north carolina libraries

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From the President

Here we are in the dead of winter when things seem to be moving at a much slower pace, but in libraries things never slow down. It may be that things are even busier in your library right now since people are spending more time inside enjoying the materials you provide.

The same is true with NCLA. The activity doesn't slow down at all. Committees continue to meet, and sections and roundtables are busy making preparations for the sessions they will host at the November biennial conference. The conference committee is "moving into high gear" to get as much work done now as possible. If you would like to volunteer to help with any activity of the association, please let somebody know. The easiest way to make your interests known is to call the office at 919-839-NCLA. Martha Fonville will be happy to let the right person know of your willingness to be of help.

As I begin thinking about the November 13-15 biennial conference, I want to share with you how special our going to High Point will be. It may not be as convenient as some of the big convention centers we have visited, but it is certainly going to be exciting. We will be visiting one of the "seats" of economic history in North Carolina. In fact, the convention center is a remodeled furniture factory that is listed on the National Register of Historic Sites. A lot of the original furniture-making equipment is still in place. We will also have the opportunity to visit some of the furniture showrooms that are usually open only to dealers. What better place to come together to show off our knowledge, invite others to share their knowledge with us, and visit with our colleagues from across the state. I hope you are making your plans now to be part of this event that will be important to North Carolina library history.

Another important event in the history and future of libraries for our state and nation will happen in February. The delegates elected at the regional sessions of the Governor's Conference on Libraries and Information Services will meet on February 6 in Raleigh. If you don't know who the delegates from your region are, please take time to find out their names and drop them a note to

DESIGNING for the 90's

let them know what you think are the important issues to be considered in setting future policies for libraries. They will go forward to the State conference with the resolutions that were endorsed at each of the regional meetings and the information they gather between now and then. Help them by providing your thinking on libraries.

Remember, also, sixteen delegates will be elected from the February conference to carry the resolutions from North Carolina to the White House Conference in July. These sixteen will also need our support. Don't let the enthusiasm that started in the regional conferences wane.

Barbara Baker, President

Over to You

Letter to the Editor

Dear Editor:

Congratulations on an exceptional Summer 1990 issue focusing on public documents, a source of information overlooked by too many librarians. All of the articles in this issue were informative and interesting.

The one subject noticeably missing from this issue was that of municipal and county documents. Surely there must be a library somewhere in North Carolina which has a special collection of documents issued by municipal and county agen-

cies. An article describing such a collection should be of considerable interest both to librarians with a proclivity toward documents of this genre and to researchers in this field.

I look forward to more issues equalling the quality of the Summer issue in the years ahead.

Sincerely yours,

Alva Stewart
Reference Librarian
Bluford Library
N.C. A & T State University

Foreword

Harry Tuchmayer, Guest Editor

Supporting the support staff is not an easy proposition. The one thing that shines throughout this issue of *North Carolina Libraries* is the fact that an effective program of staff training and development takes a tremendous amount of time and effort on the part of supervisors and staff alike. These articles are meant to demonstrate the importance of such an effort. What you will see in the following pages is an attempt to address some of the issues that are pertinent to the problem of "supporting the support staff."

Kathleen Jackson, in "The Training Investment" does an excellent job of summarizing the problems supervisors face when confronted with the issue of training new or existing staff. Jackson's piece should be read and re-read for encouragement and as an outline for what follows.

Gail Terwilliger, in "Training for Children's Services," looks at the issue of training a specific employee and examines the thorough step-by-step approach Cumberland County uses in its training program. As stated by Jackson and emphasized by Terwillerger, training starts at the point of hire. She reminds us of the importance of conducting an organized and well-thought-out hiring program. As we'll see in Duncan Smith's article, training is a continuous process, and Terwilliger provides a good example of one approach in her description of the Behavioral Observation Scale.

As Jackson states, "an effective training program requires a partnership between management and staff," and one place where that partnership is formalized is through the work plan. Benjamin Speller and James Colt, in "The Role of the Work Plan in Assessing Staff Development and Continuing Education Needs for Library Support Staff," look at work plans and their relationship to staff development, giving us a model for beginning the process of opening up communication between supervisors and support staff.

But this is the real world, and things do not always go according to Hoyle. Lois Walker's "All I Really Needed to Know, I Didn't Learn in Library School," reminds us of the importance of on-the-job training. In a humorous but insightful look at

the new professional's first few months on the reference desk, Walker demonstrates the real importance of appropriate training for all levels of support staff.

Providing one solution to Walker's woes, Mary McAfee and Julie White, in "Reference 101," describe their two-day workshop designed to teach basic reference skills to the support staff.

Duncan Smith shares the results of a meeting of focus groups which indicate that public library directors and their support staff agree not only on the need for training, but also on whose responsibility this training is. Whether or not this is being done is the question he asks us to consider.

In her discussion of the much neglected role that procedure manuals play in supporting the staff, Marie Spencer convinces us that it should be every library's highest priority to maintain a current and useful procedure manual. Perhaps a good procedure manual would have given Lois Walker something to fall back on in her hour of need.

Anita Bell looks at Wake County Schools' new program of training student assistants in a high school library. Bell's description of the program should prompt other school districts to consider such programs.

Judie Stoddard provides us with a capsule history of the North Carolina Library Association's newest section, the North Carolina Library Paraprofessional Association.

Finally, in Point/Counterpoint, we look at the issue, "Do Workshops Work?" Tom Moore discusses the positive contribution workshops make in training and educating staff. Harry Tuchmayer questions whether or not the right employees benefit from them.

Hopefully, we have given you a lot to think about. There is no question that our libraries cannot run without the contributions of the support staff. How we contribute to their growth and development might just make the difference in whether or not any library can achieve success in meeting its own goals and objectives.

The Training Investment

Kathleen Jackson

Training is the best investment both managers and employees can make in a work unit. It is the basis of quality control, high productivity, and excellent service. It engenders a high level of self-esteem and job satisfaction for trainees and trainers alike, and leads to more manageable turnover and greater upward mobility. Many library managers operate under the assumption that support staff require a higher training investment than do librarians, basing this theory on the idea that librarians have received some basic training and are dedicated to the profession. This is an erroneous operating assumption, as the benefits derived from training and continuing education apply to all staff, regardless of level, status or length of tenure in the work unit.

An effective training program requires a partnership between management and staff that must be established early and maintained for the life of the working relationship. There must be a strong commitment on both sides: on the part of the manager to provide a varied and appropriate training program, and on the part of the employee to learn all she can, within and eventually outside of the framework provided by the manager. A self-reinforcing cycle is established at the outset by this partnership. The manager creates a supportive atmosphere where the initial teaching leads to increasing initiative and questioning on the part of the trainee. The best trained and most productive staff are those who self-diagnose needs for further training, and who continue this practice throughout their careers.

A particularly satisfying benefit of effective training programs is that in many cases, well-trained staff become trainers themselves. This development in fact may be seen as a continuation of the initial training program; the new trainer will increase his own learning in the process of teaching another. Staff who become trainers complete the cycle of investment, by facilitating management's effort to offer excellent training programs. The greater the pool of skilled trainers,

the greater the flexibility in providing custom training to meet staff needs.

Aspects and Benefits of Training

New Hires

The interview of a potential new staff member is the first step in training. While the supervisor is sizing up the candidate and forming judgment as to her suitability for the job, the candidate too is gathering information. During the interview, the supervisor can begin training in a number of ways. Organizational mission and values can be communicated. General and specific expectations of staff can be described. Norms and behaviors can be both modeled and explicitly discussed. All of these points will need to be repeated when the new hire is on board. Repetition is a characteristic of good training, and it is never too soon to begin.

Orientation

The next step in training takes place during the first several weeks of work, with orientation. An overview of the organization and how the new employee and their unit within it fit, introductions to colleagues and top administrators, physical orientation to the building, and filling out official paperwork can be handled by different people: the supervisor, work unit colleagues, staff association officers, and personnel staff. Sharing the assignment in this way allows the employee to become acquainted with a variety of colleagues and viewpoints, and keeps the direct supervisor from being swamped. It is a good idea to alternate the new employee's schedule between orientation and on-the-job training, so as not to overwhelm him.

Orientation is an essential step in communicating the commitment of the organization to the employee. It shows that the supervisor and colleagues care enough to help the new person make the adjustment to the new environment and to begin the process of integrating him into the larger whole. It offers an excellent opportunity for values, norms and expected behaviors to be modeled and explicitly communicated, by supervisor, colleagues, and upper management. Here the partnership is begun.

Kathleen Jackson is interim head of the Monographic Cataloging Department of Perkins Library at Duke University in Durham.

On-the-job Performance

The most widely accepted role for training is its application to on-the-job performance. To most supervisors it is obvious that new employees need to be trained to do the work expected of them. However, many supervisors do not invest in training at a level that produces its desired outcome —excellent performance. When the level of investment is lower than it should be, the trainee is handicapped in trying to learn necessary skills. More importantly, an undesirable approach to the work becomes the model for the employee. Haphazard, disorganized, unskilled or incomplete training sends multiple unhappy messages to the employee: we don't care enough about you to train you properly; we don't know what we're doing; we don't care how well the work gets done; we are inefficient. In contrast, a well planned and organized training program carried out by a skilled and knowledgeable trainer sends reinforcing messages to the employee: we respect and care about you and want you to succeed; we take our work very seriously; we are well trained ourselves and will help you to reach that point; we are concerned with the quality of our products and services; we are well organized and efficient. The results of this kind of training program are higher quality and productivity, as well as enhanced self-esteem and job satisfaction for both the employee and the trainer.

The Big Picture

Educating staff in the big picture cannot be overemphasized. In technical services units where processes may be complex, specialization encouraged, and contact with library users sparse, supervisors need to impart an understanding of how the whole picture fits together. Creating a well-rounded employee requires a holistic approach. A beginning component includes explanations and connections sprinkled throughout on-the-job training. For example, the cataloging trainer explains how series tracings are constructed, shows the trainee how check-in relies on these tracings by acquainting her with the Kardex or online check-in file, and takes her through a search session at the public catalog using series tracings as access points and explaining how such citations might be discovered by library users. These kinds of links should be made for the duration of the training process. In fact, big picture training should be extended through a program of continuing education for experienced staff.

Staff who are trained to understand the way their work contributes to the mission of the organization, and the effects each step has on the work of colleagues and the use of the library, are consistently higher performers than those who work in a vacuum. This understanding further contributes to their own job satisfaction and self-esteem, and they have greater potential for upward mobility. The manager who promotes this kind of holistic training will reap the benefits of increased participation in management of the work unit, with more and better suggestions for streamlining and improving products and services and a greater interest in and aptitude for working on special projects.

The manager creates a supportive atmosphere where the initial teaching leads to increasing initiative and questioning on the part of the trainee.

Interpersonal Skills

The most effective employees are those who communicate clearly and readily and cooperate with colleagues and management. For an employee to communicate and collaborate most effectively, training in listening, assertiveness, and acceptance of different styles and behaviors is needed. The old story that technical staff have no need for interpersonal skills is a myth. Technical staff are required to work with a variety of staff on complex tasks, functioning across organizational lines and negotiating for resources to accomplish their work. They are required to provide high quality customer service both to colleagues and to library users.

Training in interpersonal skills contributes to networking within and outside of individual work units, and empowers staff to negotiate solutions without supervisory intervention. Like other forms of training, it enhances upward mobility and participation in management. This kind of training can be offered to staff in formal courses or in one-on-one sessions with supervisors. One of the most dramatic ways to enhance group interpersonal skills is to sponsor professionally facilitated work unit retreats and expeditions, in which staff learn to communicate and understand one another outside of the work environment. For example, group orienteering with map and compass across fields and woodlands may yield startling metaphors for the teamwork required to bring up a new automated system or to design and implement a new technical workflow.

Continuing Education and Development

All of the principles that apply to the training of new hires also apply to veteran staff. Once that initial investment has been made, it must be maintained and nurtured. Even if this were not necessary in terms of human needs, the fact is that our technical work is far from static. In an area where the demands and the technology may change daily, supervisors owe it to their staff to support them in keeping up-to-date. In addition, the holistic employee can never learn enough about the ways in which his work fits in with and impacts upon the work of others in the library and its parent organization. Continuing education and development involves formal coursework, conferences and workshops, committee and project work, retreats and expeditions. Regular, open discussions among colleagues on topics of interest are a part of this effort. Participatory management can provide fertile ground for this kind of exchange: individual staff members can submit proposals for new procedures, policies or services, and those proposals can be modified and improved upon through group consideration. In this process, everyone learns and customers benefit.

Training in the context of technological change is as essential as it is in the context of new employment, and requires as much of an investment on the part of the supervisor.

Training as a Facilitator of Change

Technological Change

It is generally accepted that training is a key factor in bringing about technological change. A change in technology may involve the introduction of a total automated system, new software in an already familiar system, or a revised cataloging code or cataloging standards. Most managers will admit that, if staff are to be expected to utilize a new technology, they have to learn to use it. Unfortunately, this enlightened attitude often does not extend to an equally enlightened implementation of training. Many supervisors either expect, or by default require, that staff train themselves to use new tools. It is easy to forget that staff who are currently productive and well trained got that way with help, and that they need help to master the new situation. Training in

the context of technological change is as essential as it is in the context of new employment, and requires as much of an investment on the part of the supervisor. It may be helpful for supervisors to think of staff in this situation as new employees, in need of a high degree of personal attention, nurturing, orientation and education.

Organizational Change

Training is equally effective as a facilitator of organizational change. In these days of mergers and splits among technical service units, staff anxiety is at an all-time high. Resistance to reorganization is largely based on fear of the unknown. In a reorganization, staff are expected to take on new duties, give up comfortable routines, work within a new group, and either report to a new supervisor or learn to share a familiar one. Reorientation, teambuilding and on-the-job performance are all enhanced by carefully planned and implemented training initiatives. This is an ideal opportunity for the supervisor to build trust among new staff and reinforce relationships with existing staff. By providing complete, well organized training in areas of new responsibility or technology, the supervisor demonstrates commitment to building the new team and to supporting staff in a time of stress. Staff can be assigned to orient and train each other in unfamiliar routines and duties, and get to know and respect each other in the process.

Cultural Change

Perhaps the most difficult type of change to implement successfully is cultural change within an organization. Here again training can be an effective tool. For example, in technical service units, there may be a tradition of imposed or self-perceived separation from public service units and functions. This kind of isolation can lead to dysfunctional behaviors such as refusal to alter procedures in order to provide materials quickly for users, unhelpful or discourteous telephone manner when dealing with public service staff, and a general disorientation from the larger mission of the library. Training can be used as part of a larger strategy to bring about the change to a culture of user service for technical staff. Such a program might include cross-training or job visits between public and technical staff at similar levels; customer service training, including telephone manners and handling customer complaints; and general interpersonal skills training. Discussions can be held in which staff identify obstacles to effective customer service. They are taught ways either to eliminate those obstacles,

communicate with management about solutions, or learn to live with them if they are insoluble.

A wrinkle on the role of training in effecting cultural, organizational and technological change is illustrated by a case that occurred in Perkins Library over a period of several years. In 1985, the Monographic Cataloging Department began a training program that spanned two sections: the Original Cataloging Section and the Copy Cataloging Section. Both new and experienced original catalogers, all librarians, were trained by experienced copy catalogers, all support staff, to do copy cataloging according to newly developed standards. There were a variety of responses to what was perceived by many as the role reversal of having support staff train librarians. Longstanding feelings of oppression or exclusion on the part of the support staff, and fears of erosion of the profession on the part of the librarians, sometimes caused conflict to flare. But the program was highly successful on a variety of fronts: greater consistency was achieved between original and copy cataloging standards; original catalogers who had never had experience with copy cataloging gained new perspective; relationships were forged across unit and status lines, with new respect established in both directions; support staff knowledge and abilities were strongly affirmed both by management and colleagues; and a new team of strong, able trainers was created. Support staff had assumed a significant new role in the organization, a step toward a change from a hierarchial, librarian-dominated culture to a flatter, more collegial culture. In late 1986, when the Original and Copy Cataloging Sections were merged to form the Cataloging Section, experience with and relationships formed in this effort in cultural and technological change helped smooth the path to effective organizational change.

Conclusion

In technical or public services, regardless of the level of the staff in question, no investment will reap better return for managers and staff than working to provide excellent training programs. Flexibility is the key in these programs, both to provide learning opportunities customized to individual style, and to adapt to or facilitate changes in the working environment. Without the bond created by an excellent training program, the partnership between staff and management is weak and ineffective.

Training for Children's Services

Gail Terwilliger

Training is essential for all staff members so that the library's mission through established goals, objectives, and strategies can be carried out in an effective and efficient manner. Jane Gardner Conner, former Children's consultant for the South Carolina State Library, states:

"Training gives staff the skills needed to do their job well. It is an ongoing process. There are always new ideas, approaches, and topics to learn about through professional reading and continuing education opportunities such as workshops, library conventions, and classes. Various staff members, including support staff, should have the opportunity to attend meetings, rather than the head of the department always going."[1]

A well-trained staff, on all levels, is a valuable public relations tool. In a tight economy, when the largest portion of a library's budget is spent on personnel, it behooves the administration to have well-trained, knowledgeable personnel who demonstrate daily to taxpayers that their dollars are wisely invested.

Each of the five headquarters children's services staff members at the Cumberland County Public and Information Center has a job description with unique responsibilities. Several duties, however, are shared by all staff: programming, reader's advisory, and reference services. These are the tasks which consume the most time and also form the foundation of our business. Since all personnel perform these tasks, training activities concentrate on them. The depth of training given each individual is determined by educational background, previous related experience, and proportion of job responsibilities. Patrons expect consistently excellent service from all employees; they make no distinction between job classifications and/or time on the job. Thus we require new employees, at all job grades, to attain a high level of competency quickly.

Training starts during the hiring process. The goal is to employ the candidate who can deliver

Gail Terwillinger is Head of Headquarter's Children's Service for the Cumberland County Public Library and Information Center in Fayetteville.

the highest quality of service with minimal training. The director, associate director, headquarter's librarian and myself, the department head, comprise the interview team for positions in the headquarters children's room. The questions asked during the interview process are designed to gather sufficient information to compare candidates and to assess the current and potential abilities of each one in programming, reader's advisory and reference skills, and other individual job responsibilities. The ideal candidate possesses at least minimal competency in all areas rather than extremes in abilities, therefore, a candidate who possesses a tremendous knowledge of literature but no skill in storytelling might be less attractive than one with average skills in both. Questions are asked to determine a candidate's overall abilities: • Tell us about your experiences with youngsters eighteen months to twelve years of age and computers; • Given a choice, would you rather present a story program one time to a group of one hundred children or four times to groups of twenty youngsters? Why?; • Tell us any specific literary experiences you've had with children eighteen months to twelve years of age; • Which age group would you feel most comfortable presenting programs to? Toddler, preschool, or school age? All candidates are told in advance to come prepared to demonstrate storytelling abilities and programming talents. These questions and the demonstration indicate selection skills, knowledge of storytelling techniques, oral expression, creativity, initiative, flexibility, enthusiasm, and knowledge of child growth and development.

Reader's advisory and reference skills are tied in with questions related to literature, collection development, and censorship. Some questions asked of candidates include: • What titles would you give an intellectually mature ten-year-girl who attends a Christian school? Her parents are religious but not fanatical. She reads eight to ten juvenile novels weekly; • What is your philosophy of reference service to children?; • Name three authors of books for children graduating from beginning readers to chapter books; • A parent comes to you with a book in hand and demands that it be removed from the collection. What is

your response?; ● Do you see a difference in public versus school library goals? Elaborate; ● Tell us some recent trends in children's literature; ● What titles would you give an eleven-year-old boy who needs a thin book (of at least 100 pages) for a report due tomorrow?; ● Name the top five reference tools you feel should be in every children's room collection. Why?

In order to give excellent reader's advisory service, an employee must be a reader. Further, we encourage staff to try to develop a love of reading in youngsters. To do this they must serve as positive role models. Questions used to determine the candidate's potential as a literary model are: ● What adult book are you currently reading?; ● What juvenile book?; ● What was your favorite book as a child?; ● What is your favorite child's book now? Throughout the interview attention is paid to the candidate's grammar. An individual in the library business must be well spoken. It is part of the total positive image which must be projected to the public. These questions and others, along with the demonstration, take about seventy-five minutes. By the time this process is completed the library has a good idea of the skill level of the chosen candidate and has made the commitment in terms of time to train him to meet expected standards.

Once hired, the next phase of training begins — Basic Orientation. It is important that the employee feel welcome and comfortable with his surroundings so that he can concentrate on learning various aspects of his job. The first few days' activities include introductions to all staff in the building; setting up his personal work space; learning the location of supplies, forms, and other materials. The employee's job description is reviewed in terms of how it fits into the work flow of the department and the system. A discussion of expectations and evaluation is essential and should take place within the first week. County performance review forms, along with those of the library system, are explained. Instruction is given on library policies and procedures concerning the microcomputers, operation of online public access catalogs, loan periods, and issuing of patron cards. The employee is given an up-to-date copy of the complete library procedures, policies, and guidelines manual to begin reading. In addition to those previously mentioned, staff read the following areas of the manual first: the Children's Programming Guidelines, the Safe Child Policy, and regulations concerning public relations requests. These are all of immediate need in order to provide accurate information to the public on frequently asked questions. In the course of the next few weeks the entire manual is read. While a staff member may not use all procedures regularly to perform his job, knowing the scope of the manual allows him to give referrals to patrons quickly when needed.

. . . training is an ongoing process. The individual knows immediately that both he and the library system are in a partnership with the goal of making him a valued employee.

Often personnel in the department are asked questions about materials in the adult fiction, North Carolina State and Local History Room, and the North Carolina Foreign Language Center since these are on the same floor as children's services. Staff spend a couple of hours reviewing the scope of materials and services in these areas, at their leisure, during the first months on the job. This orientation enables children's services personnel to make suggestions to patrons. Arrangements are also made for an indepth orientation of the audiovisual department during the first four weeks, since this department is also on the same floor as children's services. Because staff members use audiovisual materials in their programs, this tour helps them learn the collection, which then facilitates program planning.

