SUMMER 1991

NORTH CAROLINA LIBRARIES

Young adults are underserved and statistically invisible.

Teenagers are a unique service group with special informational needs and developmental considerations.

Wheeless and Skinner, 1991

YOUNG ADULT SERVICES

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North Carolina Libraries

Summer 1991

Theme Articles: Young Adult Services

Features

Cover: Kathleen Wheeless and Elizabeth Skinner, "Let's Face It: Adult Librarians are YA Librarians," North Carolina Libraries 49 (Summer1991): page 64.
Cover Photos: Photos courtesy of Rose Simon, Dale H. Gramley Library, Salem College, Winston-Salem, NC.

From the President

Isn't the new look of this journal GREAT! The Editorial Staff worked long and hard to develop a "look" that would portray the profession appropriately and appeal to the interests of the readers. I think they have accomplished just that. I hope you share my enthusiasm for the format and will let the Editorial Staff know how you feel.

It's always an exciting time when we prepare to present workshops and sessions by and for the best and the brightest of the library professions. The biennial conference of the association will be November 12-15, 1991. Read the article by Dale Cousins later in this issue that gives more details about what you can expect in High Point. Here's one more "plug" for a session that is important to me. On Wednesday morning, November 13, the Library Administration and Management Section will sponsor a workshop for potentional leaders for libraries and for the association. If you think a leadership role in your library or in NCLA is in your future, please plan to attend this session. There will be some "nitty-gritty" talk about leadership techniques as well as a review of issues currently facing libraries in North Carolina. I'll take a few minutes near the end of the session to summarize leadership opportunities that might be available in the association. Please come.

The White House Conference on Libraries and information Services was exhilarating! I have never seen so many people in one place being so intense about the issues facing libraries. The participation of citizens, government officials, and library supporters was particularly admirable. Look for further reports on the conference at workshops and in publications.

We really did show how involved North Carolinians are in national issues with our attendance at the American Library Association convention in Atlanta. I saw a lot of you and I know there were a lot of you I didn't see. I am particularly proud of the North Carolina Paraprofessional participation in the poster session.

My term as President of the North Carolina Library Association is winding down. There are so many things I wanted to do, so many things I just knew I could accomplish in two years. We have accomplished a lot and I'll have one more column to give you what I perceive is the "state of the association." Thank you for all of your help.

Remember NCLA still needs you to be involved. Either call the office at 919 839-6252 or fill out the form that will come with your pre-registration packet for the biennial conference. Make a difference for libraries in North Carolina.

Barbara Baker, President

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.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 81/2" 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.

Over to You . . .

Letters to the Editor

Dear Editor
North Carolina Libraries,

I loved the spring issue of *North Carolina Libraries*. Great format and content!

Charles Harmon
American Library Association
Chicago, Illinois

Dear Editor
North Carolina Libraries,

I just received the Spring 1991 *North Carolina Libraries*. I really like the format — it's clear, crisp and very readable. Great job!

Kathy Kiser
Catawba County Schools

North Carolina Libraries invites your comments. Please address and sign with your name and position all correspondence to: Frances B. Bradburn, Editor, North Carolina Libraries, Joyner Library, East Carolina University, Greenville, NC 27858. We reserve the right to edit all letters for length and clarity. Whenever time permits, persons most closely related to the issue under discussion will be given an opportunity to respond to points made in the letter. Deadline dates are the copy deadlines for the journal: February 10, May 10, August 10, and November 10.

Foreword

Rebecca Sue Taylor and Gayle Keresey,
Guest Editors

Young Adults...teenagers...adolescents...marginally civilized animals that will someday become human? To lots of people inside and outside the library world, they are very scary creatures. But to those who work closely with them, they are by turns stimulating, invigorating, amusing, exciting, and constantly challenging.

In this issue of *North Carolina Libraries*, you will read articles by some of the very special people who choose to work with this unique and demanding clientele. If you don't normally have much contact with YAs, you may also encounter some ideas that startle you, surprise you, or downright scare you. Good! That's what working with YAs, is all about. As Rebecca Taylor (yes, that's me) once said to a worried mother who couldn't understand why her gentle, intelligent, and inquisitive son would only read X-Men comic books and *Totally Gross Jokes*, "Calm down, stay cool, the job of adolescents is to drive adults nuts." I don't know if it did her any good, but it gave the library staff insight into why the local gang of after school eighth graders makes everyone from the security guard to the circulation staff crazy.

In the forefront of service to Young Adults are the Media Coordinators in North Carolina's middle and high schools. In this issue you will find a variety of topics addressed, including current audiovisual production technology in Augie Beasley's "From Opaque Projector to Camcorder." Michael Parrish and Wilma Bates's article on using cable news to enhance the curriculum in "Using Television News with Students" brings a fascinating new perspective to the term "current events." Joy Hoke admirably presents ideas for involving the media coordinator in school-wide management and curriculum support in her "Site-Based Management: Media Friend or Foe."

The realities of Young Adult services in the public library are addressed by Kathleen Wheeless and Elizabeth Skinner in "Developing and Maintaining Effective Public Library Service to Teens." Susan Bryson and Marilyn Shontz take a look at current perceptions and future possibilities in their survey report "Young Adult Services for the Year 2000."

In "Cooperation Between School and Public Libraries," doctoral student Donna Shannon brings school and public library together in her report on the working relationships that have been developed between these two institutions in one North Carolina county.

No discussion of Young Adult librarianship would be complete without addressing some specialized aspects of materials acquisition. In "Stalking the Elusive North Carolina Author," Jan Broadfoot presents some succinct and practical sources for librarians trying to identify North Carolina authors to meet both the curriculum and personal reading needs of today's teenagers. Kathleen Mahood tackles the most asked for, and scariest, topic today in "Eye of Newt, Toe of Frog," that of witchcraft materials acquisition. We all learned the theoretical aspects of "equal access to information" in library school. Are we ready to stand up for a kid's right to information that is this fraught with negative connotations? If we aren't, where will they get the information they seek?

And, what happens when you find yourself out on that "censorship" limb? Amanda Bible tells us the humorous and heartening story of living with notoriety and a sometimes confused media in "Life After *Wifey*." The risk of a censorship case is only one issue that Joy Davis, Anthony Miller, and Harry Tuchmayer defuse in their "Point/Counter Point" on audiovisual collection building.

Finally, you will find two articles about North Carolina's unique and very special state-wide programs for Young Adults. Nancy Cashman writes about Quiz Bowl from the perspective of a three-year team member (and someone who actually survived adolescence) in "This is ...Quiz Bowl: My Beginnings as a Trivia Lover." Frances Mallison tells of her experiences as a first-year coach in "Battle of the Books: Middle School Reading Motivation."

A very special thanks goes to all the members of the NCLA/PLS/Young Adult Committee. They remain the standard bearers for Young Adult Services here in North Carolina. They've been a great help in suggesting articles for this issue. You'll see that three articles are a direct result of their input, while several others grew from their suggestions. Don't miss their publication *Grassroots*.

NCLA/PLS/YA Committee:
Chairman: Kathleen Wheeless, Forsyth County Public Library
Vice Chairman: Elizabeth Skinner, Forsyth County Public Library
Secretary: Adele Russell, Stanley County Public Library
Treasurer: Joyce Hamilton, Henderson County Public Library
Members: Susan Bryson, High Point Public Library, Jean Kiger, McGirt-Horton Branch Library, Kristine Mahood, Rowan Public Library, Lou Sanders, Southeast Branch Library, Cal Shepard, State Library of North Carolina

A very personal, and special thanks to our "mentors in YA Services," Dorothy Broderick and Mary K. Chelton. We studied them in Library School, learned to write by reviewing for *VOYA*, and found colleagues who are friends as well.

Pulling together the many diverse and exciting strands of service to young adults has been an invigorating experience. Much like adolescence, it has been an immense "opportunity for growth," but we sure don't want to do it again!

