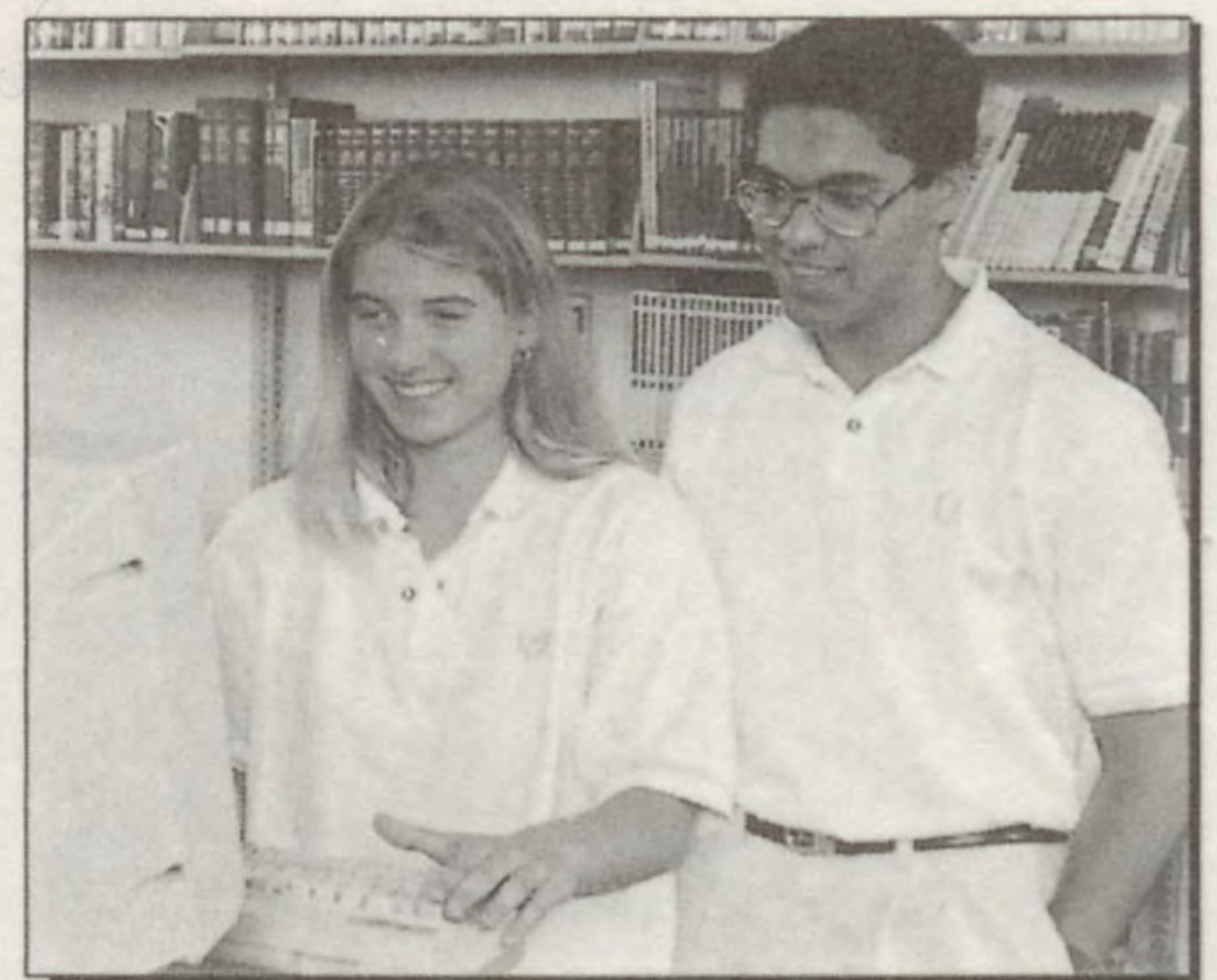
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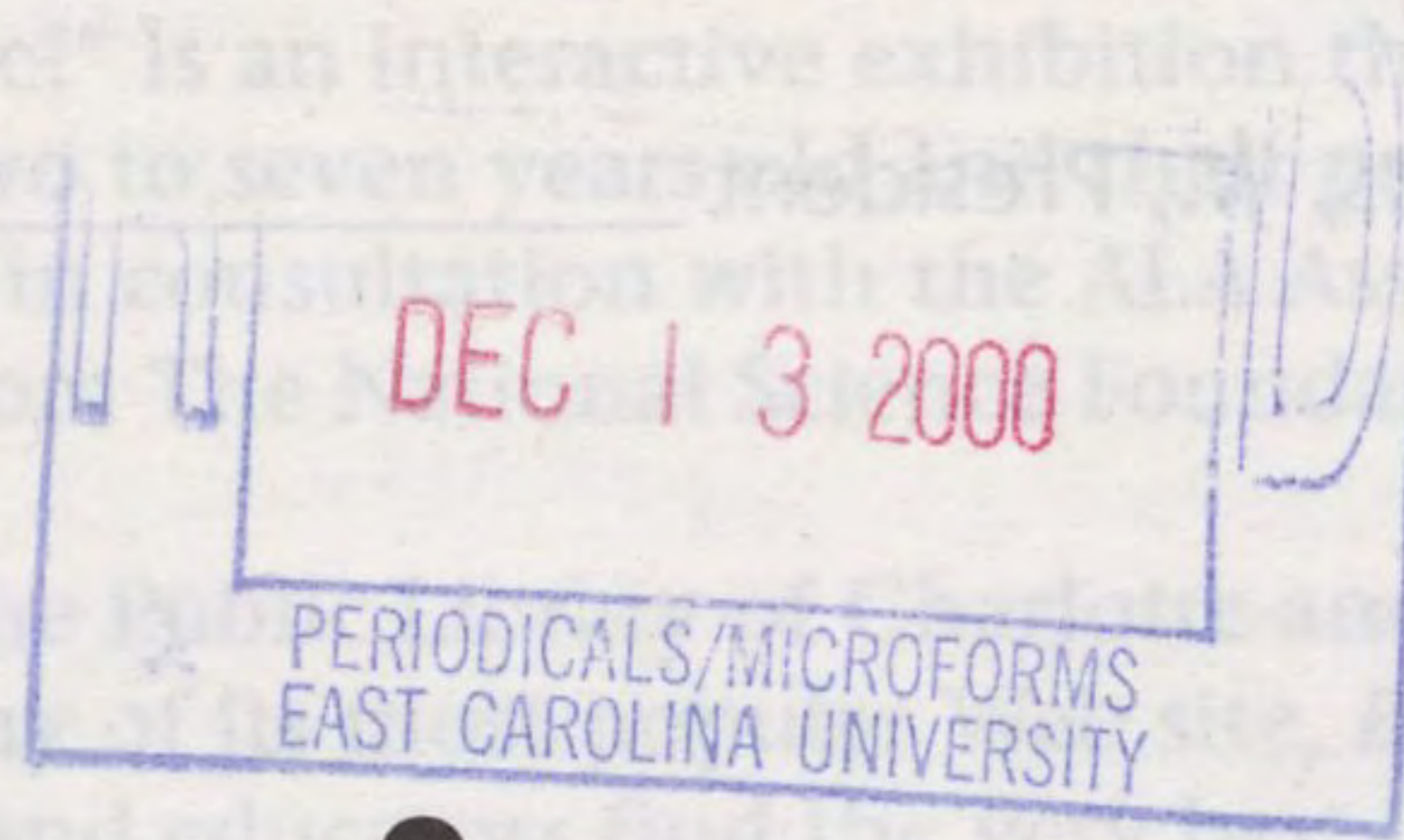


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NORTH CAROLINA LibRARIES



Fall 2000

THE FIRE NEXT TIME: DISASTER PLANNING & RECOVERY

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Cover: Photos left: In respect to the overall devastation, closed streets were but a mere inconvenience of the Floyd aftermath. Thousands of pets and livestock were victims, as well. These two kittens were survivors — and are now deservedly spoiled. (Photos courtesy Gary Weathersbee.) Right top: This building in Winston-Salem was destroyed by fire, see photos and synopsis on page 49. (Photo courtesy Elizabeth Sapp.) Bottom rt.: This home "in the country" between Belvior and Tarboro became a home literally "in the lake." (Photo courtesy Wendy Tucker.)

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Art direction and design by Pat Weathersbee of TeamMedia, Greenville, NC.

From the President

Plummer Alston 'Al' Jones, Jr., President

Milestones in North Carolina Librarianship

North Carolina's libraries and librarians continue to make the news! Read on! In the May 2000 issue of *College and Research Libraries News*, it was announced that North Carolina State University Libraries received a \$4,000 gift from Ford Motor Company to pilot an internship program beginning in the fall of 2000. The libraries will select an NCSU engineering student to learn how information technology is applied to libraries and information systems. If the pilot program is successful, the libraries plan to expand it during the 2001-02 academic year.

The May 2000 issue of *American Libraries* included a three-page spread on the Public Library Association's 8th National Conference in Charlotte, March 28-April 1, 2000. Director Robert Cannon and the staff of the Public Library of Charlotte and Mecklenburg County (PLCMC) got some outstandingly positive PR with regard to expanding their staff of automation support coordinators from 1 to 25. North Carolina author and poet Robert Morgan presented one of over 100 programs available to over 7,500 participants. Be prepared! The Association of College and Research Libraries (ACRL) will hold its national conference in Charlotte, April 8-15, 2003. I think that the word is out that Charlotte is an ideal site for national conferences!

In the May 2000 issue of *ALA News Releases*, the American Library Association (ALA) Committee on Accreditation announced that it has continued the accreditation of several graduate programs leading to the first professional degree in library and information studies. Our own School of Information and Library Science at the University of North Carolina at Chapel Hill (UNC-CH) and the Department of Library and Information Studies at the University of North Carolina at Greensboro (UNCG) were among those reaccredited. UNC-CH's program is scheduled for its next review in 2006, UNCG's in 2004.

SOLINET presented the Preservation and Electronic Information Award to the University of North Carolina at Chapel Hill for *Documenting the American South* at the annual meeting in Atlanta on April 28 (*SOLINET Director's Tipsheet*, April-May 2000).

The Association for Library Service to Children (ALSC) announced in the May 2000 issue of *ALA News* that Yolanda Foster Bolden of the Forsyth County Public Library (FCPL) has been appointed to an advisory committee to represent ALA units affected by the Between the Lions outreach campaign, a collaboration between ALSC and WGBH Educational Foundation. She will represent the ALA Office for Literacy and Outreach Services (OLOS). The FCPL was selected by the Advisory Committee of the ALA OLOS to present a poster session/table talk on diversity issues titled "People Discriminated Against Due to Race, Ethnicity or Language" at the 2000 Diversity Fair at the ALA Annual Conference in Chicago.

The Southern Pines Public Library (SPPL)'s Junior Library Leaders Program was recognized for excellence in serving young adults by the ALA Young Adult Services Association (YALSA) as part of a grant project funded by the Margaret A. Edwards Trust with support from Heckman Bindery, Inc. The SPPL was recognized at the YALSA awards luncheon at the ALA Conference in Chicago. ALA President Sarah Ann Long will present SPPL a plaque during Teen Read Week, October 15-21, 2000.

The Cameron Village Regional Library of Wake County has been selected as a site this fall for the second round of "From Rosie to Roosevelt: A Film History of Americans in World War II," a film and discussion series funded by the National Endowment for the Humanities (NEH) to National Video Resources (NVR) in partnership with the ALA Public Programs Office. The new program, "Post War Years, Cold War Fears," picks up the story where "From Rosie to Roosevelt" leaves off.

Two North Carolina public libraries, Sheppard Memorial Library of Greenville and the Forsyth County Public Library System, have been selected to host "The Great Experiment: George Washington and the American Republic," a traveling exhibition organized by the Huntington Library of San Marino, California, and the ALA Public Programs Office. The exhibitions will take place between September 2000 and September 2003. The Sheppard Memorial Library was also selected to host the "Go Figure!" traveling exhibition between September 2000 and December 2001, organized by the ALA Public Programs Office and Minne-

sota Children's Museum. "Go Figure!" is an interactive exhibition that brings the world of math and its everyday uses to children two to seven years old and their parents through children's literature. The project was developed in consultation with the ALA Association for Library Service to Children, with major funding from The National Science Foundation and additional support from Cargill and 3M.

Happy Birthday to *BookHive*! The Public Library of Charlotte and Mecklenburg County celebrated on June 1st the first birthday of its most popular Web site, *BookHive*, <www.bookhive.org>, that helps children, parents, and educators find the very best in children's literature. ALA selected it as "one of the best sites for children," an honor only 13 other sites received. Along with *BookHive*, children and other young at heart folks will enjoy PLCMC's award-winning Web site, *StoryPlace*, <www.storyplace.org>, an interactive, bilingual storytelling site for children. This summer ten thousand pre-schoolers in 228 Charlotte-area child care centers, most in at-risk neighborhoods, enjoyed reading 22,000 new children's books, the contribution of the PLCMC. The donation was made possible by a \$228,000 grant from Smart Start of Mecklenburg County.

The Libraries Build Sustainable Communities Project, a partnership between ALA and Global Learning, Inc., is highlighted in a twelve-page insert in the June/July 2000 issue of *American Libraries*. Two North Carolina librarians are on the Libraries Build Sustainable Communities Team. Steve Sumerford, Assistant Director of the Greensboro Public Library, serves as chair, and Judith Davie, Director of Library Media Services for the Guilford County Schools, is a member of the team.

The Chinese American Librarians Association (CALA) awarded Bin Li, a UNC-CH doctoral student, the 2000 Sheila S. Lai Scholarship, which was presented to her at the ALA Annual Conference in Chicago. The Foreign Language Center of the Cumberland County Public Library and Information Center, where Bin Li was a former director, received the Leonard Wertheimer Award "for outstanding work that enhances and promotes multilingual and/or multicultural public library service," which was presented by the Public Library Association at the ALA Annual Conference in Chicago.

The Library Administration and Management Association (LAMA) award for Best of Show in the category of Internet was presented to the Sandhill Regional Library System of Rockingham at the ALA Annual Conference in Chicago.

It is worth noting that the SOLINET Board of Directors and the OCLC Users Council include two North Carolina librarians on their rosters. Rhoda K. Channing (Wake Forest University) is the newly elected Chair of the SOLINET Board of Directors. Larry Alford (UNC-CH), who formerly served on the SOLINET Delegation to the OCLC Users Council, is now President-Elect of the OCLC Users Council and will serve as a member of the OCLC Strategic Directions and Governance Advisory Council. SOLINET gave its Year 2000 Outstanding Library Program Award for Continuing Education and Staff Development to the State Library's Master Trainer Program (MTP). Elaine Christian, who coordinates the MTP for the State Library, attended the awards ceremony at SOLINET's headquarters in Atlanta.

State Librarian Sandy Cooper and State Library Consultant Tracy Casorso were among the winners of the 1999 Frances Keppel Awards presented during the annual Federal State Cooperative Statistics Professional Development Conference March 28, 2000, in San Antonio, Texas. The Keppel Award is given for "submitting prompt, complete, and high-quality public library data."

The Lions International Foundation awarded the local District 31 G Lions Club a grant of \$10,641 to purchase a Braille computer and embosser which will be used at the Library for the Blind and Physically Handicapped (LBPH) of the State Library. Congratulations to Francine Martin and Gary Ray (LBPH) for putting together a successful grant application!

On May 23, 2000, the North Carolina Public Library Directors and their supporters participated in the annual Public Library Legislative Day activities to seek an increase in the state's Aid to Public Libraries Fund.

The Library Services and Technology Act (LSTA) Advisory Committee members for 2000-2001 are Dale Gaddis (Durham County Public Library), Beverley Gass (Guilford County Technical Community College), Karen Gavigan (Rockingham County Schools), Kate Hickey (Elon College), Beth Mueller (Boone), Willie Nelms (Sheppard Memorial Library, Greenville), Karen Perry (Guilford County Public Schools), Jordan Scepanski (Chair, Triangle Research Libraries Network), and Patricia Thibodeau (Duke University Medical Center). Thanks for your work on behalf of North Carolina libraries!

3M Library Systems, a leader in library security for nearly 30 years, announced the selection of 70 middle and high schools in the United States to receive a 3M Detection System for their library media centers through the "3M Salute to Schools" Program. North Carolina winners are River Road Middle School of Elizabeth City, Madison Middle School in Marshall, and Monroe Middle School in Monroe.

Keep up the good work you all are doing to bring national recognition to North Carolina libraries and to serve the informational and recreational needs of all North Carolinians!

Shelter From the Storm: Disaster Prevention and Planning

by Pamela Hackbart-Dean

Whether by hurricane, lightning strikes, or a broken water pipe, disaster can happen anywhere, anytime. Preventive measures taken before a disaster strikes can minimize devastating damage. Also, steps can be taken post-disaster that will accelerate recovery and minimize loss of collections.

In some cases, speedy responses by quick-thinking librarians or archivists can prevent major losses of material, but a quick reaction without a plan or purpose is not enough to prevent disruptions in service and hefty recovery costs. By contrast, a library or archives equipped with a disaster response plan coordinated in advance and familiar to all staff members will help an institution recover quickly from even a severe disaster, restoring service to near normal during the clean-up process.¹

The best way to handle disasters is to assume their inevitability and to plan accordingly. Every library, archives, historical society, and records repository needs disaster protection. Planning ahead for disaster not only reduces permanent damage or loss to collections, but may paradoxically prevent disasters.²

Fire-related Disasters: causes and prevention

The most feared of the upheavals that libraries suffer is fire. Not only does fire destroy materials, but quite

often extinguishing the fire causes as much, if not more, damage than the actual fire. It is imperative for library and archives staff to learn steps that can be taken to prevent fire. A fire may start from many different sources, and a comprehensive fire prevention program is not a simple undertaking.

Causes of fires include lightning and earthquakes, old or improper wiring, defective heating equipment, and accumulations of combustible trash. Innocently overloading an outlet can result in a fire as damaging as one started deliberately by an arsonist. Little can be done to prevent natural disasters or a determined arsonist, but much can be done to prevent a fire caused by human error and building failure. Remember, library materials constitute a highly combustible, compact fuel that will burn to completion if given the chance.

Profile of a Fire

Typically, a fire will develop in four stages: incipient, smoldering, flame and

heat. In the incipient phase, there is significant heat but no visible smoke or flames. Visible or invisible ions or particles of combustion are produced during this phase, and may go undetected over a relatively long period of time. When the particles become visible, the fire enters the smoldering phase. The third phase, flame, is produced when ignition actually occurs. The temperature increases, leading to the final heat stage, when large volumes of heat, flame, smoke and toxic gases are produced.³

Elements of Fire Safety

The three types of fire that are likely to occur in a library are Class A (cellulostic materials, such as paper and wood), Class B (flammable liquid, oil, grease or tar), and Class C (electrical).

Building Design

Ideally, a library will incorporate fire-prevention measures during construction. Unfortunately, this is unusual, and in many instances even facility upgrades are not fiscally feasible. Nonetheless, an effort should be made to bring the building to the highest state of disaster preparedness as possible.

Building design should minimize air passages between concrete floors. This will prevent fire from traveling between areas of the building. Another area of concern are concealed spaces, such as false ceilings, which may provide a path

Planning ahead for disaster not only reduces permanent damage or loss to collections, but may paradoxically prevent disasters.

for fire to spread unnoticed.

If the wiring in a building is over twenty years old, and/or if the wiring is carrying a heavier load than it was designed for, then the library needs a certified electrician to inspect the wiring for safety.

Libraries should develop a good relationship with their local fire departments. Invite them to tour the facility, review the library's fire procedures, inspect areas of concern, provide guidance, and learn more about the building itself. This will save time if they have to respond to an emergency later, and advance notice of what fire-fighting procedures will be used can help the library staff minimize damage to materials.⁴

Fire Detection

It is of primary importance to have any fire detection system connected to the fire department to insure immediate response. Consult with fire experts as well

as insurance carriers for their suggestions of acceptable systems, which include different types:

The **Thermal Detector** is useful in compact and enclosed spaces with a high concentration of stored materials that are susceptible to rapid heat build-up. The most common units are fixed-temperature devices that operate when the room reaches a predetermined temperature (usually 135°-165°F/57°-74°C). These systems are adequate for film-based media, which are quickly damaged by rising temperatures.

The **Flame Detector** senses infrared radiation and is suitable for areas where fires could develop quickly due to vast space or strong air movement.

The **Photoelectric or smoke detector** responds to visible particles of

smoke. These are recommended for early detection of fire.

The **Products-of-combustion or ionization detector** reacts to particles given off by incipient fire. This does not require flames or heat to be effective and is the best early stage detection.

Fire Suppression

If suppression systems are chosen to prevent fires from spreading, then the hazards of the building, the collections themselves, and the costs should all contribute to the selection process. Enlisting input from fire experts and fire insurance carriers is recommended. Fire suppression equipment is available for all varieties of needs and applications. Experts can test the equipment periodically to ensure its operability without actually turning on the sprinklers themselves.

Portable Extinguishers

If collections are unique, then portable extinguishers should be installed in

In August 1998, a wind-fed fire destroyed a city block of what was part of R.J. Reynolds' manufacturing complex in downtown Winston-Salem. Built in the early 1900s, the property was being renovated as part of the Piedmont Triad Research Park. Left: The interior wall of 256-1 on Chestnut Street. Below: #256-2 on Patterson Ave. The dark 'spot' below left center of the truck was a car. Photos courtesy Elizabeth W. Sapp.



strategic locations throughout the building, whether or not it has an automatic response system. Extinguishers are designed to fight specific classes of fires and can contain water, gas, or chemicals and require staff training.

Sprinkler Systems

Fire protection experts generally agree that automatic sprinklers represent one of the single most significant aspects of a fire management program.⁵ Properly designed, installed, and maintained, these systems can overcome potential deficiencies in risk management, building construction, and emergency response. They may also enhance the flexibility of building design and increase the overall level of fire safety.⁶

- Wet-pipe sprinklers are the most common and least expensive system. The pipes are filled with water at all times and sprinkler heads are individually activated.
- Dry-pipe sprinklers have supply pipes filled with pressurized air or nitrogen, rather than water. The opening of a heat-sensitive sprinkler head releases pressure, and water is supplied only to that head and to any others that have opened. This system reduces the risk of leaking pipes or damaged sprinkler heads triggering. The action is, however, slower than wet pipes, and more heads may be triggered in an emergency.
- A pre-action system is normally a dry-pipe system, but with a significant improvement. It is a closed-head system that usually carries only normal air pressure in the pipes. This means that reaction time is shortened, since air under normal pressure is more quickly exhausted from the pipes as the water enters.
- A gaseous system (FM200) — suppresses oxygen and does not use water. This system requires a sealed environment and discharges for ten seconds. There is minimum corrosive or abrasive residue, but the disadvantages to this system are high installation costs, moderate health hazards, and harmful environmental effects. It is also a sensitive detection device that is prone to accidental discharge and so is not intended for use in public areas.
- The water mist system is a new tool. These systems are for applications where very early detection is critical, and where water sensitivity and/or limited water supplies are concerned (libraries, computer

spaces). Primarily intended to identify and control a developing fire during the incipient phase prior to the onset of visible flame, mist systems utilize a fine water spray — essentially producing a fog, which blankets a potential fire.⁷

Performance of Modern Sprinklers

Automatic sprinklers offer an important fire protection option for most libraries. Water damage from an activated sprinkler is usually easier to remedy than the damage caused by fire, smoke, and pressurized water.

The correct application of sprinklers is dependent upon careful design and installation of high quality components by capable engineers and contractors. A properly selected, designed, and installed system will offer unexcelled reliability.

Wind and Water-related Disasters

Although fire may be the catastrophe that strikes the most fear into the hearts of archivists and libraries, violent storms are actually a more common cause of natural disaster. A storm's dual threat of wind and water increases the likelihood of damage. Flooding may be devastating even without wind. We can never be completely free of the less dramatic, but pervasive, threats from sources such as leaking roofs and dripping pipes.

The *causes* of a water-based disaster are wide-ranging. Nature takes its toll through hurricanes, tornadoes, earthquakes, and floods. These types of storms have a widespread, ruinous na-

ture, bringing disarray and destruction to a large segment of the community. Efforts at recovery are compromised due to the competing demands on staff, lack of assistance from local agencies, unavailability of supplies, an increase in potential vandalism, and threats to health.

Water damage may be caused by accidents and catastrophes such as plumbing failures or malfunctioning sprinkler and air conditioning systems. Basement stack areas may fill with ground water entering through cracks in the building foundation, or from ruptured water pipes. Torrential rains find their way onto books or papers in upper levels through leaky roofs.

Vandals may tamper with sprinkler systems, air conditioning mechanisms, fire mains, or plumbing facilities to release water on collections.

Finally, once humidity is high or water has entered collection areas, the danger of a mold disaster exists.

Protection from Water Damage

Protection from water damage is essential to the preservation of library and archival materials. Even a minor water accident such as a leaky pipe can cause extensive and irreparable harm to collections. Several precautions can be taken.

Structural considerations:

Vulnerabilities to an institution can begin with the building itself. Inspection of the building and site will identify some potential hazards.

Remember to clean gutters and drains on a frequent basis. Inspect roof



These photos (above and next page) of property in Kure Beach, NC, illustrate the damage a hurricane's wind and water can do. Photos courtesy Elizabeth W. Sapp.

coverings regularly and repair or replace as needed. Flat roofs are especially problematic and need frequent inspections because dirt and debris can accumulate on them, leading to retention of water and deterioration of the roofing material.

Avoid storage in basements or in other areas where the threat of flooding is possible. If collections must be stored in areas vulnerable to flooding, install water-sensing alarms to insure quick detection.⁸ Sump-pumps should be used in basement areas, especially if in a flood region. Drains below ground level should incorporate manual cutoffs that may be activated if flood levels threaten to cause a backup of water into the building.

Because mundane drips from pipes are sources of much water-related damage in libraries and archives, it is advisable to place drip pans under all exposed pipes in the stack areas. It is important that materials never be stored under water pipes, steam pipes, lavatories, air-conditioning equipment, or other sources of moisture.

Consider a library's or archive's location in a "tornado alley" or hurricane locality. The institution's administration must consider construction of wooden frames, protective panels, or shutters to place over impact-resistant glass windows.⁹

Storage practice:

Any repository will be able to take the following recommended storage precautions because they do not

involve huge demands on funds or staff time. These steps will reduce the risk of damaging collections from a water disaster:

- Always shelve materials at least 4" off the floor and at least 2' from the ceiling (place on temporary pallets if necessary). Locate shelving at least 12" away from exterior walls to prevent contact with condensation.
- Protective enclosures, such as boxes, provide a barrier between an item and hostile conditions. Do not leave papers, books, or other collection materials on tables or other unprotected surfaces. This presents not only a security problem, but it also makes items more susceptible to damage from leaks.
- Store books and papers at a distance from windows. This will reduce exposure to storm and flood damage, and minimize exposure to ultraviolet radiation. If there is an approaching weather disaster, move materials to an interior location, an upper floor, or

another building situated at a higher elevation.