A basic knowledge of the circulation areas is helpful in order to provide the very best service. While children's services staff do not routinely perform these duties, they may need to "pitch-in" while at a branch so that patrons can be served speedily. Staff learn procedures for checking in and out materials, looking up patron records, and placing reserves. At the headquarters library, staff try to accompany patrons downstairs to the circulation area when they express specific concerns. This "personal touch" is usually remembered when patrons bring in new business, or later at the voting polls.

After the employee has been on the job approximately four weeks, he begins to make an individual performance plan for the next year. Using his job description as a guide, the employee designs measurable goals for tasks such as processing materials, reading shelves, changing displays, performing a set number of programs, reading children's materials and so forth. Figure 1

FIGURE 1

PERFORMANCE PLANNING

EMPLOYEE'S NAME __Tom Taleteller__ TITLE __Librarian I__ SUPERVISOR __Sue Story__ DATE __Jan-Dec. 1990__ DEPT/DIV __HQ/Childrens__

PRIORITY	WORK OBJECTIVES	PERFORMANCE STANDARDS (time schedule, quality, quantity, resources)	PERFORMANCE NOTES
1	Plan & conduct public programs for toddler, ps, & sa in the HQ library	30 of each age level (90 total) — Jan-Dec. '90	
2	Plan & conduct in-library visits to HQ	40 for 18 month-12 yrs. — Jan-Dec. '90	
3	Visits schools & conduct programs	21 schools/63 programs — school year 10 months	
4	Plan & conduct programs at branch locations	12 programs as assigned Jan-Dec. 90	
5	Learn new stories using oral tradition	15 stories: 5 Jan-April; 5 May-Aug; 5 Sept-Dec. '90	
6	Preview audiovisuals for programs	4 weeks prior to desired use Jan-Dec. '90	
7	Read children's materials for programs	2 J; 1 JNF; & 20 E per month Jan-Dec. '90	
8	Provide reference & reader's advisory services from the information desk	15 hrs. per week Jan-Dec. '90	
9	Maintain neatness & order of J NF shelves	Read entire collection every 8 days straighten shelves daily (97% accuracy) Jan-Dec. 90	
10	Process paperbacks	Within 1 week of arrival Jan-Dec. '90	
11	Discard materials	Within 1 week of being pulled from collection Jan-Dec. 90	
12	Attend workshops outside system	1 per yr. prefer reader's advisory or booktalking Jan-Dec. '90	
13	Attend storytelling festivals outside system	2 per yr. actively participate in 1 Jan-Dec. '90	
14	Visit other library systems	2 per yr. Jan-Dec. '90	
15	Attend & participate in Children's Services Council Workshops	Attend 4 per yr. make presentations at 3 Jan-Dec. '90	
16	Observe programs by other CCPL&IC staff	5 within 3 months of employment	
17	Read articles on booktalking, oral storytelling, & toddler programs	3 articles 1 on @ topic within 6 weeks of employment	
18	Familiarize self with microcomputers & discs	2 hrs. per month Jan-Dec. '90	
19	Examine all new books	Within 5 days of books coming into dept. Jan-Dec. 90	
20	Read *Booklist*, *SLJ* & other journals	Within 2 days of receiving Jan-Dec. '90	
21	Prepare & submit reports	Monthly report plus others as assigned Jan-Dec. '90	
22	SPECIAL PROJECT: Visit local hospital — present programs to children in pediatrics area	20 per yr. Jan-Dec. '90	

is an example of a plan for a Librarian I (highest level paraprofessional) in the headquarters children's services department. Note that the plan includes observation of programs conducted by all children's services personnel system-wide; visiting at least two other library systems in the state; attending a workshop; reading journal articles related to various aspects of service; and also reading children's materials. These activities stress that training is an on-going process. The individual knows immediately that both he and the library system are in a partnership with the goal of making him a valued employee. The performance plan also includes some activity or project which personally interests the employee beyond what is required. This is an important motivational tool. An employee will give more to his job if he sees that he can have fun and reap personal rewards for his efforts. During meetings to discuss the plan, specific dates and times are set for training in duties unique to the individual.

Programming is a cornerstone of children's services. Training for and evaluation of staff in this area is of paramount importance. Planning and practicing to conduct high quality programs is time-consuming, especially for the new employee with little knowledge of the collection. It can take up to fifty percent of his time to prepare three age levels of programs weekly if flannelboard stories, puppets or other props must be made; stories are presented using the oral tradition; book talks are utilized; or audiovisual materials need to be previewed. Ideally when an individual begins, he is given four to six weeks to plan and observe programs before being assigned a full schedule of regular sessions. The employee then plans a full series of programs at one time. This practice ensures theme variety and saves time to browse storytelling sources once with different topics in mind rather than going through them repeatedly. Staff are trained to utilize a variety of materials during each program so that children see the wide range of resources and activities accessible to them at the public library. This instills in children a desire to return to explore the resources further.

New employees also examine the written program plans of other staff. Together, the employee and the program creator discuss how closely the original plans follow the actual presentation in terms of selection of materials, order of use, response from children and so forth. This type of networking or mentoring works very well in training, creating a positive "team spirit" which is apparent to the public. This attitude translates into excellent service not only in programs but

reader's advisory, reference, collection development, and other skills. The entire staff is working for the good of the public.

A Behavioral Observation Scale (BOS) related to children's programming and services (See Figure 2) was designed to give employees and supervisors a common framework upon which program performance could be assessed and compared to other staff in the system. The goal is a uniformly high quality of programs throughout the system. Areas observed include selection of materials, presentation, and interaction with both children and adults. During an employee's first year in the headquarters children's department, the supervisor makes at least two observations of programs for each age level performed on a regular basis by the employee (toddler, preschool, and school age). Initial evaluation is based on close observation of the audience for their response to the staff and the presentation. If the children are attentive, the manner of presentation is generally appropriate. Periodic informal "chats" with parents, children, and teachers are a useful way to keep abreast of staff progress. Patrons will state their opinions, both positive and negative, if they feel that their comments are heard and will make an impact on service. Hopefully, each staff member will develop confidence in his abilities and find a successful style.

One or two days after the program, the observation is discussed with the employee. This gives both parties time to assess strengths and areas needing improvement. It also gives the supervisor time to think about specific training activities needed to ensure a continuation of growth. For example, if the children were unresponsive, the supervisor may suggest using more vocal variety, increasing eye contact, or using a different level of materials. If the youngsters start wiggling around, an additional fingerplay or body movement should be considered. The programmer may need to write into his performance plan a strategy in which he reads twenty picture books a week or selects and practices fingerplays at least two weeks in advance of the program in order to know them so well that eye contact with children is maintained. The employee needs to know that preparation as well as selection is necessary for an effective presentation.

Staff need the stimulation received from talking with personnel from outside of this library in order to keep a continuous flow of new ideas coming into the system. The Cumberland County Public Library and Information Center has a Children's Services Council which holds quarterly sessions to review its Programming Guidelines

FIGURE 2

Behavioral Observation Scale
Children's Services Duties (Programming)

1. Is friendly to patrons
   almost never 1 2 3 4 5 almost always
2. Learns quickly and remembers what is taught
   almost never 1 2 3 4 5 almost always
3. Willing to accept responsibilities
   almost never 1 2 3 4 5 almost always
4. Maintains "cool" when the unexpected occurs
   almost never 1 2 3 4 5 almost always
5. Comes up with new program ideas
   almost never 1 2 3 4 5 almost always
6. Offers reader's advisory services to children
   almost never 1 2 3 4 5 almost always
7. Offers reader's advisory services to adults
   almost never 1 2 3 4 5 almost always
8. Selects a good variety of materials to use in the program
   almost never 1 2 3 4 5 almost always
9. Keeps supervisor informed of needs and activities
   almost never 1 2 3 4 5 almost always
10. Selects books/stories suitable to age group
    almost never 1 2 3 4 5 almost always
11. Selects films or filmstrips suitable to the age group
    almost never 1 2 3 4 5 almost always
12. Selects activities that are suitable to the age group
    almost never 1 2 3 4 5 almost always
13. Orders materials, films, etc. allowing adequate time for
    previews & purchasing
    almost never 1 2 3 4 5 almost always
14. Provides prompt, complete and accurate information to
    the Community Relations Coordinator
    almost never 1 2 3 4 5 almost always
15. Learns stories well
    almost never 1 2 3 4 5 almost always
16. Previews materials prior to finalizing their use in a program
    almost never 1 2 3 4 5 almost always
17. Arranges program area appropriately and accurately at
    least 30 minutes in advance of program
    almost never 1 2 3 4 5 almost always
18. Tests equipment for proper working order before program
    almost never 1 2 3 4 5 almost always
19. Exhibits self-confidence during program presentation
    (specify behavior)
    almost never 1 2 3 4 5 almost always
20. Is enthusiastic about the library and shows it
    almost never 1 2 3 4 5 almost always
21. Program length appropriate for the age (T: 15-20 min/PS:
    30-35 min/SA: 45-50 min)
    almost never 1 2 3 4 5 almost always
22. Sets out extra books and so forth for the children to browse
    almost never 1 2 3 4 5 almost always
23. Alerts patrons to future events at "base" location and others
    almost never 1 2 3 4 5 almost always
24. Remembers the name of "regulars" at storytimes by the end
    of second program
    almost never 1 2 3 4 5 almost always
25. Flannelboard stories, fingerplays and songs, and traditional
    stories are presented without the use of notes
    almost never 1 2 3 4 5 almost always
26. Discusses children's behavior out of sight and hearing of
    patrons
    almost never 1 2 3 4 5 almost always
27. When working on a "team" presentation, communication
    is good between staff
    almost never 1 2 3 4 5 almost always
28. Does fair share of work in "team" presentation
    almost never 1 2 3 4 5 almost always

29. Manages "difficult" children in a timely and tactful manner
    almost never 1 2 3 4 5 almost always
30. Manages "difficult" parents in a timely and tactful manner
    almost never 1 2 3 4 5 almost always
31. Handles interruptions from other staff patrons in a timely
    and tactful manner
    almost never 1 2 3 4 5 almost always
32. Displays an attitude of really liking children
    almost never 1 2 3 4 5 almost always
33. Shows enjoyment of doing program
    almost never 1 2 3 4 5 almost always
34. Does not ask children a lot of questions or drill them on the
    stories, etc.
    almost never 1 2 3 4 5 almost always
35. Suggests better ways of doing programs/procedures/
    services
    almost never 1 2 3 4 5 almost always
36. Is an interesting storyteller — keeps kids spellbound
    almost never 1 2 3 4 5 almost always
37. Makes sure publicity about program is distributed in the
    library
    almost never 1 2 3 4 5 almost always
38. Makes sure publicity about the program is distributed in
    the community
    almost never 1 2 3 4 5 almost always
39. When presenting a picture book story, holds books so all
    can see
    almost never 1 2 3 4 5 almost always
40. Stays in children's areas after program to help children
    and adults find things
    almost never 1 2 3 4 5 almost always
41. Keeps children's shelves neat and orderly
    almost never 1 2 3 4 5 almost always
42. Recommends titles and subjects for purchase on a regular
    basis
    almost never 1 2 3 4 5 almost always
43. Does special things to make children's area inviting —
    displays, billboards, mobiles, etc.
    almost never 1 2 3 4 5 almost always
44. Uses vocal variety and appropriate volume during
    presentation of program
    almost never 1 2 3 4 5 almost always
45. Uses good grammar and proper pronunciation
    almost never 1 2 3 4 5 almost always
46. Specific things to look for in storytelling
    a) speed of presentation suited to story
       almost never 1 2 3 4 5 almost always
    b) pitch of voice suited to story
       almost never 1 2 3 4 5 almost always
    c) eye contact made with audience
       almost never 1 2 3 4 5 almost always
    d) gestures suited to story
       almost never 1 2 3 4 5 almost always
47. Flannelboard
    a) pieces are in order before beginning story
       almost never 1 2 3 4 5 almost always
    b) board is cleared of unnecessary pieces as story
       progresses
       almost never 1 2 3 4 5 almost always
48. General
    a) storyteller settles audience before starting
       almost never 1 2 3 4 5 almost always
    b) storyteller introduces story before beginning
       almost never 1 2 3 4 5 almost always
    c) storyteller is prepared to move quickly to next activity
       almost never 1 2 3 4 5 almost always
49. Addresses "regulars" by name after no more than three
    programs
    almost never 1 2 3 4 5 almost always

56-96	97-112	113-168	169-224	225-280
very poor	unsatisfactory	satisfactory	excellent	superior

(available as an ERIC Document) and to give staff an opportunity to share ideas gleaned from outside, workshops, readings, or personel programming experiences. These free sessions are open to personnel from other library systems (public and school) in the state. In a tight economy it is impossible to send all staff to as many workshops as they would like to attend. Through these in-house sessions, personnel are kept informed of current trends, issues, and techniques. This helps maintain a high level of service. By inviting staff from other libraries, we keep fresh ideas coming into the system in a cost effective way. The presence of school media personnel helps to open up communication with those agencies and improve services.

Reference service is an important function of children's services. Proper training and evaluation is essential. Staff must know that the reference policy for children is no different from that for other library patrons. Service must be friendly, businesslike and competent. All questions are important whether the information is for a homework assignment or other use. Children's information requests usually fall into five types: personal reader's advisory assistance; school assignments; advice on handling personal problems; explanations about the world around them; and instruction in the use of computers and other library resources. One of the key factors in providing information service to children is the staff's approachability and willingness to hear and understand the question being asked. In addition, a knowledge of and skill in the use of materials available and the ability to guide the child to help himself is of primary importance.

Knowledge of the collection is essential for reference work. While the bulk of the shelving in the children's department is done by pages, all staff members are assigned areas to maintain. Handling materials gives the employee first hand knowledge of what is available. Often, children do not have the time to sit down in the library and work; therefore reference books are not as useful to them as ones from the circulating collection. A familiarity with heavily used resources, along with a strong knowledge of the collection, also helps the staff answer inquiries when the online catalog is down.

Initially, if possible, a new employee is put on the information desk with another staff member to observe the reference interview, methodology and tools used. All reference questions are recorded. After a few days (if the employee has not already brought the questions to the supervisor's attention) the recording sheets are collected. Each question is reviewed to see if it was answered correctly. The methodology used in the search is examined to see what resources were used and in what order. This shows whether or not the quickest, most thorough technique was used. If the answer was not found, the supervisor tries to locate it. After examining the reference sheets, the supervisor meets with the employee to discuss them. They review his strengths and point out resources which might have been overlooked. If the supervisor was able to answer a question which stumped the employee and it was in a resource that the staff used, he is assigned to examine that title more closely. If the answer was in another source unfamiliar to the employee, he spends time reviewing its scope and potential for future uses. Pairing a new staff member with an established employee helps to form the "team spirit." It is important, however, that both employees remain approachable at the desk or the patron will not feel comfortable asking questions. As the supervisor, it is important to observe, too, whether or not the employee has completed the entire reference transaction. Did he phone other branches, place a reserve, or try calling outside agencies? Has the employee asked a co-worker for assistance? If staffing is available, has the employee escorted a patron to another department? At the very least, did he phone the other department and alert it that a youngster is being sent for information assistance? All of these things indicate whether or not the employee is public service oriented and if he understands the library's role in developing lifelong library users. They send a message to the community that the library is an action organization worthy of support. And they help youngsters feel positive about themselves and the library, because building a child's self-confidence in his ability to use the resources is essential in trying to create lifelong library users.

Reader's advisory is a challenging and rewarding function of children's services — putting the right book in the hands of a youngster at the best time for that child. There are many excellent tools available such as *Children's Catalog* and *A to Zoo: Subject Access to Children's Picture Books* to help with this service. There is, however, no true substitute for reading the books themselves. The employee must have a hands-on knowledge of

titles in the collection. Most children's services staff learn the picture book collection rather quickly from planning programs and nonfiction materials from answering reference inquiries. Unfortunately, the juvenile novel is often overlooked due to the time involved in reading each title. Staying on top of what's new in the world of children's fiction by skimming chapters and thumbing through dust jackets of new arrivals helps to keep the staff current in this area.

As employees of a county agency, all library personnel must attend an orientation session conducted by Cumberland County Personnel Department. General county performance evaluation forms are discussed along with employees' rights and benefits. The public library system conducts its own orientation for new staff members every two months. Organizational charts for the county as well as the library system are reviewed. The library system's function in the community at large is presented. Staff members visit all headquarters library departments, administration, and community relations and branch facilities for a brief overview of operations. Both of the orientations provide additional insight into expectations and methods of evaluation. They provide useful information on the public library and other child advocacy groups, such as schools and social services, with which the children's services department works closely.

By the time a year has passed, the employee is well versed in programming, reference, and reader's advisory work with children and adults. Selection and collection development skills are sharpened. General knowledge of the entire library system is developed. Finally, the well trained children's services worker believes that all children are entitled to use the resources of the library and receive the same services as adults. He recognizes the importance of building a child's self confidence in and abilities to use the resources so that the youngster will become a lifelong library user. The staff member creates an exciting positive, nonthreatening atmosphere. Finally, the employee is a confident, well versed public servant who gives excellent, efficient, and effective services.

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SEARCH NO FURTHER.
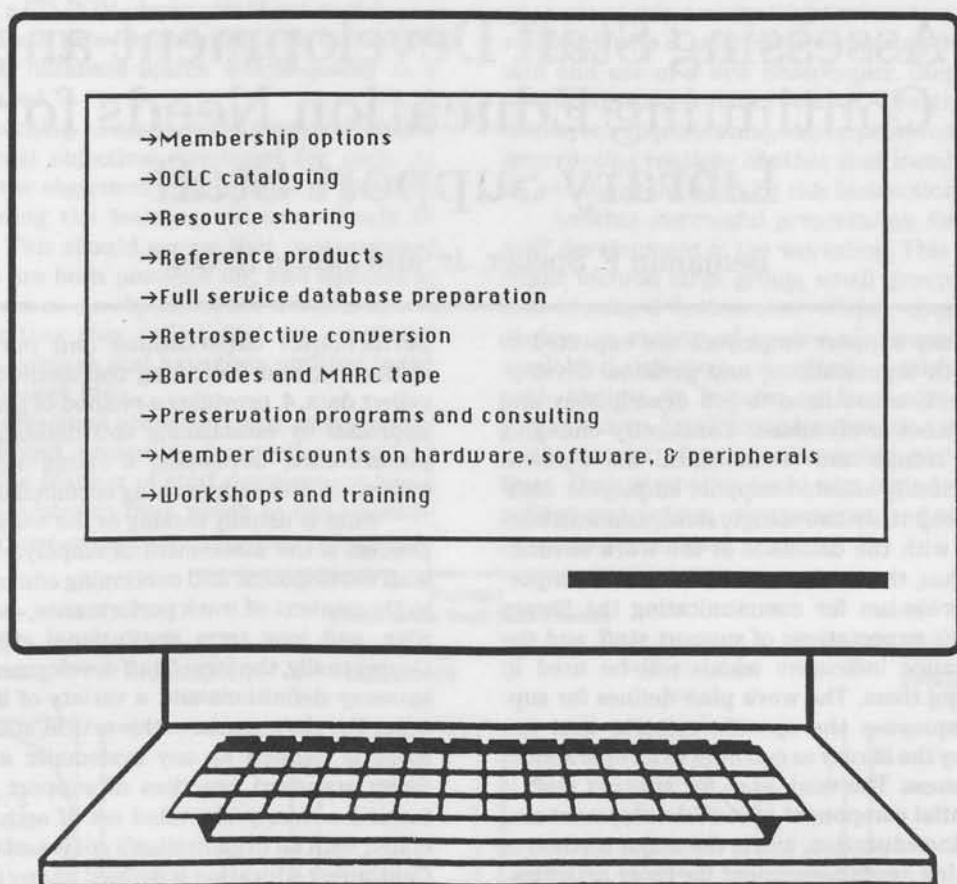
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The Role of the Work Plan in Assessing Staff Development and Continuing Education Needs for Library Support Staff

Benjamin F. Speller, Jr. and James N. Colt

Library support employees are expected to meet both organizational and personal development goals as outlined in job descriptions and performance evaluations. Constantly changing societal trends and technological development have seriously affected support employees' abilities to keep their knowledge, skills, and attitudes current with the demands of the work environment. Thus, the work plan has become an important mechanism for communicating the library manager's expectations of support staff, and the performance indicators which will be used in evaluating them. The work plan defines for support employees the specific criteria that are viewed by the library as essential to its operational effectiveness. The work plan for support staff is an essential component of staff development and continuing education, and is the major method of conducting needs assessment for these activities.

A work plan is a process in which employees, with the assistance of their supervisors, determine individual goals and critical activities for a specified period of time. Individual work plans are determined within the context of organizational goals and working unit objectives. An important part of the work planning process consists of identifying evaluative criteria for critical work activities and in developing potential strategies for improvement of work performance and professional growth.

Historically, the work plan has focused exclusively on goal-oriented activities which occur during a specific time frame. The work plan usually consists of four basic components: 1. determining organizational and work unit goals, 2. identifying activities, special projects, and assignments which will meet individual goals, 3. determining

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performance expectations and performance indicators, and indicating the methods used to collect data, 4. providing a method of performance appraisal by establishing and defining levels of performance, developing a rating scale, rating objectives, and summarizing accomplishments.

What is usually lacking in the work planning process is the assessment of employee needs for staff development and continuing education within the context of work performance, career planning, and long term institutional effectiveness. Conceptually, the term "staff development" is open to many definitions and a variety of interpretations. For the purpose of this article, staff development is defined as any systematic attempt to direct standard practices of support personnel toward a clearly identified set of activities associated with an organization's goals and objectives. Continuing education is defined as any systematic attempt to address the learning needs of the individual library employee.[1]

Staff development and continuing education are the responsibility of both the individual employee and the employer.[2] Successful staff development programs generally are comprised of three distinct instructional design components: needs assessment, development, and evaluation.[3] Needs assessment is considered to be the primary component of a staff development program. It is defined by Geri McArdie as "a series of activities conducted to identify problems or other issues in the work place, and to determine whether training is an appropriate intervention to meet the organizational needs identified."[4]

Needs assessments can be conducted by formal data collection methods such as survey instruments or by informal means such as individual discussions and conferences with staff. However, once this process has been completed, it must be determined if the need is a learning or non-learning one. Larry Davis defines a learning need as a requirement that can be taught to an

individual. A need that can be solved in some way other than by learning is considered a non-learning need.[5] For example, a specified need for acquiring a CD-ROM player would not qualify as a learning need. However, learning how to conduct a CD-ROM database search would qualify as a learning need.