Young Adult Services for the Year 2000

by Susan A. Bryson and Marilyn L. Shontz

In 1985, Barbara Will Razzano brought to the nation's attention the importance of library service to youth. One of her major findings was that the "overwhelming majority of all current adult library users began that use while under the age of eighteen," and she concluded that "service to children and young adults should be a major component of all public library service programs."[1] In contrast, the results of the recent National Center for Educational Statistics survey report of the status of young adult services and resources in public libraries[2] showed that YAs may not be receiving adequate support from public library administration,[3] making them one of public libraries' most at-risk user groups.

Although 25 percent of all library users nationwide are young adults,[4] only 15 percent of the total library budget is devoted to YA collections[5] and only 11 percent of all public libraries employ young adult services coordinators.[6] In North Carolina, these last figures are more disproportionate, with only three full-time young adult librarians in the state[7] and a 9.35 percent average budget for young adult collections.[8] Clearly a gap exists between the importance of young adults as a user group and the provision of services to them.

The purpose of this study is to investigate what public library directors see as the future of young adult services in North Carolina. The results indicate areas of agreement and disagreement among directors and can serve to assist library professionals in setting priorities and possibilities for growth in the next ten years ... and ultimately, improving the prospects for bridging the gap.

Thomas Downen's[9] survey of public library directors completed in 1978 included directors from across the nation whose library systems served at least 100,000 people. The purpose of his study was "to ascertain informed and intuitive judgments about the future of young adult services from persons in leadership..." Using the Delphi technique, respondents completed three rounds. In the final round they ranked each statement about the future of public library young adult services as to its desirability and probability by the year 1993. The final rankings for many statements showed wide differences between what directors saw as desirable and what they perceived as probable. For example, 81 percent of the library directors felt that "continuation and expansion of personalized, direct service to this group was desirable," but "only 41 percent felt it was probable."[10]

Clearly a gap exists between the importance of young adults as a user group and the provision of services to them.

More recently Mary E. Cooper[11] completed a similar Delphi study. Her respondents also indicated wide gaps between what was desirable and probable. On one item, 84 percent felt a YA coordinator's position in every public library system was very desirable, but only five percent believed it probable.

Library directors were chosen as the population for this survey because of the pivotal role they play in the decision making process, and thus the complexion of library services in the state. On the local level, they control staff and budget allocations and set priorities and objectives for public library services in their respective communities. As state leaders, they may possess the most authoritative view of the future of all library services, and have the potential for the greatest influence on the direction of young adult services in the next ten years.

A total of 203 library directors were identified based on the data available from the *Statistics and Directory of North Carolina Public Libraries, July 1, 1988 - June 30, 1989.*[12] All public library directors in North Carolina were surveyed including: main libraries (inclusive of independent municipal libraries), main libraries with branches, regional libraries, and regional library branches. Both those libraries receiving and those libraries not receiving state aid were included. Branches of main libraries were not surveyed.

This questionnaire was designed using items selected from the Downen survey and the Cooper survey. Because of the wide discrepancies in the results of both of these surveys between what respondents found ***desirable*** and what respondents found ***probable***, the survey was redesigned to be a questionnaire which asked predictions of what ***will*** occur in young adult services rather than what directors felt ***should*** occur. The questionnaire was arranged into four main sections: Facilities and Environment, Services and Programming, Collections, and Organization and Staffing. Each of the fifty items was scored by the respondent on a five point scale ranging from strongly agree to strongly disagree. Respondents were also asked at the conclusion to state their title or position and were encouraged to make comments. The survey was pretested with several individuals knowledgeable of public library services and was refined according to their input.

Surveys were mailed the second week in November 1990 to all 203 library directors. Ninety-five responses were received from this initial mailing. A subsequent mailing was sent the first week of January, and an additional forty-one responses were received for a total of 136. Each mailing consisted of a two-page questionnaire, one-page cover letter, and a return self-addressed stamped envelope.

As questionnaires were received, responses were coded by position/title (director/nondirector) and type of library reporting (main, main with branches, regional, or regional branch). Divisions for this latter category were determined in accordance with the NCES survey.[13] Independent municipal libraries were coded as either main or main with branches. In addition, for those libraries which reported data in the *North Carolina Statistics and Directory of Public Libraries*, per capita receipts, professional FTE, and door count per week were also used. All data were coded for computer analysis using SPSSx. Frequencies and percentages of responses to categories on the five point scale were tabulated with tables that were designed based on the results of statistical analysis.

The overall response rate for the survey was 63 percent (Table 1). Only 50 percent of the regional branches responded to the survey, while almost 90 percent of the main libraries with branches responded.

TABLE 1: RESPONSE RATE

Library Type:	Not Returned:	Not Usable:	Usable:	Percent Usable:
Main	13	1	31	69%
Main with Branch(es)	5	0	39	89%
Regional	3	1	11	73%
Regional Branch	46	5	48	50%
TOTAL	**67**	**7**	**129**	**63%**

Of those who responded, sixty individuals or 64 percent indicated they were in the Director category (Table 2). Others gave a variety of titles such Branch Librarian, Children's Librarian, or support personnel. A few of the respondents from the Regional Branch category indicated they were "Directors." It was decided not to include them in the Director respondent group since main library branch personnel had not been included.

Data from the North Carolina *Directory* provided some descriptive characteristics of the Director respondent group libraries (Table 2). Fifty-seven percent of their libraries had from one to four professionals on staff. Sixty-two percent had per capita receipts of from $4.00 to $9.99. Using annual door count data where available, 60 percent of the libraries averaged more than one thousand individuals per week.

Directors' responses to each of the fifty items are recorded in Table 3 (pages 60 and 61). Since item nonresponse rate was less than two percent for all items, responses are reported in percentage of the total number of all respondents (n=129) or directors (n=60) who strongly agree, agree, disagree, strongly disagree, or were neutral.

Facilities and Environment

Directors tended to agree or strongly agree with browsing areas for young adults (item 6, 90%), and largely favored increased access to technology for them (item 10, 83%). Additionally, directors believed libraries will provide attractive/comfortable furnishings for young adults (item 5, 78%) and microcomputer and software access (item 9, 63%). Directors were less positive or negative toward four items in this first section. Approximately one-third of the respondents were neutral on issues of special areas for YAs (item 4, 35%), public libraries as teen centers for political/social awareness (item 8, 34%), flexible public library hours to accommodate school schedules (item 7, 33%), and separate areas or rooms for YAs (item 1, 27%).

Two items in this section were in direct opposition. These dealt with the location of young adult services (items 2 and 3). Directors did not agree with the prediction that YA services will be located with children's services, with 78 percent indicating disagree/strongly disagree. Instead, they see locating YA services with adult services, with 63 percent indicating agree/strongly agree. However, in comparing the responses of the directors to the responses of the whole of respondents on these same two items, a difference emerges. The group of all respondents also did not foresee locating YA services with children's services (78 percent), but they were less sure than the directors that YA services would be located with adult services (52 percent neutral/disagree/strongly disagree).