Environmental and housekeeping hazards:

Within the building itself, environmental systems are of primary concern. Maintain proper temperature levels and relative humidity, allow appropriate circulation of air, and permit only clean, clutter-free storage areas. Ideally, temperature should never go above 70°F or relative humidity above 50%. The higher the temperature and humidity, the higher the risk of mold growth. If a water-related emergency occurs, wet materials must be treated immediately before mold growth develops.¹⁰

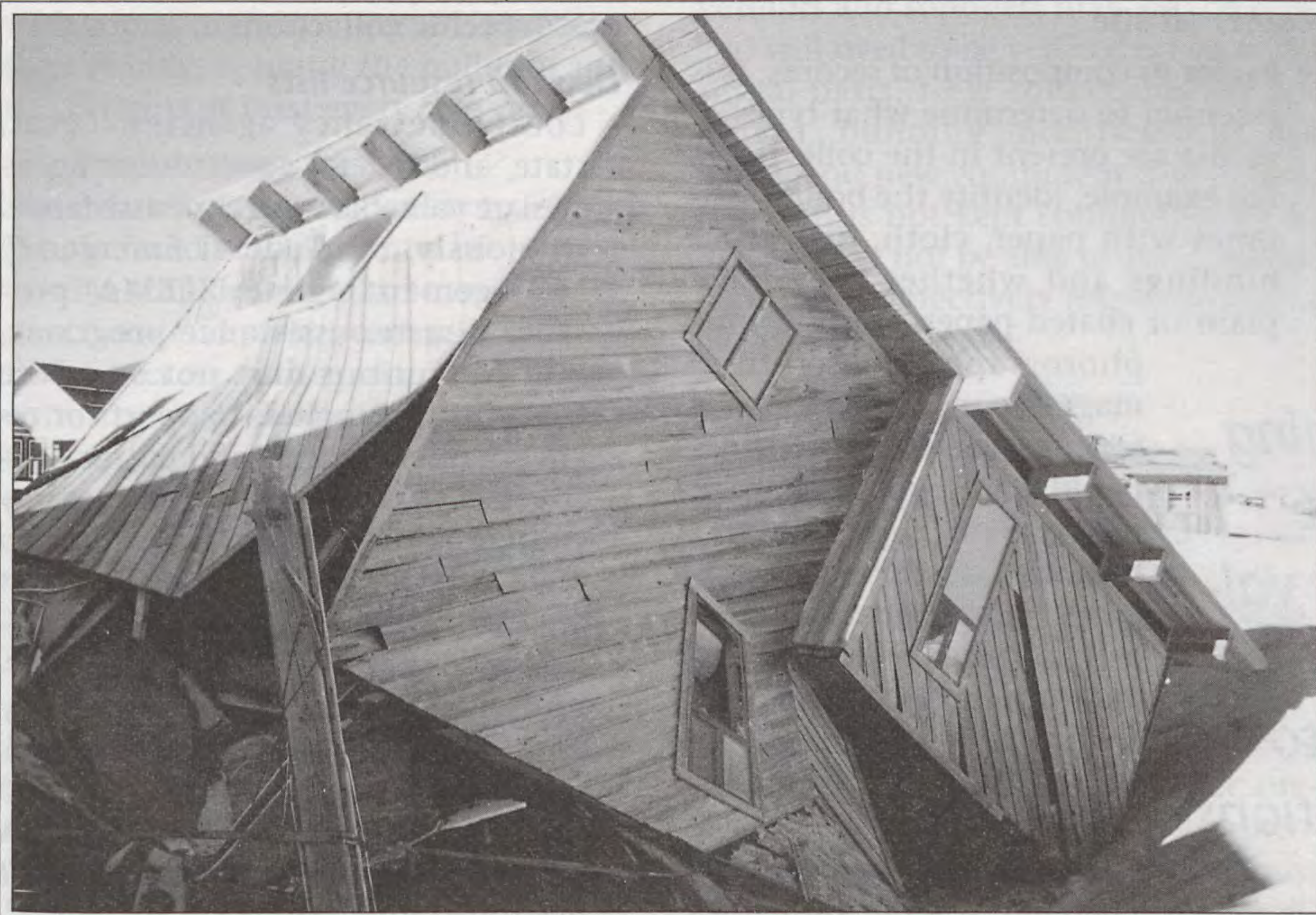
Following any severe weather pattern, inspect the building for structural damage, leaks, sprinkler breaks, or fires. Be sure to check for water accumulation in hidden areas, such as attics, false ceilings, closed storage areas, and light fixtures.

Developing a Disaster Plan

The old adage "An ounce of prevention is worth a pound of cure" is never more true than in the case of library and archival disaster planning and prevention. A written plan is the single most important step in preparing for disasters. First, such a written document acknowledges that disasters are possible, and that there is a commitment on the part of the organization to accept responsibility for their amelioration in a sensible and logical way. Second, preparation of a written plan eliminates panic, assures proper decision-making, reduces the damage to collections, and limits the costs of recovery. Finally, a plan consolidates ideas and provides step-by-step instructions that are clear and easy to follow.

Before any steps can be taken, commitment to disaster preparedness must be articulated. Disaster planning requires administrative support for both the staff time needed to carry out various procedures and a pledge for funds to implement the recommendations. This commitment may take the form of a written charge, to an established committee.¹¹

Disaster planning can be divided into basic stages. The first stage is information gathering. During this time, collections are assessed, hazards investigated, priorities set, and facts gathered.



The next stage is the implementation of the written disaster plan.

Information Gathering

Establish planning structure

- Set a timetable: Set reasonable goals with objectives and a time frame for completion to help keep planning on track and provide a sense of accomplishment.
- Identify team: One person should be assigned the responsibility of organizing the plan from start to finish. Once the plan is completed, this person will have the continuing responsibility to update the plan, follow through on its recommendations, and be responsible for a disaster recovery effort.

In establishing a team, include members from a broad base of library and archival backgrounds. Dialog among individuals from special collections, collection development, and public services staff provides invaluable input and experience.¹² Some committees have included building maintenance personnel, security experts, and fire and police experts. Each individual offers unique perspectives on the collections, users, and areas of potential concern.

Assess risk

- Building survey and inspections: Before a reliable disaster plan can be written, it is important to understand the potential hazards and to undertake strong preventive and protective measures. It is helpful to bring in outside experts to help determine potential hazards in a library or archives.

Set up external and internal hazard surveys, design appropriate forms¹³ and establish proper channels for communication. Next, conduct a physical examination of all facilities. Assess the results of the surveys, set priorities for the problems revealed, and make recommendations for rectifying or alleviating potentially disastrous situations. The assessment process should identify the most valuable

materials and how they are protected, stored, insured, and exhibited. At some point, assessment of insurance coverage may be appropriate.

Establish recovery priorities

- Identify the most important collections: As part of the overall planning effort, it is crucial to look at collections and assess their values — fiscal, historical and scholarly — as they relate to the overall goals and intentions of the organization. It is much easier to make these decisions in a calm and reasoned atmosphere than when faced with an imminent or current disaster.

An institution may try a triage approach. Top priority materials are those that are difficult or impossible to replace or replicate and that are essential for the ongoing operations of the institution, that have prime research value, or that have a significant monetary value. Secondary priorities are items that are difficult to replace or replicate and that provide significant operational or research resources. Last priority would be those materials that can be replaced, either in original or a copy format, or that may, if necessary, be considered expendable to the institution and its constituents.¹⁴

Finding aids and other types of catalogs are essential to most institutions. These may be a major priority; without them it is difficult to verify what was damaged or destroyed by the disaster and to re-establish proper order subsequent to recovery.¹⁵ A number of institutions have records of their holdings in electronic format and have the backup copies or other types of security copies off-site.

- Factor in composition of records: It is essential to determine what types of media are present in the collections. For example, identify the bound volumes with paper, cloth, or leather bindings and whether they have plain or coated paper. Manuscripts, photographs, microfilm, magnetic media and special formats such as blueprints could make up significant portions of an institution's holdings. Each sizable category should be researched and addressed with appropriate recovery procedures and an indication of conservators who could be consulted for advice.¹⁶
 - Consider services available: There are several companies

that provide disaster services as well as sources of technical assistance. Research these services thoroughly — this is an essential part of the planning process. If possible, invite local service providers to visit your institution to become familiar with your site plan and collections in advance of an emergency. Plan for backup companies to provide critical supplies and services in case there is a community-wide or regional disaster.¹⁷

Contact these sources on a regular basis to determine whether necessary supplies and services are still available, and to remind them of their commitment. Keep in mind that in a wide-scale, major disaster, these sources may not be available because they have their own institutional damage or because they are assisting another entity. In addition, outside help probably will not be available immediately.

Collect response, recovery, and rehabilitation procedures

Before a well-developed plan can be written, time should be devoted to some preliminary research. The groundwork should include reviewing monographs and articles about disaster planning and recovery. Disaster plans and manuals from similar institutions should be examined.¹⁸ Committee members should be encouraged to attend related workshops.

It is helpful to glean from the experience of others. This will assist in planning for one's own institution's disaster response. Select and adapt those experiences that apply to one's organization, while adding others that will make the written plan practical and applicable to one's specific collections.

Develop resource lists

- Local emergency agencies: Local, state, and federal government agencies are valuable sources of assistance. Obviously, the Federal Emergency Management Agency (FEMA) provides disaster assistance programs, but institutions may not be aware that this can include support for recovery of art objects and cultural resources. An October 1991 policy change allows federal assistance to pay for conservation of objects that are damaged in a disaster. Conservation is defined by FEMA as "the minimum steps, which are both necessary and feasible to place the items back on display without restoring them to their pre-disaster condition." FEMA does not cover the replacement of destroyed items.¹⁹

As part of the overall planning effort, it is crucial to look at collections and assess their values — fiscal, historical and scholarly — as they relate to the overall goals and intentions of the organization.

- Staff phone tree: The telephone tree is one of the easiest parts of the plan to construct. All personnel who will be expected to assist with recovery procedures should be listed with both work and home phone numbers. Backup staff should also be included. Regular updates and a copy at the homes of all key personnel will insure the tree's validity and availability.

Assess financial resources

When gathering information for a written plan, include emergency funds. Arrange for emergency cash or credit, because it is sometimes difficult to obtain money quickly in a disaster situation. Knowledge of accounting procedures and their simplification are essential during an emergency.

Evaluate insurance policy

A basic understanding of an institution's insurance policy is imperative. Learn what the insurance policy covers and what the insurance company expects an institution to handle financially. Identify those precautions an institution must take that will reduce premiums. These will be identified in the policy, as well as the survey of the building and its contents.

Be aware of exclusions from coverage and have a clear understanding of steps and procedures to be followed after a disaster. It is essential to list all the damage and to provide complete documentation of conditions and recovery procedures following a disaster. This would include taking photographs or videotapes of the cleanup.

Before a disaster, take photographs or videos of valuable items and store them off-site. These could be stored with copies of the finding aids and catalogs. Finally, appraise the building and its contents at least every five years.

Implementation

The disaster plan must be easy to follow. People faced with a disaster often have trouble thinking clearly, so concise instructions and prior training are critical to the success of the plan. The key is to write in a clear, simple style without sacrificing comprehensiveness. Above all, remember that the plan cannot anticipate every detail, so be sure that while it provides basic instructions, it also allows for some on-the-spot creativity and adjustments.

Upon completion, the disaster plan should have administration approval. Members of the in-house recovery team should receive two copies of the plan — one to keep at work and one to keep at home. All staff members should read

and have access to the disaster plan. Simultaneously, order and distribute supplies. Some of these supplies should be stockpiled (various locations) in anticipation of the type of disaster most likely to occur.

Training is an important component for the success of the disaster plan, and especially for the recovery effort if disaster should strike. Holding one or more training sessions to introduce staff to the disaster plan and its use is integral to its successful application. Proper attention to prevention and protection hazards, as well as appropriate reaction to emergency situations, can make significant differences in reducing damage. Staff training should be scheduled periodically for permanent staff, and included as one aspect of the education package or orientation for new staff in a library or archives.

Ongoing Maintenance

No matter how much energy has been put into producing an effective disaster plan, it will be useless if the staff is not aware of it, if it is outdated, or if it cannot be found during a disaster. A concerted effort must be made to educate and train staff in emergency procedures. Each staff member should be made aware of his or her responsibilities, and regular drills should be conducted if possible. Several copies of the plan should be kept in various locations, including off-site, ideally in waterproof containers.

Most importantly, the disaster plan must be reviewed and updated on a periodic basis, and after a disaster has occurred. Names, addresses, phone numbers, and personnel change constantly. Vendors and suppliers may also change and will need to be verified on an occasional basis. New collections are acquired, building modifications are made, and new equipment is installed. If a plan is not kept completely up to date, it may not be able to assist the institution in effectively responding to a disaster.²⁰

Conclusion

Disaster can happen anytime and anywhere, but if a library is prepared, permanent damage can be decreased. There is no one perfect disaster plan or one correct way of being prepared. Since an institution and its staff are not likely to make the most informed decisions during a disaster, sensible, thoughtful planning and realistic preparedness will provide the best protection for collections. A disaster plan must be considered a living document — al-

ways changing. An effective disaster plan will assure that historical collections in our institutions are protected for the present and the future.

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Knee Deep in North Carolina: A Disaster Planning Manual

by Ron Haislip

In the fall of 1999, Hurricane Floyd struck North Carolina with a vengeance. A drive through the damaged area two months after this life-altering event left this author speechless, and with so much sadness evident in the eyes of the disaster victims, I was unable to take photos of the destroyed homes and floating caskets. North Carolina libraries were not immune from this destruction. According to the State Library of North Carolina Web site, extensive flooding caused collection damages in excess of \$640,000 to the Albemarle Regional Library in Windsor. Twelve other libraries in the eastern part of the state sustained some degree of damage while several school media centers were completely destroyed. After being submerged in six feet of muddy, sewage-infested water for more than two weeks, none of Pattillo Elementary School's library collection was considered salvageable. Mold and mildew even attacked materials that were stored above flood level.

Angie Egerton, the Pattillo Elementary School media specialist, laments that even though the building was covered by insurance, few of the contents were insured. This is a common problem. In order to receive assistance from FEMA, she was required to submit a written inventory of all materials in the collection. Luckily, Angie had performed a backup of her catalog before the floods struck the area. With public donations and government assistance, the school and library are slowly rebuilding in a new location, but without proper planning, the situation could have resulted in a total loss with no means of recovery. In eastern North Carolina, it is too late

to save many materials of historical significance, but with adequate insurance, a disaster plan and procedures manual, and knowledge of drying methods, perhaps other libraries can prevent or at least minimize the effects of such disasters.

The Disaster Plan

The reduction of stress and confusion in the event of a catastrophe will be the result of a well-designed disaster plan. Tailored to the needs of each institution, a plan should include most of the following components:

Introduction:

Included in the introduction should be directives as to how often a plan should be revised, as well as the last revision date. Because specific individuals may change positions within a library, responsibilities should be arranged by job position. In the disaster plan of the Baltimore Academic Library Consortium, the introduction details why the plan was created and also provides a basic summary of sources found within the plan.

Emergency Information Sheet:

This sheet should contain phone numbers for police, emergency units, and all appropriate library staff.¹ Brief step-by-step instructions of emergency actions should be listed in the plan booklet and posted on a wall near a phone in every department. A list designating the order in which persons should be called in the event of an emergency will help alleviate confusion in an already chaotic situation.

Collection Priorities

A map of the library with an outline of

the order in which materials will be salvaged will help the fire department and fellow staff members direct immediate attention to those areas of the library which hold the most critical collections. Coated papers and easily replaceable materials should take lowest priority while rare items and those with historical importance should be at the top of the list.²

Prevention Strategy

Procedures, time schedules, and names of individuals responsible for the testing and inspections of fire alarms and water detection systems must appear in the plan. A checklist should be provided in the appendix. It is possible for these water detection systems to transmit signals to a central location that would then contact library administrators. SOLINET's (Southeastern Library Network, Inc.) Web page <www.solinet.net> also recommends a checklist of procedures to be followed when weather forecasters give advance warning of an emergency situation such as a hurricane or flood.

Recovery Procedures

Current salvage procedures should be included in full detail in the appendices to the plan. Library staff should be routinely trained in all methods of recovery. Salvage procedures are listed in a separate section of this paper.

Resources

A checklist of materials to be used in the recovery effort and their corresponding locations should be kept current. A list of the suppliers of these items, locations of freeze storage facilities, and emergency equipment suppliers must be updated a minimum of twice a year. A

comprehensive checklist can be found at the SOLINET Web site.

Disaster Procedures

Step 1: Safety First

Before entering the building, verify that no live electrical lines are sending currents through the floodwaters. Do not enter the building if it is structurally unsafe or if there is a possibility of electrocution.

Step 2: Circulate Cool Air

After power has been restored and permission granted to enter the building, turn off all heat sources and turn on functioning air conditioners. Open doors and windows and use fans and dehumidifiers in order to circulate as much fresh air as possible.

Step 3: Do Not Handle the Damaged Materials

It is important to keep staff and volunteers from disturbing materials until the disaster team is able to provide direction by discussing a plan of action with all members of the crew. Reducing the cost of future restoration must be one of the top priorities of the salvage operation. Handling the materials improperly can cause more extensive damage than the initial flood.

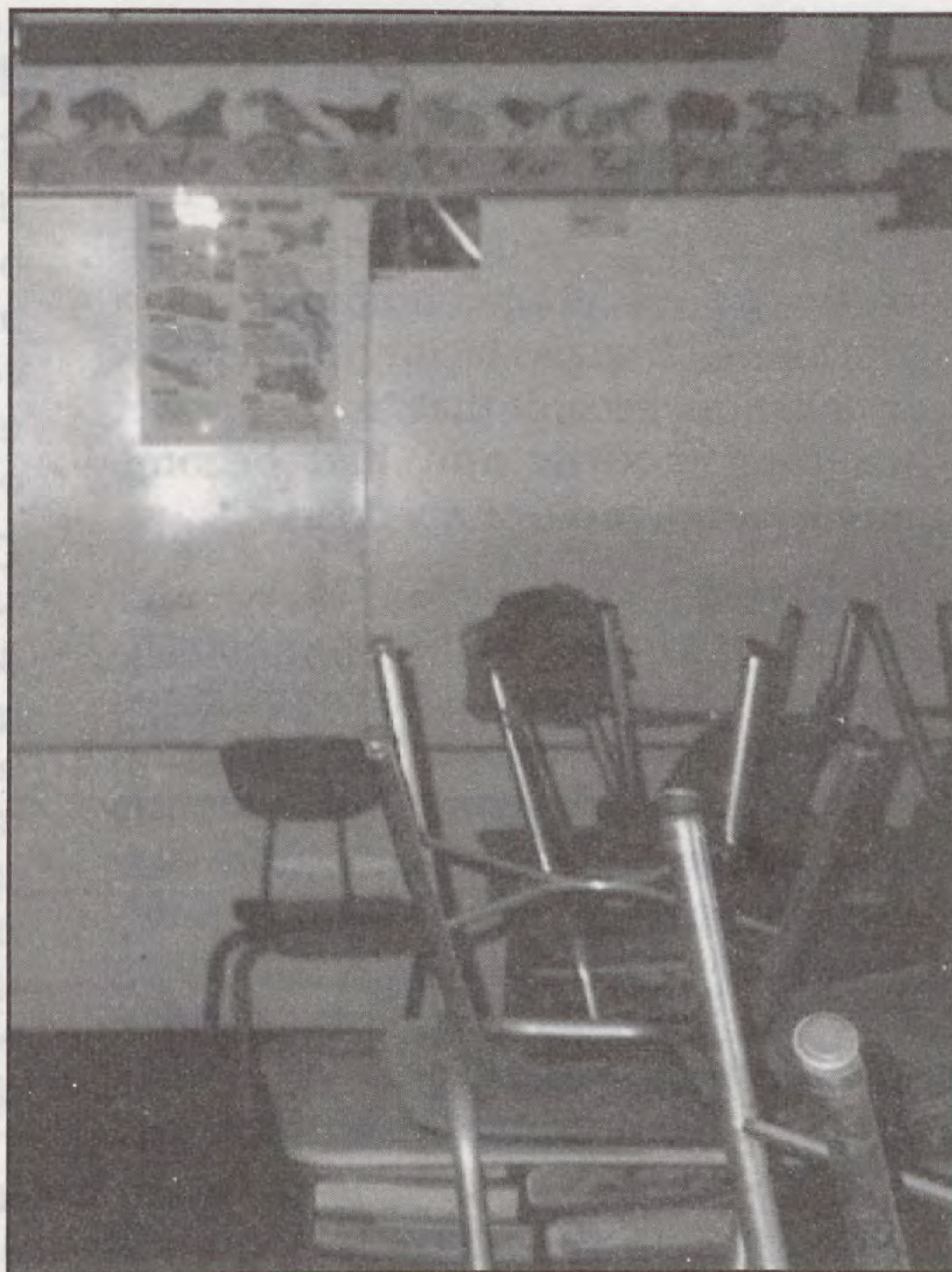
Step 4: Assemble the Disaster Team

This team should consist of the administrator in charge of the building facilities, staff members, a cataloger to track materials, a professional conservator, and a power

company representative.

Step 5: Salvage the Catalog and Other Records of the Collection

If a library still uses a card-based catalog system, then those cards must be given the highest priority of removal. Knowing what is in a collection is essential for damage estimates and insurance reimbursement. Volunteers should be arranged in an assembly line, and materials should be packed in crates, numbered, and then passed down the line to safety. Materials should be packed as found, and no attempts should be made to



close books.

Step 6: Freeze Materials

In most instances, it is best to freeze wet items until they can be dried through one of the drying methods. This prevents mold from developing or spreading in the materials. In the case that access to the library has been forbidden for several days, it would be of great benefit to hire professionals to administer fungicidal fogging to the collection.

Step 7: Dry the Materials

This step can be accomplished through five techniques: vacuum freeze-drying, thermal vacuum drying, air-drying, dehumidification, and freezer drying.

(The majority of this section was adapted from Peter Waters' *Salvage of Water-Damaged Library Materials*.³)

Methods for Drying Wet Books and Documents

Vacuum Freeze-Drying

This process is the most successful and least expensive method of drying large amounts of wet books and documents. Freeze-drying materials that have been frozen and stored at -20°F allows the ice crystals to change from a solid into a vapor state, pass through a condenser, and convert back to a solid state. Because the process tends to bring dirt to the surface, books are easier to clean and most will not have to be rebound. As a result of the liquid state of water being bypassed, materials regain their pre-damage condition with little or no distortion depending on the amount of swelling that had taken place before freezing.⁴

In 1968, in a fire at the Gothab, Greenland, Regional Library, books were instantly frozen when drenched by water from fire hoses. The frozen books were then transferred to Denmark for restoration of documents that were too unstable for air-drying. This was the first use of vacuum freeze-drying and it was so suc-

cessful.



Damage to the Pattillo Elementary School library was extensive. Note the height of the water line (top photo). Photos courtesy Angie Egerton.

cessful that "even handwritten ink inscriptions did not run."⁵ Since 1968, the vacuum freeze-drying method has been used in multiple instances including the Stanford Meyer Library water disaster in 1978, and the Klein Law Library of Temple University fire in 1972.

Thermal Vacuum Drying

Best used for newspapers and loose documents, this method of drying water-damaged materials does not require that they be frozen prior to treatment. The process involves drawing water molecules from documents placed in a vacuum chamber. Warm, dry air above 32°F is pumped into the chamber to complete the drying. Because water is in a liquid state before it vaporizes, some cockling, binding distortions, and staining will probably occur, therefore requiring rebinding of bound volumes. Older rare books and manuscripts must be dried separately from acidic materials because if mixed together, materials with high acidity will contaminate those with low acidity. This method should not be used with coated paper because the pages will block together permanently when dried.⁶

Storing mostly loose documents and not bound volumes of books, the Military Personnel Records Center in Overland, Missouri benefited greatly



Displaced students bravely face adversity. Photo courtesy Angie Egerton.

from thermal vacuum drying in 1973 when it experienced a disastrous fire. While still wet, the documents went directly to vacuum chambers at a McDonnell Douglas facility and a NASA installation. Records that "had been wet for four months and had become moldy" were successfully dried.⁷

Air-Drying

Air-drying of paper items is most practical for collections that have sustained minimal water damage. This process is ideal for drying leather bound volumes because greater observation of the drying leather is required in order to minimize warping and shrinkage. Air-drying can cause more harm than good because the longer drying time allows mold growth to appear, inks to run, and

coated paper to block. Materials will benefit most if first frozen because freezing stops mold growth and stabilizes the items until library staff can begin the tedious and time-consuming process of air-drying.⁸

Dehumidification

In this process, industrial dehumidifiers are brought into the library facility. This saves packing and removal time because all materials are left on the shelves. The *Baltimore Academic Libraries Consortium Disaster Preparedness Plan* <disaster.lib.msu.edu> states that in order for dehumidification to be successful, it must be "initiated before swelling and adhesion has taken place."

Freezer Drying

If left long enough, damp materials can be successfully dried in a self-defrosting blast freezer. This should not be used for coated papers. If temperatures are not maintained below -10°F, distortions may occur.

Conclusion

Now is the time to consider a plan of action, not after a disaster happens. Being prepared can mean the difference between saving an entire collection or facing its loss. If used properly and kept current, a disaster plan and an accompanying set of specific procedures will alleviate stress, shorten response time, and provide for a successful recovery operation. Remember Pattillo.

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After Floyd: Reaching Out to Help Flood Victims Recover Precious Possessions

by Elizabeth H. Smith

Staff members at East Carolina University's (ECU) Joyner Library became rescuers following Hurricane Floyd. They reached out to help people in eastern North Carolina save precious possessions that had become victims of vicious floodwaters. Joyner Library staff logged hundreds of hours of community service after the flooding. Many of those hours were in the library where Preservation and Conservation Department staff worked frantically to process wet materials before the onset of mold. Many months after the flood, people were still bringing water-damaged materials to the library to see if Preservation and Conservation staff could dry, clean, or return them to a usable state. The first recovery jobs were successful; however, many more flood-damaged books must be dried. It will be years before the recovery process is complete.