All learning needs should be prioritized and instructional objectives developed for each. At this time the objectives and methods of assessing or evaluating the learning outcome should be specified. This should assure that measurement outcomes are both provided for, and equated to their objectives. As objectives are developed, it is important that they reflect and are consistent with the objectives that have been outlined in the employee's work plan.

Once objectives are determined, strategies for organizing and presenting instruction must be defined. The planner of staff development has a variety of strategies from which to choose. Individualized, one-on-one consultation with an em-

ployee is one format that can be successful because it addresses the specific needs or problems identified by the employee or supervisor. An example of this activity might relate to a support employee who is assigned to overseeing the operation and use of a new photocopier. Step-by-step operating instructions, related directly to the employee's requirements, can be provided without interrupting routines of other staff members who do not share the need for this instruction.

Another successful presentation format for staff development is the workshop. This strategy might include large group, small group, and/or individualized instruction. Within these broad choices, a variety of modes of presentation is available. Large group presentations might involve such choices as lectures or large-screen video presentations. Small group presentation strategies might consist of group discussions and simulations. Both strategies could also include individualized instruction using programmed textbooks or computer-assisted learning.

FIGURE 1
Model of the Work Plan Process
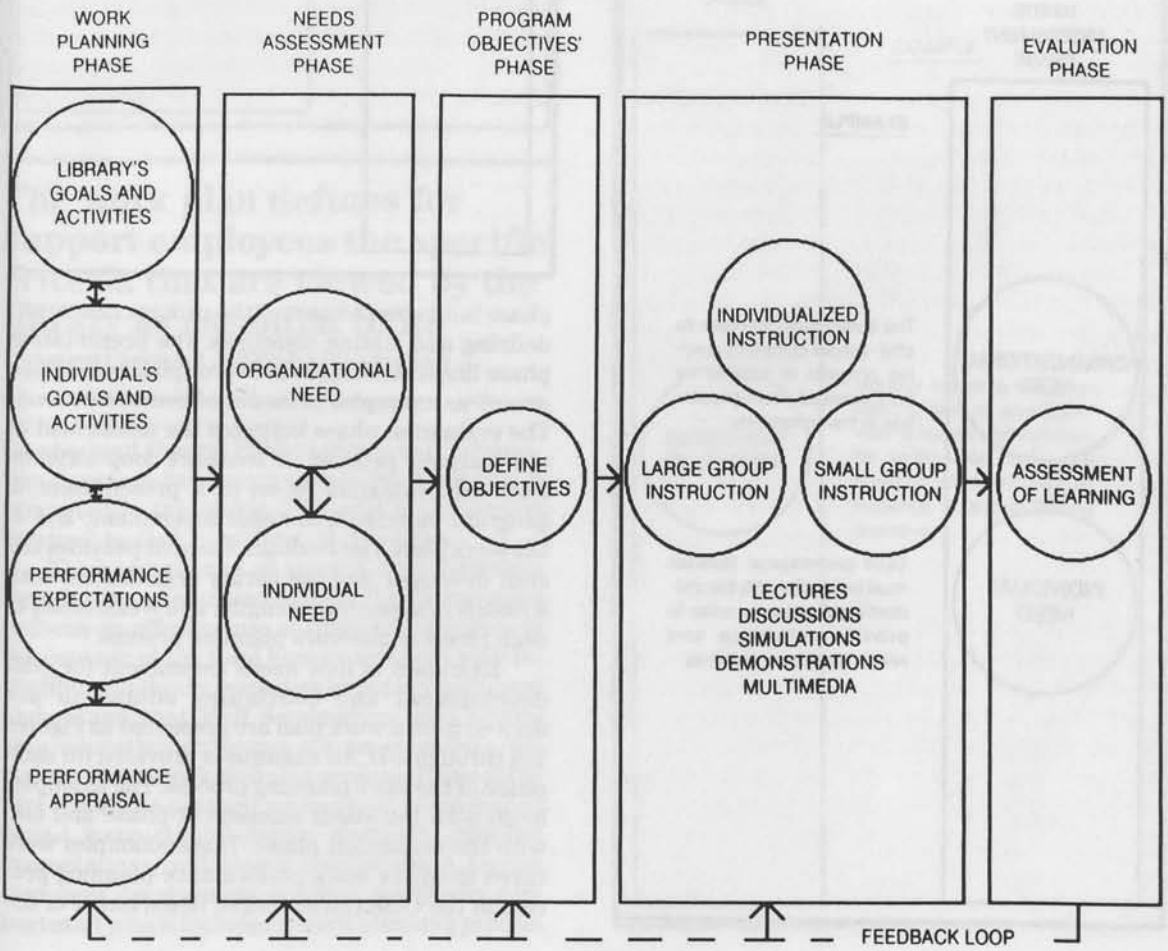
Once the instruction has been completed, it must be evaluated using the assessment methods that have been defined during the development of the instructional objectives. An important element to include is feedback to both staff participants and the staff development designer. Some provision should be made for the employee either to retake or receive other instruction if the individual is not successful in meeting the objectives. This feedback is also important as performance appraisals are evaluated. In addition to the importance of feedback to the employee, such feedback should also provide information to the instructional designer as to the success of the staff development activities.

A conceptual model that illustrates the work plan's role in needs assessment, staff development and continuing education is presented as Figure 1. The needs assessment phase shows that needs may be defined by the individual staff member or the library organization. The program objectives
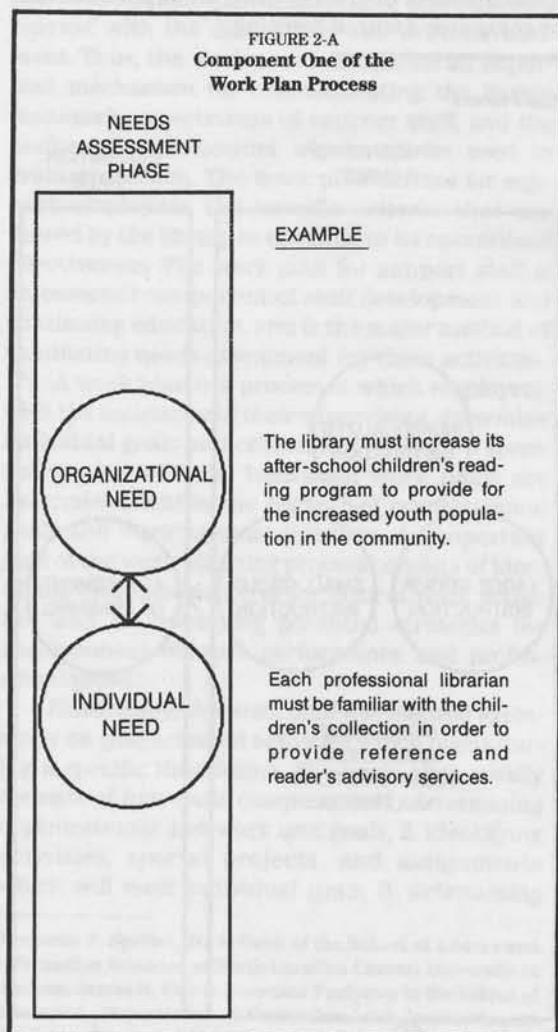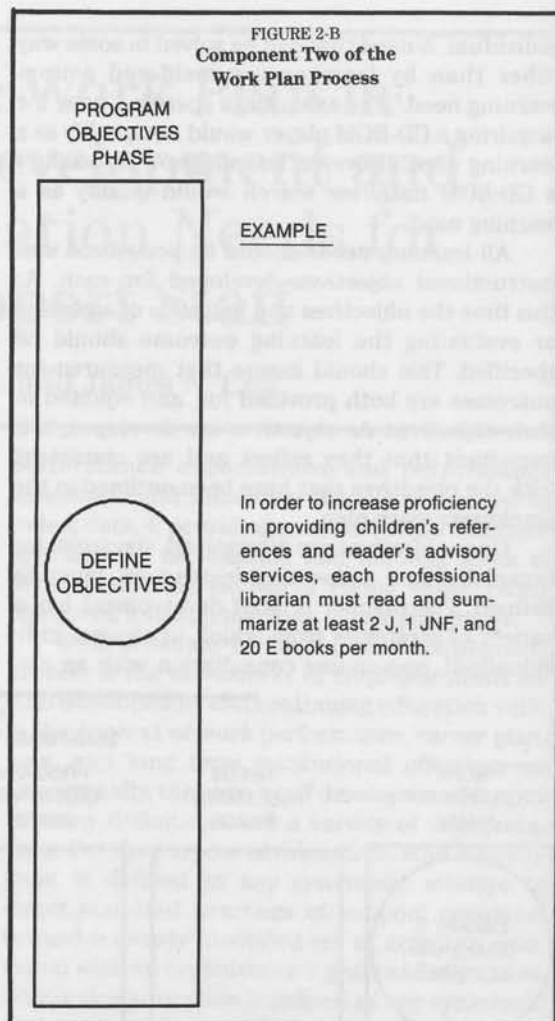
FIGURE 2-A
**Component One of the
Work Plan Process**

NEEDS
ASSESSMENT
PHASE

EXAMPLE

ORGANIZATIONAL
NEED

The library must increase its after-school children's reading program to provide for the increased youth population in the community.

INDIVIDUAL
NEED

Each professional librarian must be familiar with the children's collection in order to provide reference and reader's advisory services.

FIGURE 2-B
**Component Two of the
Work Plan Process**

PROGRAM
OBJECTIVES
PHASE

EXAMPLE

DEFINE
OBJECTIVES

In order to increase proficiency in providing children's references and reader's advisory services, each professional librarian must read and summarize at least 2 J, 1 JNF, and 20 E books per month.
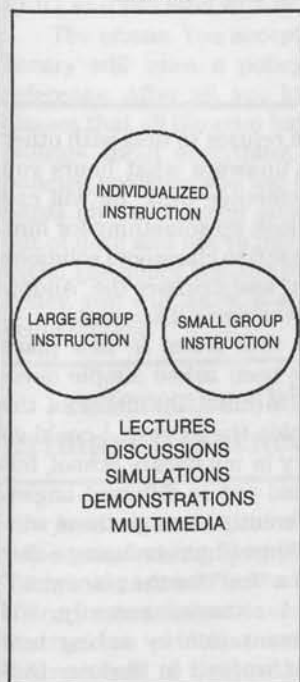
phase indicates the part of the process relating to defining and stating objectives. The presentation phase illustrates methods of grouping instruction as well as examples of modes of content delivery. The evaluation phase indicates the assessment of the learning process. A feedback loop extends from the evaluation phase to 1. presentation, 2. program objectives, 3. needs assessment, and 4. the work plan. The feedback element provides the staff developer and the library organization with a means of assessing strengths and weaknesses of each phase of the work planning process.

Examples of how needs assessment for staff development and continuing education are derived from a work plan are presented as Figures 2-A through 2-D. An example is provided for each phase of the work planning process. The examples begin with the needs assessment phase and end with the evaluation phase. These examples were taken from the work performance planning process in the Children's Services Department of the

FIGURE 2-C
Component Three of the
Work Plan Process

PRESENTATION
PHASE

EXAMPLE

INDIVIDUALIZED
INSTRUCTION

LARGE GROUP
INSTRUCTION

SMALL GROUP
INSTRUCTION

Reading the se-
lected books is
an individualized
study activity.

LECTURES
DISCUSSIONS
SIMULATIONS
DEMONSTRATIONS
MULTIMEDIA

The work plan defines for support employees the specific criteria that are viewed by the library as essential to its operational effectiveness.

Cumberland County Public Library and Information Center. A full description of the work plan is presented in the article, "Training for Children's Services" by Gail Terwilliger, in this issue.

The integration of all aspects of staff development into work planning enables library managers to focus on effective use of support employees in the context of the total human resource plan for the library. Library managers or supervisors must understand that staff development and continuing education programs are an essential component of the work planning process. These activities should be planned using needs assessments, sound instructional design elements, effective presentations, and proper evaluations. A human resources development program for library support staff which includes a work planning process

with a strong staff development component will receive high marks from the employees and will be successful in meeting their needs.
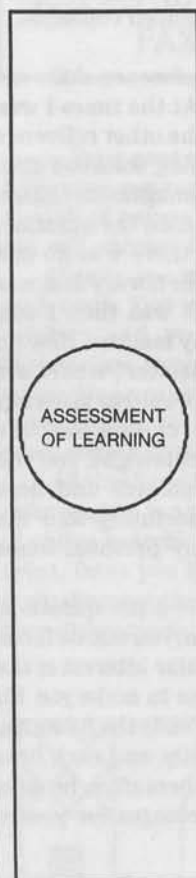
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3. Irwin L. Goldstein, *Training in Organizations: Needs Assessment, Development and Evaluation* (Monterey, California: Brooks/Cole, 1986).
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5. Larry Nolan Davis, *Planning, Conducting, Evaluating Workshops* (Austin, Texas: Learning Concepts, 1974), 42.

FIGURE 2-D
Component Four of the
Work Plan Process

EVALUATION
PHASE

EXAMPLE

ASSESSMENT
OF LEARNING

Monthly meetings with professional librarian and supervisor to review and summarize books read during the previous month will serve as evidence of accomplishing objective.

All I Really Needed to Know I Didn't Learn in Library School

Lois Walker

Having just completed eight months as a professional librarian, I have acquired knowledge and attitudes I did not possess when I graduated from library school. Conversations with other beginning reference librarians have shown me I am not alone in my experience as a new librarian. With this in mind, I thought it might be helpful for those still pre-employed or those on the verge of graduation to be aware of what awaits them.

Two weeks after I began my job, I was assigned my first reference desk hours. Although I had taken basic and advanced reference courses, I still felt inadequate. I was comforted by the fact there was another librarian on the desk with me. She and I would consult on difficult questions. If I drew a complete blank on a query, I would refer the question to my more experienced colleague.

It doesn't work that way.

I quickly discovered that reference skills are primarily learned on the hoof. At the times I was most desperate for assistance, the other reference librarian was either a) off helping someone else, b) working on her collection management duties, or c) watching to see how I handled the question.

Much of the time, though, there was no one else to turn to. I work in a smaller library and was often on the desk by myself. It was then I was confronted with the truly thorny matters. How do you change the ribbon on the printer? Where are the ribbons kept? These sort of problems generally come up five minutes before closing and the student has to have the printout tonight. You will find yourself going through cabinets and desk drawers, having both the opportunity and the embarrassment of finding many personal items along the way to the ribbons.

Once you are able to answer a few questions correctly and to change a ribbon, you will be faced with other problems. Of particular interest is the situation in which a patron tries to make you his personal librarian. The patron reads the name tag you wear so briskly and efficiently, and each time he calls or comes to the desk thereafter, he asks for you by name. He leaves messages for you to

Lois Walker is Reference/ILL Librarian for Dacus Library, Winthrop College, Rock Hill, South Carolina.

return his calls, and he refuses to deal with other librarians. Since he is unaware what hours you are assigned to the reference desk, he will call anytime to ask you to look up something for him. You cast back in your mind to classroom solutions to the "problem patron" and discover the "Adopt-a-Librarian" situation was never discussed.

Another situation that arises is "new place disorientation." I have been asked simple questions, but cannot call to mind the name of the reference book that holds the answer. I could go right to it at the library in my library school, but here the shelves are laid out at different angles. The light diffracts differently through these windows. Small, subtle changes, but confusing nonetheless. You don't have a "feel" for the place yet.

At a conference I attended recently, Will Manley began his presentation by asking how many of those present worked in libraries that were overstaffed. The question was met with laughter. He then inquired how many librarians didn't have enough to do. More laughter. The point is well taken. As a professional librarian, you will never have enough time. While you are trying desperately to compile statistics that were due last week and are racing from the copy machine to your office, a patron will stop you with a "quick question." You will soon learn the label "quick" applies to the amount of time it takes to ask the question. It will take a mere fifteen seconds to ask. Answering may require half an hour.

You will also be challenged by questions that you could probably answer if you only understood them. The "what is she saying?" dilemma can be painful. You want to help the patron, and she is very eager to convey her request, but language is a barrier. This is one instance when you can fall back on reference class knowledge. You recall being told to ask a foreign student to write down the question. You ask. She writes. Then you can't read her writing.

Another language barrier that exists between you and the patron is library jargon. In your papers and speeches at library school, words such as "citation" and "online catalog" won praise. When you use those same phrases with students, you may find yourself looking at a blank face.

Patrons will seldom use the terminology you have become so comfortable with, and they won't understand you when you use it. You suggest the patron use "CD-ROM." He asks, "What are 'seedy roms'?" You ask another patron if she has tried ERIC, and she asks who he is.

The phone. You accept the job believing your library will have a policy regarding telephone reference. After all, you know from your library classes that all libraries have written and specific policies about everything. When you ask about policies, however, you will be handed some yellow pages and a cheerful admonition that they are out of date and not to pay too much attention to them. The policy is in the process of being revised. Policy, you will learn, is always in the process of being revised.

... reference skills are primarily learned on the hoof.

Another new facet for most of you is that you will be supervising. Most librarians have a Library Technical Assistant or students reporting to them. Library management courses discuss such worthy matters as orbital management, but do not address how to deal with student workers who hide in the stacks and eat candy or what to say to the student who calls in to say she cannot come to work because it is raining.

You will also be subjected to committees. There will be campus-wide committees including the academic study committee, the undergraduate education committee, and the committee to oversee the committees. Just when you think you are going to have an afternoon free to catch up, you will look at your calendar and discover you are supposed to be in a meeting at that very moment.

Not all committees will be academic or esoteric. You may be selected for the library gift committee. You foolishly think this the least important of your committees. If, however, you fail to buy one shower gift, you will learn otherwise. The colleague who just had the new baby and did not receive a gift will never again cover your desk hours or bring you homemade brownies.

Part and parcel of this lack of time is the need to be flexible. You will quickly discover that almost any task you begin will be interrupted. You will not be able to divide your time into neat little segments the way you could in library school. Then, you could sit down in your dorm room or at the library and devote as much time as you needed or wanted to your Academic Freedom class. Your time was your own. It won't be any-

more. Your neat desk will dissolve in clutter, and every time you turn your back someone will throw a stack of papers on top. Five months from now, you will uncover three "Rush" memos.

Finally, you will be doing a certain amount of grub work. You will be moving tables, setting up exhibits, and, yes, even picking up trash in the library. You may also become involved in some interesting projects. How many have ever had the opportunity to collect dead roaches for the preservation librarian's display?

All this lies ahead. The only thing you have to refer back to is a couple of reference courses, a bit of online searching, and some collection development. Once you begin work in a library, you will truly discover that all you really needed to know they didn't teach you in library school.
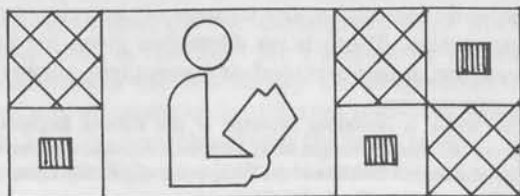
Reference 101: Survival Training for Paraprofessionals

Julie White and Mary McAfee

In 1982, the Northwest North Carolina Library Council decided to offer a reference workshop for paraprofessional staff in area libraries who were required to handle reference queries. We enthusiastically agreed to present part of this workshop, since we enjoyed our own reference duties and worked hard to provide excellent service. We had no idea, however, of the tremendous need which existed in North Carolina for training of this kind. After eight years of preparing and conducting these workshops throughout the State, with requests for more sessions each year, we came to realize that there existed an urgent, on-going need for basic, thorough, "this is what it's really like out there" reference training for the large number of paraprofessionals with no library background, who are asked to handle reference questions. What follows is a brief history of the evolution of Mary and Julie's traveling show.

Introduction

There is no doubt that paraprofessionals are doing much of the reference that is being done in public libraries. A 1989 study dealing with the training and use of paraprofessionals for reference work in public libraries found that reference desks are staffed by personnel ranging from librarians with M.L.S. degrees to persons with high school diplomas, no training in reference beyond what was learned on the job, and no help available to them from a professional.[1] Only one-fourth of the libraries studied DO NOT normally use paraprofessionals for reference.[2]

The average library patron has no idea of the qualifications or background of the person handling his reference transaction. To most of the world, the person sitting behind the reference desk is the librarian, and very often the impression of the library that the patron will take away depends entirely on the success of the reference transaction. There is no allowance given for inaccurate, misunderstood or incomplete answers

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to reference questions because the "real" reference librarian was not on duty. If public libraries profess to offer reference service, every patron has the right to expect professional-level service which is consistent and comprehensive regardless of what staff member is assigned to respond to reference inquiries. And, from a public relations standpoint, the public library may get only one chance to prove that its services are a unique and valuable asset to the community. A disappointing experience at the reference desk might convince our public that our services are not worthy of community and financial support.

Some surveys suggest that up to eighty percent of all inquiries received at public library reference desks can be handled by well-trained paraprofessionals.[3] However, there is very little in the literature to suggest that public libraries offer any degree of formal training to staff expected to handle these duties. Even in academic libraries, seventy-three percent of institutions report that paraprofessionals learn reference sources "on the job" or by a brief period of observation at the desk.[4]

Paraprofessionals working in libraries requiring them to handle reference inquiries without training are being placed in a highly stressful situation with very little chance to succeed. Consequently, they often face their scheduled time with apprehension and dread and, far from the desired behavior of approaching patrons to initiate contact, they sit hoping that no one will approach the desk to ask a question. When questions are asked, the untrained library worker will often take the shortest route to finishing the transaction, sometimes neglecting the best source because it may be one with which she/he is not familiar.