Services and Programs

Directors generally supported the public library's involvement in YA programming and services. Ninety-two percent believed the public library will increase emphasis on reading for pleasure (item 18), and 90 percent foresee the public

TABLE 2: RESPONDENT CHARACTERISTICS

	All Respondents		Library Directors	
	Number:	Percent:	Number:	Percent
Position/Title:				
Director	82	64%	60	100%
Other	47	36%		
Type of Library:				
Main Library	31	24%	17	28%
Main with Branch(es)	39	30%	35	59%
Regional	11	9%	8	13%
Regional Branch	48	37%	0	0
Per Capita Receipts:				
0 — $3.99	2	2%	0	0
$4.00 — $6.99	15	12%	13	22%
$7.00 — $9.99	30	23%	24	40%
$10.00 — $12.99	13	10%	11	18%
$13.00 — $15.99	7	5%	4	7%
$16.00 +	9	7%	7	11%
Unknown	53	41%	1	2%
Professional Staff/FTE:				
None	12	9%	3	5%
1-2 professionals	27	21%	22	37%
3-4 professionals	14	11%	12	20%
5-8 professionals	10	8%	8	13%
9-12 professionals	8	6%	8	13%
13 + professionals	6	5%	6	10%
Unknown	52	40%	1	2 %
Door Count Per Week:				
Less than 200	5	4%	0	0
200-999	19	15%	13	22%
1000-1999	17	13%	16	27%
2000 +	25	19%	20	33%
Unknown	63	49%	11	18%

TABLE 3: RESPONDENT AND DIRECTOR PERCEPTIONS

Item	All Respondents n = 129 *SA	*A	*N	*D	*SD	Library Directors n = 60 SA	A	N	D	SD
Facilities and Environment:										
1. Public libraries will have separate YA areas or rooms.	25	41	18	14	2	22	27	27	20	4
2. Young adult services will be located with children's services.	2	7	13	41	37	2	10	10	45	33
3. Young adult services will be located with adult services.	2	46	24	23	5	2	61	19	15	3
4. Public libraries will have special areas where YAs can get together.	13	44	26	15	2	8	40	35	15	2
5. YA areas in public libraries will have furnishings that are attractive and appropriate.	24	58	16	2	0	16	62	19	3	0
6. Browsing areas will feature YA fiction and topical nonfiction.	28	61	10	1	0	29	61	10	0	0
7. Public libraries will have flexible hours to accommodate school calendars, special events, and other functions.	12	43	29	15	1	10	42	33	15	0
8. Public libraries will become alternative teen centers helping to develop political and social awareness.	8	13	32	29	18	5	9	34	32	20
9. Public libraries will provide YAs with microcomputer and software access for school and personal work.	12	52	20	14	2	11	52	17	20	0
10. Public libraries will provide teens with access to technology such as CD-ROM systems/online searching.	17	55	22	5	1	22	61	14	3	0
Services and Programs:										
11. Public libraries will see an increase in innovative and creative services for YAs.	17	57	18	7	1	7	61	20	12	0
12. Public libraries will increase marketing to publicize library events for teens.	15	67	12	5	1	10	70	15	5	0
13. Public libraries will give more tours and school presentations to familiarize YAs with their services.	22	63	13	2	0	15	66	17	2	0
14. Public libraries will offer walk-in tutorial services for YAs.	9	29	37	22	3	5	22	40	30	3
15. Public libraries will offer programs for latchkey kids.	12	34	29	21	4	12	41	30	15	2
16. Public libraries will develop more information and retrieval services for YAs.	10	67	17	6	0	8	63	22	7	0
17. Public libraries will be viewed as reputable, honest, and factual sources for drug and health information.	33	58	6	3	0	20	70	8	2	0
18. Public libraries will place a greater emphasis on encouraging YAs to read for enjoyment.	39	55	4	1	1	31	61	6	2	0
19. Public libraries will develop more services to YAs outside the building.	3	18	43	29	7	2	15	41	35	7
20. Public libraries will increase emphasis on reaching noncollege bound youth.	10	57	26	7	0	8	55	27	10	0
21. Public librarians will become more involved in organizations and agencies supporting YAs.	4	48	39	6	3	3	47	39	7	4
22. Public libraries will join with community agencies for public service programs (e.g.,teens and senior citizens).	5	60	27	6	2	8	53	29	7	3
23. Public libraries will see more involvement of YAs in public libraries as volunteers.	8	58	25	7	2	3	53	30	12	2
24. School and public libraries will experience greater cooperation.	36	50	9	3	2	25	53	15	4	3

*SA = Strongly agree; *A = Agree; *N = Neutral; *D = Disagree; *SD= Strongly Disagree

TABLE 3: RESPONDENT AND DIRECTOR PERCEPTIONS (cont.)

Item	All Respondents n=129					Library Directors n=60				
	SA	A	N	D	SD	SA	A	N	D	SD
Collections:										
25. YA collections will be more diverse and based on demand, including materials not likely to be found elsewhere.	20	60	16	4	0	20	55	18	7	0
26. Public libraries will develop special interest collections to attract least served YAs.	14	58	20	8	0	13	46	29	12	0
27. YA collections will emphasize career information and materials for teens.	20	69	9	2	0	10	75	12	3	0
28. YA collections will emphasize hobby and special interest materials.	12	70	16	2	0	7	68	22	3	0
29. Public libraries will provide YA paperback collections in nonlibrary settings.	7	27	41	23	2	2	20	43	35	0
30. YA collections will include greater numbers of HI-LO reading materials.	13	57	24	6	0	10	57	28	5	0
31. YA collections will include magazines with wider appeal and scope.	9	71	16	4	0	8	70	17	5	0
32. YA collections will include books and magazines on parenting.	12	59	26	3	0	12	57	28	3	0
33. Public libraries' collections will integrate all formats in the YA area.	8	41	37	14	0	5	32	41	22	0
34. YA collections will include videos for instructional purposes, e.g. how to get a summer job.	12	55	24	8	1	14	52	24	10	0
35. YA print collections will be mainly paperback books.	7	33	38	18	4	10	32	37	18	3
36. The YA collection will be integrated into the adult collection.	5	17	29	38	11	7	23	29	33	8
37. The YA collection will be a nonpermanent rotating collection.	3	15	32	44	6	2	20	27	46	5
Organization and Staffing:										
38. Public libraries will experience a renewed interest in YA services and resources among library professionals .	13	52	25	8	2	8	43	32	15	2
39. Public libraries will experience a renewed interest in YA services and resources among library administrators.	13	45	27	13	2	8	43	27	22	0
40. Every public library will have a YA coordinator position.	7	20	28	34	11	3	17	25	40	15
41. YA coordinators will be associated with the children's services department.	4	25	29	34	8	3	23	25	39	10
42. YA coordinators will be associated with the adult services department.	5	38	37	16	4	8	47	27	13	5
43. Staffing and funding for YA services will increase locally.	10	30	35	20	5	5	18	43	27	7
44. Staffing and funding for YA services will increase in North Carolina.	10	38	26	20	6	5	24	36	28	7
45. The library budget will support YA needs on a equal basis with other groups.	13	36	25	22	4	7	34	29	27	3
46. Members of the public library staff will be more aware of YAs as people, not just nuisances.	20	62	11	6	1	15	59	15	9	2
47. Competencies for YA services will be included as a part of North Carolina public library certification.	13	34	35	16	2	8	25	42	20	5
48. Additional continuing education opportunities will be available in YA services.	16	61	18	5	0	10	65	18	7	0
49. There will be increased efforts to develop additional measures for determining YA use of materials and services.	13	66	17	4	0	12	68	13	7	0
50. The profession will work toward a consensus on the definition of "young adult" and on the functions of YA departments and coordinators.	16	61	19	4	0	15	58	19	8	0

All totals are reported as percentages.

library as a health and drug information center for YAs (item 17). Directors agreed or strongly agreed that public libraries will increase the marketing of library events for teens (item 12, 80%), and that public libraries will conduct more tours and school outreach efforts (item 13, 81%). Similarly, directors predicted an increase in school and public library cooperative efforts (item 24, 78%), a greater involvement with community service programs which involve YAs (item 22, 61%), and greater emphasis on the non-college bound youth (item 20, 63%). Directors believed public libraries will increase information and retrieval services to this group (item 16, 71%) and increase innovative services to YAs (item 11, 68%).

For the future of the five remaining items in this section, directors remained predominately undecided or neutral: services to YAs outside the building (item 19, 41%), provision of walk-in tutorials (item 14, 40%), involvement with organizations and agencies supporting YAs (item 21, 39%), programs for latchkey kids (item 15, 30%). It is interesting to note that although the responses of the group of total respondents were also mainly neutral or undecided on these items, they were generally more positive than the directors.