For more than ten years library staff had participated in training sessions such as the Southeastern Library Network's (SOLINET) Disaster Preparedness & Recovery Workshop. In addition, a leak in the North Carolina Librarian's office and a flood in the server room during building construction gave the Disaster Committee practice in recovering wet materials. Training workshops gave a general understanding of salvage operations that helped in planning recovery procedures, while on-the-job practice helped in refining techniques. Joyner Library was not flooded by Hurricane Floyd, so staff members became

an active recovery team to assist citizens and institutions.

The Storm

Even before Hurricane Dennis made a return visit to eastern North Carolina in September 1999, Hurricane Floyd was being described as a monster storm. Six inches of rain had already fallen during the week that Dennis simmered off the coast of North Carolina. When it was predicted that Floyd would make a direct hit on Greenville, Joyner Library's Disaster Committee began planning for yet another hurricane. We pulled out the hurricane preparedness memos, last used when Hurricane Bonnie hit Greenville in 1998, and made adjustments as needed. (See Inset 1.) Library staff were reminded to turn off and unplug computers and other electrical equipment before leaving work prior to the storm. Since there are so many windows in the new building, staff members were encouraged to move materials away from the window areas.

There was growing concern as the storm neared Greenville. East Carolina University classes were canceled and the governor encouraged

state employees to leave work in order to secure their homes. Hurricane Floyd arrived as predicted dumping 15" of rain in 24 hours. The wind did not seem so fierce, but the rain was incredible as it blew horizontally for many hours.

Inset 1

From: Building Manager
Head of Systems Department
To: Library Staff
Subject: Hurricane Preparedness
Date: September 15, 1999 8:36 AM

Now that we are anticipating the appearance of Hurricane Floyd, we would like to review the in-house instructions for preparing computer and electronic equipment.

WHAT TO DO BEFORE YOU LEAVE FOR THE DAY

- 1) Shut down and power off all computers and printers in your department. Unplug surge protectors. Do NOT unplug data connections from drops.
- 2) Unplug the power connector on your phone. On the bottom of your phone is an RCA mini plug (one prong, looks like what is on your walkman earphones).
- 3) Unplug anything else, like copiers, coffeepots, microwaves, or typewriters. Do NOT unplug refrigerators.
- 4) Close all window blinds in the UP position.

Any questions - let us know.

From: Disaster Committee Chair
To: Library Staff
Subject: Hurricane
Date: December 15, 1999 9:00 AM

Please take time to review the "Natural Disasters" page in the Staff Emergency Procedures in preparation for the hurricane conditions that are coming our way. Disaster Committee members should make certain they have a copy of the Call Tree (p. 1 of the Procedures) at home.

Since we do not know if new leaks will appear with this storm, please remove all materials from window areas.

As with other hurricanes, the sun shone brightly the day after the storm, and people in many sections of Greenville were picking up debris and even cutting their lawns. However, in some areas the days following Floyd were quite different because of rising water from rivers, creeks, and streams. Greenville was placed under a curfew as water invaded homes and businesses so quickly that many people were forced to evacuate with nothing but the clothes they were wearing. Some people were even rescued from rooftops and trees. Greenville became an island as water covered the airport and part of every road leading to and from the city. ECU was closed for two weeks while the campus dried out, and as people helped their flooded friends and neighbors assess property damage and adjust to their losses.

Know how to contact staff in case of an emergency

After Hurricane Floyd, we realized how little we knew about our co-workers; department heads did not know how to contact some staff members at home. The telephone lists in the library disaster plan included only department heads and disaster committee members. It was not until ECU employees returned to work twelve days after the storm that we learned how many had lost their homes or sustained flood damage. It took several more weeks to determine how many ECU students had suffered losses.

Faculty and staff convocations were held the second day back at work. ECU administrators reviewed the damage to campus, suggested ways to assist those who had suffered flood losses, and announced the formation of the ECU Outreach Network (ECU-ON) to assist flood victims throughout eastern North Carolina.

ECU-ON actually reinforced some of the work that had been done through the Preservation and Conservation Department of Joyner Library. Public preservation education programs had been held in several locations, and the department had served as a regional center for preservation and conservation assistance. Two grants from the Department of Cultural Resources had supported a Preservation of Family Documents Workshop Series, which reached people throughout eastern North Carolina. Through those outreach programs, many people learned that there might be some hope for water-damaged materials. While the university was closed, people began calling to find out if Preservation and Conservation staff could assist with flood-damaged materials.

Volunteers are readers

I went to Joyner Library several times during the flood to monitor the temperature and humidity inside the building, to check the operation of the Wei 'To Book Freezer/Dryer, and to pick up book sale items to be donated to the Red Cross. After completing Red Cross Shelter Operations training just three weeks before the flood, I had arranged for some book sale items to be donated. Ironically, the first donations had been delivered to my office the day before the storm.

I had learned while working at a Red Cross shelter, however, that books and Bibles will come to the shelter along with donations of toys, clothing, and food. I had also worked with Red Cross volunteers at my church where a denominational mass feeding operation prepared more than 170,000 meals following the flood. The Red Cross volunteers, who had been sent to Greenville from as far away as Hawaii, had some free time while waiting to deliver meals to flood victims. Many of them had finished

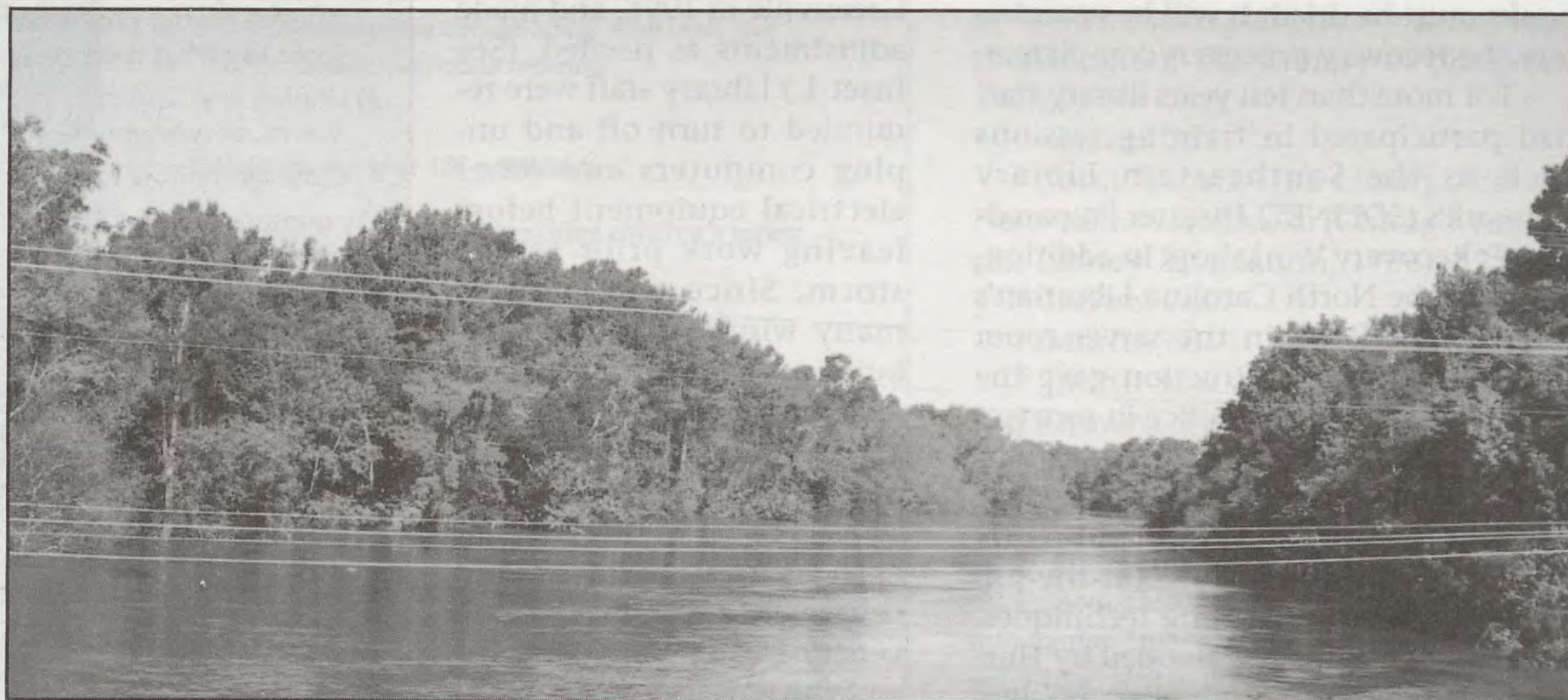
reading every book they had brought with them. So, on one of my trips to the library, I picked up the box of books intended for disaster victims and donated them to the volunteers. I also gathered information about the genealogical sources in the North Carolina Collection of Joyner Library for one volunteer from Mississippi who was hoping to find time to research family from eastern North Carolina.

Monitor closed buildings

Of most concern to me during the time that the library was closed was the temperature and humidity in the building. It had been less than two years since mold was discovered in a remote storage facility. Those books had been cleaned and returned to Joyner Library where normal environmental conditions of 68° – 70°F and 40% – 43% RH (relative humidity) should prevent another mold outbreak. Air continued to circulate in the building, but the temperature remained at 78°F. I learned later that low water pressure due to a problem with the pumping facility near the river, had forced ECU to turn off the library chillers. The library was fortunate to have even warm moving air, however, because the circulation prevented mold from forming. Some libraries in the area did have mold outbreaks after the storm because their climate control systems were turned off while the facilities were closed.

Greenville Utilities employees worked around-the-clock to prevent floodwaters from shorting out transmission lines at Greenville's single point of delivery for electric power. When floodwaters rose within inches of the main insulators, power was turned off for 24 hours. It was not a great concern that the library lost power for this period because the book dryer was operating only

Greenville Utilities employees worked around-the-clock to prevent rising floodwaters from shorting out transmission lines at Greenville's single point of delivery for electric power. Photo courtesy Gary Weathersbee.



in an experimental cycle. During the August school break, I had wet some discarded books and started them on a trial recovery cycle as a refresher course in operating the equipment.

Be prepared to answer many questions

Spending almost two weeks away from the library during this major disaster was not a restful time for anyone. Since the university was closed, and the few students remaining in a dormitory had to be evacuated when the power was turned off, Greenville was almost like a ghost town. It was easy to tell where water had invaded because there were dirty water stains on buildings; trash was piled in yards; and windows and doors were open on days when air conditioning was needed.

I returned to work to find many e-mail and voice-mail messages inquiring about the library. The library building had escaped with only some familiar leaks and the loss of some books that were checked out to flood victims. However, other buildings and equipment on campus had sustained millions of dollars in damage from floodwater.

The most pressing call for help came from someone whose father had a 20,000-volume home library that had sustained water damage. It was not floodwater because he lived on a hill; however, even an engineer could not explain how the water had invaded the home. The moisture had caused a severe mold problem in the book collection that contaminated the air throughout the house. The homeowners had made the environment even more conducive to mold by turning off the air conditioner.

The mold was so severe that I recommended contacting Munters Moisture Control Services,¹ the company that had assisted in the library's mold abatement project. A Munters representative, who was already in the area, arrived at the house within 30 minutes after the call. The moisture control company provided a dehumidifier to control mold growth.

The return trip to Greenville made it clear that there was still flooding nearly two weeks after the hurricane. We were forced to take unmarked detours because water was rushing across the road we had traveled earlier in the day. We were glad to get back to work that day!

Another call for help that was beyond our service capacity was from a business with 40 file cabinets of wet business records. Likewise, I referred them to Munters and also advised discarding

all nonessential records. I learned from the Munters representative that critical items such as payroll records could be shipped for priority processing and would be returned within 10 days.

A photograph of the book dryer that appeared on the ECU Web site <<http://www.ecu.edu>> and references to the Preservation and Conservation Department in local and state newspaper articles prompted additional calls for assistance. A faculty member called to inquire about an article in her local paper that recommended sprinkling cornstarch or talcum powder in wet books to absorb the moisture. I vetoed that suggestion because a local school library had asked for help after baking soda had been sprinkled in books to absorb odor. The mess in those books convinced me that sealing musty materials in a container with activated charcoal² is much neater and does a better job of eliminating odors.

At the time of the flood, we were near the end of a successful project to eliminate odor from the paper enclosures of CDs that were a gift to the Music Library. We had removed the program notes from the plastic cases and stacked them loosely in a plastic storage container with activated charcoal cartridges. After one month no odor could be detected and the papers and CDs were placed in new plastic cases.

In addition to the calls for help, we heard from people who just wanted to

know if they were doing the right thing with their books, papers, photographs, slides, microfilm, and other wet possessions. One person called for advice on air drying his slightly damp paperback book collection. He had already set up boards across sawhorses in his garage and placed the books flat on the boards. A ceiling fan would maintain air circulation to speed the drying process and to prevent mold that would most certainly grow in stagnant air. He was doing all of the right things to dry his collection, so the only advice I gave him was to turn the books over occasionally to keep the covers from curling.

The person with the 20,000-volume home library continued to have questions for several days after our site visit. The books that had been on the lower shelves of the library (just four inches from the floor) were so mold-ridden that it was not feasible to consider salvage. Since he had insurance to cover the loss, I suggested that he remove the title pages and seal the moldy books in trash bags for discarding. Removing the damaged volumes stopped the spread of mold to other books in the collection and made the remainder of the house safer for the family. When wet, mold-damaged books are not valuable enough to undertake a recovery project, the best solution is to discard those books and concentrate efforts on saving less damaged materials.

It was difficult to see someone struggle to deal with the loss of part of



Preservation and Conservation staff (Gloria Bradshaw, Linda Daniels, and Elizabeth Smith) prepare flood-damaged materials to be placed in the freezer/dryer. Library staff member Lorre Bullock, who brought a family Bible to be dried, watches the recovery process. Photo courtesy Leanne Smith.

his library, collected over 60 years. The collection might not have been worth a tremendous sum, but there was value in some of the complete collections of authors' works. Our work with this family included educating them about the dangers of being exposed to active mold, telling them about ways to dry the undamaged portion of the book collection with dehumidifiers and the central system in the house, and suggesting ways to document ownership by taking photographs and retaining the title pages of discarded wet books.

Church record books receive special treatment

Another call for assistance came from some members of the Friends of Joyner Library at ECU who had attended our preservation outreach programs. While ECU was closed, they had called other libraries requesting help with some flood-damaged church record books dating from 1840. They had received excellent advice to wrap the books individually in freezer paper and place them in a freezer. This prevented mold from growing on the books and kept them in a stable condition until recovery efforts could begin. After the library opened, they brought the books to Greenville in the trunks of their cars.

When they arrived at the library, the books had thawed enough for the freezer paper to be removed without damaging the bindings. Every edge of the paper had been sealed with tape. The care that had been taken to wrap the books showed how much the church members

valued their record books. Since the books were frozen solid, it was not possible to examine the pages; however, the nature of the contents mandated that we concentrate on saving the contents first and the bindings second. All Preservation and Conservation staff members were recruited to process the books for the freezer/dryer.

Since the books were already frozen, the drying process could begin immediately. After the books had been drying for one month, we were able to open some of them enough to see that most of the writing was still legible. Only those entries that had been made in washable ink had faded. Two dry books were removed after five months, one was removed after six months, and a fourth book was removed after eight months. Some of the bindings survived very well in the freezer while others will have to be replaced.

The Freezer/Dryer dries books slowly

The temperature in different parts of the freezer/dryer normally ranges from -56°F to 30°F with an average temperature of 27°F in the freezer compartment. Once a month we remove the books to check how much they have dried. As books dry, they can be opened and sheets of Reemay³ can be inserted between some of the pages to speed the drying process. This material can also be used to support wet paper. By placing a sheet of Reemay on a stack of wet papers, one can pick up a page and turn it over onto the sheet. The material will support the wet page and also allow air to circulate

under the paper for faster drying. A second sheet of Reemay and a light weight, such as a sheet of heavy paper or pamphlet binder board, can be placed on top of the Reemay/paper layers. Paper can also be pressed after drying or it can be photocopied if only the information is to be saved.

The third monthly inspection of the books was held just before the two-week Christmas break. To our alarm, two of the books had spots of mold on their front covers. How could mold have formed in below-freezing temperatures with two compartment fans running on high? Since only two of the books had mold, we concluded that it must have formed on those books before they were frozen. It was only after the bindings had begun to dry that the inactive mold became visible. Since we were scheduled to be away from the library for two weeks, the books were returned to the freezer to guard against mold growth.

A fire outside the building can affect materials inside the library.

Just before the next scheduled check on the books in January, a faulty switch caused an outside transformer to burn and the library lost power for nearly 24 hours. The building was evacuated and remained closed until the next day. After returning to work, we checked the books in the freezer. To our horror, the books on the top shelf that could be opened before Christmas were frozen shut! What had happened? We concluded that during the power outage the books had gone through a meltdown and the nearly dry books had absorbed moisture from inside the freezer.

A check of the freezer showed the temperature of the air coming from the evaporator to be -59°F , the coldest ever recorded for the unit. All of the readings were too cold for book drying and the average temperature in the compartment was 15°F , not the 27°F normal reading. The optimal compartment temperature for drying is a few degrees below freezing. Initially, we had thought that a power surge during the transformer fire might have caused the temperature controllers to lose their settings, so the freezer was turned off and restarted in the proper sequence. When the readings did not return to their normal levels, the temperature controller was reset from -40°F to 20°F . This setting should have kept the compartment temperature above 20°F , but the readings remained near 15°F . We theorized that the fire had damaged the temperature controllers, and called for service.



Elizabeth Smith places a Bible in the freezer/dryer. Photo courtesy Cliff Hollis, ECU News Bureau.

Meanwhile, the compartment temperature needed to be close to 27°F so that drying could continue until the service technician came. The only solution was to experiment with the fan speeds, lights, and door frame heater control to see if a compartment temperature near 27°F could be achieved. To our surprise, it was possible. The speeds of the front and back compartment fans were adjusted from medium to low, the fluorescent compartment light was turned on, and the doorframe heater control was adjusted from 40° to 50° to provide more heat. This combination resulted in a compartment temperature of 26°F allowing drying to resume.

Freeze or refrigerate water-damaged materials to prevent mold growth

Another call for assistance came from a family that was storing several family collections when a dam broke and sent floodwaters into the lower level of their home. These collections of 60 years included postage stamps, stamped envelopes, coins, and currency. Members of the family had some preservation knowledge and had placed the collections in a freezer to prevent mold growth. They arrived at the library with several coolers filled with coins and currency in plastic and paper boxes, stacks of drawers filled with postage stamps, and boxes filled with stamped envelopes.

The paper boxes and enclosure papers were ruined, but all of the plastic boxes could be opened enough to allow air circulation for drying. Since there were so many stamps and coins, we kept them in the departmental refrigerator until staff members could separate them for drying. We layered the currency between sheets of Reemay to be dried flat. What seemed like a million postage stamps had to be handled individually. Using small spatulas, we separated the stamps and laid single layers on large sheets of Reemay. These sheets were layered in oversize bakery pans that had been purchased several years earlier for just such a drying project. This arrangement for drying also kept similar stamps together, as the family had cataloged them.

We did not have enough space or drying supplies to process everything at the same time. Stacks of stamps and envelopes dried overnight and were then layered in boxes between sheets of paper. All stamps of the same kind were placed together to make sorting much easier. Prior to the flood, the family had planned to sell the marketable collections and donate the proceeds to the li-

brary. Organizing the collections helped in determining if the materials still had some value.

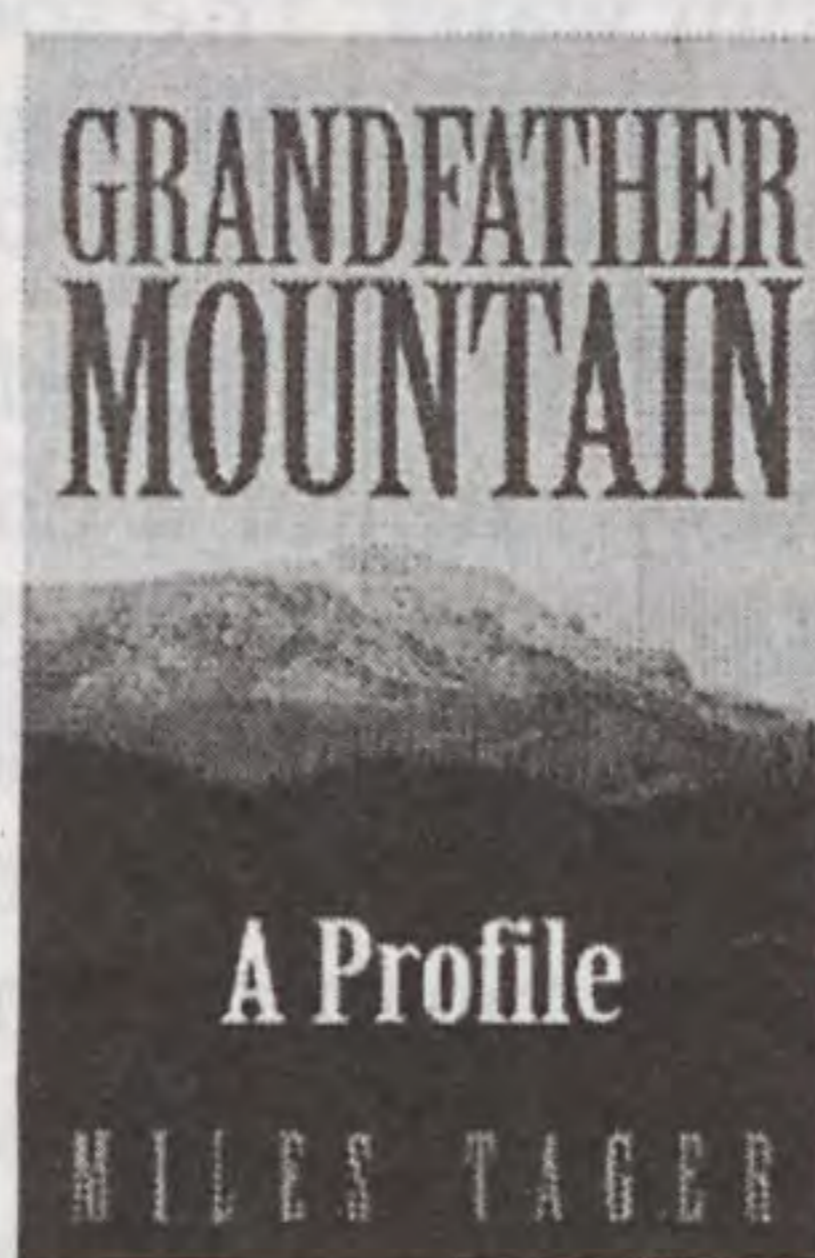
Approximately two months after the flood, all of the stamps, envelopes, and coins were returned to the owners. The family had done a good job as "first responders" in preventing damaging mold. Since they had placed the collections in the freezer and had separated many items with paper towels, we were able to dry all of the collections rather than having to discard them.

Ask the owner of water-damaged materials to make decisions about discarding

At least one ECU faculty member had

time to plan ahead because her flood-damaged materials were in storage near the airport. It took two weeks for floodwaters to recede enough for her to get to her storage unit. After ECU opened, she called to inquire if we could help whenever she was able to remove her wet materials from storage.

The first load included books, a high school diploma, yearbooks, and art prints. We worked hurriedly to rinse the materials and get them in the freezer or spread them flat for air-drying before mold began to grow. The smell of the brown slime that covered every surface was overpowering. We wore masks, gloves, and goggles and kept several fans running to help dissipate the odor. Lysol



Grandfather Mountain: A Profile

Miles Tager

1999, xvi, 110 pp., bibl., Photographs, Index.

ISBN: 1-887905-17-0. Softcover; \$14.95.

Many have seen Grandfather Mountain, but few know its complete history and full stature. *Grandfather Mountain: A Profile* returns to the origins of this living entity, tracing its unique development — geological, meteorological, natural, prehistoric, and modern humans — to the present day. The author, Miles Tager, winner of numerous journalism awards, is a staff writer/editor for Boone, North Carolina's *Mountain Times*, and lives at the base of Grandfather Mountain.

Letters From James: A High Country Love Story

Ruth Layng

2000, 350 pp. ISBN: 1-887905-23-5,
Softcover, 19.95

James, a young Irishman fighting in France in WWI, corresponds with Jennie, a native of Zionville, NC about the horrors of war as well as the hardships and joys of Appalachian mountain life. "...A new novel so mature and so enjoyable you wish it would not end." *John Foster West, Emeritus Professor of English at ASU*



The Summer People

John Foster West

2000, 244 pp.

ISBN: 1-887905-27-8 Softcover, \$14.95

1974 is a summer of discovery for 24-year-old Anna DeVoss, widowed in the unfamiliar NC mountains. Anna's mother-in-law persuades her to spend some time alone in the family's Watauga County summer home. Winner of the first Appalachian Consortium Fiction Award. John Foster West is the acclaimed author of *Lift Up Your Head*, *Tom Dooley*, *The Ballad of Tom Dula*, and *Time Was*. (Reprint)



Mason Jars in the Flood and Other Stories

**Gary
Carden**

2000, xii, 210 pp.,
ISBN: 1-887905-22-7.

Hardcover, \$20.00

Meet Gary Carden, storyteller, folklorist, playwright and author, and award-winning English instructor, drama director and grants writer for the Eastern Band of Cherokee Indians. Two plays, "The Raindrop Waltz" and "Land's End" have been recently produced in Atlanta, Key West, and San Francisco. His video, "Blow the Tannery Whistle!" has been presented on PBS, and is a perennial favorite with his storytelling audiences.

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sprayed behind the fans carried a deodorizing aroma through the air and made the work area a little more tolerable. This collection was difficult to process because library staff felt some of the books should have been discarded.

When the faculty member called about bringing a second load, we asked that she plan to stay at the library for a while to help determine if any of the books could be discarded. This was an excellent idea. The owner washed the books under running water and decided to discard more than half of them because they were popular titles that could be replaced. Her decision to discard made the salvage process more manageable. We had learned with trial runs that wet books dry much faster with the covers removed. Since the owner was there to help make decisions, we were able to remove some covers and air dry the cloth. Cover boards would be replaced after the texts have dried.

Some photographs can be salvaged after being in water for several weeks

The salvage rate of photographs in one collection was good because they were brought to us very soon after they had been removed from the floodwaters. Almost all of the photos dried well and all of the mementos were saved. Even a file of legal papers was separated to air dry. Once again, washable ink caused damage in this collection. A birth announcement written in washable ink faded onto a baby picture; however, we scanned the photo and removed the ink stain images.