How Training Helps

The benefits of training in the area of reference for paraprofessionals extend beyond the obvious gain in knowledge of reference materials and methods of interviewing and searching. Professional librarians take for granted our many opportunities to interact and "talk shop" with our peers. Paraprofessionals are rarely given the

chance to talk with others who work in similar settings with many of the same problems, frustrations and doubts. A great deal of comfort is derived from the knowledge that patrons and reference problems are the same everywhere. We are all frustrated by poorly planned school assignments, often brought to us by the parents instead of the students; by lonely individuals who call reference for companionship; and by the countless eccentric individuals and overwhelming requests that, we are amazed to realize, are not unique to our library. It does help to feel that we are all in this together.

Attending library workshops provides a morale boost for most participants. A change in scenery is usually welcome, and the fact that the library recognizes the importance of its paraprofessionals by investing both time and money in their training contributes to a feeling of being valued by one's employer. With turnover among library paraprofessionals three times as great as among librarians,[5] it would be to the benefit of libraries to acknowledge the vital roles these employees play in an effort to keep a consistent staff. Discussions of library policies and procedures, problem patrons, and solutions to common dilemmas serve to make these staff members feel more a part of their own institutions.

By far the greatest benefit derived from reference training is the confidence instilled in each individual. The library is able to offer better reference service when paraprofessional employees have more knowledge of sources and search procedures as well as the self-assurance to approach patrons needing assistance. The employee does a better job and at the same time enjoys it more.

The Workshop

In planning the workshop, our first order of business was to decide what we would cover and how we would go about covering it. Based on our own library school reference courses and our on-the-job experience, we came up with what we thought was most important to know before facing the public at the reference desk. We developed a course outline which included sources, the reference interview, reference situations, and activities related to all of these. The division of duties came about naturally as a result of our backgrounds and special interests.

The workshop has never been presented the same way twice. It has evolved over time as we attempted to respond to suggestions and requests from participants. We always want our presentation to meet specific needs as nearly as possible. Some elements, however, are included in each workshop. Our source list, updated frequently to include the most current and relevant materials, is always the backbone of the course. We constantly worry that participants will perish of boredom as we describe page after page of reference books, but we are always surprised and pleased to learn that this is a favorite aspect of the course for many. We mention every source on the list, describing the scope, arrangement, special features, recency, and common uses. Some titles are self-explanatory; others, such as business and legal sources, offer a more formidable challenge and take quite a bit of time to discuss and explain.

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Because each library represented at the workshop owns a variety of reference tools which we are not able to cover, we include tips on how to look at a source, enabling participants to return to their libraries and evaluate materials in their collections. We also discuss non-book sources — such as hard-to-find files, annual report collections, resource people, and other libraries — which play a vital role in the provision of reference service, especially in libraries where funds for materials are limited. We share ideas for search strategies designed to locate answers in the most efficient and comprehensive way.

Some participants seem less than thrilled upon learning that our course usually includes some form of "homework." The assignments that we distribute are designed to ensure that each participant has the opportunity to work with most of the sources on our list. Depending on the workshop schedule, homework is handled in different ways. When the two-day workshop is held on successive Fridays, students take questions home to their own libraries and search for answers there. On two consecutive days, workshop time is allocated for students to use the resources of the host library. We designed different sets of questions for different purposes. Again, we have been surprised over the years to find that many participants select homework as their favorite aspect of the training.

Another well-received element of the training involves small group discussions of common situations faced in reference service. We developed a list of such situations drawn from our own experiences to facilitate discussion and sharing among our participants. In encouraging discussions of common frustrations and policy questions, we hope that our students begin to feel a collegial relationship with their peers in other libraries and realize that they are not alone in experiencing doubts and difficulties. We are frequently asked for the "right" answers to these situational dilemmas. While there are no "right" or "wrong" answers, we often share our own philosophies of service, as well as various policies we have heard about, in order to demonstrate the service attitudes we hope to promote. We hasten to add that many factors determine the optimum handling of any given situation, and each case calls for some degree of judgment on the part of the library staff, as well as interpretation of existing library policies.

The final, and in some ways most important, aspect of the training is our discussion of the reference interview. Our material for this topic is a combination of training we received based on the state of Maryland's reference procedures, professional literature on the subject, and our combined years of experience. Numerous studies point to the importance of the reference interview in determining the success of the entire reference transaction; therefore we spend a significant amount of time teaching and coaching effective techniques to improve communications between the staff member and the patron. We demonstrate several examples of techniques designed to draw information from the patron, and often our students volunteer to role-play for the other participants.

Looking back, we realize that each of our workshops has had a distinctive personality, and our sessions have taken a variety of directions. We have tried to remain flexible enough to be able to change directions in midstream if it seemed to be necessary. Every group has responded a little differently, and we have tried to tailor our presentation to fit each group's particular needs. Because we are reference practitioners in our everyday lives, we believe that we have been able to relate to the participants in a way that makes it easier to encourage a free exchange of ideas. Because we all had experienced some of the very same situations, we shared a basic level of understanding.

We really do believe that the benefits of these workshops have been felt by many libraries in North Carolina. Paraprofessionals assigned to provide reference service in these libraries have a better awareness of reference sources — both those in their own collections and those in other libraries. They are better able to use the books, and know where to look for answers. There is a little more confidence now — a willingness to field whatever comes along, with no excuses. We have tried to instill the value of reference service and a sense of pride in libraries. We came together to examine and demystify the intriguing, sometimes aggravating, and ever-changing world of reference librarianship and, in the process, we gained a great deal. We have established professional friendships all over the state. We have laughed a lot. We have learned even more.

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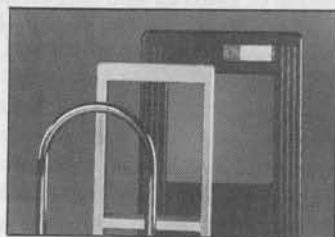
Staff Development in North Carolina's Public Libraries: The Paraprofessional Perspective

Duncan Smith

The human resource development system operating in North Carolina's public libraries appears to place tremendous responsibility on the employee. In fact, it appears that employees must motivate themselves, request permission to participate in staff development, assist in identifying the need for particular activities, and assume responsibility for implementing what they have learned with minimum support from their organization.

The purpose of this article is to explore the experiences of paraprofessionals in North Carolina's public libraries with staff development. It builds on a previous study which explored the staff development efforts of North Carolina's public libraries from the perspective of directors. By comparing the results of these two studies, a picture of the state's public library training infrastructure is developed. By "training infrastructure," I mean the human resource development system that is operating in the state. This system consists of the strategies and techniques used to develop North Carolina public library staff.

This article consists of two main parts. The first part is a brief review of the directors' perspective. The second part discusses the paraprofessionals' perspective including their experiences with: (1) orientation, (2) on-the-job training, and (3) access to continuing education opportunities outside the library.

Director's Perspective

"Staff Development in North Carolina's Public Libraries: Needs, Opportunities, and Commitment," reported on a survey of North Carolina's public library directors.[1] It sought to determine the present state of staff development in the state's public libraries. Several of its findings have direct bearing on the current study. These include responsibilities for (a) staff development, (b) staff development strategies, (c) needs assessment, (d) evaluation, and (e) follow-up.

In the area of responsibility for staff development programs, several issues were explored. These consisted of determining who has responsibility

- for the provision of staff development,
- for planning staff development,
- for participating in staff development, and
- for motivating individuals to participate in staff development.

The vast majority of public library directors encouraged all levels of staff to participate in staff development because of the belief that the library has a responsibility for providing staff development opportunities. Public library directors feel that the library staff has the responsibility for participating in staff development and for seeking it. This means that, *from the director's perspective*, it is the employees' responsibility to initiate the request for staff development.

This placing of responsibility on the employee is further reinforced by the factors used by library directors to determine whether or not an individual will be allowed to participate in a staff development activity. The two top factors used by public library directors to determine this were (1) the interest and potential of the learner and (2) the expression of need by the potential learner. The directors rely heavily on "intrinsic motivators" for participation in staff development. The two most commonly used motivators were esteem and "credit" in performance review. Note, however, that "intrinsic motivators" work only if employees desire the director's esteem and praise.

Directors employ a variety of strategies for meeting the staff development needs of their employees. The two most popular are workshops and on-the-job training. The public library director's study did not discuss employee orientation as part of staff development. However, the importance off employee orientation cannot be underestimated, especially when discussing the paraprofessional population. Also only fifty percent of

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the directors identified coaching as a staff development strategy currently in use in their libraries. Coaching in a library setting would consist of observing a trainee use a new skill in the work environment and then providing feedback on the spot about what was done successfully and what could be improved.

Before we examine these findings from the paraprofessional perspective, however, we need to define the paraprofessional population which participated in this study.

Study Population

This study focused on paraprofessionals working in North Carolina public libraries. In order to obtain a sample of North Carolina paraprofessionals the membership list of the North Carolina Library Paraprofessional Association, a roundtable of the North Carolina Library Association, was used. All members of this roundtable received a mailing which consisted of a flyer advertising the dates, locations, and times of focus groups and a cover letter explaining the purpose of these focus groups. While participation in the groups was not limited to members of the North Carolina Library Paraprofessional Association, a large number were members. (Membership in the North Carolina Library Paraprofessional Association is open to anyone working in or interested in libraries. In order to join the roundtable, however, one must also join the North Carolina Library Association.)

The individuals involved in this study have demonstrated that they are very motivated and personally committed to their own growth and development. Given that only a small percentage of paraprofessionals join the roundtable we can assume that this study's population is very much more willing to assume responsibility for participating in and initiating requests for staff development than the paraprofessional population as a whole.

Twenty-five public library paraprofessionals, all female, make up the population. They range in age from 29 to 59 years with a median age of 42.8 years. In terms of library experience, they have between 2.67 to 29 years of library experience with a median of 10.5 years of library experience and have spent between 0.75 and 20 years in their present job classifications, with a median of 4.4 years in their present classifications. Their educational achievements range from high school graduation only to pursuit of the Master of Library Science degree (high school graduate only, ten percent, some college but no degree, twenty-five percent; an associate's degree, thirty percent; a

bachelor's degree, thirty-five percent). In terms of participation in formal library science coursework, seventy-three percent had never participated in formal coursework at any level, and nine percent had participated in formal coursework at the community college, nine percent at undergraduate and nine percent at graduate levels. Fifteen percent indicated that they were interested in pursuing the Master of Library Science degree, seventy percent indicated that they were not, ten percent were currently enrolled, and five percent indicated that they might pursue the master's at a later date. Ninety percent of study participants indicated participation in library related workshops.

The individuals involved in this study come from all sizes and types of public libraries. Municipal libraries, regional library systems, as well as county systems are represented in this study.

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Study participants are currently working in both branch library and main library settings. Outreach settings are also represented by a participant who has responsibility for her library's bookmobile service. Staff size for the employing institutions of study participants ranges from 1.5 to 234 full-time equivalents, with from 0-60 professionals and from 1.5 to 164 paraprofessionals.

Paraprofessional Perspective

Focus group meetings were held to determine the staff development experiences of paraprofessionals in North Carolina's public libraries; these followed the techniques and strategies outlined in "Educational Needs Assessment: Group Interview Technique," by Suzanne Mahmoodi and others.[2] Each focus group lasted approximately three hours and concentrated on the continuing education needs and concerns of the group members. Each group was asked to discuss experiences in orientation, on-the-job training, and access to continuing education activities outside the library. Each group had an individual who served as a recorder and took notes. The following discussion is based on examination of the reports submitted by these three individuals as well as my own notes.

Orientation

In her book, *Effective On-the-Job Training*, Sheila Creth provides an orientation checklist. This checklist includes the working conditions that supervisors should cover with a new employee. Topics covered on the checklist include job duties, physical surroundings, hours of work, leave, compensation, evaluation, benefits, and employee rights and responsibilities.[3] This checklist is intended to be used by a supervisor in a one-on-one orientation session. Another type of orientation program is provided by the Milwaukee Public Library (MPL). In its Human Resource Development Program Procedure Manual the following description of MPL's orientation program is provided:

A formal orientation program to the Milwaukee Public Library System and Milwaukee County Federated Library System is offered by-monthly to all new library staff members. Speakers include the City Librarian, Deputy City Librarian, Assistant City Librarian for Central Library, the Personnel Officer, and Head of Circulation. Information provided includes the role of libraries in society, current and future library trends on the local and national level, the mission of MPL and its long range goals, and the role staff members play in meeting the library's mission and goals. Participants are given an overview of the organization of the Milwaukee Public Library System and the Milwaukee County Federated Library System, including governance and financial support. Speakers and a slide show presentation provide information on the operations and service of the Central Library and Extension Services Bureau. The overriding message conveyed is that the person's job is important to the successful operation of the library. Participants also have an opportunity to review written orientation materials they received when they began employment and to learn of the services provided by the Library Personnel Office.[4]

These two strategies demonstrate the breadth of strategies that can be used in library orientation programs. Based on participants' comments, it is apparent that a wide range orientation strategies are in use in North Carolina's public libraries. The orientation experiences of study participants varied widely. In some libraries, orientation receives formal, structured attention. In others, orientation consists of a walk through the library with a co-worker. In discussing their orientation experiences, the paraprofessionals found orientation to be frequently sketchy and overwhelming in some cases; largely self-instructional, consisting mostly of information about salary and benefits; and, as it existed in most circumstances, largely ineffective and not worthwhile. Participants stated that orientation would be improved and more useful if it was spread out over more than one day and if there were provisions for follow-up

meetings where new questions could be explored and discussed.

Orientation is especially important for paraprofessional staff since most have not had the benefit of formal library education courses that would provide them with an overview of librarianship, the profession's mission, and specifically the mission of the library in which they are about to work. When asked what type of information a structured orientation program should contain, participants stated that the library's mission statement, how this statement relates to the community, salary and benefits, the individual's job description and its relationship to the larger organization, and the system's procedures should be included. Several stated that their library had improved its orientation program since they began working. They also stated that, whenever significant changes occur either in the library's mission or in the content of the orientation program, all library employees, not just new employees, should be informed.

On-the-Job Training

The second item explored in this study is on-the-job training. Creth states that "The primary objective of job training is to bring about a change — an increase in knowledge, the acquisition of a skill, or the development of confidence and good judgment. Job training is not successful unless the person can do something new or different or demonstrate a change in behavior."[5] For paraprofessionals most training is on-the-job training. Therefore, it is vitally important that on-the-job training be a primary focus of anyone responsible for the training and development of paraprofessionals. On-the-job training is frequently an informal process, with no evaluation, little standardization, and less follow-up. Participants felt that, in most cases, they had to initiate the request for on-the-job training, and they would like to see management assume a more active role. The participants seem to feel that they are largely responsible for their own training, and several individuals refer to the self-directed nature of their learning on the job.

Two specific examples may help to illuminate the range of on-the-job experiences discussed by study participants. In one case a new employee received her training in shelving from a co-worker. At no point in this process did her supervisor check on her training or on her performance. A year later, this employee viewed a film that discussed shelving and learned on her own she had been shelving books incorrectly. In another case, an employee had received both a promotion and a

transfer to another department. Her new responsibilities included assisting library patrons in doing in-depth research. She stated that in her new position library personnel communicated very clearly what was expected of her, gave her materials to study, and stated that they were there for her if she needed help. She further stated that she appreciated not only the clear direction and expectation communicated by her supervisor, but also the consideration given to her learning style. This individual preferred to learn independently and seek assistance when she needed it. The library personnel involved in her training understood this and encouraged her to learn in the way she learned best.

On-the-job training is frequently an informal process, with no evaluation, little standardization, and less follow-up.

Participants also felt that follow-up for on-the-job training needed improvement. Several participants stated that after training, they received little or no reinforcement or evaluation. The importance of follow-up has been identified and discussed in "Improving Inservice Training: The Message of Research," by Bruce Joyce and Beverly Showers.[6] In their review of over two hundred investigations on training, Joyce and Showers discovered that in order for inservice training to be effective it must include exposure to theory, demonstration, practice, feedback, and experience in using new skills in the setting for which the training was designed. Joyce and Showers also discuss the concept of coaching.

Coaching was a vital part of the State of Maryland's very successful reference training program. In Maryland libraries where staff received this training, reference accuracy increased from fifty-five to seventy-seven percent. In facilities where trainees received intensive peer coaching followed by intermittent coaching and supervisory support, reference accuracy increased to ninety-five percent.[7] If, as Creth states, the purpose of training is to bring about a change in performance, on-the-job training in the state's public libraries must make marked improvements in the area of follow-up and reinforcement if it is to be effective. Failure to do so will only result in a greatly reduced return on the library's investment of time, energy, and money in on-the-job training.

Access to Outside Training

The vast majority of public libraries in North Carolina uses a combination of in-house and external resources for meeting the training and staff development needs of their staffs. If the state's libraries are committed to the provision of staff development opportunities for all staff, then paraprofessionals must have access to workshop opportunities that are conducted outside of the libraries in which they are employed. Participants were asked to discuss their access to outside training.

In general, they stated that they were allowed to attend workshops if they initiated the request. Most learned about workshop offerings on their own and rarely received suggestions for workshop attendance from their supervisors. In addition, most found that it was frequently difficult to learn about workshops in a timely manner since the majority of information about workshop offerings was contained in literature that was routed through the system. Several stated that since they had joined the North Carolina Paraprofessional Association, they had begun receiving their own copies of these materials. This service had greatly increased their access to information about what workshops were available.

Again, most participants stated that there was little or no follow-up as a result of participation in a workshop or staff development activity. While some were required to make written or oral reports about what they had learned, most came back from a workshop with no responsibility to communicate or implement what they had learned. In fact, one participant stated that she frequently came back to work all "pumped up" with what she had learned and was ready to implement some of that knowledge in the workplace, but no one seemed interested in what she had learned. As a result, she also felt that many of the good ideas for improving library service were never implemented.

This lack of follow-up is not limited to the public libraries of North Carolina. Mary Broad, in her article, "Management Action to Support Transfer of Training," asked 105 American Society for Training and Development (ASTD) non-student chapter presidents to review 74 actions management could take to support the transfer of training to the job.[8] The ASTD chapter presidents rated seventy-one (ninety-six percent) of the behaviors as being important for the transfer of training to the workplace. This group also stated that while ninety-six percent of these behaviors were important, they had only actually observed forty-nine percent of them in use in practice.

A further finding of Broad's study is the importance of the supervisor in the transfer of training. Of the seventy-four behaviors listed by Broad, sixty (eighty-one percent) were listed as being the responsibility of the supervisor. The specific supervisor behaviors listed by Broad in the area of follow-up include:

- Involves trainees in work-related decisions based on new training
- Has regular individual conferences with trainees back on the job
- Approves regular meetings of groups of trainees to discuss use of new behaviors
- Informs trainee of regularly increased expectations for levels of job performance
- Gives positive reinforcement for desired trainee performance
- Regularly announces data on trainee's use of new behaviors
- Requests reports from trainees on new skills, knowledge on job
- Arranges later follow-up workshop for trainee reports on projects, action plans
- Provides occasional practice sessions for important but seldom used skills
- Sends copies of training proceedings and/or evaluations to trainees
- Circulates newsletter among trainees to share ideas, actions back on job[9]

Broad further states that not all of these behaviors are intended for use in all situations. They are listed here merely to provide readers with an overview of the wide range of behaviors that support the transfer of training to the workplace.

Conclusion

Both public library directors and public library paraprofessionals seem to agree that each has some responsibility for staff development. Both also agree on their respective roles. Directors feel they have a responsibility to provide staff development when it is requested by staff; paraprofessionals feel they get staff development opportunities if they request them. Based on this study, this system appears to have two basic flaws.

First of all, self-initiation places a tremendous responsibility on the employee. As pointed out, the participants in this study are unusually highly motivated. These individuals were clear about their preference for more management involvement in their staff development. Specifically these individuals want management to discuss potential staff development opportunities with them, assist

them in setting learning objectives, consult with them about what was learned, and support them in implementing their new learning on the job. If these self-starters feel the need for more support from their managers, what must individuals who lack this initiative feel? The consequences, for the vast majority of paraprofessionals, of this component of the public library training infrastructure is that the system denies access to staff development. It denies access by forcing the individuals with the least power in our libraries to ask individuals with the most power for something for themselves.

> ... these individuals want management to discuss potential staff development opportunities with them, assist them in setting learning objectives, consult with them about what was learned, and support them in implementing their new learning on the job.

Secondly, it appears that the role played by supervisors in staff development needs to be strengthened. On several occasions participants stated that they received little guidance or follow-up, but both Creth and Broad state that these responsibilities belong to library managers and supervisors. Managers and supervisors must assess their perceptions about their role and their skills in the area of human resource development. Failure to do this and to assume an active role in assisting the growth and development of all staff members will only result in libraries that are ill prepared for what is becoming an increasingly gloomy future.

There is no question that the state's paraprofessionals are highly motivated to pursue staff development activities. In fact, as a group they expressed stronger motivations for continuing education than did professionals.[10] This same highly motivated group has requested the assistance and support of management in their continued growth and development. Thus, the adoption by management of a more consultative relationship with its paraprofessional staff in the area of staff development would result in a stronger training infrastructure for North Carolina's public libraries.

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What's Standard Operating Procedure? or, By the Book

Marie Olson Spencer

I am a firm believer in the usefulness of procedure manuals. To paraphrase the words of one of my favorite detectives, Hercule Poirot, "One must have the method, Hastings. Without the method, there is no order. Without the order, one can solve nothing. Enfin, one must have method." Since the dictionary defines a procedure as "a particular way of accomplishing something or of acting,"[1] and each step (procedure) in an activity leads to the next until the activity is completed, it is useful to have written directions documenting those steps. Perhaps this belief in the validity of written instructions springs out of my technical services background. Catalogers refer constantly to procedure manuals: *AACR, Dewey Decimal Classification, MARC Formats for Bibliographic Data*, to name a few. Each of these tools was developed to solve the very problems that arise when several people are performing the same kind of work at different times, in different circumstances.