Collections

A convincing percentage of directors agreed or strongly agreed to seven of the thirteen items in this section. Public library directors anticipated collections: emphasizing career materials (item 27, 85%); including magazines with wider appeal (item 31, 78%); increasing their diversity (item 25, 75%); including more hobby or special interest materials (item 28, 75%); including materials on parenting (item 32, 69%): increasing the availability of HI-LO materials (item 30, 67%); and including instructional videos for teens (item 34, 66%). Slightly less convincing was the 59 percent who felt public libraries will develop special interest collections for the least served YAs (item 26).

In general, directors predict that there will be increases in efforts to improve both young adult collections and services over the next ten years.

Responses to three of the items revealed directors to be less in agreement or disagreement and more neutral. Directors were unsure about providing print collections in mainly paperback format (item 35, 37% neutral), and more unsure about the provision of YA paperback collections in nonlibrary settings (item 29, 43%). Directors were also neutral toward the integration of all formats in the YA area (item 33, 41%).

Items 36 and 37 dealt with the structure and location of YA collections. Directors were neutral or did not agree that YA collections will be integrated in the adult collection (item 37, 78%). Here, it is interesting to note that the total respondent group revealed somewhat higher neutral and negative responses than the directors to both items.

Organization and Staffing

Perhaps not unexpectedly, items in this section received the greatest variations in responses. Directors did not agree that every public library will have a YA coordinator position, with 55 percent disagree/strongly disagree and the total going up to 80 percent with the neutral responses included (item 40). They displayed uncertainty as to whether the library budget will support YA services and needs on an equal basis (item 45, 29% neutral). However, they were more positive about seeing a renewed interest in YA services among library professionals (item 38) and library administrators (item 39), with 51 percent agree/strongly agree to each item.

Directors did agree/strongly agree that there will be increased efforts to develop measures for determining YA use of materials and services (item 49, 80%). They also foresee an increase in continuing education opportunities in the area of YA services (item 48, 75%). Perhaps based on the above two, directors did see the profession working toward a consensus definition of "young adult" and on the future of YA departments and coordinators (item 50, 73%).

Library directors were not sure or were negative about the possibility of increased staffing and funding for YA services locally, with 43 percent neutral and 34 percent disagree or strongly disagree (item 44). If comparing the directors' responses to the total respondent group on these two predictions, the directors were much less optimistic.

Items 41 and 42 dealt with the association of YA coordinators with children's or adult services. As such, the responses can be compared to those for items 2 and 3 which addressed the location of YA services. While 78 percent of the directors did not agree that YA services will be located with children's services, 49 percent felt YA coordinators will be associated with children's services. Less dramatically, but indicating more consensus, 63 percent agreed that YA services will be located with adult services, and 55 percent predict YA coordinators will be associated with adult services.

Respondent Comments

When interpreting the data presented in this report, readers should be aware of some comments respondents made. Nine individuals specifically indicated their difficulty in separating for their answers what they wished would happen — what "should" happen in YA services — versus what they believed "would" happen. Another area on the minds of the respondents was that of funding. Eleven of the sixteen respondents who wrote lengthy responses mentioned current and anticipated budget cuts. Several respondents also mentioned the problems that small libraries had in meeting expectations of all users.

Conclusions

In general, directors predict that there will be increases in efforts to improve both young adult collections and services over the next ten years. However, they do not predict corresponding increases in staffing or funding to support additional programs and/or collection growth. Also, although they predict increased innovative and creative services to YAs, they express no group consensus as to the direction or focus of additional efforts. For example, directors agree that public libraries ***will*** increase services to non-college bound youth; but they also agree that they will probably ***not*** serve YAs outside the building, ***not*** provide paperback collections in non-library settings, and not develop special interest collections for the least served.

Directors do not see young adult services becoming more closely associated with children's services, although the possibility of YA coordinators associated with children's services exists. More likely, directors are predicting a closer alignment of young adult services and staff with adult services departments.

The apparent agreement of directors about a renewed interest by the profession in young adults over the next ten years is encouraging. Additional continuing education opportunities and research related to young adults are both predicted and welcome as is increased interest in school-public library cooperation. Most importantly, a priority placed by directors on the profession working toward a consensus about who young adults are, what their needs are, and how best to meet them offers hope to all concerned in spite of the dire predictions about funding and staffing. It is essential that these initial steps be taken in order to provide young adult services in North Carolina with the necessary clarity of purpose before the greater issue of disparity between allocated resources and optimum services for young adults can be approached.

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Let's Face It: Adult Librarians Are YA Librarians

by Kathleen S. Wheeless and Elizabeth J. Skinner

Who serves young adults in North Carolina libraries? If you are a reference librarian, you do. Public libraries give information to YAs on a regular basis. A recent Department of Education survey shows that this small group (ages 12-18) accounts for 25 percent of public library users.[1] Yet there are only three full-time young adult librarians at work in North Carolina public libraries.

Most of us in public libraries perceive ourselves as either children's or adult services librarians. As a result, a unique service group with special informational needs and developmental considerations is underserved and statistically "invisible."[2] Facing the realities of YA service and finding solutions are important tasks for adult services librarians.

There are both historical[3] and current influences which contribute to the invisibility of this client group in public libraries. Current influences which promote unequal access to information for YAs are reported fully in library literature. Hodges discusses a misunderstanding of the developmental needs of YAs and a lack of training for YA librarians in our library schools.[4] *Output Measures for Public Libraries*[5] and *Planning Process for Public Libraries*[6] do not address young adult services, an omission which results in a lack of standards for service. Other negative influences include the lack of administrative support for separate services to young adults,[7] and the fact that teens use the library differently than any other group.[8] Varlejs and Lynch both discuss the need for a definition of "young adult." Hodges reported in 1987 that the Young Adult Services Division (YASD) and the Association for Library Service to Children (ALSC) of the American Library Association were in the process of defining early adolescence by age. Professional groups, such as ALA's Young Adult Services Division and NCLA's Young Adult Committee, should lead the way in validating young adult service using statistics. Unfortunately, it seems that national leadership is slow in coming. Until an operative age range is applied to the term YA, it will be impossible to gather statistics nationally.

While the typical adult reference librarian does not have the time to collect and analyze effectively the statistics revealing public library use by young adults,[9] our goals can certainly be more modest, but equally effective. There are practical actions and activities which the busiest reference librarian can undertake.

Reference librarians will find that thinking about YA service in the library and trying a few of the suggestions below will serve YA patrons in many ways. Staff time will be saved when effective methods of handling YA needs are enacted. When school projects are approached with a service mentality, productive solutions to the high demand for individual topics can be met. With improved service and effective use of staff time, staff morale and attitudes toward teens will improve. As the library begins to be accountable to one of its major user groups, the group will, as a consequence, become more visible to administrative bodies. This should result in tangible support.

Five Things You Can Do Today to Improve Service to Young Adults

Because librarians in the public library reference setting are overworked and fragmented, and have little time to crusade for young adult services, the authors believe that the most immediate way to bring about positive change for young adults in the public library is to set forth specific actions that each of us can take, TODAY.

The key word here is ACTION. Read these suggestions; consider their merits; and take action. Take the suggestions one at a time, in any sequence. Adapt them to your specific library environment, and get ready for improved service to one of your most significant client groups, young adults.

1. **Pay attention to professional tools currently developed and published to aid in selecting young adult materials.** These include the following:

— *Booklist*'s young adult book review section, "Books For Youth," particularly the sections "Adult Books for Young Adults" and "Books for Older Readers."

— *VOYA, Voice of Youth Advocates*, is a professional journal devoted to serving young adults with detailed, insightful book reviews that specify reading grade level and utilize a lively code system which rates quality, popularity, and grade level interest. *VOYA*'s definition of popular is "every YA (who reads) was dying to read it yesterday."

> *Until an operative age range is applied to the term YA, it will be impossible to gather statistics nationally.*

— *Grassroots*, a quarterly, North Carolina-based newsletter with book reviews, pathfinders, program ideas, and articles on young adult issues, published by the Young Adult Committee/PLS/NCLA.