We were not as successful, however, in recovering some family photo albums that had remained at a flooded retirement home for several weeks. Residents had been evacuated to another town and could not remove their possessions for several weeks after the floodwaters receded. Very few of the color photos could be saved. In many of the photos, the color had run or the emulsion lifted from the paper when the plastic page cover was moved. Other color photos had a crackled glaze finish; however, the floodwaters did not damage many of the older black and white photos. We removed them from the album, rinsed them under running water, and laid them out to dry. As they dried, some of the photos curled, but they were later pressed between layers of Reemay.

It was more difficult to remove photos from magnetic albums; however, the

colors survived better than in the pocket style pages. The magnetic pages were sealed around the edges and kept water from penetrating the emulsion, while pockets held water and caused the emulsion to run from the photographs.

Coated pages can be salvaged if they are frozen within a few hours

All materials, except the books, have been dried and returned to the faculty member whose storage unit was flooded. We expect the books to dry successfully because they were pressed and frozen within hours after being removed from the floodwater. Since we could turn the pages of the yearbooks, we feel those pages will separate after drying. Coated pages adhere to one another within six hours of getting wet or being removed from water. The sooner they are frozen, the greater the chances for recovery.

Several years before the flood, we had a 100% recovery rate for a collection of books with coated pages because the owner had wrapped the books in wax paper and placed them in a freezer until they could be brought to the library for freeze drying. We also saved the dust jackets for those books. When the books dried enough, we removed the jackets and pressed them between sheets of Reemay for air-drying. After

Disaster preparedness training for library staff was the best preparation for meeting our needs after the flood.

the books were removed from the freezer, the jackets were shaped around the covers.

Know where freezer space might be available

As the wet books continued to come in after the flood, we knew more freezer space would be needed as a holding area until they could be moved into the freezer/dryer. Books were pressed between acrylic sheets, packed in plastic storage cartons, and moved to a rental freezer truck that was parked next to the student center. The books were later moved to a freezer in the basement of the student center next door to the library where they will remain until they can be placed in the freezer/dryer.

Disaster training is a valuable investment

Disaster preparedness training for library staff was the best preparation for meeting our needs after the flood. Since we knew basic recovery processes for water-damaged materials, we were able to organize salvage procedures quickly as each collection was received. The most important step was to label each item or collection. We already had an appropriate information form, but the copies were on colored paper. Any form used with wet materials should be on white paper that will not stain, and writing should be done in pencil. Even though our Disaster Committee had been trained in the salvage of water-damaged materials, they were not recruited to assist with recovering the flood-damaged materials. The staff of Preservation and Conservation could process all that we had room to distribute for drying each day; however, if it had been necessary to ask for assistance, new people would have been assigned to work with someone who already had experience on the project.

Many flood-damaged books can be replaced

Just as an outside fire can affect the library, a flood can have a profound effect on library materials. Soon after students and faculty returned to campus, reports of water-damaged or lost books began coming to the library. Preservation and Conservation was involved in this flood recovery because it is our responsibility to determine if damaged books will be repaired or replaced. Months after the flood, the library was still processing claims for flood-damaged books. Of the 119 books reported damaged or lost during the first six months, 100 were replaced.

ECU's risk management office submitted a claim to the Federal Emergency Management Agency (FEMA) and to the North Carolina Department of Insurance. The processing costs from the library insurance valuation were included in the replacement cost of the books. All available titles were ordered and invoices were coded "FLOYD" so they could be easily identified. We were surprised to learn that several of the out-of-print books could be replaced so easily by searching the Internet at <<http://www.bookfinder.com>>.

The experience with online searching prompted me to suggest that the library acquire a credit card so that

an order can be placed online as soon as an out-of-print title is located. The credit card will eliminate duplicate searching and also assure that some titles can be acquired while they are still available. Service was fast through the online companies and the condition of the books was just as good as the description. Books that had circulated recently were good candidates to be replaced, so there was some urgency to find other copies. Another title on the subject was sometimes ordered if a duplicate title could not be located. We also found that some titles not available online initially might be found during a subsequent search.

Update the list of home phone numbers regularly

Following the flood, we asked each department head to keep an up-to-date list of staff home phone numbers and to have a copy of the list at home. Radio and TV, as well as the ALERT button on

the ECU home page, are places one can turn for emergency information, but we learned after the transformer fire that staff members did not always get the latest information. We also updated our disaster procedures with instructions for sending information to the ECU Emergency Hotline. In the future, emergency announcements for library staff will be included on the library phone message line that normally gives the hours of operation.

Preservation education is important before and after a disaster

Preservation education opportunities increased significantly after the flood. Calls are received almost every week, and we have worked with both individuals and institutions to help them decide how to handle their flood-damaged materials. We hope that no one in eastern North Carolina will ever again

have to suffer through a disaster like the flood that followed Hurricane Floyd. Our goal is to make people aware of measures they can take to protect materials during normal circumstances because many of those precautions will help them if they do have water damage.

There is no conclusion to this account because the aftermath of Hurricane Floyd's flood is still with us after many months. We expect to be working with flood-damaged materials and with people whose lives were impacted by the flood for several years.

Notes

¹ Munters Moisture Control Services 800-775-0935 <www.munters.com>.

² Activated charcoal cartridges for organic vapor/acid gas, 3 M model 6003.

³ Reemay is a non-woven, spun-bonded polyester fabric.

Guidelines to Prevent Water Damage

- Do not shelve materials under a vent where condensation or another form of water could leak on them
- Shelve books at least 12 inches from the floor.
- Do not store materials near a window.
- Remember the 70-50 Rule: 70°F and 50% RH is a comfortable environment for most materials.
- A closet is a good place to store materials, but mold can still grow if the temperature and humidity are too high.
- Keep air moving. Mold grows when air is stagnant and the temperature and humidity are high. Install a ceiling fan or place box fans in places where air should be moving. If using more than one box fan, position them so the air circulates in the same direction rather than blowing in opposite directions.
- Inspect storage areas regularly for water and other forms of damage.

Helpful Web Sites

After the flood, we found the following Web sites to be helpful for both institutions and individuals. The information at these sites can be used in disaster planning as well as after a disaster has occurred:

- <<http://www.fema.gov>>
- <<http://palimpsest.stanford.edu>>
- <<http://www.solinet.net>>

Assemble supplies before a disaster

For several years, Joyner Library has had a well-stocked disaster supply closet and the Preservation and Conservation Department has had many supplies for small emergencies. (See Inset 2.) Since all of the supplies we needed were in the library, we did not have to spend valuable recovery time looking for materials.

Inset 2

Supplies Used in Flood Recovery

- Reemay #6, 7, 9, 10, 11
rolls for large items
cut into standard sizes: 10" x 14" & 11" x 17"
- Gloves
clear like food handlers use for quick on/off wear
heavy vinyl for long-term wear
- Lab coats/aprons
- Lysol: liquid and spray
- Handi-Wipes
- Small buckets: gallon ice cream containers
- Spatulas #6, 7, 9, 10, 11
- Large trays (purchased from bakery that closed)
- Clear acrylic plastic book plates with polished edges
(standard sizes: 9"x12" & 11"x14")
- Heavy-duty rubber bands
- Information forms on white paper to attach to each piece
& pencils
- Kraft paper to cover tables
- Folding tables to provide additional work and drying areas
- Extra books trucks from other parts of the library
- Activated charcoal cartridges for organic vapor/acid gas,
3M model 6003 8
- Particulate (general industrial) respirators, 3M model 8210,
NIOSH approval TC-84A-0007 8
- 2-gallon resealable plastic bags
- 18-gallon plastic storage boxes
- Scrap pamphlet binder board to use as light weights on paper
- Goggles from campus supply

From the Bottom Up: School Library Media Centers and the Flood of 1999

by Angela Egerton, Ellen Kendall, and Rhea Resnik

It loomed large and menacing on the weather maps. Hurricane Floyd, one of the most powerful storms ever to threaten the eastern United States, charged northward toward land with potentially catastrophic winds of 155 miles per hour. With hurricane force winds extending 140 miles from the core, torrential rains, a large storm surge, and the hurricane mass approximating an area the size of Texas, residents of the East Coast cast a wary eye, as they stocked up on essentials and evacuated to safe ground. By early Wednesday, September 15, the weather forecasters expected the center of Floyd to make landfall between Myrtle Beach and Wilmington and then scoot quickly into North Carolina following a path similar to that of Interstate 95. Edgecombe County was dead center.

At 10:00 A.M. on Wednesday, September 15, school officials made the decision to release students at noon. Faxes went out to the schools with instructions to shut down the file servers, along with reminders to media coordinators to back up collection and circulation data and take storage media off site. Media coordinators, fearing damage from windows blown in as a result of destructive winds and leaky roofs, hurriedly placed plastic bags over computers and moved books away from windows and other vulnerable areas. What everyone feared was wind and water damage from above. Little did we imagine the danger posed by water from below.

By Thursday, despite interminable, hard-driving rain, Floyd had weakened

from a Category 5 storm to a Category 3. As the hurricane wended its way over eastern North Carolina, wind gusts rarely exceeded 60 miles per hour. We thought Edgecombe was home free! What we did not notice, however, was that the trees that toppled over seemed to lose their footing as a result of water-saturated roots rather than strong wind gusts. It was an omen of what was to come.

And the water began to rise!!!! Creeks, streams, and the usually placid Tar River began to overflow their banks fueled by the incessant rain that accompanied Floyd and the high water levels that remained from Hurricane Dennis, a hurricane that had meandered off the coast of Cape Hatteras two weeks earlier. The Tar River in Greenville inundated homes early Thursday evening, and the water began to rise in Tarboro and surrounding rural areas in the wee hours of Friday morning. When the water ended its inexorable climb to unprecedented levels, approximately forty percent of the land area of Edgecombe County was under water. The Edgecombe County School system found two of its fourteen schools totally flooded, to the extent that nothing was salvageable. Pattillo A+ Elementary School, in East Tarboro, was more than two-thirds submerged by water. Princeville Montessori School, in the flood basin of the Tar River, was covered by more than twenty feet of water.

In the immediate aftermath, conditions were chaotic. School officials worked frantically to determine how and where students in these two facilities would be temporarily housed until per-

manent buildings could be constructed. Once the decision to use mobile units was made, the media coordinators waited expectantly to find out if separate units would be available for media centers. Frequent meetings with FEMA officials led to frustration; instructions for determining losses, assessing value of items destroyed, and ordering equipment and materials seemed to change on a daily basis. This situation was exacerbated by the fact that many employees who lived in adjacent cities or outlying areas could not get to the central office in Tarboro because of washed-out bridges and flooded roadways.

A particular problem arose when we began to work with the school system fixed asset inventory list. In many instances, it was extremely difficult to determine the type of item or equipment listed because the description was sketchy or the information was limited. In addition, there was no consistency in terminology. This situation led to a great deal of aggravation and guesswork.

When public awareness of the extent of the school system loss began to develop, unsolicited donations started to arrive. School supplies, equipment, and printed materials began to accumulate in such quantities that a separate reception and distribution center was set up in an unused warehouse. With the goal of providing reading materials in our classrooms before media centers could be formally established, we requested the assistance of vendors with whom we do business on a regular basis. Many vendors called us to announce that donations of books had been shipped or to inquire

about our immediate needs.

At this point, unfortunately, some central office personnel refiled orders for materials that had been purchased in recent years without consulting the media supervisor and the school media coordinator or without regard for changed needs. In other cases, central office personnel consulted closely with school staff members to carefully weigh and consider instructional needs. All involved were in total agreement, however, that a high priority should be placed on providing an abundance of reading materials in both classrooms and in the hands of the many students whose homes were lost as a result of the flood. To this end, classroom paperback libraries were developed, and many donated materials were collected and distributed in order to replenish the home or personal libraries of students whose homes were lost in the flood.

Prior to the flood, Pattillo's media center collection contained over 12,000 items, and the goal was to replace as much of the collection as possible as quickly as possible in order to provide the students and teachers with materials and resources needed to support the curriculum and promote a love of reading. The size of the replacement collection consequently determined the direction of the services offered by the media center. The media coordinator and principal decided to order bookcases, storage cabinets, computer tables, and two desks for the media center staff. In order to have adequate space to house the collection in a centralized location, it was decided that tables and chairs for students would not be ordered. Any instruction requiring seating for students would be provided in the classrooms. In the media center, classes

would sit on the floor along one wall during class checkout. Students were very cooperative and did not complain about the cramped space.

Prior to the flood, the media center collection contained a large number of classroom novel sets that were used by the teachers in conjunction with Edgecombe County Schools' Language Arts Instructional Delivery System. Ordering replacement sets for use in the classrooms was a top priority during the weeks following the flood. These sets quickly put books in the hands of the teachers and students within the first week of classes.

Pattillo has used the Accelerated Reader program for four years and several of the teachers have earned Model Classroom status. The media center is also recognized by Renaissance Professional Development as a Model Library. In order for our students to have access to the books needed for the Reading Renaissance program, replacing books from the Accelerated Reader program became the second area of focus for our school. A plea for help on the Accelerated Reader listserv brought in donations of paperback books and library quality books for classroom libraries from across the country. A school in Canada also became involved in the campaign to replace the books in our classrooms. Library quality books to support the program were also ordered with FEMA funds.

Pattillo's media center is also the "distribution center" for resources to support the curriculum. The third segment of replacement orders contained teaching resources for math, language arts, social studies, science, and health. The School Improvement Team met to determine

which resources would be most effective for meeting the needs of all the teachers and students. With the current emphasis on End-of-Grade testing, many of the resources in the initial orders were materials that teachers could use to prepare their children for the reading, writing, and math tests.

After the first three rounds of replacement orders, the media coordinator focused on replacing the remaining books in the collection. This round of orders contained many books and resources from a wide range of topic areas such as poetry, science, and technology that rounded out the media center collection to the extent that it now contains approximately 12,000 volumes.

Services in the media center have been limited to circulation and curriculum development. Students began checking out books in January, 2000 on a fixed/flexible schedule. Each class also has a 30-minute class checkout time every other week. Unfortunately, due to the amount of space devoted to shelving and resources, students are unable to use the media center for research. By the fall of 2000, the restoration of the school's local area network will be complete so that students will have access to electronic information resources from their classrooms and the computer laboratory.

The priority for the media coordinator at Princeville Montessori School was to restore the regularly scheduled library classes for each grade level and to get books in the hands of the students. Prior to the flood, each class participated in a 45-minute library visit each week. Teachers and staff felt that it was important that students return to as much of a regular media center schedule as possible. Since

the designated mobile unit was initially in use as a clearing-house for donated items, it was impossible to have the children visit the media center.

The media staff was challenged to find a way to bring the media center to the classroom. They fashioned a large cardboard box to resemble a miniature bookmobile. Each day the bookmobile was filled with storybooks for storytime, craft supplies for extension activities, and a generous collection of reading material for student selection. The media center staff traveled from classroom to classroom for the regularly scheduled "library" time. After

Photo courtesy Gary Weathersbee.



the story and activity, each student was allowed to select a book from the bookmobile. The bookmobile was a welcome sight for both students and teachers.

In the meantime, the media staff was busy cataloging thousands of donated books. Thanks to the generosity of the local cable television company, the Princeville media center received a new Pentium computer appropriate for use as a circulation station. The media automation program was quickly installed. Since electronic records were not available for the donated titles, it was necessary to seek cataloging information from several sources. Books that contained cataloging-in-publication data were addressed first. A lesson in original cataloging from the media supervisor allowed the staff to begin this monumental task. Later, a multi-purpose MARC record database was purchased, which allowed this work to proceed at a much faster pace. In addition, MARC record data was located through the use of SUNLINK, the Florida union catalog of school library holdings. Over 3,500 books were cataloged using these methods.

In late February, the principal suspended library classes for one week so that the media staff could finish the task of cataloging, labeling, and shelving the collection. Thanks to the efforts of parent volunteers, the media center collection was ready for circulation on March 1. Students, teachers, and parents were thrilled to have checkout available once again. The students of Princeville Montessori were delighted with their collection of new books. Donated books and flood replacement orders continued to arrive and were incorporated in the collection as quickly as possible. By the end of April 2000, the number of volumes in the collection topped 4000. Unfortunately, students will not have access to electronic information resources on a school local area network until a new facility is complete.

The school media coordinators have learned much from these experiences, and the learning process will undoubtedly continue until we succeed in establishing new, fully-functioning media centers. The first and most important lesson is that we must be ever vigilant and alert to the possibility of disaster striking, whether from water, fire, wind, or other destructive forces. While it is impossible to prepare a contingency plan for every conceivable calamity, a plan should be in place that outlines the steps to be followed in reestablishing media services in our schools following substantial losses.

First and foremost, the development

of this plan should emphasize the requirement to take a long, hard look at what needs to be accomplished before any action is taken. Decisions made precipitously can cause additional problems in the future. The rebuilding and restocking plan that is developed must be guided by current instructional priorities and not based on ideas or instructional practices that were prevalent years earlier. Decisions to order or purchase new equipment and materials must be based on the current and anticipated new environment or facility, the situation, available space, and the personnel. In essence, three plans must be developed — short-term for immediate needs to begin instruction, mid-term for resources while still within the temporary campus, and long-term for total collection replacement in the development of a permanent facility. It is vital that the media coordinator, the media supervisor, or someone experienced and skilled in media services and operations is closely involved in the ordering of materials and equipment. As a result of orders placed by central office personnel who lacked knowledge of automation systems and current media center procedures and practices, many hours had to be spent communicating changes to vendors on barcode symbology and number sequences.

Our experience has taught us that media coordinators must develop and maintain separate inventories of all materials and equipment without reliance on the school system fixed asset inventory list. Everything owned by the media center should be entered into the electronic catalog, and both digital and print records must be kept in the school building and off site, as well. In addition, the electronic record for each item must have a purchase price listed. The automation system's collection value tool affixes an average price to all materials that do not have a price listed in the record; however, this average price is usually outdated, considering the current costs of materials and equipment.

The last major lesson that we learned is that we, as media personnel, must communicate well with all of our communities — teachers, administrators, parents, potential donors, and vendors. Specific needs should be listed on the school system Web site, and people who desire to make donations should be encouraged to call to discuss the situation with school and system level personnel. We should not be meek or reticent in requesting replacements from vendors, particularly in the area of digital media or computer applications. In

most cases, we purchase the rights to content and actual applications rather than the physical media. Do not hesitate to request retrospective conversion material or other data from the vendor's archives, if needed and still available. In our case, this proved very helpful in determining collection value after one media coordinator inadvertently left a briefcase with the collection data disks in the media center in her haste to leave.

What will the future bring to the two flooded school media centers in Edgecombe County? Both Pattillo A+ Elementary School and Princeville Montessori School will enjoy newly-constructed facilities featuring spacious, well-appointed media centers with up-to-date materials and equipment. The media coordinators will feel confident that their input into the planning and design process was accurately based on current media program requirements and practices, solid collection development needs, and well-documented student and faculty usage patterns. Audiovisual equipment, computers and peripherals, and media center materials in all formats will be new and current, obviating the need for large expenditures to update books and equipment for a number of years. Computer platforms will be standardized, eliminating a problem that has plagued both schools in the recent past. Students will have access to a wide variety of materials, in both print and electronic formats, to satisfy their information needs and leisure reading pursuits, and teachers will have access to contemporary instructional and supplementary materials to use in the curriculum.

Most important, however, is that the joy of teaching and learning in a brand-new, well-stocked facility be weighed against the human factor — the toll that this disaster had on the students, school personnel, their families, and members of the community. While the education of our students will continue unimpeded, the memory of this disaster will linger for a long time.

Just as the water seeped up from the earth, so we had to rebuild our media programs from the bottom up. Nevertheless, we believe that we were successful in our rebuilding efforts because we kept the needs of students, teachers, and the curriculum uppermost in mind. It is hoped that the collaboration that evolved between media coordinators and teachers will continue so that wise decisions will continue to be made to acquire the very best in instructional and media center materials for our students, our primary clients.

One Public Library's Response to the Storm of the Century

by Willie Nelms

On September 15, 1999, Hurricane Floyd dropped more than 15 inches of rain on Pitt County in less than 24 hours. This followed more than ten inches of rain received from Hurricane Dennis less than two weeks earlier. Thus, in less than 14 days, Pitt County and the City of Greenville received more than half its annual rainfall. This massive amount of rain in eastern North Carolina produced floods of the Tar River that exceeded the 100 year flood plain and, in many cases, went beyond the 500 year flood plain. In referring to 500 year flood damage, one resident noted, "The last time some of these areas were flooded, the only people who were living here were the Tuscarora Indians."

The Tar River at Greenville finally crested at more than 29 1/2 feet, nearly 17 feet above flood stage. The previous recorded high for the river was in 1919 when the river crested at 24 feet. Of course, in 1919 many fewer people lived in areas that had since become inhabited, so the personal devastation caused by the flooding from Floyd was much more extensive.

The results of Hurricane Floyd and the floods that followed have been well documented in the media, and it is not my purpose to repeat those stories here. I would like, however, to describe how one library coped with the damage to our area and our patrons, how we tried to operate during the storm and the floods that followed, and how we all continue to recover even as I write.

Sheppard Memorial Library is the public library that serves Greenville and Pitt County. The system is composed of a main library, four branches, and a

bookmobile. There is a full-time equivalency of 31 staff members. The full-time staff is composed of 19 people with an average tenure of more than 10 years. I have been director of the library for the past 19 1/2 years. Thus, we have a stable, veteran staff that is committed to the community.

On Tuesday, September 14, we fully recognized that Hurricane Floyd was going to hit us directly. Our staff began preparations by securing our facilities against potential wind damage, determining how we would communicate during and after the storm, and identifying possible areas of flooding caused by the storm. Our preparations included moving equipment away from windows, banking sandbags against a basement door, and moving loose objects from the exterior of the building. Our concern about possible storm damage was increased because our main library and our largest branch buildings were both undergoing major expansions at the time. As part of the construction, the footings of the main library building were exposed to the elements. Extensive contacts with the building contractors assured us that they were deploying sump pumps to force water away from our main building. The expansion of our largest branch did not involve exposing the footings, so our main concerns were weatherproofing the above-grade portion of the building.

As the storm arrived on Wednesday, September 15, we secured our locations, and closed at 5 p.m., four hours earlier than normal. The decision also was made to close on Thursday, September 16, since the brunt of the storm was expected to hit early on that morning. The early closing was also necessary because

of the force and volume of rain that was falling. Staff was sent home with instructions to call a designated library phone extension for a recorded message on when to return to work. This process had been used in previous bad weather situations and proved once again to be very useful. (It is possible for us to change the message on this line from remote locations, so information can be conveyed quickly, and it is much more efficient than trying to call staff individually.)

The winds from the hurricane were less than anticipated, but the rains exceeded our worst expectations. I came to the library on Wednesday night during a lull in the storm and discovered that our basement area children's library (approximately 4100 square feet) had two inches of water in it. The sump pump protecting that area had been overpowered. Fortunately, we had banked sandbags against the door where the water entered. Otherwise, the water damage would have been much greater.

Likewise, the contractor-deployed sump pumps on the exterior of the building that protected the footings were overpowered, and it was necessary to bring in gas powered pumps to save the day. The lull in the storm on September 15 lasted long enough for us to push the water back with the gas-powered pumps. We were also very lucky that the storm did not disrupt the power at this point, so electrical sump pumps could still be used. We were prepared for the potential loss of power, however. We planned to bring our bookmobile with its diesel-powered generator next to the building to provide power for the sump pumps should we lose electricity from our local utility company.

If we had not pumped the water

away from the building during this lull, the damage to our building would have been much greater. As it was, the storm produced approximately \$50,000 damage to the main library, none of which was to the building footings. Main library building damage included the flooded basement, ruined carpet, and damage to walls caused by leaks around chimneys. The other four buildings suffered only minor damage due to the storm, so we considered ourselves lucky.

In describing this situation, it is important to separate the two very distinct parts of the Floyd calamity. The hurricane, its winds and rain, were over for us by the end of Thursday, September 16. Much greater damage was to come to our community, however, as the Tar River began to rise. It forced hundreds of people from their homes, and the community operated in a state of emergency for the next two weeks.

On the morning of Friday, September 17, the library system opened for business as usual. We quickly discovered that two full-time staff members had lost their homes because of the rising river waters. One of these staff members was forced to escape to Bethel in the northern part of the county. She was not able to return to work for ten days because of the raging Tar River that divided the county. Roads flooded and transportation between the northern and southern part of the county were nearly impossible, other than by helicopter or boat.

As the staff gathered for work on Friday, we began de-

ploying individuals to provide books and programs to the Red Cross shelters that had opened to help displaced citizens. In the immediate aftermath of the storm, we knew that many of our patrons would not be coming to the library, so we prepared to answer questions for patrons who called us for reference assistance regarding disaster information. Much of this was information-referral. Typical information provided included the local disaster relief agency phone numbers and information on how to deal with water-damaged business and personal papers.

We also saw our mission as serving as a safe haven where people who were displaced might come for refuge. During the days that followed, we continued to fill this mission. Some of our staff members worked in the Emergency Operations Center for the City of Greenville. Here they used their public service skills,

talking with people who called to ask for assistance. Many of these people were facing the rising river water and called for help in evacuation.

Some staff members carried books to migrant Hispanic families who stayed in shelters outside the normal Red Cross network. The children's outreach staff also offered programs for these families. Other staff provided books to National Guard members who were assigned to our area during the disaster relief. Assigned to a strange location with nothing to do between shifts, many of them from as far away as Kentucky, they welcomed the reading material we offered.

As the days passed and we heard the regular drone of helicopters over the city ferrying people to safety, the library only missed two days of operation. The lost time was caused by an interruption in electrical power on Saturday, September 18, and Sunday, September 19. Fortu-



The intersection of 14th Street and Charles Street (Hwy 43) in Greenville was impassable for days, cutting off traffic to downtown Greenville, the ECU main campus, and the stadium/coliseum complex, just behind this warehouse. Bales of tobacco, garbage bags and other debris floated down the 'pond' of both streets. Photo courtesy Gary Weathersbee.

Next page: North Library Street in Greenville was part of a neighborhood that became not just near-the-river property — but part of the Tar River! Photo courtesy Edie Tibbits.

nately, power was restored by Monday, September 20, and we were able to resume operations.

As might be imagined, walk-in traffic from regular patrons was very slow because people who were not directly damaged by the floods were helping with the rescue efforts. We still continued to maintain our regular schedule of hours and tried to offer a sense of normalcy to the community. The local newspaper took notice of our efforts and encouraged local parents with bored, out-of-school children to send them to the library to read a good book or participate in one of our programs.