Ideally, each staff member should be so well-versed in all aspects of every library task that she or he needs no written guidelines; but in the real world of librarianship, how many of us encounter the ideal? What happens when half your staff is stricken with the flu and technical services staff must substitute at circulation, while the children's librarian is harriedly manning the reference desk? Who answers such questions as, "How do I record this patron's check for a damaged book? What do I do about this audio kit that was returned without the cassette? Where in the world do they keep the fax forms and instructions?" Your usual sources of information, the regular staff members of these departments, are absent. These substitutes are capable, intelligent people, knowledgeable about every aspect of their own jobs and well-versed in general library procedures. But, each department is different. Adjustments have to be made for the idiosyncracies of clientele, physical plant layout, and variations in levels of technology.

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To be effective, to be efficient, and to be consistent, there must be some written guidelines available for the staff to consult when questions arise. This is one use for a procedure manual — a resource for solving problems.

Training and Teaching Tool

How does one learn to do a job well? Certainly one of the most effective methods is to watch the performance of someone who does the task well and emulate those actions. Actual experience, walking step-by-step through each aspect of each task and performing these steps repeatedly can also be effective. And, of course, one might study written, detailed discussions of the various aspects of the job and then attempt to apply these descriptions to the task at hand. In reality, a combination of all three methods is necessary. But the types of tasks performed also determine which learning method — and teaching method — works best.

Manuals are a necessary part of the training process. For example, watching someone process a book and then doing the same task is a very good way to learn how to process materials, because it is a physical procedure and most effectively learned by doing. Processing can also be a complex task, and there may be variations in how your library treats circulating books as opposed to reference or archival materials. Similarly, items that are acquired infrequently demand a well-written procedure manual — something to instruct the processor on their handling, so that when these items do appear, she or he will be able to process them properly. If the processor is absent, and materials *must* go out, the procedure manual will serve as a resource for whomever is designated to process materials in the interim.

Manuals are also an integral part of the continuing education program necessary in a changing organization. Let's address the questions that arise when your library's circulation system is automated. What is the best way of reinforcing the hands-on training that indisputably is necessary in this process? Our library issued a regular newslettter that became, in effect, a supplement

to the vendor's procedure manual, detailing all the oddities and inconsistencies of our particular system. Again, because not every puzzling situation occurs regularly at every desk, and because a supervisor is not available every second of every work day, there must be some written procedures available — not only to settle disputes, but also to help instruct those who are serious about learning to do their jobs effectively.

This, then, is the second beneficial aspect of having procedure manuals — they function as learning/teaching tools. I hasten to add that such materials are not meant to be stand-alone items. There are no substitutes for good, intensive, personal instruction and hands-on experience. But many people function better if they have a concrete list of steps to follow, rather than having someone talk them through an activity.

How does one utilize a procedure manual for training? One suggestion would be to base such activities on the problem-solving process defined in *Management Science: an Introduction*. It proposes "a six-step framework as follows:

1. problem recognition, observation and formulation
2. model construction
3. solution generation
4. testing and evaluation of solution
5. implementation
6. evaluation"[2]

Begin by using the manual that was developed, along with other training procedures. The first step is always an introductory/observation period, permitting the new employee to see the lay of the land. (step 1) Secondly, the employee is walked through these procedures, using the manual as a guide. (step 2) Third, the new employee is permitted to do carefully limited tasks, either observed, or closely checked by a supervisor. (step 3) Fourth, additional tasks are added to his or her work day. If problems occur, or the employee falters, references to the manual and walking through the tasks again, helps him or her recognize where the difficulties lie and how to find a solution to them. (steps 4 & 5) When the training period is completed, the new employee should be able to function effectively alone and know where to look for assistance when problems do occur. (step 6)

Throughout the training process, the employee is encouraged to take time to read through and carry out the directions in the manual. It should be emphasized that the procedure manual is a *guidebook*, rather than a rule book, which is the function of a policy manual. Encourage him also to realize that in dealing with people, flexibility is an important attribute. Sometimes the spirit of

the law is more important than the letter and, as a result, sometimes rules are broken. *BUT*, the purpose of a procedure manual is to insure consistency of performance, even when rules are bent. Therefore, providing guidelines to handle an exception to policy becomes a useful part of the procedure manual.

This all sounds easy and uncomplicated in the abstract, but the demands of a real-life work situation may not permit this step-by-step, easy-does-it approach to training. Even in the busiest settings, time given to the reinforcement of procedures is a savings in the long run. Far less supervisory intervention is needed, saving both salaries and egos, when support staff can work relatively independently, because they are able to "go by the book."

Manuals are also an integral part of the continuing education program necessary in a changing organization.

Team-Building Tool

Where does one acquire "the book"? Libraries, of course, differ in the development of procedure manuals. Our library has always had a loosely-organized collection of departmental procedures which had simply evolved through the years without much thought given to their interrelation. Moving into a large, new building, where departments were physically separated, and automating our circulation system, provided the impetus for redefining and merging these procedures into one manual. As the staff trained together in automation procedures, questions arose about "How does the Circulation Department handle this?" and "Why does the Children's Department do it that way?" and "How do we deal with such and such when the system is down?" Out of the latter type of question arose the aforementioned newsletter and out of the former, a determination to create both a staff policy handbook and a collective procedure manual. The professional staff, in monthly meetings, began planning for both publications. For various reasons, the policy handbook was developed first and provided excellent training for the work involved in compiling the procedure manual.

Every department began reviewing their existing manuals, noting where changes had been made and which procedures were likely to be misunderstood or performed incorrectly. Additionally,

they indicated where their tasks "crossed over" into another department's venue. Because support staff were on the front lines and had to deal with both the task-related problems and public relations results of changing technology, their input was considered crucial. Furthermore, they were generally the target audience for our manual, simply because they were the ones who performed most of the tasks, and were most apt to be shifted about. Everyone was asked to outline the steps he or she took in performing each task undertaken. From these outlines, the basic structure of each department's manual began to emerge. Department heads reviewed and annotated each other's drafts prior to handing print-outs to the support staff. Support staff annotated the rough drafts and handed them back to their supervisors. The refined rough drafts were passed out to support staff in other departments to determine whether the procedures were understandable to the "outsiders" who might have to refer to them.

There was an unexpected benefit to creating the procedure manual: the interaction and personal involvement of the professional and support staff resulted in a pleasant sense of accomplishment and created an awareness of what goes on in other parts of the library. "We not only go by the book, we wrote it!"

Retraining and Reinforcement

While basking in the afterglow of a job well done, one small question kept niggling at us: can "the book" ever truly be finished? *Dewey Decimal Classification* is in its twelfth edition. If the staid world of cataloging is routinely revised, can a procedure manual for the ever-changing organism that is the public library be expected to remain static? What provisions can be made for changes in procedures? Who assumes reponsibility for documenting those changes? Should revision occur regularly, or on an as-needed basis? Technology is refined constantly, necessitating changes of varying degrees in the simplest transactions. Our sign-on procedures, for example, have been refined four times, each change making it easier to access the system, but aggravating the procedure manual writers. For the sake of consistency and usefulness, each change should be documented and entered into the manual. To do otherwise is to defeat the whole purpose of the manual.

This leads to the questions of who revises the manual and when should it be revised? It seems to me that this is a perfect opportunity to reinforce the importance of, and stimulate staff interest in, the manual. On a regular basis — whether monthly or quarterly will depend on the institu-

tion — each section of the manual should be reviewed at departmental meetings and changes noted. It is important to understand that *constant* revision of procedures may be counterproductive and should not be undertaken lightly. In fact, constant changes in procedures may be symptomatic of a larger problem with library policy. Procedures may be waived at the supervisor's discretion, but if this happens constantly, perhaps it is a *policy* that needs changing rather than the procedure. A case in point is the registration of young people at New Hanover County Public Library. Having previously required all people under the age of eighteen to have their application cards signed by a parent or guardian, the library began permitting sixteen-year-olds with a driver's license and a part-time job to apply without that constraint, if the circulation supervisor approved it. When this procedure became so commonplace as to be standard operating procedure, it was decided that a policy change should be effected. Therefore, any resident above the age of 16, presenting a driver's license or Department of Motor Vehicles identification card, can now be issued a card without parental consent.

"We not only go by the book, we wrote it!"

Some procedural changes are less difficult to implement, but it is wise to think through the ramifications before doing so. It's easy enough to decide to change the format of your spine labels, for example, but how will that change affect your shelvers and the public? A discussion among the technical services staff and further discussion with reference and circulation personnel (who deal directly with the public and are going to bear the brunt of any complaints or problems) should be mandatory before the change is carried out. Again, you are reinforcing the sense of teamwork and "oneness" by doing so.

Once the procedure is changed, an appointed support staff member from each department, on a rotating schedule, should then be sent to the individual charged with editing "the book" and assist with entering the changes pertinent to that department, as well as reviewing other departments' submissions. This assures that the same "outsider's" viewpoint is maintained and is effective in clarifying murky directions. The assistance might range from actually keying in the data to simply observing as this is done, but it is interaction, rather than action, that is important here. That staff member should also be responsible, on

this rotation, for informing his/her co-workers about *all* library procedure changes and inserting the update(s) into the department's copy of the manual.

Will a procedure manual solve all your staff problems? Will every person take the accumulated wisdom poured into the document and treasure it until his or her dying day? Will people even remember to consult the thing? The answer to the first two questions is probably, "Are you kidding?!" But the answer to the last questions depends on you. If you stress the importance of self-reliance, awareness of library practices and how one series of actions creates reactions elsewhere, your support staff is bound to think of the procedure manual as a valuable resource, rather than a last resort.

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Course Outline and Training for School Library Assistants

Anita C. Bell

With the advent in 1985 of North Carolina's Basic Education Plan which mandated a minimum of 5.5 instructional hours per day, the category of student assistant in high school media centers was eliminated. Since most school libraries depended on the work contributed by student helpers, it became necessary to develop a curriculum with the requisite number of contact hours, work assignments, quizzes, and exams to justify an accredited course in library assistance.

In Wake County a committee was formed to create a course outline based on a prototype curriculum guide developed by the Division of School Media Programs for the State Board of Education. School librarians were asked to submit material used in the training of their students — handbooks, exercises, policy statements, and clerical forms. Dale Williams of Enloe High School and Marietta Franklin, now retired, compiled the information, provided background narrative when necessary, and designed exercises where needed. The result of their efforts was a 320-page source book entitled *Library Media Studies*. Its sheets can be removed for copying and its ideas can be adapted to the particular needs of each school media center.

Course Overview

The Library Media Skills course was designed as an independent study program, allowing the students to participate in a hands-on learning experience with self-guided lessons. Instead of a traditional classroom environment, the Media Center became a laboratory for on-the-job training in which students gained knowledge of its functions and services.

The course outline focused on the orientation and organization of the media center, the selection and utilization of resources, the comprehension and application of concepts and information usage, the production and presentation of materials in a variety of formats, the knowledge and application of computer technology, and even

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some enrichment activities such as literary appreciation, copyright laws, and public relations.

As indicated in the table of contents of the resources book, there are two instructional levels for many of the exercises included. Should a student enroll in the course for a second year, he or she can study various topics in greater depth and be involved in an expanded variety of tasks. Studies of other reference sources and more computer-related projects are also introduced. What follows is an account of the experience of Needham B. Broughton High School in Raleigh in implementing this new course.

The course was arranged for four nine week periods, with the first grading period concentrating heavily on library orientation and terminology; training in circulation processing and shelving procedures; and working with periodicals, microforms, and audiovisual hardware. During the second nine weeks, more audiovisual skills are developed; removing cards for discarded books is initiated; and the basic reference sources are emphasized. The third grading period focuses on computer skills with the word processing program *PFS: Write* and exposure to additional reference materials. Finally, the fourth session is devoted to learning the newly installed DIALOG service and helping the librarians with the seventeen to twenty research classes that are a standard daily occurrence.

Probably the major difficulty in implementing the new course was maintaining the required contact hours with the students when other classes, teachers, and chores demanded the librarian's time. A media coordinator easily could have spent all day teaching, but teaching had to be balanced with running a full library program. It was advantageous to remember while teaching media skills, that students were being trained as assistants and that their primary obligation in this course was to help with library operations.

While Broughton's library staff consisted of three media coordinators and one media assistant which enabled everyone to take turns working with the students, in a school media center with fewer personnel, the teaching aspect of this course

would be difficult, if not impossible, without independent exercises. For this reason alone, the self-guided worksheets were invaluable resources.

The First Week

On the first day of class, the new assistants watched a videotape designed to acquaint them with the library facility and staff. (Creating such an orientation video, if one does not already exist, is an excellent project for assistants. This videotape, shown to all incoming ninth-graders, is also appropriate for use with new teachers, community volunteers, and open-house events.) Following the viewing, the students filled out a brief biographical sketch, along with their full class schedules, which were kept on file. They were then given a looseleaf folder which contained the worksheets and handouts which would serve as their textbook for the semester. A walking tour of the school campus was provided so that students running library errands would know where the principals' and guidance counselors' offices, the auditorium, and the faculty lounge were located.

In addition to the video, another multi-purpose tool was a detailed representation of the library facility. Students were given an unlabeled floor plan with a comprehensive list of items and areas to locate including everything from Dewey Classification areas, computer lab, and periodical room to vertical files, copiers, and microfiche cabinets. Even the wall clocks and pencil sharpeners were indicated in anticipation of two frequently asked questions. For two days the assistants were encouraged to explore, mark locations on their maps, open books and drawers, and become familiar with the physical space and the resources. At the end of the second class period, their discoveries, questions, or problems were reviewed and discussed. (This same floor plan, with detailed labels and library policies and hours of operation typed on the reverse side, can be used as a handout for new students, teachers, and visitors. Moreover, the map can also be posted at various locations throughout the library with a "You are here" indicator.)

Attendance and Assignments

A sign-in sheet was kept at the circulation desk to serve as an attendance record and as an assignment chart for a designated period. The numbers next to the students' names on the sheet specified their particular duty for that time period. One student was always assigned to the circulation desk and another to audiovisuals. If more than two assistants were registered for that

period, some were assigned to the periodical room or the pass desk during the lunch hours. An end-of-the-year survey of the assistants revealed that the great majority of them preferred a job rotation every three or four weeks.

Since four members of the library staff were involved in the training and so much of a student's work was done independently, there were occasional communication problems. It proved worthwhile, therefore, to provide a bulletin board and/or clipboard near the desk for announcements, special duties, and notices from counselors and to have students sign or initial important memos.

While there were always numerous odd chores to be done, the predictable housekeeping tasks were staggered throughout the day to simplify the daily routines. Each period was assigned a specific job which was maintained all year outside of the monthly rotation: first period students emptied the book drops and carded the books, second period students delivered the AV films and equipment, third period students watered the plants.

Shelving

With the registration dust settled, schedules fixed, the assistants counted, the shelf space was divided up, and each student was given an area of responsibility which involved reshelving books in that section and maintaining order and neatness. Students were encouraged to do this as soon as they signed in and before classes arrived. The necessity for regular checking was constantly stressed. Experience has shown that assigning students their own section, rather than random shelving and reading, fostered a sense of ownership and pride. If one student was faced with a deluge of books at one time, his or her classmates often helped out, knowing that this favor would be returned. In the case of a prolonged absence of an assistant, the others were encouraged to cover for the absentee and receive extra credit for their work. An "extra-credit" sign-up sheet was posted at the desk, and the student's contributions were considered when report card time approached.

Students learned shelving procedures by arranging call numbers in alphabetical and numerical order in written exercises. In this way a learning disability was often discovered before the student was turned loose on the shelves. The special education students assigned to the library often had difficulty with nonfiction numbers, but were able to shelve fiction, biography, and collective biography successfully. The procedure of checking the book pockets and reshelving the

books was done with staff supervision.

An outline of the Dewey Classification System was given to all pupils, and they were required to learn the ten major divisions. In addition, students were asked to become sufficiently familiar with such popular topics as the Vietnam War, drugs, the occult, and the environment to be able to find these subjects in the subdivisions.

Background information was provided on the various types of collections in the library and their identifying symbols. Handouts on basic library terminology were distributed throughout both semesters. These papers were always filed in the looseleaf textbooks, and the students were quizzed on the vocabulary sheets and classification areas. The problem of bringing late comers or slow students up to date was partly overcome by having the other assistants do the training and then rechecking their efforts when time was available. Moreover, with library assistance now recognized as a full-year course with a unit of credit, new assistants are not added in the second semester. A draw-back of this policy is the possible loss of students who drop out and thus deplete the staff with no prospect of replacements.

Card Catalog

After campaigning before the budget committee at regular intervals for the card catalog to be automated, the staff decided that, in the interim, the student assistants would pull cards for the backlog of weeded volumes, but not file cards for new books. (Volunteers were available to do above-the-rod filing of new acquisitions.) Each student was given a quota of five cards each week, increasing in complexity, whose sets were to be pulled during periods of relative calm. These sets were then given to a librarian to check, and the students were graded on the accurate completion of the assignment. The staff breathed a collective sigh of relief at this considerable accomplishment, and the project gave the students an intimate and practical knowledge of the workings of the card catalog. (In fact, one student was heard to mutter that he learned more about it than he ever wanted to know!)

Audiovisual Instruction

Each assistant received reading material with schematic operational diagrams on the various types of audiovisual equipment and learned to operate each one. The assistants were required to pass an operations test on all items and to understand the rationale for selecting appropriate equipment for productions purposes. Samples of the forms used in scheduling films through media services, checking out hardware to the staff, and procedures for repairing equipment and making

lamp substitutions were also added to the textbook.

Several of the school's classrooms had been wired to receive programs over the "head-in" system originating in the library control room. This enabled teachers to turn on the monitors in their rooms and receive programs over three different viewing channels. The library assistant serving AV duty was expected to check the scheduling calendar for these broadcasts, start and stop the videotapes, record clock times, and rewind for the next showing.

It was obvious that not all the assistants would be proficient in every area, particularly in the use of audiovisual equipment. So, while every student was taught the basics — operating the hardware, working with the head-in system, and changing copier paper — only one student in each period specialized in videotaping when the need arose. On a few occasions assistants were released from other classes to videotape an important school event. This was done with the permission of the teacher and the understanding that the work would be made up during a library period. Since videotaping was often a public relations undertaking for the media center, it was worthwhile to provide the service.

Similarly, past accidents with the laminator resulted in a policy granting only one student permission to laminate. This was done each day during one period and proved highly successful in avoiding costly mistakes, achieving excellent results, and saving energy. The student responsible also enjoyed his well-deserved reputation as an expert.

Academics

Independent exercises in research skills once again freed the librarian's hands and allowed the students to study various reference sources. A bibliographic instruction project citing current sources of information on social and controversial issues was used to teach the research unit. At that time, the unit prepared by Wake County was not yet available and the BI project was prepared by a staff member. Now, however, readings, exercises, and tests on other reference tools such as dictionaries, encyclopedias, yearbooks, atlases, indexes, biographical sources, and literature-related materials are included in the media skill sourcebook.

Each week handouts on *Newsbank, Reader's Guide, Facts on File, Editorial Research Reports, and Opposing Viewpoints* were distributed with a demonstration of usage. Worksheets examining popular and relevant topics such as rock music, teenage pregnancy and abortion, drugs and alcohol abuse, sports, capital punishment, poverty and the homeless, pollution, and animal rights were given to the assistants to be completed by a certain time. In this manner students were able to learn about these materials at their own pace. The exercises benefited the individual assistant and enabled him or her to provide the valuable service of directing peers to the correct sources.

Computer Skills

Teaching the use of the word-processing program to the assistants was probably the most complicated endeavor, in that it required the presence of the students in the computer lab rather than at their library posts. This was ultimately accomplished by arranging this activity when classes were not scheduled to come in to the library. At no time was it ever necessary to cancel scheduling to accommodate the teaching of the assistants. If the need for free time was absolutely critical, alternate periods on alternate days could have been blocked out well in advance in the class sign-up book.

A major factor was the *PFS: Write* program itself, which is relatively easy to understand, and the step-by-step lesson plans developed by a staff member to take the students through the various editing functions. Once the initial operational procedures were explained, the students continued on their own through the exercises and were responsible for three different writing assignments, ending with an original composition, "My Life as a Library Assistant."

Since English teachers at Broughton plan to introduce this writing program to all of their classes, it may not be necessary for the library staff to teach word processing in the future. Library assistants may need only to demonstrate their competency in this area. They will have an opportunity to explore other computer programs as well. At present, the entire audiovisual inventory is stored on forms designed to use the data management software *PFS: File*, and it is hoped that the assistants can be assigned the task of keeping these records up-to-date. Moreover, teaching the students use of the *Overdue Writer* circulation software would also be an asset to the library program and free the librarian from clerical chores.

DIALOG, with "Classmate" software, was introduced in the spring and opened new vistas to the study of media skills. While demonstrating the potential of this system to the graduating seniors through their English classes, the library assistants were also shown the process of accessing the data bases and the search commands. Because

of the cost involved, plans dictate that only the librarians will conduct the actual searches, but the possibility exists for the student assistants to aid the research student in developing key words used in search strategies and suggesting appropriate data bases.

It became painfully obvious that many high school students have more computer experience and are more technically proficient than are many teachers and librarians. The staff realized a future goal could be to encourage the students' interest and expertise in this area. Through the use of bulletin board exchanges, such as *FrEd Mail*, the assistants might interact with students in other school systems and develop ideas and projects to improve their service and effectiveness to the media center.

Long-Term Projects

The practice of assigning homework on a regular basis was never undertaken during the past year, but it remains a possibility. A more viable alternative, however, would be to plan long-range independent projects such as the orientation videotape or telecommunications exchange mentioned earlier. Other ideas include preparing and videotaping book talks or videos showing other students using the various reference sources, designing exhibits and displays, and compiling bibliographies on various subjects in the curriculum. Creative students might wish to design recruitment posters and a pamphlet advertising the media center, its resources and hours of operation for new students. Designing flow charts showing various library procedures would be another worthwhile undertaking. Again, the *Library Media Studies* source book has numerous ideas and suggestions for independent projects that would benefit the library and the student.