— Publisher's and vendor's catalogs that specialize in young adult materials, such as EconoClad, PermaBound, Rosen Publishing, and Carolina Biological Supply (for science project materials).

2. **Receive young adult reference questions as valid, important requests for information.** Developmentally, teenagers' needs differ from those of our adult patrons. If librarians recognize these special needs in the reference interview, interactions will be more productive. Rethink the reference interview for young adults.

To help the reader 'rethink' this action, the authors have modified the "Model Reference Behaviors," outlined by the 1986 revision of a reference study of Maryland public libraries.[10] The five reference behaviors below have been modified for young adults.

- Verify the question.
  Repeat the question.
  Paraphrase to make sure you are on the same wavelength.
- Clarify the question.
  Ask open-ended questions, such as "Can you tell me more about your question?" or "What aspect of ________ are you interested in?"
- Give each individual YA your full attention.
  Make eye contact.
  Smile.
  Do not interrupt.
  Comment ("I see" or "Uh Huh.")
- Report the progress of your search.
  Cite your sources as you use them.
  Go to the source with the YA.
- Always ask, "Does this completely answer your question?"

3. Develop one young adult program this year. Does this idea sound too formidable? Here are a few suggestions for generating ideas. Listen to what teenagers are asking for and use programs to address unmet needs. Fill the gaps where books and printed materials are not sufficient. Find ideas for programs and contact persons available throughout your North Carolina network. Excellent **standards** have been set by the North Carolina Public Library Directors' Association Award for Outstanding Young Adult Program. *Grassroots*[11] has featured details about these programs in its issues. Each year look for announcements of winning programs in *Flash*,[12] the public library directors newsletter published through the State Library.

One key aspect of these award-winning programs has been cosponsorship with a sister agency in the community. A cosponsor can help with planning, finances, and publicity of the event.

Developmentally, teenagers' needs differ from those of our adult patrons

4. When the deluge of homework assignments and research projects comes, make life easier by developing in-house resources tailor-made to fit emergencies. Producing pathfinders, vertical files, and bibliographies requires an investment of time initially, but these tools will benefit the entire reference staff and improve the department's overall service.

When twenty YAs are determined to do a science project on "the effect of music on plants," and the library has no materials to support this project, try an online search to see what articles are out there. Online searching and other more "sophisticated" tools of reference service should be offered to young adults as readily as they are offered to adult patrons. If this type of information is obtainable, it is the right of young adult patrons to have access to the information. It is also important to follow through with document delivery. Assist YAs in obtaining articles or in a referral to the appropriate library or agency. Go as far with a young adult patron as you would with an adult patron.

5. Take a fresh look at the physical layout of your library. One basic dilemma for young adults is getting to know the library beyond the Children's Department. What's out there for young adults? Since most public libraries have no separate young adult department, teenagers are left to fend for themselves in a library organized into adult departments. Does your library offer any direction to young adults in its physical layout and signs?

Take the "It's Not Totally Dreamland" Quiz[13] (page 66). This quiz was developed by Cathy Carey and the Wayne Oakland Library Federation in Michigan with the help of Sylvia Mitchell of the Hawaii State Library. Total the score for your library and implement one physical improvement.

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The "It's Not Totally Dreamland" Quiz

Public Library Teen Area Self-Evaluation

1. As you enter the library, can the location of the YA area be discerned?	10 points
2. Which of the following are located in or are adjacent to the YA area?	
a. Study Guide	2 points
b. College Catalogs	2 points
c. Career Materials	2 points
d. Sex Education Books	2 points
3. Is the YA section identifiably separate from other areas?	5 points
4. Is it closer to the adult collection than to the children's section?	2 points
5. Is it slightly secluded giving the appearance of privacy while still allowing some supervision?	2 points
6. Does the teen area include	
a. Videos (music, classics, teen hits on the big screen)	5 points
b. Popular recordings	5 points
c. Computers	5 points
7. Is local pride reflected? Perhaps a bulletin board devoted to current teen accomplishments, along with contests and a calendar of events, perhaps even local sports scores.	5 points
8. Are there plenty of comfortable places to sit?	2 points
9. Are the books for teens mostly paperbacks?	10 points
10. Are there multiple copies?	2 points
11. Is there a "drawing card"...something of interest for the browser? Example: teen magazines	5 points
12. Do you use some bookstore (face out) shelving?	5 points
13. Are your shelves uncrowded?	2 points
14. Are all books within reach, with most between 36 and 60 inches from the floor?	2 points
15. Are the books for teens attractive? (Avoid rebound books unless original dust jackets are saved and reattached.)	8 points
16. Is your YA collection divided by type, i.e., SF&F, Mystery, Horror?	2 points
17. Do you have a flashy colored notebook, with lists arranged by subject, available in the teen section?	4 points
18. At the librarian's desk?	1 point
19. Are materials in displays available for immediate check out?	2 points
20. Do displays contain realia or 3D materials?	5 points
21. Is there sufficient supply of attractively displayed free handouts?	3 points
22. How frequently is the teen collection weeded?	
a .Once a month	10 points
b. Twice a year	5 points
c. It's been so long I can't remember	Deduct 25 points
23. Did you survive the quiz?	1 point

Scoring: 75-51 Congratulations (Or did you lie?); 50-25 You're on the right track.
Below 25 Please don't feel discouraged if your score is low. NOW GET GOING!

Cooperation between School and Public Libraries

A Study of One North Carolina County

by Donna Shannon

Although library programs differ in central focus, there is significant overlap in patrons served and types of information and services provided by school and public libraries. Patrons turn to both types of libraries to satisfy educational and recreational information requirements.

The primary function of a school library media program is curriculum support; however, students do turn to their school library collections for recreational reading and information not directly related to class assignments or school activities. Half of all public library patrons are elementary and secondary school students. A survey conducted during the summer of 1987 for the National Center for Education Statistics revealed that 50 percent of public library patrons were 18 years old and under and that 25 percent were between the ages of 12 and 18.[1] Both school libraries and public libraries provide students with materials and services related to class assignments and recreational interests.

Planning in all types of libraries must take into account the continuing increase in available information and advances in technology. Individual libraries can afford to acquire and store less and less of what is available. At the same time, curriculum demands continue to change and expand. A single library cannot provide all of the information needed by today's students.

When school libraries and public libraries cooperate, improved service to patrons can result. Findings from the library literature indicate that there is "lots of talk" and "lip service" given to the concept of cooperation and its importance in providing library service to youth, but little empirical research exists on this important issue. Results of research which can be identified reveal that little cooperation between the two agencies exists.

Much of the current interest in library cooperation is related to interlibrary networking. Although the study reported here addresses the topic of networking, it does so within the context of library cooperation. Definitions of library cooperation and library networks offered by Markuson are useful in differentiating between the two:

> Library cooperation is any activity between two or more libraries to facilitate, promote and enhance library operation, service to users, or use of resources. A network is the most formalized type of library cooperation. I consider library networking to be a subset of the broader area of library cooperation.[2]

Public libraries have a long history of service to public schools. Before the widespread establishment of school libraries, informational and recreational reading needs of teachers and students were largely met by public libraries. Although most schools today have a library, students continue to call upon the public library for materials and services to complete school assignments.

During February and March of 1990, secondary school librarians and public librarians in one North Carolina county were surveyed in an effort to determine the status of cooperation between the two types of libraries. A questionnaire developed by the writer , consisting of both open-ended and closed-ended items, was distributed to one librarian from each of seventeen middle school and thirteen high school libraries. Another questionnaire was mailed to each of the seventeen libraries in the county's public library system. Telephone interviews were conducted with the school library system coordinator and the director of the county's public library system for clarification of system-wide policies.