While the floods did not directly affect our buildings, and the storm produced relatively minor damage, we soon realized that one of the greatest impacts of the floods on us would be the books that were in the hands of our patrons who lost their homes and possessions in the rising waters. In order to help patrons, we designated a "Flood Relief" phone line and asked patrons who had lost library material to contact us. We adapted our normal overdue procedures to designate our usual overdue notice as a "Disaster relief notice." These letters simply asked patrons to contact us if they had losses due to the floods. Our initial estimates were that more than \$11,000 worth of library material was lost in the floods. We are still assessing this final total, but we expect this original estimate to be fairly accurate.

Our bookmobile service offered special problems of its own. One of our bookmobile staff members had lost her home and belongings in the flood. Likewise, our bookmobile traveled to many mobile home parks and residential areas that were destroyed by the floods. We

tried to assess the possible number of bookmobile stops that would be lost in the flood but quickly realized that the flooding was so random that it was impossible to get an accurate count of lost sites until the bookmobile was able to return to the road. We made a decision not to resume bookmobile service until the roads were deemed safe for schoolbuses to travel. When we finally resumed service about two weeks after the storm, we discovered that 6 of our 125 bookmobile stops were totally destroyed. People no longer lived at these locations, and the floods had destroyed their homes. We are still in the process of discovering these "lost" patrons, some of whom have left the county and the state.

Three Federal Emergency Management Administration (FEMA) mobile sites were established as temporary quarters for flood victims. These sites house travel-trailer and full-size mobile homes. Our bookmobile began service to these sites, and the patrons seemed genuinely grateful for the service we provide. Service to the sites will continue as long as they are in operation.

We are now in the recovery phase of this natural disaster, and life has returned to relative normalcy for our library system. Our building program continues and was only slightly delayed by the storm. We are still identifying patrons who lost material in the floods and will be for months to come.

I am especially proud of our library staff for their hard work and dedication to service during the storm, the floods that followed, and the recovery that will continue well into the future. We were very fortunate that none of our buildings were destroyed or damaged by the floods. Many other libraries in North

Carolina were not as fortunate, and our sincerest condolences go out to them.

Because we did not suffer massive damage to our facilities, we were able to stay in business and to adapt our normal library services to the needs of the our community. Our staff used their "people" skills, honed during normal times, to assist people affected by the storm. Local officials were grateful that we were available to offer assistance in a variety of ways.

I am especially glad that we were able to serve as a haven for the community during this crisis. By operating in as normal a fashion as possible, we provided a touchstone of normalcy for the community at a time of great need. When a disaster of any kind occurs, people need to know that the institutions in which they believe are still functioning. It gives them a sense of comfort at a time when all else around them may be falling apart.

This effort drew on the skills of all our staff. It tested us as individuals and as an organization. In looking back at the experience, there is very little that I would do differently. Operating in such an environment is very much out of the ordinary and does not allow the luxury of reflection. During the crisis stage, actions must be taken promptly and decisions made quickly. The people in charge of operations must be willing and able to make these decisions. I believe that we made the best decisions based on the information we had at the time.

It was not an experience that I ever hope to encounter again, but I think we will be prepared in case such storms strike in the future. I am also glad that we were able to help out in our community in this time of great need.



Disaster Resources on the Web

by Robert James

The Internet provides access to a wealth of information regarding disaster preparedness and the recovery of damaged materials for library collections. The URLs below are a selection of high quality resources from respected preservation organizations. Investing time in disaster planning and training may reduce the expenses of restoration and replacement of valuable library assets. The information on these Web sites is extremely beneficial. Continue your education in preservation with further reading and attendance at workshops, conferences, institutes, internships, and academic programs. For more comprehensive bibliographies of online disaster resources and print titles, visit these Web sites:

SOLINET Preservation Services

Preservation Resources on the Internet: Disaster Preparedness and Recovery

<[http://www.solinet.net/presvtn/leaf/disWeb .htm](http://www.solinet.net/presvtn/leaf/disWeb.htm)>

Conservation Online

Disaster Preparedness and Response

<http://palimpsest.stanford.edu/bytopic/disasters/_>

Heritage Preservation

National Task Force on Emergency Response

<<http://www.heritagepreservation.org/PROGRAMS/TFC.HTM>>

Tips for Quick and Easy Referral

- Bookmark and organize these Web pages.
- Print material that meets your institutional needs.
- Store material in a safe place for use when electricity or Internet access is unavailable.
- Keep additional print copies in your car and home.

The resources described in this bibliography have been written by preservation and conservation professionals. Always consult with a professional conservator before attempting to repair or restore damaged items of intrinsic, monetary, or institutional value. Contact the American Institute for Conservation of Historic and Artistic Works for referral to a conservator in your area. The AIC national office phone number is (202) 452-9545 and their Web site is <<http://aic.stanford.edu/>>.

Disaster Planning

Northeast Document Conservation Center <<http://www.nedcc.org/plam3/tleaf33.htm>>

This online technical leaflet is part of the "Emergency Management" section of *Preservation of Library & Archival Materials: A Manual*. Now in its third edition, it is available on the Internet in English, Spanish and Russian <<http://www.nedcc.org/pubs.htm>>. An order form for the print version is also on the NEDCC Web site. The Northeast Document Conservation Center is the largest nonprofit, regional conservation center in the United States. Their facilities include laboratories for paper and book conservation, reprographic services, a field service office, and administration. The *Disaster Planning* leaflet includes sections on identifying and decreasing risks, cooperative efforts, locating resources, setting priorities, writing the plan, maintaining the plan, and suggested readings.

Contents of a Disaster Plan

SOLINET Preservation Services

<http://www.solinet.net/presvtn/leaf/displan.htm>

Produced by the Southeastern Library Network, this leaflet covers the crucial elements of a comprehensive disaster preparedness plan. SOLINET Preservation Services recommends that cultural institutions strive for a fully developed plan with sections on disaster prevention, reducing damages, immediate response activities, recovery procedures, and restoration of materials. However, SOLINET also approves of phased approaches to writing disaster plans. Sections for the institution's greatest concerns may be written first, with subsequent sections on other areas to follow. Information on SOLINET's workshops, publications, leaflets, video loan service, microfilm program, and disaster services, which includes free telephone consultations, is available on their main Web page <http://www.solinet.net/presvtn/preshome.htm>.

Sample Disaster Plans

Conservation Online

<http://palimpsest.stanford.edu/bytopic/disasters/plans/>

A project of the Preservation Department at Stanford University Libraries, *Conservation Online* (CoOL) is a full-text library of conservation and preservation information. Resources include material on copyright, mass deacidification, pest management, environmental conditions, digital imaging, and many other preservation issues. The section on "Sample Disaster Plans" provides links to libraries that have made their manuals available on the Internet. Institutions include the Library of Congress, the University of Florida, the Minnesota Historical Society, and the U.S. Naval War College Library. Select elements in plans that best match your library's priorities. Aspire to achieve higher levels of preparedness with documentation for fund allocators. If you would like to add a link to your library's disaster plan to the CoOL Web site, contact the Conservation Lab at Stanford University Libraries (e-mail consdist-request@lindy.stanford.edu).

Emergency! If You're First

American Institute for Conservation of Historic and Artistic Works

<http://aic.stanford.edu/disaster/emrgncy.html>

Being first on the scene of a collection disaster can be very intimidating. This resource aims to prepare us for strategic disaster-recovery thinking. Sections include initial coordination, priorities, designations, securing the site perimeter, establishing a communications network, informing insurance agencies, protection of artifacts, water salvage, and drying procedures. The American Institute for Conservation of Historic and Artistic Works (AIC) is a national membership organization of professional conservators. Other information on disaster recovery and selecting a conservator are available on their Web page <http://aic.stanford.edu/>. AIC reminds us that safety always comes first. We should not endanger ourselves or our staff in attempts to rescue damaged items.

Emergency Response Action Steps

Federal Emergency Management Agency

http://www.fema.gov/r-n-r/ers_wl.htm

FEMA's *Emergency Response Action Steps* is a script for the first 48 hours of disaster recovery. Contents on the Web site include disaster alerts, safety, off-site services, stabilizing the environment, documentation, retrieval and protection, damage assessment, salvage priorities, and tips for dealing with damage to historic buildings. There is a link to the *Emergency Salvage Wheel* http://www.fema.gov/r-n-r/ers_wl2.htm, with recovery recommendations for framed artworks, photographs, books and paper, electronic records, textiles, furniture, ceramics, stone and metal, organic materials, and natural history specimens. This resource was designed for archives, libraries, and museums by the National Task Force on Emergency Response, a public-private partnership sponsored by FEMA, Heritage Preservation, and the Getty Conservation Institute. Order forms for print copies of *Emergency Response and Salvage Wheel* are available on the Heritage Preservation Web site <http://www.heritagepreservation.org/PUBS/WHEEL.HTM>.

Emergency Drying Procedures for Water Damaged Collections

Library of Congress Preservation Directorate

<http://lcweb.loc.gov/preserv/emerg/dry.html>

The Library of Congress Preservation Directorate's *Emergency Drying Procedures for Water Damaged Collections* includes safety precautions for disaster response; air drying for books, maps, documents, posters and photographic material; and recovery recommendations for water damaged items with mold. LC also has an *Emergency Preparedness* Web page <http://lcweb.loc.gov/preserv/prepare.html> which outlines their disaster plan to protect our nation's

premier library collections. The *Frequently Asked Questions* Web page is also very informative <<http://lcweb.loc.gov/preserv/presfaq.html>>. LC answers such questions as "Can I save wet books?"; "What if my books are moldy?"; and "How can I get rid of the smell of mildew in my books?". This year's annual Preservation Awareness Workshop, sponsored by the Preservation Directorate, is scheduled for October 19, 2000. Information about the workshop is available online <<http://lcweb.loc.gov/preserv/aware.html>>.

Emergency Salvage of Wet Books and Records

Northeast Document Conservation Center

<<http://www.nedcc.org/plam3/tleaf37.htm>>

The NEDCC stresses that time is not on our side when books and records have been exposed to water. Rapid initial response, a detailed disaster plan, educated and well trained staff, support from management, effective communication, and fast, informed decisions are crucial. This technical leaflet covers air drying, dehumidification, freezer drying, thermaline or cryogenic drying, vacuum freeze drying, vacuum thermal drying, and air drying wet books and records. Field Service staff at NEDCC are available 24 hours a day for telephone disaster assistance. This free service is funded by a grant from the National Endowment for the Humanities. The NEDCC disaster assistance phone number is (978) 470-1010.

Flood Recovery Booklet

Iowa Conservation and Preservation Consortium

<http://www.neirls.org/flood_recovery/flood_cover.html>

The ICPC *Flood Recovery Booklet* was written for the citizens of Iowa following the devastating flood of 1993. It offers advice on the recovery of personal collections damaged by flood waters and mold. Although intended for the general public, the information is equally applicable to library collections. Sections in the booklet discuss flood recovery for books, papers, records, blueprints, paintings, ceramics, glass, metal, wood, stone, textiles, microfilm, motion picture film, and computer disks.

Managing a Mold Invasion: Guidelines for Disaster Response

Conservation Center for Art and Historic Artifacts

<<http://www.ccaha.org/technic.html>>

This resource, available in English and Spanish and funded by the Claneil and William Penn Foundations, addresses health concerns, minor outbreaks and major blooms, first response steps, inactivation procedures, fungicides, cleaning and disinfecting methods, and prevention planning. CCAHA notes that keeping collection storage areas below 70% relative humidity will slow mold growth on material.

Invasion of the Giant Mold Spore

SOLINET Preservation Services

<<http://www.solinet.net/presvtn/leaf/moldnew.htm>>

Another excellent resource about combating mold in libraries, this preservation leaflet is an updated version of Sandra Nyberg's 1987 work. At the time of writing, Ms. Nyberg was a Preservation Field Service Officer with SOLINET. The leaflet covers the nature of mold; what mold does to books, paper, and people; and preventing and removing mold growths. It also contains a comprehensive bibliography.

Emergency Salvage of Moldy Books and Paper

Northeast Document Conservation Center

<<http://www.nedcc.org/plam3/tleaf39.htm>>

This technical leaflet, written by Beth Lindblom Patkus, offers step-by-step instructions for cleaning minor and major mold outbreaks. The NEDCC recommends consulting with a mycologist and outsourcing the removal of active (wet and fuzzy) mold due to the potential health risks. This site includes a list of vendors for purchasing supplies and contracting services.

North Carolina Preservation Consortium

<<http://www.slis.nccu.edu/ncpc/>>

The North Carolina Preservation Consortium is a cooperative, nonprofit organization founded to provide leadership and coordination in preserving our state's educational, historical, and cultural collections. Its membership includes public libraries, private and state academic libraries, government, corporate and cultural archives, and other collection institutions. NCPC provides affordable disaster preparedness and recovery presentations and workshops. Visit the NCPC Web site for contact information.

Lagniappe* / North Caroliniana

compiled by Plummer Alston Jones, Jr.

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

Flood of the Century

by Mary Boccaccio

The immediate days and weeks following the descent of Hurricane Dennis, followed closely by Floyd, brought a series of difficult and traumatic experiences that many eastern North Carolinians will remember for a long time. The East Carolina University campus closed at 2 p.m. on Wednesday, September 15, 1999, and did not reopen until September 27 for faculty and staff and two days later for students. Both of the local television stations offered continual flood coverage, video clips, and interviews. Families lost homes and livelihoods, and 52 people lost their lives.

On September 28, Dr. Carroll Varner, Director of Joyner Library, suggested assembling a collection of flood-related materials. Documentation efforts have resulted in the Flood of the Century Collection. The collection has been made possible through a variety of technological advances, including e-mail, Web pages, the Internet, digital cameras, camcorders, and the like. There have been over 100 Web pages on the Internet about the effects of Floyd. The Library has a flood page <<http://www.lib.ecu.edu/Spc1Coll/special.html>> with photographs from the collection, a chronology, statistics, and links. Federal, state, and local agencies banded together to speed recovery, and these activities need to be documented also.

Currently, the collection has over 60 donations of a variety of types of materials. There are many color photographs — everything from the bandshell on the town common

underwater to flooded student apartments on the edge of campus to photos of the Missouri Baptist Convention Disaster Group setting up cooking tents in the parking lot of Memorial Baptist Church to provide meals for victims and relief workers. Pieces of the collection are starting to come together now, like a jigsaw puzzle. Accompanying the photos of the MBC Disaster Group is an oral interview with the group's leader after four weeks on site, just before they packed up to leave. The Blue Cap (group leader) discusses the group's organization, daily activities, and interfaces with local and national groups. Now the pictures have a voice.

The Library used the campus e-mail network to announce the project, and staff and faculty from many departments responded with suggestions. One suggestion in particular surprised me. Education, Sociology, and Psychology faculty all suggested interviewing children, who frequently are left out. They were right. Children historically are not well documented in manuscript collections and this was a chance for an additional perspective.



One local fifth grade teacher called and asked if we were interested in the

essays her class was writing. Of course we were. The youngsters worked on the essays for several months. Sarah Mitchelson and I brought them to the Library to present their essays to the Associate Director and for refreshments. We invited the local television stations and press so it became an event for them. They were on the local news the morning paper printed pictures of them reading their essays. Subsequently the essays were loaded on the *FEMA for Kids* Web page <<http://www.fema.gov/Kids/k2k.htm>>. They have been used by AP and UPI, and have been in the "Winners" section of the Southeastern edition of the *Wall Street Journal*.

Recently, we acquired a video from a young man in Pitt County who took a camcorder in a boat in that area on three separate occasions. We still have material coming in. People send printed materials. I have a long list of people involved in the flood in one way or another who have agreed to do an interview. Buyouts are still continuing, and recovery and repairs will go on for quite a while. There was a conference about the flood and

environmental disasters, "Recovery in the Coastal Plain," sponsored by the Geography Department at East Carolina University. People from a variety of fields participated. Each field has its own type of recovery work to perform. For our Flood of the Century Collection there are many more interviews to get, and more photographs, videos, and written information to find and preserve.



Wired to the



World

by Ralph Lee Scott

Hurricane Web Sites

In last fall's *Wired* column, you read about the Federal Emergency Management Administration and the National Hurricane Center Web sites. In this column, we will explore current hurricane Web sites. During active storms, some of these regular sites can be slow, so I will suggest alternative sites that often are easier to access and have much the same information.

A quick source of current weather information for the United States is *Unisys Weather* <www.weather.unisys.com>, a large Web site maintained by the Unisys Corporation. Click on the left hand bar reading "Hurricane Data" to access an archives page from which you can select the Atlantic 2000 season storms. Each storm is listed, along with a tracking map and detailed storm data: type (Latitude, Long., Date, Time, Wind Speed, Pressure, Status {TS, Hurricane 1-5}).

Another big weather Web site is Ohio State University's *Buckeye Weather* or *OSU Weather* <asp1.sbs.ohio-state.edu>. This site has a "Tropical Weather" link to re-broadcasts of the following National Hurricane Center products: Tropical Weather Outlook, Tropical Weather Discussion, NCEP Tropical Desk, Monthly Tropical Weather Summary, Satellite Imagery, Aircraft Reconnaissance Information, Prior Season Summaries, and Current Weather Surface Plots. *Buckeye Weather*, while a good source of information, is occasionally down due to funding or hacker attack, sometimes slow to post bulletins, and hard to log on to when there is a major United States landfall hurricane. When this happens, move to a similar site in Hawaii.

The University of Hawaii Department of Meteorology <lumahai.soest.hawaii.edu> has a sort of mirror site for "Mainland Weather" and "Tropical Weather." Hawaii has of course, more information on Pacific Typhoons (from the Joint Typhoon Warning Center), but also features a Web page on the Atlantic Ocean that has the latest GEOS-8 Satellite Imagery and re-broadcasts of the National Hurricane Center Bulletins for the North Atlantic, Caribbean, and Gulf of Mexico. Often when mainland United States sites are slow, Hawaii responds quickly.

If there is a major East Coast storm, the National Weather Service Office in Corpus Christi, Texas, has an excellent Web site <www.srh.noaa.gov/crp/tropical>. I like the site because the most needed information is on one page

and the navigation bars on the left take you right where you want to go. For example, there are bar links to Coastal Observations, Tropical Outlook, Atlantic IR, Gulf Water Vapor, Sector Dvorak IR.

Texas also has the excellent KHOU-TV Web site: <www.khou.com>. This site is updated by the former Director of the National Hurricane Center, Dr. Neil Frank, and has a great graphic presence. Storm text advisories and position maps are hyperlinked with other hurricane resources as graphic links on the opening page. There is also a "Galveston Beachcam" for real time Gulf weather viewing. This site is a good one to go to when there is an East Coast hurricane, especially with the up-to-date commentary from Dr. Frank. Texas storms tend to slow the site down, so you might want to look elsewhere in the event of Gulf of Mexico disturbances.

The National Hurricane Center site was reviewed by *Wired* in the Fall 1999 issue of *North Carolina Libraries*; however, the site has been updated since then. The Center has made some improvements in arrangement and added a couple of graphics to the main page. I find the site somewhat clunky to use, however, and hard to understand. The information is not presented in the same clear graphic manner as the KHOU site. When you can get to the site, it loads fast but access is a major problem, especially when Coral Gables, the site location, is under a storm warning. The site is mirrored automatically, but access is difficult during active storms.

Another good Florida site is *Hurricane Central* <www.sun-sentinel.com/storm>. This site has a lots of good news releases and current information. For example, a current article is "Hurricane Shelter for Pets: A Doggone Dilemma." The article deals with evacuation issues in densely populated areas where companion animals are common. The current solution is large outdoor evacuation areas (like fairgrounds) located outside coastal zones that can accommodate animals and their owners. While this site obviously has a Florida focus, it has good graphics and is very up to date.

The Naval Meteorology and Oceanography Center at U.S. Naval Base Norfolk <www.nlmoc.navy.mil> and its new mirror site <www4.nlmoc.navy.mil> have a "Tropical Cyclone" link, which includes Hurricane Warnings and Ar-

chives, Current Tropical Discussions and Analysis, Forecasting Aids, Storm Track Data, along with current conditions. The Norfolk Sortie Conditions are of major interest. When the Atlantic Fleet sorties because of a storm, you know it must be time to batten down the North Carolina hatches!

Closer to home, the Emergency Management Division of the North Carolina Department of Crime Control and Public Safety has an excellent Web site: <www.dem.dcc.state.nc.us>. Current weather bulletins are posted, along with storm response situation reports. This site is updated regularly and seems to be accessible during needed times. WRAL <www.wral-tv.com/weather> has good links to hurricane information and their main NC Hurricane Web site *Stormtrack 2000*. Other media in the state also have hurricane information pages, for example WECT in Wilmington <<http://www.wect.com/>>.

North Carolina also has a Web page <www.ncstormsurge.com> with basic information about projected storm surges in specific counties. This project is run in part by the U.S. Army Corp of Engineers, Wilmington District. This year FEMA has a new Tropical Storm Watch Page (which was also reviewed in the Fall 1999 *North Carolina Libraries* issue) at <www.fema.gov/fema/trop.htm>. This site has the usual links to current storm data and current interest articles (example: "Now is Good Time to Buy Flood Insurance FEMA Says").

For a comprehensive hurricane technical weather page link, I recommend the Hurricane Hunters Web site <www.hurricanehunters.com>. A new, commercial weather site is *The Weather Guys* at <www.weatherguys.com>. This site is free and allows you to sign up for an e-mail subscription to text NOAA weather bulletins.

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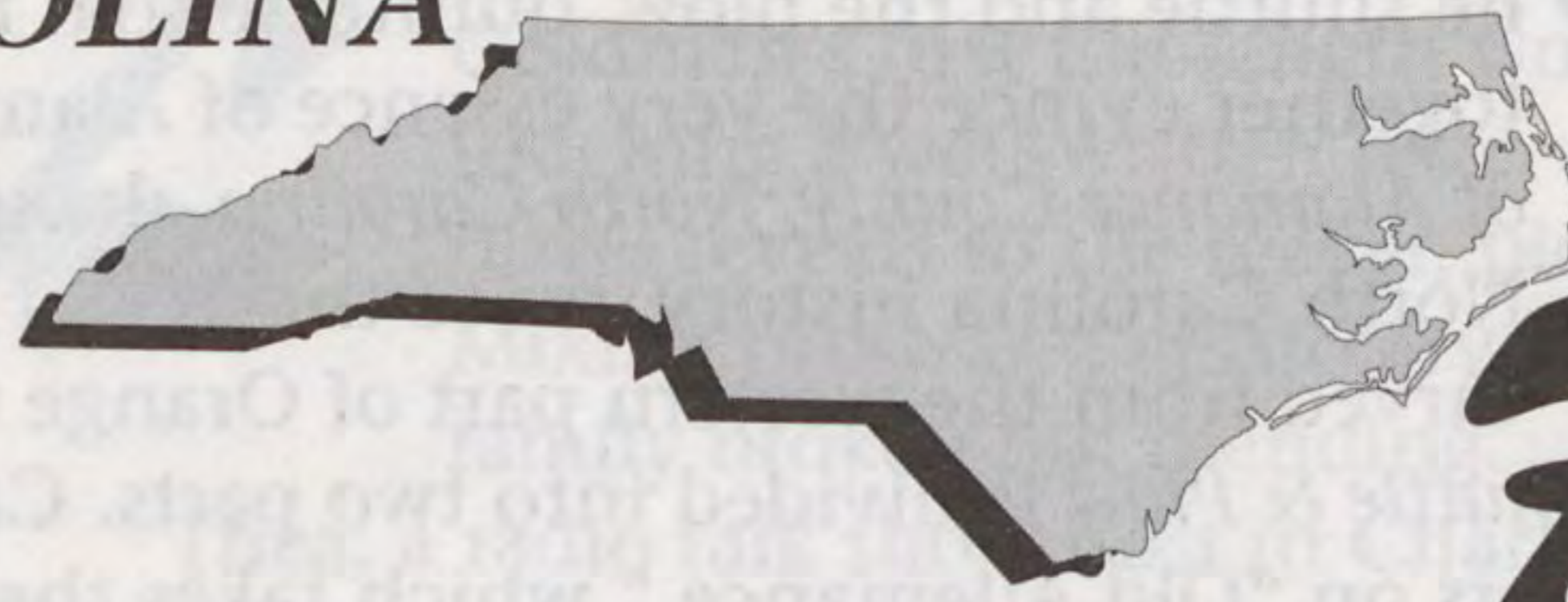
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NORTH CAROLINA



Books

Dorothy Hodder, Compiler

7

This is an exciting time for the publication of southern Black history, with good, even excellent, historical studies about African Americans flowing from the presses. Many have been based on North Carolina, due in no small part to the excellence of the state's archival and manuscript resources. Sharon Holt's contribution is a close examination of how emancipated Black families in Granville County pooled their resources to supplement and extend their field earnings. Previous studies have largely focused on farm tenures and men's earnings; Holt shows that grandparents, children, and especially wives made significant contributions to household income. She has dug deeply into county records and cross-checked one type of evidence against another to produce rich and moving stories of Blacks freed after the Civil War, but given little with which to succeed. Her work complements Robert Kenzer's more ambitious *Enterprising Southerners: Black Economic Success in North Carolina, 1865-1915* (Charlottesville: University Press of Virginia, 1997).

Holt finds that once Black families obtained some land, typically one to six acres, they generally did not try to buy more land or equipment. She attributes this to cautionary real-life stories of those who over-extended themselves and lost everything, as well as to fear of reprisals if Blacks were discovered to be doing better than White farmers. Her greatest discovery, that Blacks often manipulated tenure and credit systems to their own advantage, has received widespread attention due to her award-winning 1994 article in the *Journal of Southern History*. Although Holt's research extends to 1900, she does not fully explore the changes occurring in transportation, agriculture, and the tenure system over that time and what effect, if any, these changes had on Black families and their relationships with the dominant race.

Holt attempts to generalize her findings beyond Granville County. The diligent student will not be misled by the geographic scattering of some of her examples, a failing common enough, but those not familiar with North Carolina may think her arguments more buttressed by facts than they sometimes are. Her tendentious willingness to speculate on patterns and activities outside Granville County, especially in her discussions of schools and churches, would be more solidly grounded if she had paid greater attention to new secondary sources. Holt's bibliography reflects only a few of the latest relevant publications; she seems to be unaware of Edward L. Ayers's magisterial synthesis *The Promise of the New South: Life After Reconstruction* and many other recent studies of African American life during the period. Most puzzling of all is that Holt ignored a more substantial study of Virginians that parallels her own work: Jeffrey R. Kerr-Ritchie's *Freedpeople in the Tobacco South: Virginia, 1860-1900* (Chapel Hill: University of North Carolina Press, 1999). Kerr-Ritchie completed his doctorate in 1993 at the University of Pennsylvania, just two years after Holt accepted her doctorate at the same school, but does not cite her dissertation either.