Exams and Grades

Twenty percent of the students' grades were based on the results of their final exam. The largest portion of the grade was derived from a category defined as performance, comprised of daily participation in job assignments, worksheets, projects, card pulling, and quizzes. Another portion reflected shelving assignments which were checked at announced and unannounced intervals.

Exams were constructed as combinations of true-false, multiple choice and matching, and a choice of essay questions. Critical thinking/problem solving situations involving procedures, skills, and issues were addressed as in the following examples: "Mrs. Jones is having trouble with her VCR. She pushes PLAY and nothing happens. What are some possible solutions?" "An overdue book is left on the counter, and the student has walked away. What procedure do you follow to check in the book?" "A student is doing her research paper on acid rain and asks for your help. Under what headings do you tell her to look? Name four possible reference sources." "Coach Smith is in a hurry and asks you to show a video of a wrestling match which he taped from the TV a month ago over the head-in system. What would you do?"

Rewards and Awards

During National Library Week, photographs of the assistants were taken, autographed, and displayed as "Stars of the Library" in keeping with the 1990 theme. Copies of the pictures were then given to them with a note of appreciation at the end of the year. Occasional celebrations arranged around various holidays also had their place as morale builders — food always seems to be the most effective thank you for teenagers. A thesaurus or a dictionary presented to the graduating seniors was also an appropriate and appreciated gift. Most importantly, to raise the status of the Media Skills Course and recognize students' efforts before their peers, certificates were presented to two outstanding library assistants at a schoolwide awards assembly.

Students were regularly asked for their input in improving the course and making their positions more meaningful. Some of their responses proved quite helpful, and the discussion process demonstrated their importance to the media program and to their identity as part of a team effort serving the school.

The opportunity that this course offers to develop research skills and to study the science of information retrieval can enrich the student assistant's education beyond the often mundane clerical and procedural activities expected of them. Yet, while these very chores are essential to the library program, this experience has shown that it is possible to balance the training with academic skills to the benefit of the student, the library, and the school. For this reason, the course should prove a valuable asset to any secondary school curriculum and to the students who can say, "We are library assistants" and truly be proud of their accomplishments.

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Venders and media coordinators alike enjoyed this year's North Carolina Association of School Librarians' Biennial Conference in High Point, September 27-28.

The North Carolina Library Paraprofessional Association: A Force at Work for the Nineties

Judie Stoddard

Over the past two decades technological advances have altered the traditional image of the library as the storehouse of the printed word. Today's library houses increasingly complex automated systems for information retrieval in reference, technical services, and circulation functions. Professionals and paraprofessionals alike are becoming specialists and technicians as they are trained to perform more tasks by machine. Boundaries between their roles are growing less distinct as support personnel perform more tasks that formerly were considered part of the professional librarian's responsibilities. The support staff's need for training in both new and traditional library services is gaining recognition in library literature as a growing number of states investigate training programs for the paraprofessional.

In December 1987 Patsy Hansel, then president of NCLA, announced the formation of a new committee to study the issue of paraprofessional participation in NCLA. This committee was to consider how NCLA could best serve paraprofessionals and what structure would most encourage their involvement. The committee consisted of Ann Thigpen, Sampson County Public Library, Meralyn Meadows, Stanley County Public Library, and Judie Stoddard, Onslow County Public Library. The committee surveyed paraprofessionals in public, academic, and school libraries to determine what jobs they currently held, whether they were interested in NCLA and an association for paraprofessionals, and what their career goals were. Using the *American Library Directory* and the *North Carolina Education Directory* as guides, paraprofessional staff in 292 libraries were queried. By April 1988 the committee had received responses from 726 paraprofessionals. Only 61 were members of NCLA, but 481 showed an interest in joining, with additional membership in a roundtable for paraprofessionals. Of the respondees, about thirty-four percent worked in Circulation, thirty percent in Technical Services, twenty-

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two percent in Reference, twelve percent in Childrens, six percent in Administration, and 4.5% on Bookmobiles. Twenty percent represented Branch support staff. These paraprofessional needs were as diverse as the types of libraries employing them. Community college and academic support staff seemed to voice even more desire for assistance than public library personnel. Survey response from school media personnel was, unfortunately, very sparse. Reaching them with the survey was difficult because of the nature of their communications system. Those who did respond reflected the same interests and problems as the others but their access to time and funds for training was even more limited.

A petition with the signatures of 100 NCLA paraprofessional members was presented to the Executive Board at the July meeting and roundtable status was granted. More than 120 paraprofessionals attended the organizational meeting held in November at the Durham County Public Library. Debbie Wolcott, chair of the Paraprofessional Forum of the Virginia Library Association, gave the keynote address. In order to give everyone a chance to speak and to gain a consensus of the areas of most concern, participants were divided into discussion groups. Following reports from each group, the assembly selected a name for the organization and formed a steering committee.

The principal issue that emerged was the need for training. Across all types of libraries, paraprofessionals were most interested in receiving information that would increase their efficiency and boost the overall productivity of their libraries. In addition to being challenged by new technologies, support staff reported that they are being placed in authority over their peers and may be temporarily upgraded to fill vacant professional positions. There is a need for travel funds and time for workshops and training to enhance communication, reference and supervisory skills. Paraprofessionals outnumbered professional staff in most libraries but they do not receive as much

staff development or outside training as they would like. Rather, the limited funds are offered to professionals.

Paraprofessionals in school libraries are probably in the most difficult position. As mentioned in the survey results, they rarely have time or funds to travel, and there are so few of them in a school system that their needs are neglected. Communication and reference skills are greatly needed in interactions with their patrons.

Another important concern of paraprofessionals centered on the need for standardized job classifications and descriptions. Uniformity across all types of libraries in the state would eliminate some of the existing confusion about salary variations and make job hunting easier. More accurate job analysis, which is a difficult task in this time of increasing automation, would show better what training is needed and make coordination simpler for those who plan continuing education programs. Because their job titles and descriptions are so diverse, paraprofessionals find it very difficult to communicate and exchange ideas when they do attend workshops and attempt to network.

In May 1989 the newly formed North Carolina Library Paraprofessional Association offered its first workshop. Dr. Ernie Thompkins, Director of Training for the City of Winston-Salem, presented "Improving Staff Communication." The workshop was offered both in Wilson County Public Library and at Appalachian State University in Boone in order to reach the most participants. A total of 127 paraprofessionals attended the two sessions. Duncan Smith, Director of Continuing Education at North Carolina Central University, acted as program coordinator.

The work of the new committees was only beginning. The NCLPA newsletter was published four times before the 1989 NCLA conference and Kathleen Weibel was chosen to be the Paraprofessional Association's keynote speaker at the conference. Ms. Weibel, Director of Libraries at Ohio Wesleyan University, had addressed many paraprofessional concerns in her article, "I Work in a Library, But I'm Not a Librarian," published in *Library Personnel News*.[1] This was used as the theme of the Association's conference programs. Ms. Weibel addressed, among others, the issues of the diversity of job classifications and job titles, and what to call someone who does not hold an M.L.S., but works in a library. At least 75% of the 210 paraprofessionals attending these sessions indicated that this was their first NCLA conference. The conference schedule also included a series of table talks on time allocation and plan-

ning staff development programs for library support staff.

The major objectives of the Paraprofessional Association are to inform both professionals and support staff about the various concerns and options of the organization, to establish a network across the state, and to encourage active support of NCLA and the Association. With the NCLA conference, paraprofessionals became visible participants in the library community.

In the Winter 1990 issue of *Library Personnel News*, Robert Veihman, Library Technical Assistant Program Coordinator for the College of DuPage in Glen Ellyn, Illinois, spoke to the library

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Across all types of libraries, paraprofessionals were most interested in receiving information that would increase their efficiency and boost the overall productivity of their libraries.

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community's need to recognize the place of the trained library technician in today's technologically advanced libraries.[2] He encouraged the growth of LTA programs nationwide and emphasized that professionals should appreciate the technician as an assistant and not use them as a substitute for a librarian.

Veihman also called attention to a new magazine devoted to library support staff, *Library Mosaics*. The premier issue of this bi-monthly journal was published in September/October 1989. In answer to the growing need of support staff for information, the magazine hopes to provide a national forum, featuring articles by and about support staff. A calendar of national events, a job hotline, and a classified job clearing house will fill a real need, as well. Articles will report on new technologies and information geared to improving the efficiency of the paraprofessional. Articles, stories, and letters to the editor are welcomed.

One of NCLPA's goals is to encourage a study of support staff wage scales as part of the effort to standardize job descriptions, recognizing that counties and regions differ in their abilities to provide funding for support staff. Professionals have an NCLA recommended salary scale. Why not one for the trained paraprofessional?

Concern for employee rights and the assigning

of more duties that had previously been performed by professionals to support staff were the top ranking trends that appeared in an informal survey produced by the staff of *Library Personnel News* in 1987.[3] During the following year several articles appeared which argued that diminishing financial resources are shrinking staffing options in libraries. Funds are being channeled into technical training for paraprofessionals. Those positions are being given more responsibility and authority. Those changes are not only taking place in technical service areas but in public services as well. Reference desks in both academic and large public libraries are beginning to be staffed with paraprofessionals or with teams composed of a professional and paraprofessionals.[4] Workshops on reference skills, patron service, and supervision are proliferating as a result. Associations and roundtables are forming to urge the profession to recognize that these changes are inevitable and essential in providing quality library service, and that they require encouragement and funding.

Along with other NCLA roundtables, the NCLPA is beginning this new biennium by participating in the 1990 White House Conference on Libraries and Information Services. A Position Paper prepared for the conference identifies five major concerns of paraprofessionals.

- Continuing education which could lead to certification. It is hoped that in time the State Library will recommend pay scales for the various levels of paraprofessional positions.
- Training in automation and new technologies to meet increasing challenges and demands made on paraprofessional staff.
- Training in administering policies, such as latchkey children, unattended children, and the homeless, that affect the public.
- Training formats which support staff may use for staff development programs; for example, networking and discussion groups, seminars, and conferences held regionally or state-wide.

The North Carolina Library Paraprofessional Association's experience is being repeated in other states and interest in the needs of library paraprofessionals is being advanced. The future of our libraries will be guided by technology and the quality of service will be determined by the degree to which we prepare and train our support personnel.

References

1. Kathleen Weibel, "I Work in a Library, but I'm Not a Librarian," *Library Personnel News* 2 (Winter 1988): 8.
2. Robert Veihman, "Library Technical Assistant Training Provided," *Library Personnel News* 4 (Winter 1990): 8.
3. "Personnel Management Trends," *Library Personnel News* 1 (Summer 1987): 20.
4. Marjorie Murfin, "Trends in Use of Support Staff and Students at the Reference Desk in Academic Libraries," *Library Personnel News* 2 (Winter 1988): 10-12.

Happy New Year

The Wilson County Public Library: A History, by Patrick Valentine and Marshall Daniel, summarizes the story of public library services in Wilson County, N.C. The authors trace library origins to 1899, when members of a new book club began the Wilson Library Association. In 1939, a certified librarian was hired and an impressive public library building occupied. By 1989, the library, now with several branches, had over one hundred thousand volumes. (1990; Copies of this fifteen-page pamphlet are available at no charge while supply lasts from Wilson County Public Library, P.O. Box 400, Wilson, N.C. 27894-0400.)

Upcoming Issues

Unsolicited articles dealing with the above themes or any issue of interest to North Carolina librarians are welcomed. Please follow manuscript guidelines delineated elsewhere in this issue.

Instructions for the Preparation

of Manuscripts

for *North Carolina Libraries*

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.

2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Joyner Library, East Carolina University, Greenville, N.C. 27858.
N.C. 27604.

3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½" x 11".

4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.

5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.

6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.

7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
Keyes Metcalf, *Planning Academic and Research Library Buildings*. (New York: McGraw, 1965), *416*.
Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.

8. Photographs will be accepted for consideration but cannot be returned.

9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript bank from which articles are selected for each issue.

Issue deadlines are February 10, May 10, August 10, and November 10.

Do Workshops Work???
You Bet They Do!

Tom Moore

Workshops for staff are one of the best things that can happen to a library system. It is through workshops that staff become familiar with and committed to the library's objectives, goals, and mission. It is through workshops that staff learn that they are not alone. They share common problems with others performing similar jobs. It is through workshops that staff get to shine as presenters and problem solvers and leaders. Workshops are not "be alls" and "end alls," but they should be a very important part of what libraries do.

Many libraries will conduct staff institute days annually for all employees. These are excellent ways to train staff and to help them know what the system is all about. It is through institute day that the staff can learn about the library's mission. These institutes, however, should not serve as the major or only vehicle for staff training during the year. If institute day is going to become the reason for not having additional workshops during the year, I would advocate doing away with it.
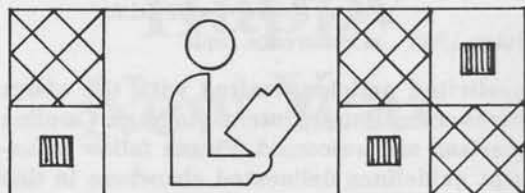
Workshops presented by a private consultant, university, state association, or national association like ALA are helpful, providing they are attended by the right people with the right motives. I frequently will send a staff member to a workshop to learn what is being taught and how it is taught. I also ask the staff member to evaluate the workshop for effectiveness. That evaluation is expected to include a recommendation as to whether we have staff in house who could present this workshop or whether we should send additional staff to the same workshop. The key to this method of workshop evaluation is to send only one person the first time. If the workshop is no good, only one person is effected. If the workshop is good, the whole library system will benefit from it.

Tom Moore is director of the Wake County, North Carolina, Public Library System.

Using conference programs as a substitute for workshops is largely a waste of time. If the program is good, there will be too many people in too small a room. If the program is bad, there will still be too many people in too small a room.

Conference programs can be a good way to meet other librarians. It is through these meetings that you are able to find solutions to problems that exist in your library. You learn that the problems your library has are not unique. Other librarians have faced these same problems and have come up with good solutions to them. You in turn have solved problems that they are facing and can offer solutions. You become the expert that you didn't realize you were.

Workshops that are prepared for and by the staff are far more likely to be successful and well attended. Staff participation as both presenters and attendees makes the workshop germane to the library system. Specific problems of the library system can be addressed by in-house staff experts or by visiting experts who are brought in to make presentations. These are the workshops that have the greatest positive impact since they clearly address the needs and wants of the particular library's staff. It is in these workshops that staff shine as presenters and are recognized as experts in their own libraries.

Workshops are successful when they are included as a part of the library's overall training program. They are not a training plan in themselves. They have to be a part of a well organized and well planned training program. I'll bet there are plenty of people in your system who could organize and plan that program today.

Workshops Don't Work — They Can't!

Harry Tuchmayer

It's not that workshops don't work — they just can't work. Now don't get me wrong, I like workshops. I've found most of them informative and even stimulating. So how can something perceived as informative fail to achieve its desired goal? Workshops fail because they are often designed for the wrong people, they are attended with the wrong expectations, and they are rarely, if ever, reinforced at the workplace.

Those employees who truly need the help are often the very employees who fail to benefit from workshops. The employees who lack the confidence and/or the skills necessary to perform on the job aren't going to be helped at a workshop, unless they get the help they need at work first. These employees need to be motivated and encouraged to perform before they will ever benefit from a workshop.

You see, the real failure of workshops is they are not taken seriously by either the participants or their supervisors. The employee who attends the workshop knows that nobody back at the office really cares about what they learn, nobody will ask them to teach others what they have learned, and nobody will take the time to sit down and discuss with them what they have learned.

There are always exceptions, because there are always exceptional employees. But they are not the ones who most need what the workshop has to offer. These employees could benefit from any number of creative discussion sessions at work, where supervisors and staff sit down to explore better ways of performing various tasks. More importantly, these people could benefit from a workshop, if workshops were designed for them. Unfortunately, most workshops try to attract everyone, but fail to help anyone.

It's not that workshops don't work, it's that our expectations of what they can accomplish are all wrong. At best, good workshops can only reinforce a library's commitment to excellence; they cannot produce that commitment, nor can they sustain it. At worst, they let supervisors think they have done all they need to do to provide the employee with the necessary training to perform their jobs. Workshops can teach those who already care about their jobs, but they can't teach employees to care about their jobs.

As long as workshops are used by libraries as a substitute for an effective and comprehensive training program, they will continue to fail. They fail by addressing only a small part of a library's overall training needs. They can demonstrate how to do something, but they can't motivate the employee to do it. That requires reinforcement from supervisors and staff at the worksite.

Workshops have potential, but they are not a panacea. They provide only one important link in a complex process known as staff development and training. That process can be broken at any time if management doesn't provide an environment for growth, and it will never even take place if the employee isn't motivated to learn. Teaching management and staff how to make workshops work for them should be the first order of business ... and the next topic for a workshop!

Library Research in North Carolina

Ilene Nelson, Editor

This column was inaugurated one year ago with the stated purpose of providing a forum "for publicity about library-related research that is being performed by our colleagues in the state or that deals with libraries and librarianship in the state." I intend to interpret this purpose broadly. Furthermore, I invite comments from readers regarding potential topics for research. Often, those of us working in libraries recognize the need for study in a certain area but lack the time to conduct the research ourselves. An idea outlined in this column might spark the imagination of another practitioner or academician in our audience and result in a useful study.

Research is ongoing in North Carolina's library schools. One of the degree requirements for students enrolled in the master's program at the University of North Carolina at Chapel Hill is the completion of an original research project. It occurred to me that the results of this research would be of interest to North Carolina librarians. The following abstracts are of several recently submitted papers which seem particularly pertinent to the concerns of working librarians. The papers themselves are available through interlibrary loan from Elizabeth Laney at the UNC Library School Library.

Kathleen D'Angelo's review of disaster planning literature coupled with still vivid memories of the devastation of Hurricane Hugo, the fire at Western Carolina University, and the San Francisco earthquake will perhaps stimulate an examination of disaster readiness in North Carolina libraries.

Kathleen T. D'Angelo. *Mass Treatment Options for the Recovery of Water-Damaged Library Materials, With Attention to Disasters and Disaster Planning: A Review of the Literature.* A Master's paper for the M.S. in L.S. degree. May, 1989. 213 pages. Advisor: Jerry D. Saye

This review of the literature examines options currently available for the recovery and mass treatment of water-damaged library materials. Because techniques have tended to be developed in response to actual water emergencies, methods for mass treatment are presented in the context of disasters and disaster planning. The paper focuses on the past decade of care and restoration efforts, with particular attention to the impact of science

and technology on the availability and types of treatment . . .

There are a number of disaster preparedness manuals available to librarians. John Sharpe's *Disaster Preparedness: A Guide for Developing a Plan to Cope With Disaster for the Public and Private Library* was published in 1982 by the Duke University Library.

When we contemplate disaster striking the library, the effect on the book collection is generally our primary concern. The nightmare becomes more horrible, however, when you stop to think about the various computer equipment and systems in your building. Calm yourself by reading R. Bruce Miller's article, "Libraries and Computers: Disaster Prevention and Recovery," in the December 1988 issue of *Information Technology and Libraries*, pp. 349-358. The author addresses preparing for and recovering from typical natural disasters as well as unnatural disasters such as vendor default and viruses. The article is filled with practical advice and concludes with a general outline for developing a computer-specific disaster preparedness plan.

The specter of censorship is equally disturbing to librarians. We believe ourselves prepared to confront the blatant forms. Yet censorship in subtler guises, in actions we ourselves might take, presents an equal, if not greater, danger. Janice L. Mitchell-Love considers various aspects of the subject in her paper.

Janice L. Mitchell-Love. *Select, Don't Censor: A Topical Perspective of Censorship.* A Master's paper for the M.S. in L.S. degree. April, 1990. 46 pages. Advisor: Susan Steinfirst

This paper investigates the issue of intellectual freedom in a topical manner. Lester Asheim's theories of selection, using his noted articles, "Not Censorship But Selection" and "Selection and Censorship: A Reappraisal," are discussed. Then Harriet Pilpel's classification of censorship attempts (RSVP) plus two of the author's are explained, and the RSVP-plus-two formula is employed in an examination of selected titles from the ALA's *Challenged and Banned Booklist of May, 1986 to May, 1987*. An article entitled "Majorities for Censorship" by Howard D. White and one called "Intellectual Freedom? Censorship in North Carolina, 1981-1985," are inspected to discover

facts about censorship nationally and regionally, respectively . . .

At first glance the topic of Cathy L. Martin's paper may seem too specialized to be of interest to more than a few readers of *North Carolina Libraries*. This comparison of online citator services, however, should raise questions in the minds of all of us.

Cathy L. Martin. *A Comparison of Online Legal Citator Services with Shepard's Federal Citations: Are the Online Services Reliable?* A master's paper for the M.S. in L.S. degree. July, 1989. Advisor: Judith Wood

> Shepard's/McGraw-Hill publishes a series of citator services, *Shepard's Citations*, designed to enable a legal researcher to locate judicial history of a given case and to verify its current authority. *Shepard's Citations* are now available online in Lexis and Westlaw, and producers of both systems also provide their own custom-designed citator services, Auto-Cite and Insta-Cite, respectively. This study was undertaken to investigate whether the online *Shepard's Federal Citations* in both Lexis and Westlaw accurately reflect the printed version and whether the Auto-Cite and Insta-Cite services are as accurate as the printed *Shepard's*.

> In a study of fifty cases having a "significant" case history (for example, having been reversed on appeal), both online versions of *Shepard's Citations* agreed with the printed version. In eight cases, or sixteen percent of the fifty cases, both Auto-Cite and Insta-Cite analyses differed significantly from the printed *Shepard's*. The producers of Lexis and Westlaw are called upon to exercise the highest standard of care in analyzing cases for Auto-Cite and Insta-Cite.