This particular county was chosen because of its relatively large population and its great variety of school and public library settings. The system's public libraries vary from regional libraries to small neighborhood branches, and are located both in urban areas and suburban settings. Not all branch libraries are staffed with professional librarians. One of the public libraries specializes in service to the business and professional community; service to school students is not part of its mission. Secondary schools range in size from a senior high school with an enrollment of over 2,000 to a junior high school of only 300 students. All schools in the system have a library with at least one professional librarian on the staff. There is one combined school/public library in the county. There is a county library association whose membership includes librarians from all types of libraries in the area. The association forms committees that work on a variety of projects of interest to members, such as collection mapping, preservation

A survey conducted during the summer of 1987 for the National Center for Education Statistics revealed that 50 percent of public library patrons were 18 years old and under and that 25 percent were between the ages of 12 and 18.

of materials, and use studies.

A major purpose of this study was to determine what cooperative activities characterize school library and public library programs in the county studied. A simple model of cooperative activities was used to evaluate the level of cooperation (see Figure 1). In addition, the study examined factors leading to the success of cooperative activities, factors perceived as barriers to cooperative activities, and factors which have potential for facilitating greater cooperation between school and public libraries. There was also an effort to determine if there was a relationship between size of public library and level of cooperation with schools.

Twenty-three completed questionnaires were returned by school librarians (77 percent). Questionnaires were completed and returned by representatives from thirteen of the public libraries (77 percent).

Both school and public library respondents agreed that library services to youth could be improved by increased cooperation between school and public libraries. Respondents were asked to name factors which could enhance cooperation. Replies indicated general agreement between school and public library respondents. Suggestions included: more time to meet, more personal contact and interaction, more formal meetings, designation of an individual to work with both school and public libraries.

Public library respondents were asked if school libraries in their service area had been contacted for the purpose of establishing a liaison, and school librarians were asked if the public library had been so contacted. With two exceptions, all public library respondents reported having made such contacts. Seven of the twenty-three school librarians responding to the questionnaire reported they had not been contacted by a representative from the public library. Four of the public library respondents reported having been contacted by a school librarian for purposes of establishing a liaison, while fourteen of the school librarians reported that contact with the public library had been made.

When asked if each was satisfied with the amount of contact with the other, school librarians were more positive than public librarians. Fifteen of the school librarians responding were satisfied with the relationship; eight were not. Four of the public library respondents reported satisfaction with the relationship. Of the four satisfied respondents, one was from the business library (which does not serve students), and one was from the combination library. Eight public library respondents were not satisfied with the arrangement.

When asked if each was satisfied with the amount of contact with the other, school librarians were more positive than public librarians.

Responses to questions relating to whether or not meetings between school librarians and public librarians were held were dissimilar. Seventeen school librarians said that meetings were held; two responded that meetings were not held; three did not know if meetings were held. Two public library respondents reported that such meetings were held; four said meetings were not held; seven did not know if such meetings were held. From comments of the respondents, this disagreement could be related to whether or not meetings of the area library association constitute meetings between school librarians and public librarians as perceived by respondents. There was no specific question about meetings of this organization included in the questionnaire.

Because responses to some of the questions appeared inconsistent, telephone interviews were conducted with the school library coordinator and the director of the public library system. One of the inconsistencies arose when respondents were asked if their library was a member of a multitype library network. There was no pattern in the responses of either school librarians or public library respondents to this question. The public library director reported that the county library system is a member of OCLC and SOLINET. The school library coordinator reported that school libraries are not members of a multitype library network, but are working on the establishment of a network of the county's school libraries.

School librarians and public library respondents were asked if their library had written policies concerning school library/public library cooperation. Here again, answers were mixed, most reporting that there were no such policies. The public library director reported that each library in the system had its own "branch plan," and that policies concerning cooperation should be part of the plan.

Existence of a union list of holdings and a union list of periodicals was another area of confusion subsequently clarified by the school library coordinator and the director of the public library system. The public library system has a union list of the holdings of all the public libraries in the county. All school libraries have a microfiche copy of this list which is available to their users. Public libraries have a copy of the school system's union list of periodical holdings. There is no combined union list of school and public library holdings.

Questionnaires included a list of cooperative activities frequently mentioned in the literature on school library/public library cooperation. Respondents were asked to indicate which of those activities their library had participated in during the current school year or the past school year. There was no relationship between size of public library (including number of staff) and number of cooperative activities reported. Cooperative activities mentioned most frequently by school librarians as activities in which they participate were: "Homework Alert," interlibrary loan, and arranging for the public librarian to visit the school. "Homework Alert" and visits to schools were cooperative activities reported most frequently by public librarians. ("Homework Alert" is an arrangement through which teachers can notify the public library when students have been given an assignment which could require use of public library collections. Pre-printed forms requesting information about a specific assignment are completed and returned to the public library.)

According to both the director of the public library system and the coordinator of school libraries, there is no formal agreement for interlibrary loan between school libraries and public libraries. Of public library respondents, only the combination library reported participating in interlibrary loan with schools. Seven school libraries reported participating in interlibrary loan with the public library.

Seven public library respondents reported that school classes made visits to the public library. Visits were most often arranged by the teacher. Six public library respondents reported having visited schools during the past two years. The purpose of the visits most frequently given was to discuss "Homework Alert." "Homework Alert" was mentioned most frequently both by school librarians and public library respondents as a cooperative activity in which each participated. Special programs, such as "Battle of the Books," a middle school reading motivation program sponsored by the schools, and "Quiz Bowl," a program sponsored by the public library, were mentioned as examples of cooperation in completed questionnaires and in the telephone interviews with the school library coordinator and the director of the public library system.

The school library coordinator stressed the important role of the area library association in promoting and facilitating cooperative activities among all types of libraries. In addition to "Battle of the Books" and "Quiz Bowl," the director of the public library system pointed to efforts on the part of certain individual schools in promoting collaboration between schools and the public library.

Results of this study confirmed much of what was reported in the library literature relating to factors leading to successful cooperative efforts as well as factors which are barriers to such efforts. There was variation from library to library, however, in how the current level of cooperation was perceived.

Evaluation of the level of cooperation between school and public libraries in the county studied was based on a simple model which includes four levels of cooperation: (a) level one—no cooperation, (b) level two—informal communication, (c) level three—informal cooperation, and (d) level four—formal cooperation (See Figure 1).[3]

Based on this model, cooperative activities between school and public libraries in the county reflected those included in level two—informal communication. In most cases contact between the two agencies has been initiated by either the public librarian or the school librarian. Public librarians are concerned about meeting the information needs of secondary school students relative to their school assignments. "Homework Alert" is an activity actively promoted by public librarians.

Cooperative activities also reflected a number of those included in level three — informal cooperation. School classes made visits to public libraries, and some public librarians visited schools. Representatives from both the school system and the public library system cooperated in special projects, such as "Battle of the Books" and "Quiz Bowl." School libraries had been furnished microfiche copies of the public library's holdings. Public libraries had been furnished a union list of periodicals held by school libraries. The public library system and the school system cooperated in the operation of a combination school/public library located in a large secondary school.

With the exception of joint administration of the combination library, results of the study do not indicate that libraries are moving toward level four of the model—formal cooperation, which would include written and formalized policies and procedures for cooperation and mutual sharing of resources.

The factor most frequently associated with successful cooperative efforts was communication. Basic to such cooperation were school librarians who made a special point of frequently communicating with public librarians relative to student assignments. The public library's aggressive campaign in promoting "Homework Alert" was important in making all involved sensitive to potential problems when public library staff did not have the necessary information to assist students with homework assignments.

Lack of time and lack of communication were frequently mentioned as barriers to cooperation. Time was mentioned most by school librarians. Public library respondents and school librarians suggested more frequent personal contact — formal meetings, visits, idea exchanges.