Index, bibliography, and endnotes are included; the book has no illustrations. The University of Georgia Press's practice of using only the short title in the footnotes, even on first citation, forces the reader to continually flip to the brief bibliography. Most North Carolina libraries will want to have this book despite its shortcomings.

— Patrick Valentine

Wilson County Public Library

Making Freedom Pay: North Carolina Freedpeople Working for Themselves 1865-1900.

Sharon Ann Holt.

Athens: University of Georgia, 2000. 188 pp. \$30.00.
ISBN 0-8203-2170-2.



he shuttle and the plow, quintessential metaphors for textiles and farming, together evince the very essence of Alamance County. *Shuttle & Plow: A History of Alamance County, North Carolina*, documents over three hundred years of North Carolina history, twice the age of Alamance County itself, which was carved from the western part of Orange County in 1849.

Shuttle & Plow is divided into two parts. Carole Watterson Troxler wrote eight chapters on "Old Allemance," which takes the reader through the Civil War; William Murray Vincent wrote seven chapters on "Recovery and Renewal," the modern-day period after the Civil War. A scholar's dream, this county history includes notes, bibliography, appendices, index, and sixty illustrations, including black-and-white portraits of historic figures and photographs of historic homes and buildings, and county and township maps.

Troxler and Vincent weave a seamless history. Troxler begins with a discussion of the trading paths created by the Siouan tribes that inhabited the area in the early 1600s, and introduces the first white European settlers, attracted to land for sale by Lord Granville. She elucidates the interaction between the sympathizers with the

Regulator Movement and the proud heirs of the Dissenting heritage from the British Isles, that culminated in both groups supporting the Revolutionary War. Her narrative of the years before and during the Civil War and the fate of both free and enslaved African Americans during this bloody period sets the stage for the second part of the history.

Vincent begins with Reconstruction and the growth of the textile industry that was the salvation of Alamance County, and, indeed, of the South. He covers reforms in education, including the founding of Elon College, agriculture, medicine, and the electrical and gas utilities. His chapter on race relations, particularly desegregation and its eventual demise, is a fascinating reminder of how far we have come with regard to political and social reforms, but how far we have to go to reach true equality in civil rights.

Troxler and Vincent show us the interaction between the inhabitants of Alamance County and the natural resources at their disposal, introducing many illustrious personages. Joseph Graham (1759-1836), a Revolutionary War patriot, was father of Governor William Alexander Graham (1804-1875), for whom the county seat was named. William Luther Spoon's (1862-1942) survey maps of the county were indispensable in his planning and supervision of the creation of new roads in the early twentieth century. Sallie Walker Stockard's (1869-1962) 1900 master's thesis at the University of North Carolina became the first book on Alamance County history. John Newlin (1776-1867) was a Piedmont Quaker, who was a long-term activist for the abolition of slavery. Archibald DeBow Murphey (1777-1832) is remembered for his proposals for internal improvements in North Carolina that would lead eventually to the development of a modern network of highways and to a statewide system of standardized public instruction. Giles Mebane (1809-1899), for whose family the town of Mebane was named, was a tireless promoter of railroads. Edwin Michael Holt (1807-1884), whose Alamance Cotton Factory was built in 1837, and James Spencer Love (1896-1962), founder of Burlington Mills in 1924, were leaders in the development and expansion of the textile industry in Alamance County.

Troxler, professor of history at Elon College and a past president of the Historical Society of North Carolina, is the author of *The Loyalist Experience in North Carolina* (Raleigh: Department of Cultural Resources, 1976), and numerous article-length Revolutionary studies. Vincent, executive director of the Alamance County Historical Museum, has served on the Alamance County Historic Properties Commission and is president of the Historic Stagville Foundation of Durham.

One of the finest county histories available, *Shuttle & Plow* will undoubtedly set the standard for future county histories. It deserves a place in all North Carolina collections in school, public, and academic libraries. As the handsome dust jacket synopsis reveals, Alamance County is truly a microcosm of the American South.

— Plummer Alston Jones, Jr.
Catawba College

Carole Watterson Troxler and William Murray Vincent.

Shuttle & Plow: A History of Alamance County, North Carolina.

[Graham, NC]: Alamance County Historical Association,
7519-C Lindley Mill Road, Graham, NC 27253, 1999. 541 pp.
Cloth, \$40.00 (includes tax, shipping, and handling).
No ISBN.



etter writing is an art that has quietly faded from our lives. In Judy Goldman's first full-length work of fiction, *The Slow Way Back*, we see how touching a well-written letter can be and the mysteries it can unravel. The novel reveals to the reader, piece by piece, the mystery called "Mother." Mixing prose and epistolary writing, Goldman treats us to a look at a family broken but mending.

Thea, a radio talk show host in Charlotte, is given letters that her grandmother wrote to Thea's great aunt around the time of the marriage of Thea's parents. Through these letters Thea hopes to gain a better understanding of her mother, who though loving and generous at times, was often withdrawn and a mystery to her daughter.

The difficulty is that the letters are written in Yiddish, and Thea, having let her Jewish upbringing slip away from her, is unable to read them on her own. Through her quest for translations, the reader is introduced to her sister Mickey, her aunt Florence, and other family members who encourage and discourage her quest. The varied personalities and individual motives of the family members are portrayed well. Judy Goldman does a good job of showing Thea's isolation from her roots, her relationships with various family members, and her struggle with her well-loved but misunderstood mother. It is a pleasure to read a book where letters and the art of letter writing is a focus.

Thea's desire to know more about her mother's past is intriguing and pulls the reader in, letter by letter. This makes the book read at a fast pace. This work would fit well into a public library, as it contains many threads to interest a variety of people.

Other books by Judy Goldman are *Holding Back Winter* and *Wanting to Know the End*. Both are books of poetry.

— Caroline Keizer

University of North Carolina at Chapel Hill

Judy Goldman.

The Slow Way Back: A Novel.

New York: William Morrow, 1999. 274 pp. \$24.00.
ISBN 0-688-16598-2.



Mira DeLand, Julie Fleming's reluctant protagonist, is more than a little overwhelmed. After her father's death, she discovers that she has inherited her childhood home, named Lila, under the condition that she must move it from Ona Island, North Carolina, to Mims, Arkansas, where the family now lives. On top of that, older brother Kearney insists that their much younger sister Kat must not be allowed to travel with Mira to North Carolina, because Kat might discover family secrets surrounding the home, and the reasons why the DeLands moved away several years before her birth.

Despite all their efforts Kat insists on accompanying Mira on the journey across the South and into the past. The sisters are accompanied by house movers Ray, a married flatbed driver who Mira finds very attractive, and his assistant, Aron. Along the way they meet Felissa, a teenage runaway staging her own kidnapping, and Aron quickly includes her in the moving adventure. In a series of flashbacks we meet the sisters' parents, now both dead, and get some tantalizing hints about past transgressions and indiscretions.

Julie Fleming.

Moving Lila.

New York: St. Martin's Press, 2000.
212 pp. \$22.95. ISBN 0-312-24409-6.

The sisters have a rough journey. The drive is long and monotonous, and the revelations about the past cause a split between them that is slow to heal. Mira is surprised to learn that Kat is aware of some of the supposedly well-buried family secrets, and wryly amused when Kat manages to worm out a few more, including their mother's infidelity and Mira's last visit to Lila during a personal crisis. Neither is prepared for her emotions when they learn the identity of the mysterious woman for whom the house was named. The drive home to Arkansas centers around the growing attraction between Ray and Mira and what that might mean when they return to their families; the deterioration and eventual rebuilding of the relationship between Mira and Kat; and Mira's own journey of self-discovery.

This interesting novel is full of ironic humor and has as many twists and turns as the road between Ona Island and Mims. The reader feels some distance from the characters even in their most intense moments, and Fleming's minimalist style leaves the reader wishing for more emotional engagement with Mira, Kat, and the others. Thanks, however, to the compelling story line and picturesque descriptions, Fleming succeeds in telling her story, and leaves the reader wanting to know what happens next.

Recommended for high school and public libraries.

— Joan Ferguson

University of North Carolina at Chapel Hill



igging through the treasure trove of primary documents to create this slim volume must have been nearly as daunting a task as the process of draining Lake Mattamuskeet. It took the author eleven years to clean and sort the contents of five crates that had been stored in a barn for over half a century. The result is a pictorial review of a quixotic project that never quite attained its goal, but which stirred much interest, made a great deal of money for some investors, and, ultimately, proved the value of leaving natural resources intact.

With its origins shrouded in mystery, Mattamuskeet, the state's largest natural lake, has been the target of entrepreneurs since colonial times. The rich, boggy lake bed attracted hopeful

Lewis C. Forrest.

**Lake Mattamuskeet:
New Holland and Hyde County**
[Images of America series].

Charleston, SC: Arcadia Publishing, 1999.
128 pp. \$18.99 + \$3 s/h. ISBN 0738502715.

farmers the way its waters drew game and waterfowl. By an act of state legislature in 1909, the Mattamuskeet Drainage District was established, and three separate reclamation projects followed — in 1916, 1920, and 1926 — but only the latter could be deemed successful. Using engineering techniques that originated in Holland, the location of the project was dubbed "New Holland." In the face of the Depression, spending money to pump water *out* of a lake to grow crops that didn't sell couldn't be justified. The New Holland Corporation was dissolved and Lake Mattamuskeet became a wildlife refuge under the auspices of the Civilian Conservation Corps (CCC). Since 1989, a different kind of reclamation project has been underway, as the citizens of Hyde County have sought to renovate the Mattamuskeet Lodge, listed in the National Register of Historic Places.

Like a family album, the book's black and white photographs and their captions provide a glimpse of a specific segment of Hyde County's past. Admirably succinct introductions to each chapter and the soft-cover format will appeal to the casual reader, and the carefully documented sources will please historians, but the lack of an index may aggravate researchers looking for quick answers. The book is most suited to an adult audience in public libraries.

— Marie Spencer

New Hanover County Public Library



hough far from the major battlefields of the Civil War, western North Carolinians nonetheless fought a true "civil" war—one that pitted neighbor against neighbor with as much physical and psychological violence as that found on any battlefield. While initially backing the Confederacy at the beginning of the war, western North Carolinians' attitudes became less supportive as Confederate army and government demands for men and materials grew. In 1863, the forced conscription of men from western North Carolina brought on a severe economic downturn for everyone remaining in the area. Left with only small, ineffective groups of "home guards," those too young or old to be in the regular army, the area was open to federal attacks from east Tennessee, the depredations of Confederate deserters using the mountains as hiding places, and the general lawlessness that pervaded the area at the time.

Surveying Alleghany County south to Rutherford County and west to the counties that border Tennessee, the authors of *The Heart of Confederate Appalachia* examine the sociological impact of the war on

western North Carolina by exploring a variety of topics including secessionist sentiments, mobilization, guerrilla warfare, economics, slavery, and the final military collapse of the region. Of special interest is their research into women's roles during the war. Not only were women thrust into leadership on family farms and small businesses, they were also frequently the targets of roving gangs of thugs and, in the most bitter battles of all, the savage invectives of their neighbors. This latter fate was especially hard on women who espoused the Union's cause.

Much of the research in the book comes from original documents and letters. It is both refreshing and saddening to hear the voices of those who endured the war years; there is a great poignancy in their pleas to the governments in Raleigh and Richmond for relief from their suffering.

The authors have done an excellent job in covering a geographically large area. This outstanding work offers a new perspective on the civilian side of the war in North Carolina and should be purchased by all libraries interested in the Civil War, North Carolina, and the Appalachian area. It is suitable for high school as well as college level collections. The volume includes black-and-white maps and photographs, notes, and an extensive bibliography.

— John Welch

State Library of North Carolina

John C. Inscoe and Gordon B. McKinney.

**The Heart of Confederate
Appalachia: Western North
Carolina in the Civil War.**

Chapel Hill: University of North Carolina
Press, 2000. 368 pp. \$39.95.
ISBN 0-8078-2544-1.

W

hich North Carolina counties get the most tornadoes? Which have the highest migration, average wages, number of international firms, ozone levels? And when you're trying to answer questions about North Carolina, what are your preferences? Interesting text? Beautiful photographs? Statistical tables? Colorful maps? Exciting graphs? All of these? Here's your book.

This is not a conventional atlas arranged by geography; rather, it's an analytical atlas where every chapter has a theme: the natural environment, history, population, education, health, culture, economy, agriculture, mining, manufacturing, transportation and utilities, government and politics, crime, and tourism. Each chapter analyzes long-term trends, provides historical background and context, discusses current issues, and speculates on future trends and challenges. The text is enhanced with colorful photos, tables, maps, and graphs. Under "Transportation and Utilities," for instance, maps show percent of vehicle registration increase by county, volume of traffic, bridge conditions, pavement conditions, highway improvements, and truck volume. Tables and figures present data on highways, urban public transit systems, and travel. Bibliographical references direct readers interested in more information and detailed statistics.

Douglas M. Orr, Jr., and Alfred W. Stuart, editors.

The North Carolina Atlas: Portrait for a New Century.

Chapel Hill: University of North Carolina Press, 2000.
461 pp. \$45.00. ISBN 0-8078-2507-7.

Another feature is a collection of short essays, some by well-known North Carolinians. Charles Kuralt remembers his childhood in Dare County, William Friday discusses higher education, former governors Robert W. Scott and James Martin write about politics, Tom Wicker talks about growing up in Hamlet, and Doris Betts muses on the literary renaissance in North Carolina. Topics of other essays include aquaculture, banking, challenges of the new century, famous labor disputes, tobacco, urban terminology, and women in the workforce. In the final chapter, Orr and Stuart look at the future in relation

to economic change, population change, the urban/rural balance, regionalism and planning, sustainable development and "smart" growth, and new geographic divisions in the state. They conclude: "The challenge of thinking and planning in this twenty-first century context will call for creative thinking within a whole new paradigm."

Douglas M. Orr, Jr., is president of Warren Wilson College in Asheville; Alfred W. Stuart is Professor of Geography at the University of North Carolina at Charlotte. Orr and Stuart also edited the 1975 publication, *North Carolina Atlas: Portrait of a Southern State*. Many of the contributors to the current atlas are from the Department of Geography and Earth Sciences, University of North Carolina at Charlotte. Other contributors are faculty members at various University of North Carolina campuses, as well as professors from Virginia and Florida.

The goal of the editors of the *North Carolina Atlas* was to enhance our understanding of this changing state so that citizens and policy makers can approach the future in a more rational and informed manner. They have certainly achieved this goal, and this important work should be available in school, public, and special libraries in North Carolina.

— Michael Van Fossen

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If you are not already convinced that North Carolina is the "goodliest land," you will be persuaded once you have read this book. Edited by Dirk Frankenberg, late professor in the Marine Science Program at UNC-Chapel Hill (he died shortly after completing this book), the guide begins at the coast of North Carolina and moves across the state, ending in the Southwest corner. According to the preface, the purpose of the book is "to present driving tours of some of the state's most attractive and interesting natural areas, identify learning experiences in each tour, and make the tours and experiences accessible to a wide general audience, from school children to adults." The book succeeds admirably, describing the natural wealth and unique features of North Carolina in thirty-eight easily understood essays grouped into four sections (coast, coastal plain, Piedmont, and mountains).

Dirk Frankenberg, ed.

Exploring North Carolina's Natural Areas: Parks, Nature Preserves, and Hiking Trails.

Chapel Hill and London: The University of
North Carolina Press, 2000.
412 pp. \$18.95 (paper). ISBN 0-8078-4851-4.

Frankenberg's introduction serves as an overview of North Carolina's geology, climate, plants, and animals. Each of the essays that follows provides a detailed driving tour — generally requiring a day or less to complete — and identifies the specific ecological lesson to be learned therein. Each chapter includes a detailed map of the tour route with stops clearly marked, discussion of the geology and animal and plant life of each area, and a description of the effects on the area of climate, weather events, and development by humans. The tour descriptions are frequently enhanced with historical information about the region. The authors include hiking and biking trails located along the tour routes, and often identify overnight accommodations for the longer tours. They also include the phone numbers for park or forest offices where specific hours, events, and fees may be determined.

Frankenberg, who has written several books on the marine life and coastal ecology of North Carolina, wrote nearly all of the chapters about tours of the coast. Leading naturalists in the state wrote the remaining chapters.

The book is well organized and interestingly written. Chapters are liberally illustrated with black-and-white photographs of features described in the text. Frankenberg has written a concluding section of "Suggestions for Further Reading," which will be most helpful to those whose curiosity is piqued by the tours. An index is also provided. Because these essays were independently written and designed to stand alone, there is some repetition. For instance, the term "pocosin" is defined in several chapters. This repetition, however, is necessary for those who may choose only specific tours.

This excellent work detailing the rich natural diversity of North Carolina deserves a place in all public and academic libraries in the state. High school science teachers planning field trips will also find it most useful.

— Joline R. Ezzell
Duke University Library

Far Heel readers will find high drama in our own back yard, mixed with meticulously documented history, in *Communists on Campus: Race, Politics, and the Public University in Sixties North Carolina*. Author William J. Billingsley focuses on the 1963 "Speaker Ban" Law passed by the North Carolina General Assembly. Prominent characters in the cast include Jesse Helms, William Friday, Terry Sanford, Frank Porter Graham, George Wallace, J. Edgar Hoover, and Governor Dan Moore.

William J. Billingsley.

Communists on Campus: Race, Politics, and the Public University in Sixties North Carolina.

Athens, GA: The University of Georgia Press, 1999.
336 pp. \$ 29.95. ISBN 0-8203-2109-5.

Billingsley begins with the passing of House Bill 1395, "An Act to Regulate Visiting Speakers at State Supported Colleges and Universities," on June 25, 1963. The law made it illegal for any speaker to appear at a state-funded college in North Carolina if the speaker was "a known member of the Communist Party," or "known to advocate the overthrow of the Constitution of the United States or the State of North Carolina" or had "pleaded the Fifth Amendment of the Constitution of the United States in refusing to answer any question, with respect to communist or subversive connections."

Obvious factors leading to the passage of the Speaker Ban include the Cuban Missile Crisis and the Bay of Pigs invasion, which had heightened awareness of Communist

influences near the United States as well as within the country. The Joseph McCarthy hearings were recent events, and Civil Rights demonstrations were on the rise. Both Black and White activists were calling for immediate abolition of Jim Crow laws. In the context of all this turbulence, Billingsley portrays the Speaker Ban Law as a reactionary measure passed by conservatives to maintain the status quo in the social and political fabric of North Carolina.

The Speaker Ban Law hit a major obstacle when the Southern Association of Colleges and Schools (SACS) threatened to deny accreditation to the University of North Carolina unless the law was altered. SACS required that university trustees have authority over speakers invited to campuses, rather than the government having that power by force of law. The law was ultimately judged as constitutionally flawed and repealed in 1968.

This book includes extensive notes and bibliography, index, and an eight-page inset of illustrations. It is a very well thought-out work of scholarly research with a dramatic undertone, and would work well as a reading in college level North Carolina history classes. It is also appropriate for public library and university library collections on North Carolina history, as a resource for individuals wanting to learn the history of North Carolina's civil rights development.

— John Zika

Public Library of Charlotte and Mecklenburg County

Siamese Twins Chang and Eng have been a topic of fascination, fear, and suspicion since they were born in Siam (now Thailand) in 1811. They were born conjoined at their chests by a cartilaginous ligament. At first merely a curiosity in Siam, they were introduced to the rest of the world after they were "discovered" by Robert Hunter, a Scottish merchant.

Chang and Eng is Strauss's first novel. He writes about the lives of the world's most famous conjoined twins from Eng's perspective, in a fluid narrative that draws the reader into the story. Strauss's account includes not only major and minor events from the real twins' lives but also many historical details that flesh out the novel very convincingly. It is interesting to note what Strauss leaves out of his fictionalized account, such as the fact that the twins had seven

siblings, and that they were discovered by Robert Hunter, not Abel Coffin, the captain of the ship on which they traveled to Boston. These inconsistencies are merely a reminder that the book is a novel and not Eng's diary, which is often easy to forget!

Darin Strauss.

Chang and Eng: A Novel.

New York: Dutton, 2000.
323 pp. \$23.95. ISBN 0-5259-4512-1.

Joanne Martell.

Millie-Christine: Fearfully and Wonderfully Made.

Winston-Salem: John F. Blair, Publisher, 2000.
294 pp. Paper, \$12.95. ISBN 0-8958-7188-2.
Cloth, \$17.95. ISBN 0-8958-7194-7.

Particularly enjoyable portions of *Chang and Eng* are set in Surry and Wilkes Counties, North Carolina, where the brothers retired and married the Yates sisters. Strauss creates a very convincing picture of how difficult life must have been for the twins in the very rural town of Wilkesboro. The author also manages to convey the twins' closeness and the major differences in their personalities; their desire to remain conjoined as children and desire for disunion later in life.

Martell's *Millie-Christine: Fearfully and Wonderfully Made* is an account of the lives of Millie and Christine McKoy, conjoined twins born in Columbus County, North Carolina, in 1851. Joined at the lower spine, the sisters were born into slavery, but became so successful touring and entertaining audiences around the world that they were eventually able to buy the farm on which their entire family had been held as slaves.

Martell became interested in the history of Millie and Christine McKoy after discovering a booklet about the twins in a library in Whiteville, North Carolina. Her history is the most comprehensive available concerning Millie-Christine and their truly fascinating lives

together. Their careers as exhibitionists were possibly more successful than that of Eng and Chang, yet few people have taken enough interest to record their story. They were considered beautiful, refined, and talented by some, and horrific by others. They entertained royalty and befriended a host of the side-show personalities that performed with them. Martell manages to pack in a great deal of information about her subjects' lives and careers, but has a tendency to make unnecessary conclusions about events and motivations. The book includes many black-and-white illustrations, an index and a bibliography; however, because the author failed to add endnotes to her history, readers may feel that she relies too heavily on too few sources.

Both *Chang and Eng: A Novel* and *Millie-Christine: Fearfully and Wonderfully Made* would make excellent additions to any public library. Academic libraries may want to consider both volumes for their popular reading collections.

— John F. Ansley

Durham County Library North Carolina Collection

Cally Redd's son was sold in 1861. Fathered by their master, Jennis Redd, he was falsely accused of stealing a pair of earrings from Jennis's wife, who had seized the chance to remove this daily reminder of her husband's infidelity. Saddened and enraged, Cally reasoned: "If I'm going to lose my boy to a pair of earrings, then I am damn well going to have those earrings," so she stole the earrings herself and buried them in her cabin. The earrings, like their story, were handed down from one generation to the next.

Nancy Peacock's most recent novel, *Home Across the Road*, tells this tale through the voice of Cally's great-granddaughter, China. From her front porch across the street from the old Roseberry Plantation, China spends her final days recalling the histories of the family who lived and worked there: the "white Redds," who owned the house, and the "black Redds," who served them first in slavery and then in freedom.

Nancy Peacock.

Home Across the Road.

Atlanta: Longstreet Press, 1999.
249 pp. \$18.95. ISBN: 1-56352-509-7.

China's perspective of Roseberry is very different from the aristocratic image the white owners of the home attempt to portray, revealing the more intimate details of life in the house. Though China recalls hard times, her tales also demonstrate the strength of the "black Redds." Her memories chronicle successive generations' struggle for independence, from emancipation to their complete break with Roseberry. China also outlines the deterioration of the White branch of the family: the alcoholism, infidelity, child abuse, and financial woes that lead to its downfall. China subtly reveals that though they believed themselves superior to their servant-cousins, members of the White family were largely dependent upon the strength of the Black branch for survival. In fact, as soon as China and her family completely withdraw from the White Redds, that branch literally shrivels and dies.

Ms. Peacock does a remarkable job of portraying various characters, their stories and emotions. Like her first novel, *Life Without Water*, this is a coming-of-age story, but one that examines the development of multiple characters over several generations. Because the author channels commentary through a modern character, she is able to jump successfully from past to present, constructing an even more intriguing and powerful story. Most of the characters are richer and deeper than those in her first novel. Through them, Ms. Peacock artfully explores the story not only of the Redds, but also that of race relations in the South.

The novel's captivating look at southern families makes it well-suited for public, high school, and other academic libraries. Set in North Carolina, the book is also appropriate for any special library concerned with the collection of southern works.

— Laura Young Baxley

University of North Carolina at Chapel Hill

When Lindy Jain's older sister, June, is found murdered in her home, Lindy's life in Charlotte, North Carolina, begins to unravel. Everything in her life becomes informed by grief — her career as a nurse in a major medical center, her impending marriage, her remaining family — and grief is not a rational emotion. As the months pass and Lindy's grief does not recede, she lets go of her job, her fiancé, her family ties, until almost nothing connects her to who and what she was before her sister's death. And since she believes a heart as badly damaged as her own may as well be broken completely, she determines to leave her life behind, and sets out to do so, without a word to anyone, taking with her only the one thing that still remains of her sister, her baby son.

"There are parts of Lindy's mind that don't necessarily meet, one thing not always leading to another." And so it is with her story — instead of following a linear progression of events and their attendant emotions, we wander across an emotional landscape on a faint path illuminated by the author's lyrical evocation of the main character's thoughts and feelings. We, like Lindy, may wonder where exactly we are, but we are never really lost.

Ashley Warlick.

The Summer After June.

Boston: Houghton-Mifflin Co., 2000.
254 pp. \$23.00. ISBN 0395926904.

Lindy's odyssey into the past to find a new beginning starts with a car abandoned on the wrong side of town, a window broken, a child's car seat empty. Her physical journey terminates in Galveston, Texas, at her grandmother Esther's huge, vacant house, the house where she and June spent their childhood summers. It is a place she associates with happiness, innocence, hope, and possibility. It is here she feels she can start over, as an aunt, if not a sister. When she reconnects (and falls in love) with Orrin Cordray, the son of her grandmother's gardener and a constant third in those summers with June, and her grandmother, now in a nursing home, she gradually and inexorably comes to realize that the past and the present are not subject to separation. We may not be able to go home again, but neither can we ever completely escape it.

Ashley Warlick's first novel, *The Distance from the Heart of Things*, made her the youngest-ever recipient of the Houghton Mifflin Literary Fellowship Award, and this, her second book, proves that accomplishment was not a fluke.

— Samantha Hunt

New Hanover County Public Library

H

e was smart. He could write about anything and it was magic. From childhood, he had the most wonderful voice, warm and rich and deep. Busy people stopped what they were doing to hear his stories. Most of all, he listened. He was interested in everything you had to say, whether the conversation was the state of the nation or the vagaries of raising corn. He was Charles Kuralt, and there was no one else like him.

Remembering Charles Kuralt is not a biography, but a series of loosely chronological reminiscences of the many friends and colleagues interviewed by Grizzle, a contributing editor to North Carolina's *Our State* magazine. Using his own voice, but heavily sprinkling the text with quotations from the interviews and other sources, Grizzle follows Kuralt from his boyhood in North Carolina through his outstanding broadcasting career to his untimely death in 1997.