In a cursory review of *Library Literature*, I found very few evaluations of the content of online databases. I did discover an interesting comparison of InfoTrac II and *Readers' Guide* — Carol Reese, "Manual Indexes Versus Computer-Aided Indexes: Comparing the *Readers' Guide to Periodical Literature* to InfoTrac II," *RQ*, 27:3 (Spring 1988): 384-389. In this study one set of topics was researched by two groups of students from a New Jersey community college, one group using *Readers' Guide* and the other InfoTrac. The authors report that eighty-three percent of the students who used *Readers' Guide* conducted successful searches as compared to a sixty-three percent success rate for those who used InfoTrac II. I invite readers to get in touch with me if they know of other similar studies of online or CD-ROM sources.

Lists of recommended titles are always welcomed by librarians. Sandra Poston's guide should have a usefulness beyond its stated purpose.

Sandra W. Poston. *Opening-Day Collections for School Media Centers: A Selection Guide.* A Master's paper for the M.S. in L.S. degree. April, 1989. 65 pages. Advisor: Susan Steinfirst

> This paper is intended to serve as a manual with guidelines for selecting instructional media for new library media centers, often referred to as "opening-day," "core," "base," or "initial" collections. Because these collections are often developed by individuals who know little about the needs of the students and teachers who will be requesting materials on the first day of school, this manual attempts to guide the media specialist or selection committee through the necessary steps of developing a collection that at least partially meets opening-day demands. These steps are: choosing a selection committee, developing a schedule, assessing needs, using preview materials and selection tools, using catalogs and promotional materials, and choosing and working with a major vendor. Included is an extensive bibliography of review sources for various formats of instructional media.

Information and referral services became relatively common in American public libraries during the early 1970s. Two recent University of North Carolina at Chapel Hill master's papers explore these services from different perspectives. Mary D. Hartvigas's 1989 paper entitled *Project LIFT, an Information and Retrieval Service* chronicles the Durham County Library's involvement with information and referral. Linda Thomsen, on the other hand, presents a more speculative examination of the subject.

Linda Thomsen. *Information and Referral Services in Public Libraries: Has the Trend Continued?* A master's paper for the M.S. in L.S. degree. July, 1989. 50 pages. Advisor: Elfreda A. Chatman.

> This study describes a mail survey of one hundred randomly chosen public libraries in the United States. The survey was designed to replicate a study done by Thomas Childers in 1978, for the purpose of determining whether or not there has been a significant change over the past decade in the number of I&R services offered by public libraries nationwide.

> Survey results indicate a decrease in the number of public libraries offering information and referral services, from 36% in 1978 to 18.6% in-1989. Based on the premise that I&R was introduced to the public library setting as a means of reaching the traditionally underserved economically disadvantaged, the author concludes that the decrease in the number of information and referral services in public libraries suggests an inability and/or lack of interest among public libraries to meet the information needs of this segment of the population.

In 1986, Sharon L. Baker and Ellen Dew Ruey surveyed the views of directors and heads of reference in all North Carolina public libraries regarding information and referral services. Baker and

Ruey found that these librarians favored offering only those I&R services which parallel traditional reference services. This finding is thought-provoking when considered in relation to Linda Thomsen's premise and conclusions about information and referral services. "Information and Referral Services — Attitudes and Barriers: A Survey of North Carolina Public Libraries," *RQ*, 28:2 (Winter 1988): 243-252, is the report of the research conducted by Sharon Baker and Ellen Ruey.

What have you learned by reading this column? Address your comments to Ilene Nelson at the Reference Department, Perkins Library, Duke University, Durham, NC 27706; telephone (919) 684-2373; fax (919) 684-2855.

Preservation Consortium Seeks Input

The preservation of North Carolina's library and archival materials has been the main agenda item of the North Carolina Preservation Consortium. Founded by a coalition of librarians and archivists, the Consortium, with funding from the National Endowment for the Humanities, has been gathering information for a state-wide preservation plan. Issues such as binding as a preservation strategy; reformatting; disaster plans for libraries; hands-on repair of materials; education needs for staff and users; and how to reach resource allocators have been discussed at the Consortium's public forums throughout the state. With its presence at the regional sessions of the Governor's Conference on Library and Information Services, the Consortium has also polled librarians on preservation issues. Those wanting to make their views and needs known are urged to contact the Consortium's coordinator for a survey form. Easily filled out, the survey, once returned, will allow librarians the opportunity to express the preservation needs and priorities of their institution, particular field, and area of the state.

These forms, as well as any other information regarding the Consortium and its upcoming Preservation Symposium to be held in Raleigh April 26 and 27, 1991, can be obtained by contacting Harlan Greene, Preservation Coordinator, North Carolina Preservation Consortium, c/o N.C. Division of Archives and History, 109 E. Jones Street — Room 303, Raleigh, NC 27601-2807. The phone number is (919) 733-7305.

North Carolina Books

Robert G. Anthony, Jr., Compiler

Robert E. Ireland. ***Entering the Auto Age: The Early Automobile in North Carolina, 1900-1930.*** Raleigh: Division of Archives and History, North Carolina Department of Cultural Resources, 1990. 139 pp. $6.00, plus $2.00 postage and handling. ISBN 0-86526-244-6 (paper).

Robert Ireland is a Maine Down Easter who has decided to call North Carolina home. For that we should be grateful, for in this, his first book, he masterfully relates the story of North Carolina's change from the horse to the automobile. In seven well-written chapters, Ireland tells of early Tar Heel auto builders and drivers, sellers and buyers, road makers and lawmakers, as well as the many ways in which the automobile changed the face and fabric of our society. Illustrations abound and greatly enhance the book's value. (This reviewer, a Durham resident, would rather have seen Ireland use a picture of the Bull City's "Miss Kiwanis," the first North Carolina bookmobile, than one of a Greensboro vehicle, but then a reviewer cannot have everything!) Especially interesting are photographs of early automobiles made in North Carolina.

The many notes, blessedly placed at the end of each chapter rather than packed together at the end of the book, attest to the author's wide ranging research. Sometimes he has been a bit careless in his noting, however. There are a few errors of fact (e.g., George Lyon's automobile shop was across the street from Gaskins's bicycle shop in Durham, not in the same building [see p. 10], Gaskins at 312 W. Main and Lyon at 315), but for the most part the research is sound. The notes can serve as a bibliography, but a separate listing would have been useful. Regrettably, there is no index.

Nonetheless, this is a marvelous account of an era few among us can now remember. For this reason, Ireland's book belongs in every North Carolina library, middle school and above.

Peter R. Neal, Durham County Library

Elizabeth Lawrence. ***Through the Garden Gate.*** Edited by Bill Neal. Chapel Hill: University of North Carolina Press, 1990. 256 pp. $19.95. ISBN 0-8078-1907-7.

Elizabeth Lawrence has delighted readers of garden literature for many years, presenting her broad knowledge of botanical, horticultural, and literary matters in an elegant and engaging style. Now, thanks to Bill Neal, we have ***Through the Garden Gate***, an addition to her valuable and enjoyable writings. Neal has selected 144 columns from those which Lawrence contributed to the *Charlotte Observer* between 1957 and 1971. They generally are arranged by the month in which she wrote them.

Lawrence ranged widely in the gardening world for her columns. She was a talented and observant gardener, constantly trying plants new to her and the region and experimenting with combinations of plants. Lawrence was friend to many outstanding horticulturists, nurserymen, and ordinary people who shared her love of gardening. She gleaned information and plants from them. Her columns are a wonderful mix of essays on particular plants, garden design, personal experiences, and gardening in literature.

Lawrence (1904-1985) lived and gardened in Raleigh and Charlotte. She was the first woman to receive a landscape architecture degree from the School of Design at what is now North Carolina State University. In 1950, she left her Raleigh garden and moved to Charlotte, where in 1957 she began writing a weekly column for the *Charlotte Observer* which she continued until 1971. In 1942, she published the indispensable *A Southern Garden*, a work published in revised edition in 1967 and paperback in 1984. Readers familiar with *A Southern Garden* will recognize plants and people in ***Through the Garden Gate***, but the latter's essays are fresh.

Editor Neal, chef and author of *Bill Neal's Southern Cooking* and *Biscuits, Spoonbread, and Sweet Potato Pie*, was a gardening friend of Elizabeth Lawrence. He has done a fine job of editing, intruding as little as possible. The introduction is well written and explains Neal's editing policies clearly. The index is thorough and includes plant

names, personal names, and some publication titles.

Other books by Lawrence that should be in every public and academic library in North Carolina, no matter the size, are *Gardens in Winter*, originally published in 1961 by Harper (Baton Rouge: Claitors, 1973); *Gardening for Love: The Market Bulletins* (Durham: Duke University Press, 1987); and *The Little Bulbs: A Tale of Two Gardens* (1957, reissued Durham: Duke University Press, 1986.) Another new Lawrence title is *A Rock Garden in the South*, edited by Nancy Goodwin and Allen Lacy (Durham: Duke University Press, 1990.) All of these works are currently available.

Nancy Frazier, University of North Carolina at Chapel Hill

Jane Ockershausen. *The North Carolina One-Day Trip Book.* McLean, Va.: EPM Publications, 1990. 304 pp. $11.95, plus $2.00 shipping and handling. ISBN 0-939009-38-2 (paper).

How do the term "sleep tight" and the father of Madame Chiang Kai-shek and Madame Sun-Yat-sen relate to North Carolina? According to Jane Ockershausen, at the Zebulon Vance homestead in the western mountains is a bed corder, used to tighten the ropes on beds. Such an implement gave rise to the expression "sleep tight." On the opposite side of the state, the Beaufort cemetery contains the graves of Mary and Robert Chadwick, a couple who took in a young Chinese stowaway. After studying at Trinity College, the young man returned to China. There he fathered two daughters who would become Mesdames Chiang Kai-shek and Sun-Yat-sen. These diverse stories illustrate the wide range of information available in *The North Carolina One-Day Trip Book.*

This is Jane Ockershausen's seventh one-day trip book. A travel writer concentrating on the mid-Atlantic region, previously she has written under the surname Smith. This latest book is similar in arrangement to *The Virginia One-Day Trip Book* (1986), with the state divided geographically. Each section begins with a map and a list of sites to be discussed. The 150 attractions are a good mixture of outdoor recreation (local, state, and national parks), historic sites (battlegrounds, plantations, and homesteads), and cultural institutions (museums, churches, and aquariums). Each site is allotted two to four descriptive pages and often includes amusing details or captivating stories. Road directions at the end locate the site for the reader.

This is the perfect book for newcomers who

are just beginning to explore their surroundings, since it provides a sense of the historical development of North Carolina and describes trips that are within easy access to most of the state. Even long-term residents can learn about unfamiliar places or new details about familiar ones.

While the content of the book is entertaining and informative, the maps and index make it difficult to use. The shaded outline maps at the beginning of each geographic section are inadequate and frustrating to a map aficionado. Each site is located by number, and some towns are indicated, but a more detailed road map would have been helpful. Travel routes would be easier to plan, and the relationship between sites would have been more obvious.

The index lists locations only. Unfortunately, it does not include at least two important attractions. Moores Creek National Battlefield is discussed in the text, but the only way to locate Ockershausen's description is through the list of sites at the beginning of the Southern Coast section or in the book's table of contents. The Pine Knoll Shores aquarium likewise has its own description and is mentioned in other sections, but is actually listed in the index as North Carolina Aquarium — Pine Knoll Shores.

The index would be easier to use if it included subjects. A subject entry for aquariums, for example, would locate three along the coast. People interested in gem and gold mines and mineral museums would be referred to several in the mountains and foothills. A subject index would allow explorers to seek out sites that particularly interest them, even if they do not know their official names.

Improved maps and index would make this an easier book to use. *The North Carolina One-Day Trip Book,* nonetheless, is full of useful information that public library patrons will appreciate. At the book's end is a list of North Carolina outdoor dramas and a calendar of events.

Nancy Henderson-James, Charles E. Jordan High School, Durham

Mary Norton Kratt. *My Dear Miss Eva.* Charlotte: Cedar Press, 1990. 85 pp. $8.95. ISBN 0-9625947-0-9 (paper). [Orders to Cedar Press, P.O. Box 2135, Matthews, N.C. 28105].

My Dear Miss Eva is a love story. We know from the first page that there is a happy ending because Eva's married name is spelled out: Eva Lee Hickman Hood. But foreknowledge does not lessen the enjoyment of reading the letters that led to that ending.

Twenty-five pages of this small volume consist of letters from J. B. Hood to Miss Eva Hickman, the grandparents of Mary Norton Kratt. The letters were written over a period of two years while Hood first was a ministerial student and then the pastor of two small rural churches. A devout young man who is very much in love, he cannot bring his pen to write romantic words to his "friend," but he hints that they have discussed much more than he dares to write. The letters are very proper and reserved, but there is an obvious undercurrent of affection.

Along with their romantic interest, the letters present a quiet picture of life among rural people in western North Carolina during the 1890s. We become aware of a time past, of customs, morals, and traditions that are now very rare, if they exist at all. We learn what life was truly like for Hood. Writing sermons, visiting parishioners, conducting weddings and funerals, and commuting by horseback and wagon between his two churches keep the young minister busy. But these responsibilities do not fill his days entirely, and his loneliness is apparent.

The letters are source material of the best kind; the events are real, the writer is real, the life he describes is real. Unfortunately, the text supplementing the letters and providing background is less effective. Miss Eva was obviously an important influence upon young Kratt, but the clear picture of her grandmother that Kratt wished to present does not emerge.

The text is at times interesting, but the author sometimes moves from topic to topic without developing the subjects fully. The result is an occasionally confusing mixture of family history, geography, economic conditions, and educational background of the people of the area, and even one of Eva's favorite recipes.

The book's final pages contain six poems inspired by Miss Eva. "Womanly," in which Kratt tells of Miss Eva donning her corset, presents a situation believable and realistic. It is in these poems that Kratt best projects the essence of her grandmother.

Martha Lapas, East Carolina University

Thad Mumau. *Dean Smith: A Biography.* Winston-Salem: John F. Blair, 1990. 287 pp. $18.95. ISBN 0-89587-080-0.
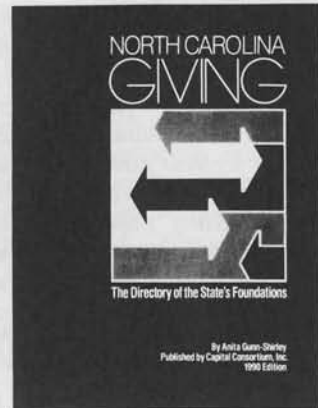
As Dean Smith launches his thirtieth year as head basketball coach at the University of North Carolina at Chapel Hill, expectations for a successful 1990-1991 season are high. This optimism is

based on the return of a solid nucleus of talented veteran players and the addition of one of the most highly regarded freshmen classes in the history of college basketball. Carolina fans have become accustomed to great teams and lofty rankings under Coach Smith. In his previous twenty-nine years at the helm of the program, he has won seventy-seven percent of his games, received an invitation to the NCAA Tournament for sixteen consecutive years, and won the national championship in 1982.

Thad Mumau has produced an enjoyable and readable, but highly prejudiced, account of the life and career of Dean Edwards Smith. Mumau, a former sportswriter with the *Fayetteville Observer* and currently editor of the *Poop Sheet* (a bimonthly newsletter that focuses on sports in the Atlantic Coast Conference region), has over twenty years of experience covering ACC basketball. This book is the second biography of Smith by the UNC graduate. After receiving authorization from the coach, Mumau published *Dean Smith: More than a Coach* in 1979. It was a popular volume that sold out in its first printing. Mumau's current edition is an updated revision of that first biography.

The initial chapter addresses the dedication of the Dean E. Smith Student Activities Center on the UNC campus. Mumau then covers Smith's early years, his days as a student and basketball player at the University of Kansas, his tour of duty in the Air Force, his tenure as assistant basketball coach at the Air Force Academy, and his role as an assistant under Frank McGuire at the University of North Carolina. Subsequent chapters include year-by-year coverage of Smith's career as head coach at Chapel Hill. The biographer details Smith's coaching philosophy and stresses the many innovative ideas that he has brought to the game — the four corners, the trapping defenses, and the players' huddle on the court. Also, Mumau briefly examines the private side of Smith and his life away from athletics.

Dean Smith: A Biography also contains a selection of interviews with former Carolina players and rival coaches. Among those providing testimonials are Billy Cunningham, Rusty Clark, Bob McAdoo, Mitch Kupchak, John Kuester, Phil Ford, Mike O'Koren, James Worthy, J. R. Reid, John Thompson, Mike Krzyzewski, Bobby Knight, Frank McGuire, and Lefty Driesell.

It is quite obvious from his stellar record that Dean Smith is an exceptional coach, but Mumau belabors the point. More in-depth, critical analysis by the author would have been welcome and would have resulted in a better book. Certainly

there has been more controversy and detraction in Smith's life than is alluded to by Mumau. Was a second life story of Smith necessary at this juncture in his career? Perhaps a more definitive work will be published after Smith retires from the game.

Most libraries will, nonetheless, find this volume a popular addition to their holdings, one appropriate for readers from middle school age on up. It contains informative tables, numerous illustrations, and an appendix listing year by year Carolina lettermen under Smith.

Stephen E. Massengill, North Carolina Division of Archives and History

Janet Lembke. ***Looking for Eagles: Reflections of a Classical Naturalist.*** New York: Lyons & Burford, 1990. 181 pp. $19.95. ISBN 1-55821-077-6.

A woman equally at home on the slopes of Mount Olympus or along the banks of the Neuse River, Janet Lembke has given us a tender and insightful glimpse into the myriad worlds she discovers from her house near Havelock, North Carolina. Lembke, author of *River Time*, is by training and interest a scholar of ancient Greek and Latin literatures and possesses a vast knowledge of myth and etymology. She discusses as easily the legends of Pandion and Picus (whose names became part of the scientific nomenclature for the osprey and the woodpecker) as she does the feeding behaviors of their namesakes. Not a scientist, but a perspicacious observer of her environment and its diverse inhabitants, she describes encounters with creatures ranging from snakes and ticks to the raptors of the title, as she and her doberman Sally explore the lanes, woods, and riverbanks around her home.

Each essay, or chapter, can stand alone, complete in itself. Yet, when read together, they create a world where nature still modulates the rhythms of *homo sapiens*, where seasons are primordial, determining the activities of the human players and the discoveries they make. It is a world in many ways untouched by the twentieth century (despite the occasional presence of an automobile or a helicopter). It is in part this timelessness which allows Lembke to move smoothly from Aeschylus, Aristotle, and Pliny to the menhaden, sea nettle, and pileated woodpecker. The naturalness of this world is mirrored in Lembke's easygoing style. Yet she is an effective advocate for the environment. She describes at one point the writing of D'Arcy Thompson (an expert on the Greek names for birds) as "that of

the partisan who wants the world to share his excitement." The same could be said of Lembke's own text.

Eminently readable, this book is recommended for public libraries and for all collections interested in the natural history of North Carolina.

Mark Schumacher, University of North Carolina at Greensboro

Other Publications of Interest

Sad, humorous, pious, defiant, poetic — the epitaphs and illustrations that Tar Heels, like people everywhere, cut into tombstones honoring their dead are a varied lot. In *Tarheel Tombstones and the Tales They Tell,* Asheboro newspaperman Henry King proves just how diverse those carvings are. From the faithful physician's "Office Now Up Stairs," to the proud "Whipped Sherman's Bummers with scalding water," to the humble "Just Becky," these messages in stone give insight into the characters of the deceased and how those who buried them thought they should be remembered. This fascinating inventory of gravestone art and inscriptions proves that, as compiler King states, "a graveyard can be an outdoor classroom," offering many lessons in history and philosophy. (1990; Down Home Press, P.O. Box 4126, Asheboro, N.C. 27204; 186 pp.; pbk.; $9.95; ISBN 0-9624255-2-4.)

Tall black-on-silver historical markers are a familiar sight along Tar Heel roads. Since 1936, the North Carolina Division of Archives and History has erected over thirteen hundred of these commemorative plaques, reminding travelers of people, places, and events significant in the state's past. With publication of the eighth edition of *Guide to North Carolina Highway Historical Markers,* edited by Michael Hill, Archives and History offers a handy reference source for the titles and texts of these plaques, plus brief information on the marker program. The guide arranges markers by geographic district and includes a thorough subject-title index, a listing of markers by county, and a number of illustrations. One hundred twenty-one markers placed since 1979 are new to this edition. (1990; Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, N.C. 27601-2807; 194 pp.; pbk.; $8.00, plus $2.00 postage and handling; ISBN 0-86526-240-3.)

Ferns of the Coastal Plain: Their Lore, Legends, and Uses is a combination field guide and botany lesson for anyone interested in the many varieties of ferns found in the coastal plain region of Virginia, North Carolina, South Carolina,

and Georgia. For each species, author Lin Dunbar provides Latin and common name, detailed illustration, cultivation tips, and description of distinctive physical characteristics. In addition, she discusses popular uses of and folklore about these fascinating plants. (1989; University of South Carolina Press, Columbia, S.C. 29208; 165 pp.; $21.95; ISBN 0-87249-594-9; pbk.; ISBN 0-87249-595-7, $11.95.)

Nancy Rhyne continues her tales of homicide with *More Murder in the Carolinas,* a collection of fourteen popularly written accounts of celebrated crimes. So well received was *Murder in the Carolinas,* Rhyne's 1988 inventory of untimely death, that the first printing sold out in six weeks. North Carolina crimes in this latest work include the story of Tom Dula (memorialized in ballad as "Tom Dooley"), the duel between Congressmen Robert Vance and Samuel Carson, and several notorious murders from the 1980s. (John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, N.C. 27103; 154 pp.; ppk.; $8.95; ISBN 0-89587-075-4.)

More than seven hundred golf courses provide year-round pleasures for thousands of North and South Carolinians. These courses are, "without a doubt or qualification, the finest and most available in the country." At least that is the contention of novelist and golf writer William Price Fox, an argument he ably supports with *Golfing in the Carolinas.* In this attractive coffee-table book, with its dramatic color photographs of fairways, greens, and clubhouses, Fox extols his favorite courses in the Carolinas. Some, such as Pinehurst No. 2, are legendary; others are best known among golf aficionados. For each course, Fox includes United States Golf Association ratings, course address, basic area map, and a graph with length, par, and handicap for individual holes. (1990; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, N.C. 27103; 204 pp.; $39.95; ISBN 0-89587-078-9.)