Suggestions for enhancing cooperation between school libraries and public libraries reflected those mentioned by Shirley Fitzgibbons in her recent article on cooperation.[4] Both Fitzgibbons and the respondents in this study called for planning, formal meetings, and continuous communication. A number of respondents in the study felt that the area library association was too "general" and did not address those problems unique to school and public libraries. According to Fitzgibbons, "respect and understanding of each others' roles and the goals of each institution are essential to cooperation."[5]

Esther R. Dyer's[6] research, which focused on cooperative library service to children, revealed three major barriers to interlibrary cooperation: time, money, and attitude. The findings of this study corroborated Dyer's work in two of the three findings, i.e., time and attitude. This study also revealed the need to pinpoint when and for what materials students and teachers turn to the public library.

Lack of time was seen as a barrier to cooperation by both public library respondents and school librarians. Time (or lack of it) was frequently offered as a reason for not becoming involved in activities seen as peripheral to central responsibilities. For school librarians it may be related to how others in the school community perceived their role. If school administrators and teachers did not see the school's librarian as their link to a wider information community, or if they did not see such a role as valuable or necessary, the librarian's work outside the four walls of the school was not viewed as central to the job. Was it possible that the perception of the school librarian's role represents a greater barrier than does lack of time? Writers on interlibrary cooperation mentioned the importance of administrative support. Gaining such support from school administrators

Figure 1

Model for School Library and Public Library Cooperation*

Level I No Cooperation

Libraries exist as separate and independent institutions by choice or lack of precedent. No history of cooperation. Contacts have not been initiated by either school or public librarian.

Level II Informal Communication

Libraries still exist as separate and independent institutions, but contact has been established by either school or public librarian or both. Sporadic communication occurs for purposes such as reference or assignment alert. Libraries still relying almost totally on own resources to satisfy user needs. There is some exchange of information and sharing.

Level III Informal Cooperation

Cooperation is occurring on a regular and somewhat frequent basis. Class visits to the public library are arranged by the school librarian or public librarian or both. School and public librarians are regularly and routinely in contact relative to homework assignments. School librarian acts as liaison between teachers and students and the public library. Public librarians make visits to the school library and/or classrooms. School art, other projects are displayed in public library on a regular basis. Libraries sponsor joint activities. Resources are shared (such as classroom collections, ILL, school may loan a/v material to public library).

Level IV Formal Cooperation

All of Level III AND written and formalized policies and procedures exist as part of school district policy and public library policy. This may mean the existence of a multitype library network in which both school libraries and public libraries participate. Mutual sharing of materials of any kind. (Possibly cooperative collection development, sharing of central processing facilities, and/or union list of periodicals or complete holdings).

**Derived from models proposed by Billman & Owens (1985), Kester (1990), and Krubsack & Krubsack (1985). See reference note 3 for complete citations.*

for cooperative activities could make a big difference for school librarians.

The literature is replete with reports of how services to young adults have been downgraded in recent years. Few public libraries or library systems have a librarian whose sole responsibility is service to young adult users.[7] In addition, outreach activities are not always given the same priority as other public library services. Work with schools could be seen as another outreach program. Is it possible that the attitudes of the profession toward outreach and youth services play a greater role as barriers to cooperation than does time?

What significance can one attach to the finding of this study which revealed that a higher proportion of school librarians were satisfied with current levels of cooperation than were public library respondents? Perhaps this is related to a perceptual circumstance as well. Perhaps it is related to how each sees the role of the other agency in its responsibility toward students. The literature pinpoints "attitude" as one of the most significant barriers to interlibrary cooperation.[8]

The literature indicates that school libraries are unable to meet all the information needs of their students. Public library respondents in this study verify that students do indeed turn to public libraries for completion of school assignments. Determining exactly when and for what kinds of information students turn to public libraries has implications for both school and public libraries relative to collection development, hours of operation, and interlibrary cooperative activities.

The ever increasing array of available materials and technological developments, together with acute budgetary constraints, make cooperation between school libraries and public libraries more important than ever before. The results of this study indicate that commitment and communication, two essentials in developing and sustaining cooperative relationships between school and public libraries, are critically important first steps in fostering interlibrary cooperation.

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Roadbuilders Award for Ethnic Minority Librarian

The Roundtable on Ethnic Minority Concerns (REMCo) of the North Carolina Library Association (NCLA) is seeking nominations for its second biennial "Roadbuilders" award(s). The award will recognize an ethnic minority librarian who has made a significant contribution to librarianship and served as a role model for ethnic minority librarians. Presentation of the award(s) will be made at the NCLA Biennial Conference, High Point, NC during the REMCo session on Thursday, November 14, 1991, 3:30 - 5:30 p.m. A reception for the award recipient(s) will follow at Top of the Mart at 6:00 p.m.

Nominations are sought from all areas of librarianship: academic, public, school, special, and library education. A nominee must be an ethnic minority librarian, living or deceased, who:

1. Has worked in North Carolina for at least five (5) years,
2. Has made a significant contribution to the field of librarianship/information services,
3. Has established a record of accomplishment, service, and dedication, and
4. Currently serves as a role model for practicing and new minority librarians and as an incentive for prospective minority librarians.

Nominations should include the following:

1. A cover letter,
2. A short biographical sketch including educational backgound, work experience, major accomplishments, and attributes of the nominee that make him/her a positive role model, and
3. Any supporting documentation (i.e. newspaper clippings, articles, letters of endorsement, etc.).

Mail your nominations to: Barbara Best-Nichols
Lord Corporation
405 Gregson Drive
Cary, NC 27512

DEADLINE FOR RECEIPT OF NOMINATIONS IS SEPTEMBER 15, 1991.

Site-Based Management: An Historical Perspective

by Joy L. Hoke

Choice Career

CHALLENGING OPPORTUNITY

Do you seek a truly professional position which allows you to set your own goals, formulate your own job description, and make decisions based on what you feel is important, not what is mandated by some far away paper shuffler?

Are you motivated, energetic, enthusiastic and strong in interpersonal skills? If so, look no further than filling the position of media coordinator on your local SBM team.

UNLIMITED POTENTIAL FOR THE RIGHT INDIVIDUAL REQUIRES ENERGY, ENTHUSIASM, AND INTERPERSONAL SKILLS.

SATISFACTION GUARANTEED

Site-Based Management, hereafter referred to as SBM, is a term used to describe the educational philosophy that local control of the school improves educational quality. It is essentially a process of decentralization in which decision-making authority is shifted to the school, yet authority over school policy is shared by the central office and the school site. This philosophy, currently being implemented in North Carolina school districts as a result of Senate Bill 2 legislation, creates avenues for the input of teachers, support staff, parents, and the community in the decision-making process. Paula A. White, writing in NASSP Bulletin, said that the ultimate goal of SBM is to improve the teaching and learning environment for students by decentralizing the decision-making process.[1]

White also says that budget, curriculum, and staffing decisions are three areas of decision-making most commonly decentralized under SBM.[2] School site budgeting funds can be allocated according to priorities established at the school level. Materials and programs appropriate to the needs of the students can be correlated to curriculum developed by the school staff. Staffing decisions at the school level can enable the selection of individuals better suited to the school's goals and objectives and students' needs.

According to White, SBM promises greater flexibility and increased participation of school staff in school decisions.[3] Cheryl R. Clark, a staff member of the Educational Research Service, states that teacher morale and motivation will be improved by recognizing the merit of their professional opinions; likewise, greater accountability is predicted as school improvement plans designating clear lines of responsibility are implemented.[4] The question remains, however, what benefit will SBM bring to school media coordinators and how can their participation insure a stronger SBM team?

Media coordinators must be an integral part of every SBM team if it is to be a successful vehicle for change. As certified teachers, they know curriculum; as media coordinators, they know materials which support curriculum. Without this powerful component of media services, the team is missing an important player. Change has been evident in media services as information has moved from print to high-tech retrieval, and media coordinators have successfully dealt with this area of change. Their role on the SBM team serves a double function: materials and curriculum specialist and change agent.

... the ultimate goal of Site-Based Management is to improve the teaching and learning environment for students by decentralizing the decision-making process.