Ralph Grizzle.

Remembering Charles Kuralt.

Asheville: Kenilworth Media, 2000.
259 pp. \$25.00. ISBN 0-9679096-0-0.

Early on Kuralt knew he wanted to be a journalist. He published his own newspaper from about the age of seven, selling it to neighbors for a few cents a copy. As a teenager he wrote for the *Charlotte News*, the city's afternoon paper, and he had a radio show on WAYS at age 13. At UNC-Chapel Hill he was elected editor of *The Daily Tar Heel*, then returned to the *Charlotte News*. When his "People" column earned the 23-year-old the prestigious Ernie Pyle Memorial Award and CBS sent him a letter of congratulations, he wrote back, "If you really mean you're impressed by

this, isn't there something you could do?" CBS came through with a job in their radio newsroom, the stomping ground of Kuralt's hero, Edward R. Murrow. By 1960 Kuralt was named the host of *Eyewitness to History*, and CBS approved his idea for *On the Road* in 1967. The first telecast, a two-minute piece from a side road in Vermont, began, "It is death that causes this blinding show of color. But it is a fierce and flaming death." CBS loved it.

Kuralt stayed with CBS for 37 years, mostly doing the American snapshot mini-documentaries at which he excelled, but the crushing work load, chain smoking, and poor eating habits finally caught up with him. He was tired, the constant stress of meeting his own impossibly high standards all those years taking its toll. He resigned in 1994, and died, appropriately enough, on July 4, 1997. His friend Bill Friday honored his wish to be buried in Chapel Hill.

This book should be in every library. It is easy to read, insightful, and especially valuable for the photographs and the inclusion of some of Kuralt's writing. Given the transitory nature of broadcast media, it is sorrowfully likely that much of his work will be lost.

— Suzanne Wise
Appalachian State University



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“You’re not smart enough to be a farmer, boy. You’d better be a banker.”

His father’s words rang in the ears of Hugh McColl, Jr., as he reluctantly reported for work at the American Commercial Bank in Charlotte on September 1, 1959.

Hugh McColl, Jr., was born in Bennettsville, South Carolina, great-grandson of Confederate veteran Duncan Donald McColl, who after the war went on to become a widely revered citizen of the town, a magistrate, banker, and manufacturer, credited with guiding Bennettsville through the uncertain years of Reconstruction. McColl’s heritage was one of civic responsibility, commitment, courage, and excellence. His own area of expertise, during his peacetime Marine Corps service and later as a student at the University of North Carolina at Chapel Hill, was poker.

Hugh McColl eventually found his stride, however. Married with his first child on the way, he learned the banking business from the bottom up, putting in long hours on the road tending to clients and looking for new business. Within the year, American Commercial Bank and Security National of Greensboro merged to produce North Carolina National Bank.

Addison Reese, the director of the new entity, intended to “beat The Wachovia,” the only other bank in North Carolina operating in more than one county, the state government’s bank, and one of the most important banks in the Southeast. Reese was a strong proponent of diversity in his workforce long before it was fashionable or even acceptable. His inclusion of minorities and women resonated with McColl, who would make it a key element of his own corporate commitment in the years to come.

Ross Yockey.

McColl: The Man with America’s Money.

Marietta, GA.: Longstreet, Inc., 1999.
636 pp. \$40.00 . ISBN 1-56352-539-9.

North Carolina National Bank formed the holding company NCNB in 1968, and opened a branch in London in 1971. By 1980 NCNB was the largest bank in North Carolina, unquestionably surpassing “The Wachovia.” Under the leadership of McColl, who became chairman in 1983, NCNB became the first southern bank to span six states. In 1991 NCNB renamed itself NationsBank, for the first

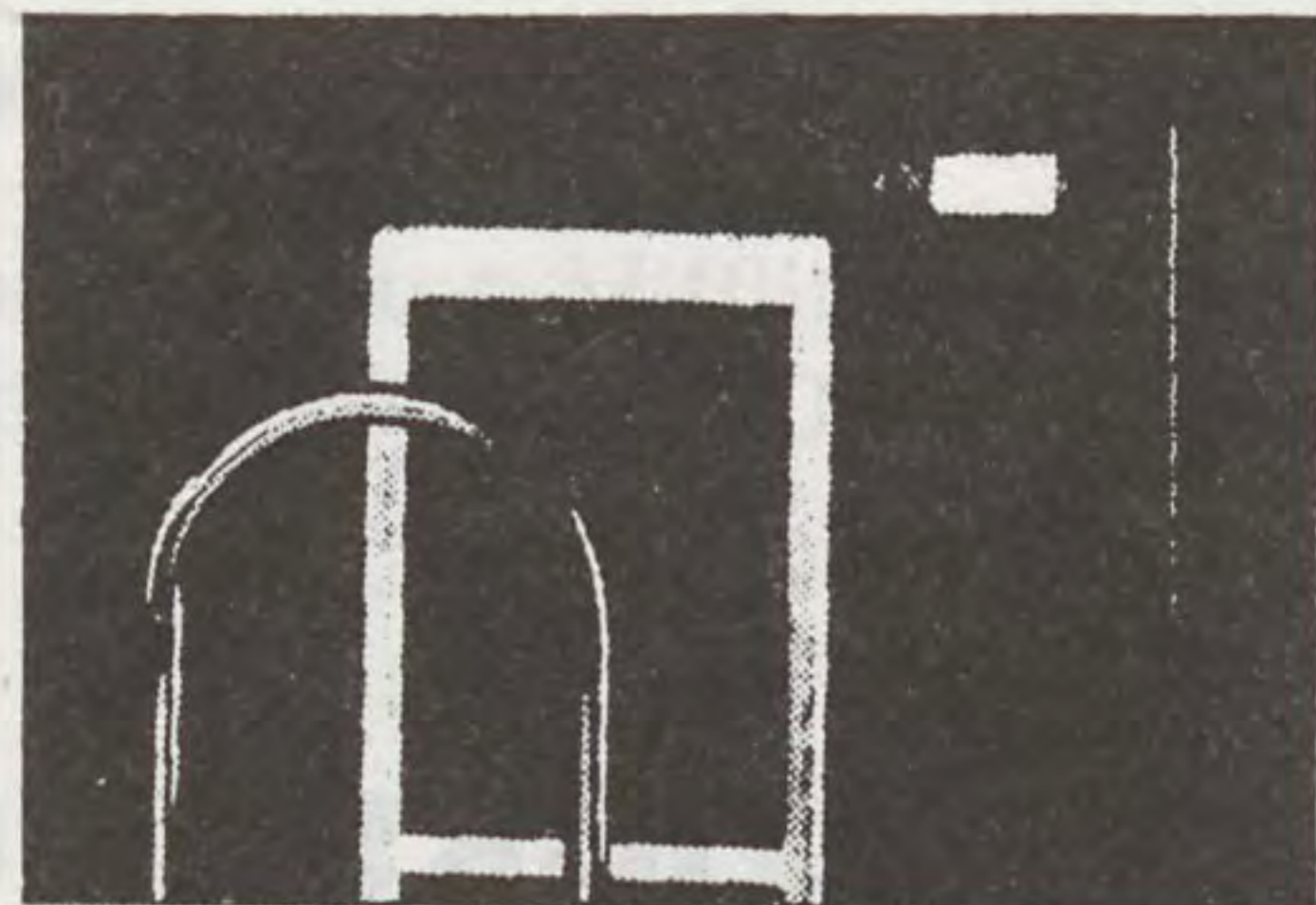
time leaving North Carolina completely out of its title. 1998 brought a merger with BankAmerica, and in 1999 the name changed to the present Bank of America.

Ross Yockey’s *McColl: The Man with America’s Money* is a fascinating chronicle of a smart man dogged by insecurities, who compensated with an aggressive ambition that made him the CEO of the nation’s largest bank. It offers a snapshot of banking in the hectic decades of the ‘60s, ‘70s and ‘80s.

Ross Yockey lives in Charlotte, is an experienced newspaper and television journalist, and has authored biographies of orchestra conductors Zubin Mehta and Andre Previn. He acknowledges his debt to Harold Covington’s *The Story of Nationsbank* (UNC Press, 1993) and to the rich archival materials on the bank and the McColl family available at UNC-Chapel Hill. Ultimately, though, the book draws most heavily on the memories of McColl, his employees, associates, and some family members for its vitality. This biography is sympathetic, attempting to place the reader inside McColl’s head as he strategizes, reacts, and attacks. The writing is breezy and fast-paced, so readers may find themselves mentally casting the movie version.

There is still plenty of room for a more objective, authoritative biography of this significant Tar Heel, recently ranked number one in *Business North Carolina* magazine’s 1999 list of North Carolina’s most powerful people. Nonetheless, readers with an interest in North Carolina banking and the man who has dominated it will find this book absorbing. *McColl: the Man With America’s Money* should find a place on the shelf of public and academic libraries alike.

— Bryna Coonin
East Carolina University



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here is a line on the Minotaur's body. It separates where his bull head meets the rest of his human frame. That line, that demarcation, aches. It chafes, peels, and splits. The Minotaur tends that line daily, washing it, rubbing it in balm.

This slow-ache of a line is the crux of Steven Sherrill's first book.

Yes, he's the same Minotaur we've always known, creature of the Cretan labyrinth, the love child of Pasiphae and what must have been a quite handsome member of the stockyard. In Steven Sherrill's account, this mythic devourer of virgins struck a deal with Theseus, pretended to be slain, and then spent the next 5,000 years wandering from place to place. When the readers meet him, it is 1990, and "M," as his friends call him, is living at the Lucky-U Trailer Estates in Piedmont, NC, driving a 1975 Vega hatchback, and slinging food at a steakhouse called Grub's Rib.

Steven Sherrill.

The Minotaur Takes a Cigarette Break.

Winston-Salem: John F. Blair, Publisher, 2000.
313 pp. \$19.95. ISBN 0-89587-197-1.

Stranger things have happened.

Not that anyone in Sherrill's book thinks it strange that the local carver of steaks sports a hairy head, two horns, and a tongue too cumbersome to wrap around the intricacies of most human speech. He is a curiosity to the locals, if he is anything at all. Not feared or hated, as he has been in previous centuries, simply tolerated.

We know M's neighbors. We know his co-workers. They own junkyards, walk around in their boxer shorts, and yell out the back window at their kids. They wait tables. They fix cars. They move, and M helps carry the boxes. Because M is tolerated, because almost no one

looks twice at him, this book works. Sherrill's ability to weave the strangeness of the situation, the very otherness of a mythic beast, into the everyday, baked-potato-and-T-bone world of the suburban, lower middle-class South, is nothing less than Art. Art with a capital "A." Sherrill's depiction of behind-the-scenes restaurant work is especially noteworthy: the rush, the sweat, the slippery floors, the stinking garbage, and the petty waiter rivalries and juvenile dishwasher intrigues.

Even though the world seems changeless to the immortal half-man/half-bull, the reader knows something is about to happen. Something is about to change in M's life. As M goes into work, mends his clothes, and works on his car, as he tends his body's chafing line of separation, we wait. Sherrill subtly and expertly creates the suspense. When the event happens, when that change takes place, we are allowed to see it from M's perspective, and we know that this too will be subsumed, the centuries will roll on, and still M will wander on, will tend his aching line.

Where mythology meets the mundane, there is a line. And there is Steven Sherrill's story.

— Kevin Cherry

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OTHER PUBLICATIONS OF INTEREST ...

Dr. John M. Hall, a dentist in Clarkton, North Carolina, writes about surviving and transcending a childhood of physical and emotional abuse as a member of an extremely separatist family church in *Betrayal and Escape*. This highly personal account will inspire and affirm other survivors. (2000; Vantage Press, Inc., 516 West 34th Street, New York, New York 10001; 286 pp.; paper, \$13.95; ISBN 0-533-13228-2.)

In *Outer Banks Architecture: An Anthology of Outposts, Lodges, and Cottages*, Marimar McNaughton sets out to preserve the record of the native architecture of the area, and to tell the stories of the people who live there. With black-and-white photographs. (2000; John F. Blair, Publisher, 1406 Plaza Drive, Winston Salem, NC 27103; 114 pp.; paper, \$14.95; ISBN 0-89587-192-0.)

Volume XI of *The Papers of General Nathanael Greene* is now available, including 1,032 documents from April–September of 1782. Dennis M. Conrad is the editor. (2000; The University of North Carolina Press, P. O. Box 2288, Chapel Hill, NC 27515-2288; 811 pp.; cloth, \$95.00; ISBN 0-8078-2551-4.)

Allen Paul Speer and Janet Barton Speer have compiled the letters and diaries of two antebellum Piedmont North Carolina sisters, Jennie and Ann Speer. *Sisters of Providence: The Search for God in the Frontier South (1834-1858)* provides a window on their spiritual, intellectual, and social lives. A section of family photographs is included. (2000; The Overmountain Press, P.O. Box 1261, Johnson City, TN 37605; 290 pp.; paper, \$19.95; ISBN 1-57072-158-0.)

Celebrating the centenary of Thomas Wolfe's birth, the original, unabridged version of the novel that the world knows as *Look Homeward, Angel* will be released this October under the title *O Lost: A Story of the Buried Life*. Editors Arlyn and Matthew J. Bruccoli have restored the material cut by Maxwell Perkins in the original 1929 publication. (2000; University of South Carolina Press, 937 Assembly Street, Carolina Plaza, 8th Floor, Columbia, SC 29208; 65 pp.; paper, \$29.95; ISBN 1-57003-369-2.)

David Cecelski's essays about ferreting out obscure oral histories, travel journals, and lost memoirs of coastal North Carolina have been a feature in *Coastwatch* magazine. They are collected, with black-and-white photographs and illustrations, in *A Historian's Coast: Adventures into the Tidewater Past*. (2000; John F. Blair, Publisher, 1406 Plaza Drive, Winston Salem, NC 27103; 184 pp.; paper, \$16.95; ISBN 0-89587-189-0.)

Robert S. Neale has written a local history of *The Bank of Cape Fear of Wilmington, North Carolina*. (1999; The Lower Cape Fear Historical Society, The Latimer House, 126 South Third Street, Wilmington, NC 18401; 130 pp. \$15.00; ISBN 0-9673815-2-5.)

Vision Quest: A Visual Journey Through North Carolina's Lower Roanoke River Basin is a labor of love and three years' work by Carl V. Galie, Jr. The project was funded by an Emerging Artist Grant from the Winston-Salem/Forsyth County Arts Council. In four brief essays and a series of truly luminous, breathtaking, mostly full-page photographs, Galie makes an impassioned case for conservation of an area the Nature Conservancy has designated as one of the "Last Great Places." A map of the area in question decorates the back cover of the dust jacket. (1998; Red Maple Press, P. O. Box 20143, Winston-Salem, NC 27120; unpaginated, about 80 pp.; cloth, \$29.95; ISBN 0-9669876-0-8.)

Marianne Gingher, author and writing professor at the University of North Carolina at Chapel Hill, has compiled a whimsical list of instructions on *How to Have a Happy Childhood*. Illustrated with family photographs and graphics, the text is a mixture of the philosophical (reason not to kill a black widow spider: "Smashing something you fear is always less illuminating than learning to live in proximity with its tiny wicked strategies."), the sentimental ("Have a best friend and love her for how she brings out the best in you."), the practical ("Your brothers will want to play Fifty-Two Card Pickup, but don't agree to it"), and the mischievous ("pretend that the kitchen counter-tops are cliffs or mountain tops. Scale them in your bare feet.") Children's collections may find a place for this small volume, but its primary use will be as a gift. (2000; Zuckerman Cannon Publishers, distributed by John F. Blair, Publisher, 1406 Plaza Drive, Winston Salem, NC 27103; unpaginated, about 60 pp.; cloth, \$16.00; ISBN 0-9664316-1-8.)

Alan Stoudemire's memoir of an interracial friendship between two boys growing up in Lincolnton, North Carolina, is titled *A Place at the Table*. Begun when his friend Boyce Blake died of Lou Gehrig's Disease in 1997, the book was written during his own treatment for melanoma, and completed not long before his own death at age 49. (2000; Cherokee Publishing Company, P.O. Box 1730, Marietta, GA 30061-1730; 260 pp.; cloth, \$26.95; ISBN 0-87797-287-7.)

Christopher Camuto's *Another Country: Journeying Toward the Cherokee Mountains* has been reissued in paperback. It was originally published by Henry Holt in 1997, and previously reviewed in *North Carolina Libraries*, Spring 1998. (2000; The University of Georgia Press, 330 Research Dr, Athens, GA 30602-4901; 351 pp.; paper, \$16.95; ISBN 0-8203-2237-7.)

Thomas H. Thornburg, *An Introduction to Law for North Carolinians*. 2nd edition. (2000; Institute of Government, C.B. 3330 Knapp Building, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3330; 23 pp.; paper, \$11.00; ISBN 1-56011-374-X)

David M. Lawrence. *Economic Development Law for North Carolina Local Governments*. (2000; Institute of Government, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3330; 185 pp.; paper, \$25.00; ISBN 1-56011-364-2)

William A. Campbell. *North Carolina Guidebook for Registers of Deeds*. 8th edition. (2000; Institute of Government, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3330; 199 pp.; paper, \$24.50; ISBN 1-56011-353-7.)

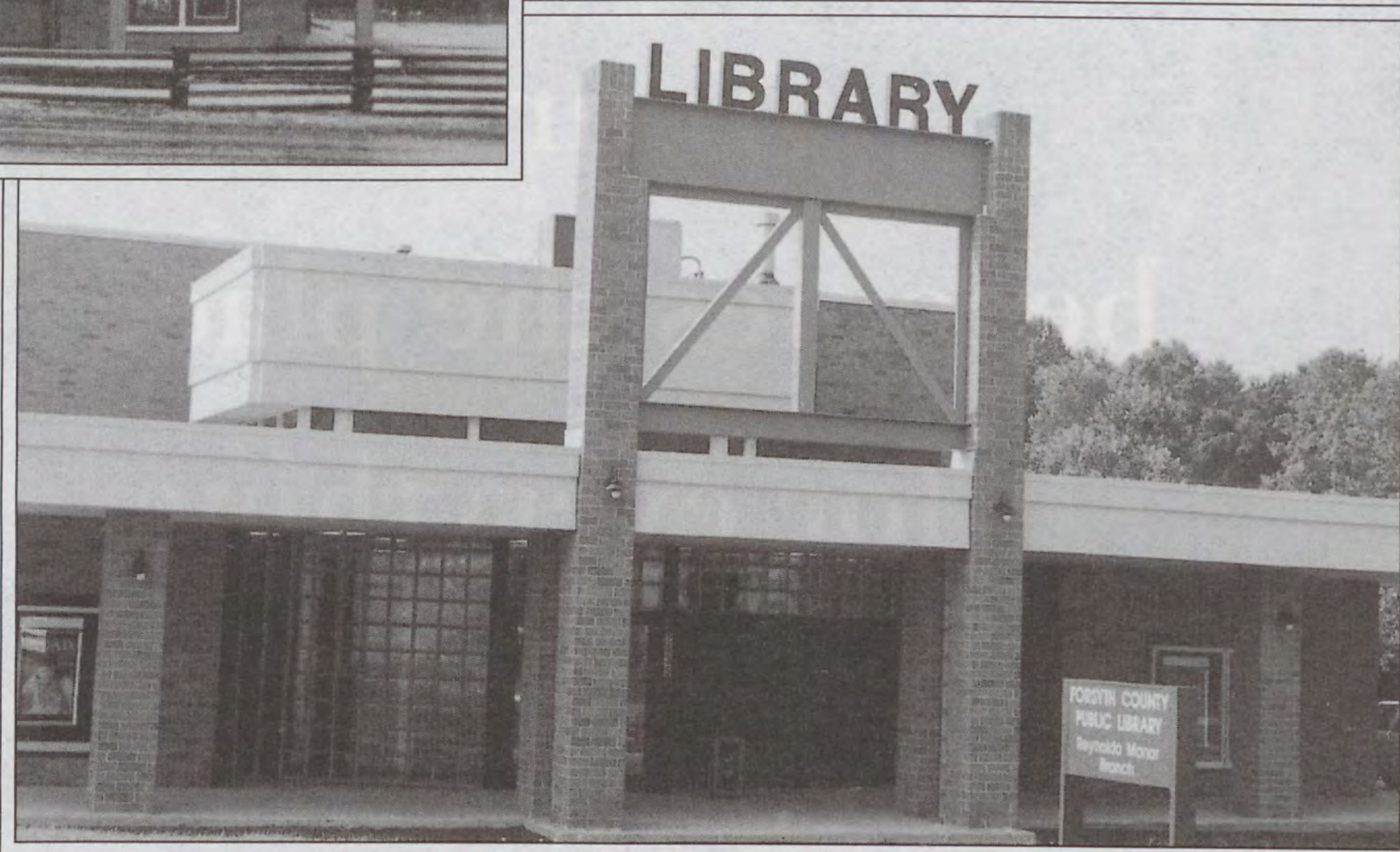
Professor Charles Royster does an outstanding job of chronicling the life and times of the colonial Virginia magnates whose mixture of greed, intrigue, and speculation rivaled anything that modern-day America has to offer in *The Fabulous History of the Dismal Swamp Company: A Story of George Washington's Times*. Though not a history of the Dismal Swamp itself, this work shows again how even the mighty can get caught up in quicksand of their own making. This is historical writing at its best—a real page turner. It belongs in all public library collections, especially those interested in northeastern North Carolina and southside Virginia. Libraries seeking a more popular history of the Swamp itself should purchase copies of Bland Simpson's *The Great Dismal*. (2000; Knopf, 201 E. 50th St, New York, NY; 622 pp.; \$35.00; ISBN 0-679-43345-7.)

in View of ...



The Reynolda Cinema, a triple theater in Forsyth County, closed in January 1997 because it was no longer able to compete with newer multiplexes in the area. At the same time, the **Reynolda Manor Branch Library** had become inadequate to serve the needs of its growing clientele. An innovative public/private partnership allowed the cinema to be renovated into a new branch library that opened in May 1998. The building, which belongs to the owners of a nearby shopping center, is leased to the county on a long-term basis.

The cinema's marquee and drop-off canopy were removed and replaced with a new "library marquee." The display cases for coming attractions were retained; the library staff uses them to promote new materials and services. Renovating the theater involved some special challenges, however, such as requiring 14 tons of rock to level the slanted floors.



Large windows were added to the exterior walls to bring light and views to the interior. Vaulted ceilings were used to take advantage of the volume of space. Heavy timbers above the partition walls provide visual support and help create a warm environment.



Thanks to Don Dwiggins of the Forsyth County Public Library for the above photographs. If you have suggestions for photographs of library buildings or activities that could be shared through this column, please contact Joline Ezzell at (919) 660-5925 or <joline.ezzell@duke.edu>.

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July 21, 2000

Greensboro Public Library

Attending: Phil Barton, Pauletta Bracy, Ann Burlingame, Pam Burton, Robert Canida II, Kevin Cherry, Sue Cody, Maureen Costello, Martha Davis, Joline Ezzell, Dave Fergusson, Margaret Foote, Beverley Gass, Karen Gavigan, Ross Holt, Gerald Holmes, Peggy Hoon, Mary Horton, Al Jones, Diane Kester, Frances Lampley, Elizabeth Laney, Marian Lindsay, Peggy Markham, Marilyn Miller, Carrie Nichols, Peggy Quinn, Melinda Ratchford, Susan Smith, Brenda Stephens, Benjamin Speller, Lovenia Summerville, Jerry Thrasher, John Via, Catherine Wilkinson, John Zika

Call to Order:

President Al Jones called the meeting to order at 10:00 a.m. The first order of business was to recognize Jerry Thrasher for his contribution to North Carolina libraries and to acknowledge his award for LJ Librarian of the Year.

Approval of Minutes for April 14, 2000:

Two corrections were noted and approved. Melinda Ratchford, who made the NCASL report, is immediate past-chair of the section. Under Committee Reports, the accurate name for the ad-hoc group on charter schools is the Committee on Charter Schools. The minutes were approved as amended.

President's Report:

Full report: www.mindspring.com/~ncla/july2000/president.htm
Dr. Jones began his report with an update on the March meeting of the Commission on School Librarians. With facilitation by library consultant Lou Wetherbee, the commission recommended eliminating the per capita contribution that sections and round tables make to NCLA from conference and workshop registrations. The commission also recommended that the biennial conference committee take care of overhead charges for meetings presented at the conference. These recommendations were presented for a vote under New Business. The commission also met in June to discuss the possibility of directing more of the dues NCLA members pay to the sections and round tables they join. This change may require making *North Carolina Libraries* an additional cost for subscribers. The commission members

also discussed the issue of financial autonomy over funds for sections and round tables. These suggestions were referred to the Finance Committee for further discussion.

The Finance Committee met on July 17, 2000, but key parties Frances Bradburn and Karen Gavigan were not able to attend. The discussion of options for the publication of *North Carolina Libraries*, including an online option, will be continued in future meetings. On the issue of financial autonomy, the American Library Association was contacted. Divisions of ALA do not have access to their accounts. The finance committee suggested NCASL investigate legal and financial options for separating the group's funds.

Dr. Jones reported on the issue of using the NCLA name as a program sponsor. In response to questions about the Very Best Place to Start program, which listed NCLA as its sponsor, State Librarian Sandy Cooper explained that the State Library cannot be a sponsoring agent for LSTA funds, so as administrator of the funds, NCLA became the sponsor of the program. Ross Holt commented that a clearly stated policy on use of the organization's name would clarify future sponsorship issues. Diane Kester added that contracts can also be written to specify the terms of use of the name.

The relief fund for librarians affected by Hurricane Floyd continues. Contributions can be sent to the NCLA office.

Treasurer's Report

Treasurer Diane Kester submitted the treasurer's report, available at www.mindspring.com/~ncla/shortbudget.html.

This table does not reflect registration funds collected for 2nd quarter workshops because the per capita contribution issue was to be resolved at this meeting.

Section/Round Table Reports

Children's Services Section

Chair Ann Burlingame referred to the Web page report <www.mindspring.com/~ncla/july2000/CSS.htm>. The report announces publication of the *Chapbook* newsletter's Summer issue. A conference entitled "Storytelling and Beyond, Incorporating the Arts into Programming" is planned for October 30-31, 2000 in Brown Summit, NC.

College and University Section

Secretary/Treasurer Peggy Markham reported on the section's plans to co-sponsor a workshop on license agreements with the Resources and Technical Services Section. The meeting will be held on October 13 at the Greensboro Public Library.