In the 140 pages of *A Slice of Time: A Carolinas Album, 1950-1990,* award-winning photographer Don Sturkey captures the faces of people, celebrated and not, in the midst of life — making their livings, practicing their religion and politics, celebrating their holidays, and honoring their dead. Sturkey's sharp black-and-white images of protest demonstrations and hurricane aftermath, stock car racers and religious parades, Klan cross burnings and high school dances, one quietly following another, tell the story of the last forty years in the Carolinas with startling force. (1990; Down Home Press, P.O. Box 4126, Asheboro, N.C. 27204; 140 pp.; pbk.; $19.95; ISBN 0-9624255-7-5.) *Continued on page 283.*

Candidates for NCLA Offices

NCLA Nominating Committee Report
for the 1991-1993 Biennium

Gwen Jackson,
Vice President/
President-Elect
Current Position
Regional Coordinator for
Media and Technology,
Southeast Regional Educa-
tion Center, Jacksonville
Education
Ed.S, East Carolina University
M.L.S., East Carolina Univer-
sity
B.A., University of North Carolina — Greensboro
Professional Memberships and Activities
NCLA, 1971-
   Membership Committee, 1979-81
   Director, 1981-83
   Intellectual Freedom Committee, 1985-
NCASL, 1971-
   Nominating Committee, 1973-75
   Handbook Committee, 1977-79
   Chair, Membership Committee, 1977-83
   Director, 1983-87
   Conference Program Committee, 1986
   Chair, Nominating Committee, 1987-89
   Battle of Books Committee, 1989-
NC EMA, 1973-
   Secretary, District 14, 1975-77
   Vice-President, District 14, 1977-79
   Director, 1989-
ALA, 1989-
AASL, 1989-
NASTEMP, 1986-
ASCD, 1986-
NC ASCD, 1986-
Awards and Accomplishments
Alpha Delta Kappa, 1977-

Sue Spencer,
Vice President/
President-Elect
Current Position
Director of Instructional
Media, Randolph County
Schools
Education
B.A., Elementary Education,
University of North
Carolina at Greensboro
M.Ed., University of North Carolina at Greensboro
M.L.S., University of North Carolina at Greensboro
Professional Activities
ALA
AASL
NCLA
NCASL - First Media Fair, Chair; Conference
   Publicity Committee, Chair; First NCASL Pre-
   Conference (Whole Language)
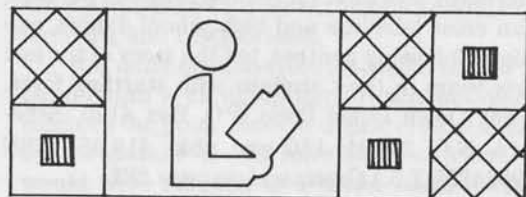AECT
NCEMA
AASA, NCASA
ASCD, NCASCD
NAPPS member
UNCG Alumni Association - Scholarship Commit-
   tee; Chair, Outstanding Alumni Award Com-
   mittee
Randolph/Asheboro Media Association
Awards and Accomplishments
Delta Kappa Gamma - First Vice-President,
   Various Committee Chairs
Directed Project ZOO, Title IV-B Innovative Pro-
   ject, received National Validation

Happy New Year

Waltrene M. Canada,
Secretary
Current Position
Government Documents
   Librarian
F.D. Bluford Library
N C A & T State University
Education
B.S., North Carolina A & T
   State University
M.L.S., North Carolina Central
University
Professional Memberships and Activities
North Carolina Library Association
   Education for Librarianship Committee,
      1980-81
   Documents Section
      Vice-chairperson 1985-86
      Chairperson 1986-87
   Honorary & Life Membership Committee
      Chairperson, 1987-89
   Roundtable for Ethnic & Minority Concerns
      Road Builders Award Committee, 1989
   Distinguished Library Service Award Commit-
      tee, 1989
Guilford Library Association
Laubach International Literacy Association
Awards and Accomplishments
Beta Phi Mu International Library Science Honor
   Society

Joyce Orndoff, *Secretary*
Current Position
Dynix Librarian/Software
   Analyst, Mayland Com-
   munity College, Spruce Pine
Education
B.S. in Elementary Education,
   East Tennessee State
   University
M.A. in Library Science, East
   Tennessee State University
Additional work at ASU and NCSU
Presently completing a Business Computer Pro-
   gramming degree
Professional Memberships and Activities
NCLA - Served as secretary to the Community and
   Junior College Section; served on Technology
   Committee; been member since early '70s
WNCLA - Serve on Legislative Committee
NCCC LRA - Served as secretary, district director,
   automation committee chair for three years,
   president, priorities committee chair
NCCC IIPS Users Group - Served on executive
   board for two years

NCCC Dynix Users Group - Helped with formation
   of group; served as chair for two years
State Employees Association
Awards and Accomplishments
Completed retrospective conversion project at
   Mayland Community College and implemented
   Dynix library software package
Implemented telecommunications program at
   Mayland Community College
Coordinated staff development for MCC for two
   years; helped plan and implement a regional
   staff development conference.
Instrumental in the writing of specifications for a
   library automation package for the N. C. Com-
   munity College System.
Editor of booklet entitled "Managing Library Auto-
   mation: a Planning Guide"

Mae L. Rodney, *Director*
Current Position
Director of Library Services
Winston-Salem State Univer-
   sity
Education
B.A. History, North Carolina
   Central University
M.L.S., North Carolina
   Central University
Ph.D. Library Science, Univer-
sity of North Carolina at Chapel Hill
Professional Memberships and Activities
American Library Association, Southeastern Li-
   brary Association, North Carolina Library Asso-
   ciation and Forsyth County Library Associa-
   tion. Nominating Committee for NCLA 1990;
   Board of Directors, Forsyth County Library
   Association 1987 and Nominating Committee
   1990 (FCLA)
City of Winston-Salem, Minority/Women Business
   Enterprise Advisory Committee 1990-92
Awards and Accomplishments - Publications
"Collection Evaluation: A Managerial Tool," *Collec-
   tion Management* 3 (Winter 1979)
"Collection Management 1980," *North Carolina
   Libraries*, Spring 1982
"The Influence of Certain Variables on Collection
   Use at Three Historically Black Liberal Arts
   Colleges," Dissertation submitted in partial
   requirement for the Ph.D. in Library Science at
   the University of North Carolina at Chapel Hill.
"Fun at O'Kelly Library," *North Carolina Libraries*
   48 (Spring 1990), 23

Gay Williams Shepherd, Director

Current Position
Reference Librarian
James Addison Jones Library
Greensboro College
Education
A.A., Emmanuel College,
1961-63
B.S./English, Library Science
certification, East Carolina
University, 1963-65
M.L.S., University of North Carolina at Greensboro, 1983-85
Professional Memberships and Activities
North Carolina Library Association, 1985-88, 1989-90
American Library Association, 1985-88, 1989-90
Reference and Adult Services Division of American Library Association, 1985-88, 1989-90
University of North Carolina at Greensboro Alumni Association - Board Member 1989-90, President 1988-89, Vice President 1987-88
National Education Association
North Carolina Education Association. Served as Convention delegate on at least two occasions
North Carolina Association of Educators. Served as Convention delegate on one or two occasions. Served as Local Treasurer 1975-76
Political Action Committee for Education. Served as Local Treasurer 1976-77
North Carolina Council of Teachers of English
Awards and Accomplishments
Beta Phi Mu member since 1986
Delta Kappa Gamma — Alpha Alpha Chapter member since 1970. Alpha Alpha Scholarship Recipient - 1987

(Ed)ward T. Shearin, Jr., Director

Current Position
Director of Learning Resources, Carteret Community College, Morehead City
Education
A.A., Chowan College
B.A., N.C. Wesleyan College
M.L.S., East Carolina University
Adult and Community College Doctoral Program -N.C. State University
Professional Memberships and Activities
NCLA - Chairperson Technology and Trends Committee - Member of Publications Committee
NCCCLRA, State President, Newsletter Editor and Various Committees
MUGLNC
North Carolina Governor's Conference on Library Information Services - Regional Planning Committee
Awards and Accomplishments
Published in *N.C. Libraries, NCCCLRA Mediator*
Written Grant Proposals
Conducted workshops on various aspects of library automation, i.e., networking and data base searching
Graduated from Community College Leadership Institute
Planned and directed retrospective conversion, changing Dewey to LC, installation of library automation system, statewide conference for community college librarians, position paper, moving to new facility, and various other library management activities.

Helen M. Tugwell, Director

Current Position
Coordinator of Media Services, Guilford County Schools, Greensboro
Education
Curriculum Instructional Specialist, UNC Greensboro
Masters in Library Science East Carolina University
Bachelor of Arts, Atlantic Christian College
Professional Memberships
American Library Association
American Association of School Librarians
ASCD

North Carolina Library Association
North Carolina Association of School Librarians
Phi Delta Kappa
Delta Kappa Gamma
Professional Activities
AASL Supervisor's Section Recording Secretary, 1989-91
AASL Affiliate Assembly Executive Board, 1988-90
AASL Affiliate Assembly Recording Secretary, 1988-89
AASL Affiliate Assembly Regional Coordinator, 1987
AASL Affiliate Assembly Representative, 1985-86
AASL Leadership Enhancement Committee, 1988-92
AASL Legislative Committee, 1986-88
NCLA Education for Librarianship Committee, 1979-81, Chair 1981-83

NCLA Goals and Objectives Committee, Chair 1988-90
NCASL Chair-Elect 1983-85, Chair 1985-87
NCASL Board of Directors, 1987-89
NCASL BULLETIN Co-Editor, 1988-90
SLMQ Column Co-Editor, 1989 to Present
Delta Kappa Gamma Recording Secretary, 1979-83
Awards and Accomplishments
Deans List, Atlantic Christian College
Outstanding Young Educator
NCLA Memorial Scholarship Recipient
NCASL Research Grant Recipient
Presenter at Virginia Technology Conference 1988
Keynote Speaker for Virginia Regional Conference 1989

NCLA Minutes

North Carolina Library Association
Minutes of the Executive Board
July 20, 1990

The Executive Board of North Carolina Library Association met Friday, July 20, 1990, in the Simpson Building at Asheville-Buncombe Technical Community College. The meeting was called to order by President Baker, who introduced guests Sharon Smith and Rebecca Vargha, President of the Special Library Association.

Board members present were: Frances Bradburn, Laura Benson, Pamela Jaskot, Pat Siegfried, Robert Gaines, Nancy Fogarty, Dave Fergusson, Renee' Stiff, Patricia Langelier, Johannah Sherrer, Martha Ransley, David Gleim, Sylvia Sprinkle-Hamlin, Barbara Baker, Martha Fonville, Administrative Assistant, Bob Mowry, President of Friends of North Carolina Libraries, and Jane Moore, representing Howard McGinn, State Librarian.

A welcome was extended by Shirley McLaughlin on behalf of Ray Bailey, President of the College, and Ed Sheary, Director of Asheville-Buncombe Public Library.

President Baker announced a change in the agenda to add a request from the Committee for AIDS Material Awareness. The minutes were not read because the secretary had car trouble on the way to the meeting. They will be mailed and approved at the October meeting.

Treasurer Michael LaCroix reported a $7,699.68 balance in the checking account, $72,288.54 in a seven-day CD, and that Committees had spent about $600 over budget. Michael LaCroix moved that Committees budget be increased by $1,500. Motion was seconded by Martha Ransley and carried.

Committee Reports

Frances Bradburn, Chair of AIDS Materials Awareness Committee, presented the goal of the Committee, which is the compilation and statewide dissemination of a selected bibliography and a core collection of the most accurate, most complete information about Acquired Immune Deficiency Syndrome that is currently available for children and young adults. The Committee requests $1,500 to implement this goal. $500 would be for the core collection and $1,000 would be for subscriptions, preview fees, photocopies, and postage. Seconded by Pat Langelier, the motion carried.

President Baker, reporting for Archives, stated that there was no special report, other than the Committee is meeting bimonthly in Raleigh to work on the archives.

Martha Fonville, reporting for Janet Freeman, Conference Committee Chair, presented a request for Section/Roundtable/Committee contacts, which was distributed to those present, and will be mailed to those not present. She requested then to begin making definite plans for the November 12-15, 1991 Conference in High Point.

President Baker presented a report sent by Doris Anne Bradley, Chair of the Constitution, Codes, and Handbook Revision Committee. The Committee will meet again on August 17 to decide on a paging system, and distribution of the new Handbook should follow soon thereafter. There were questions about financing for a custom-designed cover and binders. Martha Fonville will investigate the costs and report back.

Nancy Fogarty, Finance Committee Chair, reported that the Committee met in June, prepared a report showing the Income and Expenditures for the 1989-90 approved budget, the 1988-89 actual expenditures, and the proposed 1991-92 budget. The Board went into Executive Session to discuss the Administrative Assistant's salary and benefits package. A 4% salary increase per year and a benefit package of 20% of the salary was recommended. A proposed 1991-92 budget of $123,082 was presented for approval. Following a lengthy discussion, the recommended budget was approved.

Governmental Relations Committee Chair, Dave Fergusson, reported a successful National Library Legislative Day in Washington, DC on April 24, with a delegation of 20 which divided into four groups, each to visit three or four congressmen. The Chair also attended the State Library Legislative Day on June 6 in Raleigh. State Aid budget cuts of 3-6% have been proposed.

Intellectual Freedom Committee submitted a printed report.

President Baker announced that the NC Library Association had received a $3,000 LSCA grant, and she reminded members of the July 27-28 Literacy Partnerships Conference in Greensboro.

Pauline Myrick, Chair of the Nominating Committee, sent a report announcing the election of Dave Fergusson as SELA Representative.

Shelia Core, Scholarships Committee Chair, sent a report announcing this year's scholarship and loan recipients. Recipients of Memorial Scholarships are Elizabeth Eubanks of Durham and Gene Jackson of Goldsboro. Lisa Roland of Boone was selected to receive the Query-Long Scholarship for Work with Children or Young Adults. McLendon Loan recipients were Louise Hunley of Monroe, Carolyn Jernigan of Dunn, and Jane Slaughter of Fayetteville. Her report suggested that clear instructions for repaying the loans are needed, so that former borrowers could be contacted about repayment. Martha Fonville is to follow up on the approved procedure for getting loan repayment.

Frances Bradburn, NC LIBRARIES Editor, reported that issues are planned through the Winter 1993 issue, and guest editors are confirmed for all issues except the Summer 1992, and it should soon be confirmed.

Section and Roundtable Reports

The following Sections/Roundtables did not give a report: Community and Junior Colleges, Library Administration and Management, New Members, Paraprofessional, Special Collections, and Trustees.

Children's Services Chair, Pat Siegfried, reported that the Section had decided to ask author-illustrator, Jose Aruego, to be the featured speaker at the CSS Breakfast program for the 1991 Conference, and might also have a children's recording artist at the Thursday evening reception. The Section will suggest that future "Night of a Thousand Stars" events be spread over a week rather than concentrated in one evening. The Section submitted a position paper for the Regional Governor's Conferences and will provide a traveling exhibit for them. The Section will present

a Notables Showcase at the NCASL Conference in September and will informally booktalk the books displayed. REEL READERS has been very successful with only 40 copies remaining from the original 300. Printing an additional 200 copies is being considered. Mark Duckworth replaced Valerie Talbert as CSS Director. Their next meeting will be September 6.

Martha Ransley, Chair, College and University Section, reported on the May 11 workshop, "Networking: the Challenge of Working Together" which drew 56 participants. Changes to the Bylaws for the Section, which insert a new Article VII, Interest Groups, were presented. The changes had been approved by the Section Executive Board and adoption was recommended. The motion was seconded and approved. The Section will begin planning for the Biennial Conference and the 1991 Spring Workshop at their September 28 meeting.

Robert Gaines, Chair, Documents Section, presented two resolutions recommending that all use paper meeting ANSI Standard Z39.8-1984 for the printing of publications of enduring value, that the resolution be distributed to publishers, newspapers, and the appropriate government and private organizations within NC, and that NCLA adopt the use of alkaline permanent paper for its publications and documentation. After discussion, the resolutions were adopted. The Section will sponsor a fall workshop, "Technical Reference and Collections in North Carolina" on November 9 at McKimmon Center in Raleigh.

Laura Benson, Chair, NCASL (School Librarians) reported that the NCASL resolution presented at ALA to request that AASL and ALA promote research in areas of school librarianship by establishing and awarding annual grants for research on topics of current interest, received unanimous approval and will be AASLs top priority for 1991. Also at ALA, Greensboro Public Schools received the AASL Encyclopedia Britannica Award for the best school media program in school districts of more than 10,000 students. The recipient of the 1990 NCASL Administrator of the Year Award is Dr. David Ricketts, Superintendent of McDowell County School System, which has been a leader in using technology for library administration. The Section is continuing to work on a Children's Book Award proposal. The Section will have a display, constructed by Augie Beasley of Charlotte, at each of the Regional Governor's Conferences. The Section will submit for approval a Bylaws change to extend the term of office of the treasurer to four years to be staggered with the terms of the NCLA Treasurer. The motion was seconded by Johannah Sherrer and approved. Plans for the NCASL Conference to be held in High Point September 27-28 are being completed. Two preconferences will be held.

Dave Fergusson submitted the Public Library Section report for Nancy Bates, Chair. Highlights from their May 4 meeting include the Second Annual Bookmobile Workshop held April 30-May 1 in Greensboro which attracted 132 people from 12 states in addition to North Carolina; the compiling and printing of a new A-V Services Directory; two fall Video Equipment Workshops scheduled for September 25 in Asheville and October 3 in Fayetteville; consideration of publishing a guide to local history collections in NC public libraries and community college libraries; consideration of several geneology workshop topics; a survey of NC library schools and the USC library school to determine student attitudes toward public librarianship; a survey regarding the procedures other states use with regard to certification and/or recertification of public librarians; PR table talks at the 1991 Conference; a "Round Robin Rip-Offs" PR exchange program which would be a continuous sharing of PR material; sponsoring a two-day PR conference in November; the possibility of producing a video to orient new trustees and on how to start friend's groups; suggestions for increasing exposure to the "Grassroots" newsletter for young adult librarians. The Section will meet in Durham in August.

Johannah Sherrer, Chair, Reference and Adult Services, announced the fall workshop, "Reference 2000: Blending Artistry and Technology" to be held September 28 in Forsyth County Public Library and presented a proposal for study for their second major activity, implementing the Maryland Reference Training Model, a guide for modifying behavior for improving reference service. This will be presented at the October meeting for action.

David Gleim, Chair, Resources and Technical Services, reported that the Section has met three times and is continuing plans for the fall workshop, "Menu-Driven Libraries — Choices for the 90's", which will address standardized versus customized library services.

Renee' Stiff, Chair, Roundtable for Ethnic Minority Concerns, announced that their first newsletter had been mailed and plans for the fall workshop, "Managing Communications and Conflict in the Workplace" were well underway.

President Baker reported that the roundtable on Special Collections had sponsored a recent workshop.

Karen Seawell, Chair, Roundtable on the Status of Women in Librarianship, sent a report. Julie Coleman, Vice-Chair/Chair-Elect, resigned because of accepting a position outside of NC and the Board will be soliciting people interested in serving on the Board. At their June 8 meeting, plans were developed for the next issue of "MS MANAGEMENT".

Patricia Langelier, ALA Councilor, reported on the three Council meetings held at ALA. ALA now has 50,575 members, and conference attendance reached an all-time high of 19,868. One of the most notable resolutions which passed was the ban on smoking in all meetings and programs during the annual and midwinter conferences. North Carolina people and/or libraries received nine national awards at the conference.

President Baker announced that the bus fare for the SELA Conference would be $99.00 and that the flyers for reservations would be mailed soon.

She also announced that SELA is interested in meeting in Charlotte or Winston-Salem in 1994 or 1996. Both cities have attractive conference packages. SELA is not asking for sponsorship, but they are asking for letters to SELA indicating support for the Conference. It was decided by consensus that President Baker should write a letter for NCLA.

Jane Moore, Chief of Library Development, reported for Howard McGinn, State Librarian. The budget cut to State Aid to Public Libraries, it appears, will remain at 3%, a $300,000 reduction. This eliminates most of the budget for films and videos. The proposal for a Public Library Development study, written by Nancy Massey and Dave Fergusson, should go out for bids sometime in August. The ACC PSAs for football season will be filmed shortly. Football players from Duke, Wake Forest, and NC State will be used. Appreciation was expressed for the $2,500 support from NCLA. It is hoped that three basketball spots will be created for the upcoming season. The 1989 basketball PSAs won the NCLIS Award for Public Service. NCLA is being asked again to sponsor one of the announcements. It was moved and seconded to table this request until the October meeting. Motion carried. Board members were reminded of the Regional Governor's Conferences.

New Business

President Baker presented a request from Leland Park that a resolution be drafted to honor Eunice Drum for her service to the Association and to the libraries in North Carolina. Approved by consensus, Pam Jaskot will write the resolution and Mrs. Drum will be invited to the October meeting to receive the resolution.

President Baker will send letters of commendation to the recipients of ALA awards,

Bob Mowry, President of Friends of NC Libraries, asked the Board to support the Friends and to encourage membership.

Martha Fonville, Administrative Assistant, reported that the database is almost ready and that current membership is 2,285. The travel form and check order form have been revised and are available from the NCLA office.

President Baker reported that she attended the Durham County Library Association meeting and was a speaker. She also attended ALA and worked in the North Carolina booth in the exhibits.

Meeting adjourned.

Minutes written by Amanda Bible from tapes and notes taken by Sylvia Sprinkle-Hamlin.

Amanda Bible, Secretary

About the Authors . . .

Anita Bell
Education: B.S., Concordia College.
Position: Media Assistant, Needham B. Broughton High School, Raleigh, N.C.

James Colt
Education: B.A., North Carolina Central University; M.L.S., North Carolina Central University: M.S., E.D.S., E.D.D., Indiana University.
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