Community and Junior College Libraries Section

Vice Chair Peggy Quinn referred to the Web page report <www.mindspring.com/~ncla/july2000/cjcs.htm>. The report announces a new initiative to increase membership in the section and the decision to try to revitalize the section instead of incorporating it into the College and University Section. The CJCS is planning to co-sponsor a workshop on distance education with the College and University Section. The workshop will be held in Spring 2001.

Documents Section

The section's report is at <www.mindspring.com/~ncla/july2000/Documents.htm>. Chair Mary Horton reported that approximately 52 attended the May 12 workshop entitled "Census 2000: Everything You Wanted to Know ... But Were Afraid to Ask."

Library Administration and Management Section

Chair Martha Davis reported that the section's executive board will meet in August.

North Carolina Association of School Librarians

Past-chair Melinda Ratchford referred to the Web page report <www.mindspring.com/~ncla/july2000/NCASL.html>. The North Carolina Children's Book Awards are at <<http://www.ncasl.org>>.

NC Public Library Trustees Association

No report.

Public Library Section

Chair John Zika referred to the Web page report <www.mindspring.com/~ncla/july2000/pls.htm>. The board met on June 5. Plans are underway to print a directory of the Technical Services Committee. *Grassroots*, the Young Adult Committee newsletter, may soon become an online publication.

Reference and Adult Services Section

Vice-Chair Joline Ezzell referred to the Web page report <www.mindspring.com/~ncla/july2000/rass.html>. The board met in June and began planning a workshop on serving "Virtual Patrons," to be held in the fall. The next meeting will be in August.

Resources and Technical Services Section

Vice-Chair Margaret Foote referred to the Web page report <www.mindspring.com/~ncla/july2000/rtsd3rd.htm>. She noted that the fall workshop on licensing of databases, to be co-sponsored with the College and University Section on October 13, will appeal to a wide range of libraries and library specialties.

New Members Round Table

Chair Marian Lindsay reported that the board will meet in August.

NC Library Paraprofessional Association

Chair Frances Lampley reported that the board will meet in the fall.

Round Table for Ethnic Minority Concerns

Chair Robert Canida referred to the Web page report <www.mindspring.com/~ncla/july2000/remco.htm>. A fall workshop on evaluating resources and services is being planned.

<www.mindspring.com/~ncla/july2000/remco.htm>. A fall workshop on evaluating resources and services is being planned.

Round Table on Special Collections

Chair Kevin Cherry reported that a workshop on standards and practices for digitization will be offered at Lenoir Community College and at Lenoir, NC. Peggy Hoon, Jerry Cotten, John Ainsley, and Jan Blodgett will present sessions.

Round Table on the Status of Women in Librarianship

Vice Chair Brenda Stephens referred to the Web page report <www.mindspring.com/~ncla/july2000/rtswl.html>. The round table is sponsoring a workshop on August 11 in Winston-Salem with guest speaker Dr. Dudley Shearburn.

Technology and Trends Round Table

Chair Susan Smith referred to the Web page report <www.mindspring.com/~ncla/july2000/rass.html>. The spring workshop "E-Toys or Geek Toys: Tools for 2000" drew 41 attendees who attended sessions on e-books, palm pilots, wireless networking, and digital cameras. TNT is investigating future program collaborations with MUGLNC and other NCLA sections and round tables.

Committee Reports

Archives

Chair Carrie Nichols reported that the committee continues to process the records of the organization, with the current focus on financial records and presidential papers.

Committee on Charter Schools (ad-hoc)

Chair Patrick Valentine was unable to attend, but the proposed resolution on charter schools was introduced under Old Business (see below).

Commission on School Librarians

The Commission update was given in the President's Report (see above.)

Conference

Chair Ross Holt reported that the theme for the 2001 biennial conference will be "libraries@future.now." Each section and round table will soon be asked to identify a program planner. Planning forms will be available on the NCLA Web site and will be mailed by September 1, 2000. Kevin Cherry has created a request for proposals for site selection for the 2005 conference. The Registration Subcommittee recommends a \$5.00 increase in conference registration rates, excluding library school students. The last increase was in 1997. Finance Committee Chair Catherine Wilkinson noted that it is cheaper for higher-salaried librarians to

pay the non-member fee than to become a member of NCLA, and recommended increasing the non-member rate. This recommendation will be taken back to the committee. The Exhibits Subcommittee recommended an increase of \$50 for exhibit booths. Dave Fergusson suggested raising the fee but reducing the differential for late registration.

Vice-President Ross Holt also reported on his participation on an ALA Chapter Relations panel discussion on developing leaders at the ALA Conference. Michigan, New York, and Texas also have leadership institutes. All the leadership academies are different. We need to examine other styles. NCLA's mentoring program was unique among the panelists. Our representation on the panel indicates we are among the top four state library associations in developing leaders for the profession.

Constitution, Codes and Handbook Revision

The handbook has been posted on the Web. It was commented that the use of frames on the Web pages make printing difficult. Al Jones and Maureen Costello noted that the online version is not intended to replace the paper copy of the handbook, but will be very useful for quick referral and will allow distribution to a wider audience.

Development

Chair Elizabeth Laney referred to the Web page report <www.mindspring.com/~ncla/july2000/devcommittee.html>. The committee will meet this summer to plan building the NCLA Endowment Fund.

Finance

Chair Catherine Wilkinson introduced recommendations made by the committee in response to issues identified by the Commission on School Librarians. The first recommendation is to repeal Standing Rule and Policy 2.2.8, thereby eliminating the \$5.00 per workshop attendant contribution paid to NCLA. The second recommendation is to repeal Standing Rule and Policy 2.2.2 to increase the amount of dues placed in section/round table accounts from \$4.00 to \$5.00 per capita. Recommendation 3 states that the Conference Committee should budget and pay for room, equipment, and security expenses for the conference, rather than each section or round table being required to pay these expenses. Recommendation 4 states that *North Carolina Libraries* should continue to be a benefit of membership without additional subscription charges. Another recommendation of the committee is that the Commission thoroughly investigate the legal ramifications of multiple Employer Iden-

tification Numbers for independent treasuries for subunits of the organization. Finally, in response to a Commission recommendation, project grants are now the responsibility of the Finance Committee.

Governmental Relations

Chair Peggy Hoon reported that the committee met in May to set goals. A Web page for legislative issues is being planned, as well as a survey to identify NCLA members' legislative districts and concerns. The committee will also consider development of a legislative agenda for the organization. NCLA had seven representatives at National Library Legislative Days in Washington, D. C. on May 1-2. In discussion, it was suggested that the committee help the membership by providing talking points on legislative issues and advice for working with the state legislature. Jerry Thrasher noted that NCLIVE funding will come up for approval again soon, requiring continuing support for the project from legislators. It was noted that public and school libraries also need advice on seeking support from local commissioners and council members. Additionally, we need to cultivate support and alliances with library user groups, such as genealogical associations.

Intellectual Freedom

Chair Jerry Thrasher referred to the Web page report <www.mindspring.com/~ncla/july2000/ifc.html>. The committee has developed a form to report intellectual freedom challenges. Internet filter proposals are presenting new challenges to libraries, exemplified by a controversy in Avery County, NC.

Leadership Institute

No report.

Literacy

Chair Pauletta Bracy reported that the committee will meet in October.

Membership

Chair Peggy Quinn referred to the Web page report <www.mindspring.com/~ncla/july2000/Membership.htm>. The membership brochure is being revised, with design by Gayle Fishel. A trifold tabletop display board for use by the association has been purchased. Guidelines for use of the display unit will be developed.

Nominating

No report.

Publications and Marketing

Chair Pam Burton reported that newsletter items are needed.

Scholarships

Chair Gerald Holmes reported that award winners for scholarships and loans have been selected. Angela M. Wilson (UNC at Greensboro) was awarded the NCLA Memorial Scholarship. The Query-Long Scholarship was awarded to Emily Stroud Andrews (East Carolina University.) McClendon Loan awards have been offered to six students, and one has declined. The students attend library programs at East Carolina University, North Carolina Central University, and UNC at Chapel Hill. Sixteen applications were received, compared to twelve received in 1999. The awards will be announced to newspapers and other media.

Special Projects

Ben Speller reported that a survey is being sent out relating to continuing education needs of the membership.

Other Reports

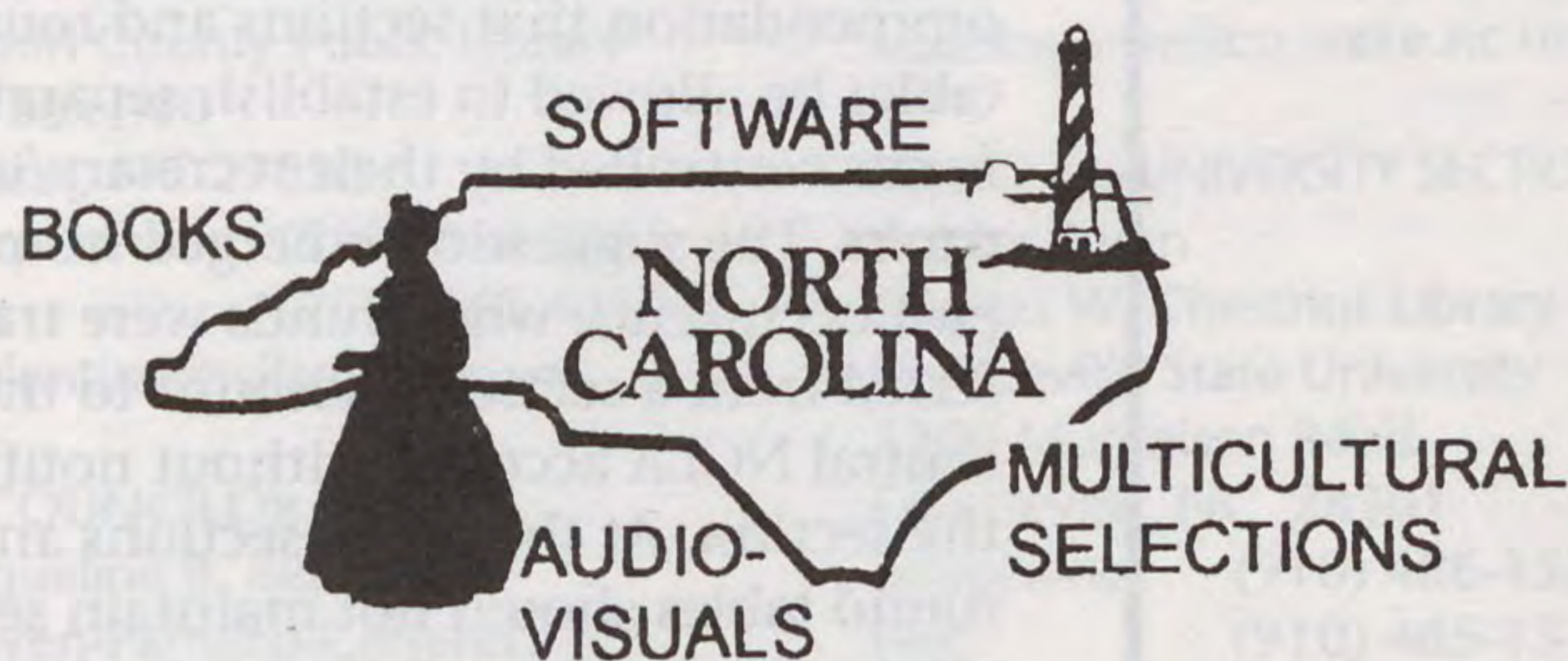
North Carolina Libraries

A recent article about state library journals and their treatment of library history was published in the *Journal of Libraries and Culture*. The article complimented our issue on historical issues guest edited by Al Jones and Kevin Cherry. Ross Holt added that the audience at the ALA Chapter Relations pro-

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gram was impressed at the quality of our publication.

ALA Councilor

No report.

SELA Councilor

Councilor John Via reported that the SELA Conference will be held in cooperation with the Georgia Council of Media Organizations on October 13, 2000 in Jekyll Island. There will be a NCLA hospitality suite at the Ramada Inn. An issue of the *Southeastern Librarian* is about to be published.

Old Business

The Committee on Charter Schools proposed a resolution concerning libraries in charter schools. Elizabeth Laney moved to accept the resolution. The motion was seconded by Jerry Thrasher. During discussion, Marilyn Miller expressed concern with some of the terminology in the resolution and noted that little supportive data on library services in charter schools were available. Following further discussion, Dr. Bracy recommended that more study of the issue is needed and suggested that a position statement would be a better format for the expression of our views than the proposed resolution. Kevin Cherry recommended an approach that seeks to educate school officials on the value of media centers, working with a view toward collaboration rather than confrontation. For instance, although charter school students may arrange to use public libraries, the instructional services that media centers provide to classes and other groups are not typically provided by public libraries.

Phil Barton called the question, and the resolution was defeated. Al Jones called for volunteers to continue a study of library services for charter schools. The following members volunteered: Dave Fergusson, Ann Burlingame, Marilyn Miller, John Via, Ben Speller, Marian Lindsay, and Pauletta Bracy. Drs. Miller and Bracy will write a draft position paper. Dr. Bracy commended the Committee on Charter Schools for beginning the process.

A motion was proposed to adopt a nondiscrimination policy, draft copies of which were distributed. Dr. Bracy moved we accept the draft policy. Robert Canida seconded the motion. After discussion, the following motion was passed by a vote of 14-0.

The NCLA does not discriminate based on race, origin, age, gender, sexual orientation, creed, or disability, and therefore will not enter into contract with any person or organization that discriminates. This policy will be made explicit in all contracts between the North Carolina Library Association or its representatives and any person and/or organization for the use of space and facilities for NCLA-sponsored events. If discrimination is proved on the part of any person or organization that has a contract with NCLA, the contract will be considered null and void.

A motion was introduced to adopt a policy on the use of the NCLA name. Dr. Bracy made a motion for approval and Phil Barton seconded the motion. Following discussion, the motion was passed by a vote of 16-1, as follows:

No person or organization(s) may use the name of the North Carolina Library Association without prior consent in writing of the NCLA President, acting on behalf of the NCLA Executive Board.

As proposed by the Commission on School Librarians, the following motion was made by Ross Holt and seconded by Mary Horton.

Motion: To eliminate the \$5.00 per capita contribution to NCLA for conferences and workshops held by NCLA's various sections and round tables.

The motion passed 16-0 and the effective date of January 1, 2000 was approved.

A motion to have the Biennial Conference Committee take care of cost of room and equipment for programs was introduced by Karen Gavigan and seconded by Ross Holt. Following discussion and amendment, the motion was passed 17-0, as follows:

Upon prior approval of the Conference Committee, the Biennial Conference will pay the costs of meeting rooms and audiovisual equipment rental (including telephone lines and computers) and security.

New Business

Discussion was held on the recommendation from the Commission on School Librarians that more dues go directly to the sections and round tables. One option discussed was to make a subscription to *North Carolina Libraries* an additional cost above the membership dues. Each issue costs \$7,000 to \$8,000 for 2,000 copies. The Finance Committee is opposed to this proposal. Editor Frances Bradburn was not present, and the discussion was tabled.

Discussion was also held on the Commission on School Librarians' recommendation that sections and round tables be allowed to establish separate funds controlled by their secretary/treasurers. The suggestion emerged from a past occurrence when funds were transferred from a section's account to the central NCLA account without notifying the section. At this time, sections and round tables should not maintain separate accounts, since this practice is prohibited by the Bylaws. Tax laws will need to be carefully reviewed by an attorney before further action is taken.

News from State Library and State Library Commission

No report.

The meeting adjourned at 3:00 p.m.

— Respectfully submitted,
Sue Ann Cody, Secretary

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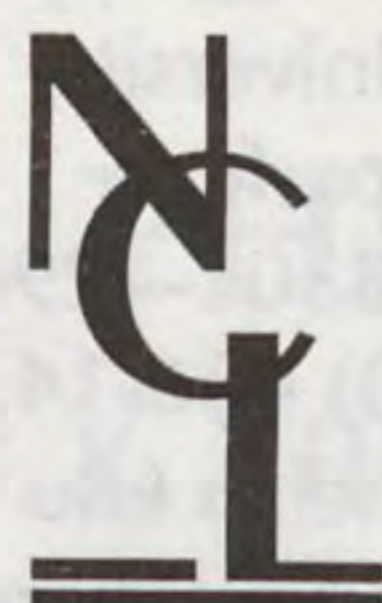
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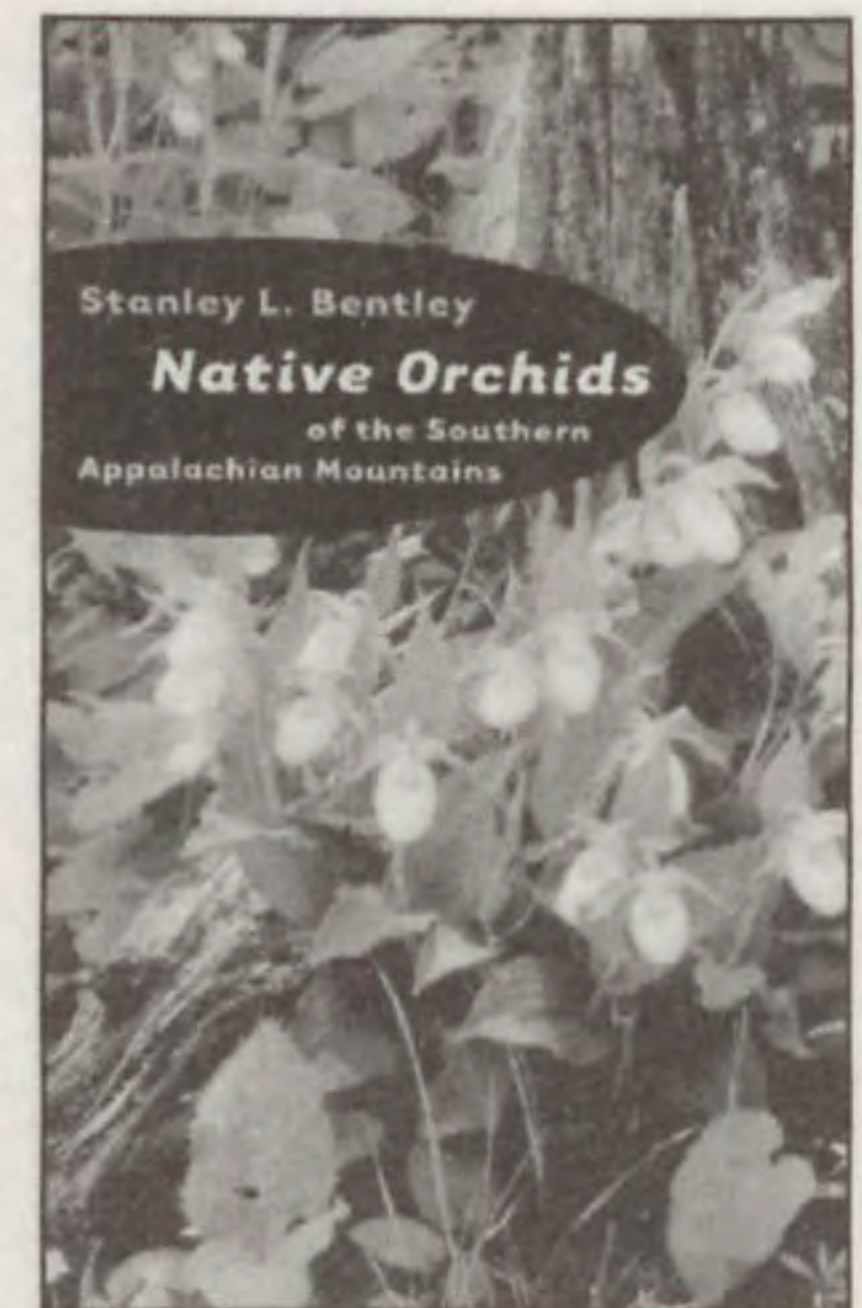
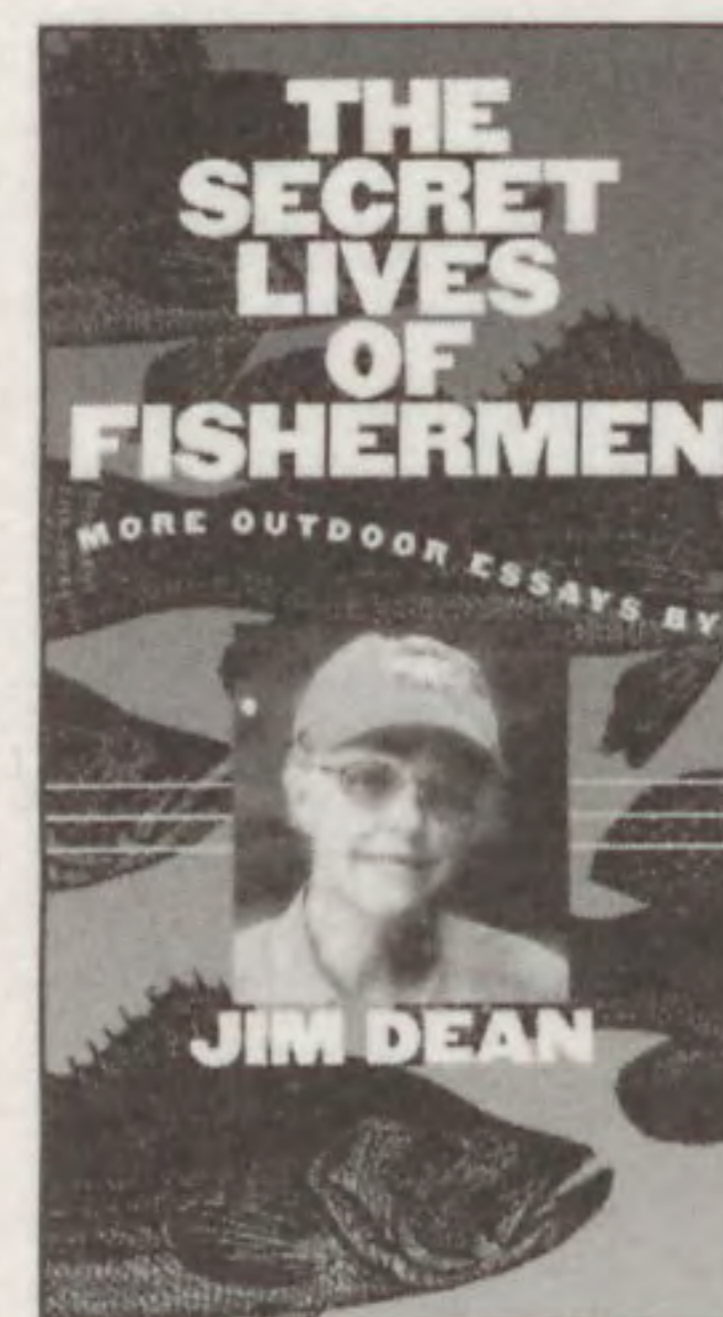
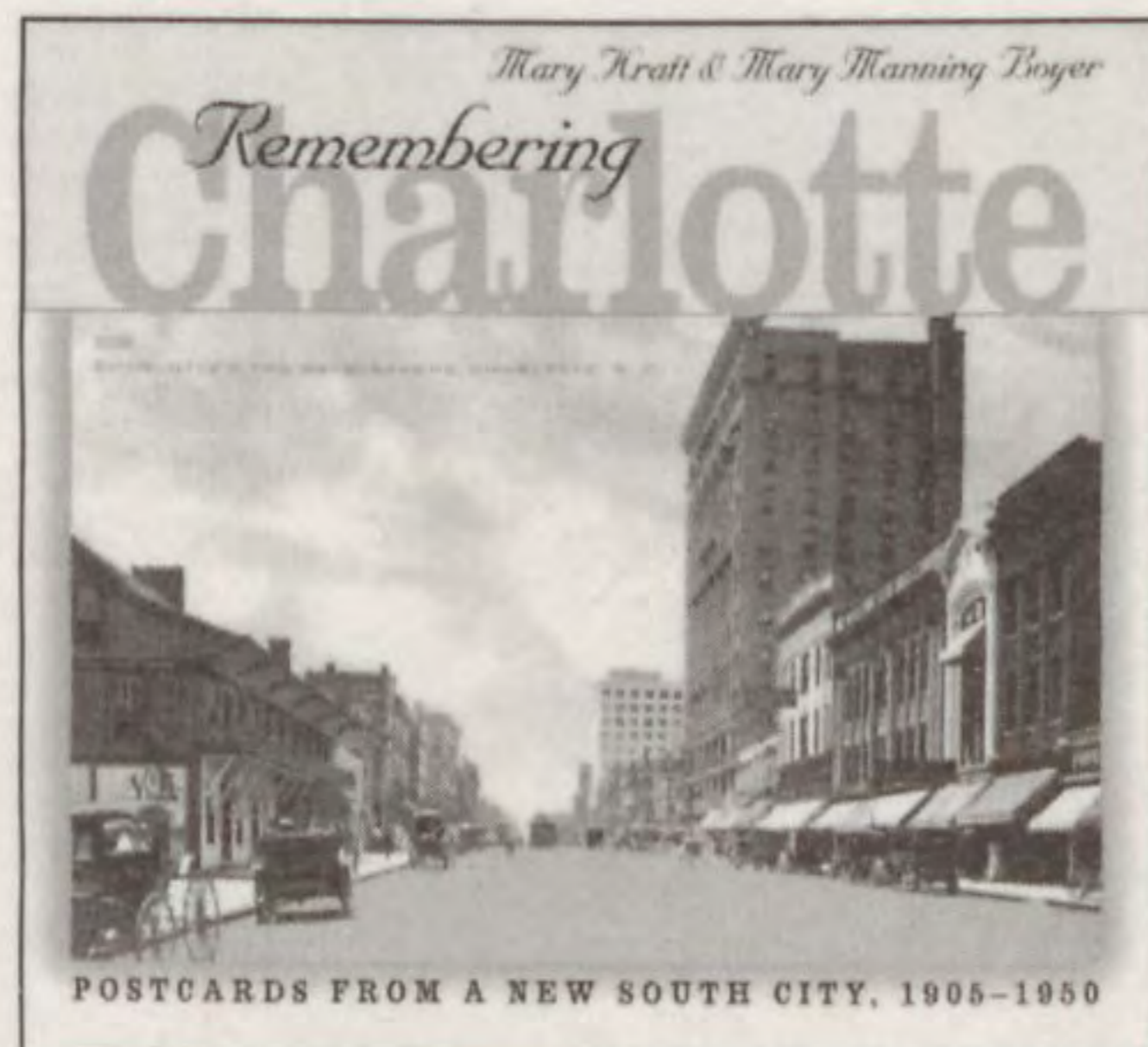
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