Media coordinators are key people in identifying programs and practices necessary to achieving school goals and thereby improving the teaching and learning environment for students. Performing their roles as information specialists, instructional consultants, and teachers, media coordinators are in the best position to link media resources and services to the needs of students and staff. Media coordinators bring to the SBM team information on innovative programs, practices, and new technologies which can assist in changing the school's goals and objectives.

Media coordinators provide expertise in the selection of resources, learning experiences, and instructional strategies for teaching and learning. As information specialists, media coordinators assist students and staff in accessing, selecting, and using resources and information. As instructional consultants, media coordinators assist teachers with instructional planning for student learning. As teachers, media coordinators are responsible for ensuring that information skills are an integral part of the school curriculum.

As members of SBM curriculum development teams, media coordinators will ensure the application of media to the learning process. Working with teachers and administrators in SBM planning teams, media coordinators can help define the information curriculum by transferring curriculum needs to media program goals and objectives. Working cooperatively with teachers to teach information skills, media coordinators can play a role in effective instruction.

Teachers are becoming more eager users of media services and more supportive of the role of media for several reasons. First, media coordinators recognize the need for an integrated program in presenting information skills. To secure this program, they are educating other teachers about the important role of media services. They are seizing opportunities to promote their product; they volunteer to serve on leadership and school improvement teams; they rely heavily on the input from Media Advisory Committees. Secondly, teachers are involved in resource-based instruction, and have talked about resources and planned with the media coordinator to secure the best in materials to support the curriculum. This cooperative arrangement between classroom teachers and the media coordinator results in better instruction for the students — the only reason for schools to exist.

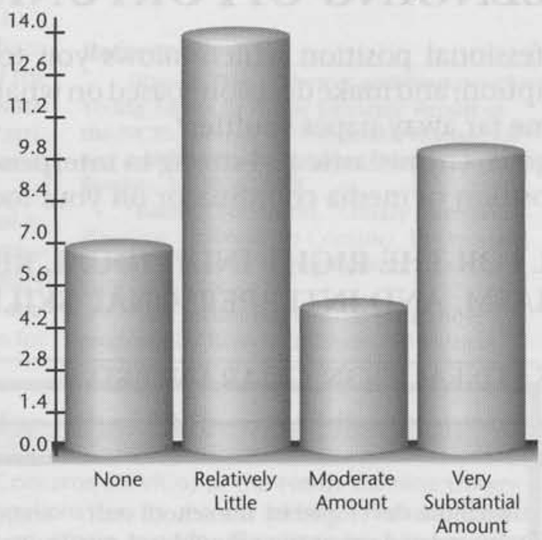
Media coordinators must emerge as leaders. "The leadership and commitment of the library media professional are crucial factors in developing credibility for the library media program as an integral part of teaching and learning in the school."[5] Media professionals have known that programs cannot be effective unless teachers and administrators understand and support the role a media program plays in the total school program. *Information Power*, the 1988 National Guidelines for School Library Media Programs, stresses the partnership role of the media coordinator.[6] Media coordinators must establish administrative partnerships with principals and system-level media directors, as well as instructional partnerships with teachers, to ensure that media program goals become school goals. This role of partner is addressed in *Media Program Recommendations*, North Carolina's Guidelines for School Media Programs.[7] Never has partnership been more important than now with SBM in effect.

A carefully planned public awareness campaign and continuing professional development in communication skills will enable media coordinators to create positive awareness of their media programs. Media coordinators who build good awareness on the part of administrators and teachers gain support for their programs.

Media coordinators in Guilford County Schools responded to a survey aimed at pinpointing the impact of SBM on media programs. Most respondents had been involved with SBM from one to two years. Data was obtained from a sample of thirty-six out of forty-seven media coordinators who responded to the survey.

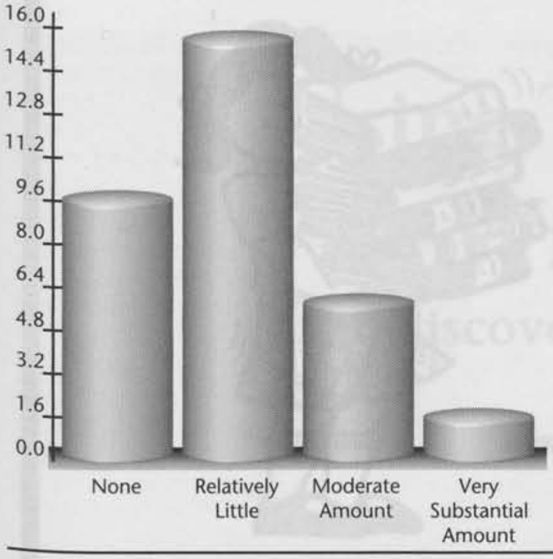
Overall the data indicates relatively little to only moderate change in media programs with the implementation of SBM procedures. For example, out of a total of thirty-six respondents, thirty reported very little or no change at all in the media program as a result of school-based decision-making. This was true in areas of budget, increased sense of professionalism, degree of flexibility and opportunity to make change, involvement with the school leadership team, and overall staff motivation. There was positive growth in

Involvement in the Leadership Team



Influence of the Leadership Team / Your Involvement in Media Decisions

Role Change of Media Advisory Committee



involvement with curriculum changes and in the shifting role of principals from decision-makers to facilitators.

Media coordinators were also given the opportunity to list advantages and disadvantages to SBM that had not been addressed in the survey. Among the advantages noted were the opportunities for greater input into the decision-making process, more latitude in expenditures, and an increased sense of respect for the role of the media coordinator from the respondents who are active members of their leadership teams.

Many of the disadvantages cited were related to the demands of time and energy placed upon team members. Also, several media coordinators reported jealousy and resentment by those not on the leadership team, personality conflicts among team members, and an over- zealous attempt by some members to obtain power.

Finally, although seldom involved with the leadership team in school-wide planning, most media coordinators report that they are fully involved with decisions that relate to the media program. These findings clearly indicate that the comprehensive role of media programs in the total school program is yet to be recognized. Media coordinators must accept the challenge and diligently attempt to convey the importance of the media component to the total school program. These efforts could be significantly enhanced if: 1) system-level improvement plans addressed media programs; 2) principals provided the motivation for a change that would integrate the media program into the instructional program; and 3) principals adjusted schedules to allow for planning time between media coordinators and teachers.

Empowerment of schools with decision-making authority can result in more effective media programs. A careful balance includes a supportive principal who is willing to unlock the door to initiate change, a committed media coordinator who provides leadership for change, and dedicated teachers in tune with the school's mission. This group, presenting strategic instructional activities for change, offers unlimited opportunity for improved teaching and learning in the school.

Rather than empowering schools, SBM has the potential to enable schools to, as White states, " become more effective by providing more appropriate services to meet the specific needs of students."[8] Therein lies the potential for media programs - the potential for a fully integrated program serving school goals, providing access to information, and maximizing resources and energies for the entire school community.

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Site-Based Management Media Survey

Name ______________________

School ______________________

Circle the answer which most nearly describes your situation.

1. Has the media program changed as a result of school-based decision making?
2. Have there been noticable changes in budget?
3. Have you been involved with curriculum changes and planning to achieve school goals?
4. Has your principal's role shifted from that of decision maker to facilitator?
5. Have you experienced an increased sense of professionalism?
6. Has your relationship with principals and teachers strengthened?
7. Are you experiencing greater flexibility and opportunity to make changes?
8. Are you involved in the leadership team and the decision making process at your school?
9. How does your leadership team gather its information?
10. How does the leadership team disseminate information regarding policy, procedures and other decisions?
11. How much influence does the leadership team have on the media curriculum?
12. Are you involved in decisions related to the media program?
13. Has site-based management contributed to motivation among staff?
14. Has the role of the Media Advisory Committee changed with site-based management?
15. What kinds of decisions does the leadership team make?
16. How long has your school practiced site-based management?
17. How accurate is communication going to or emanating from the leadership team?
18. How clear are the lines of authority in your building?
19. What is the greatest advantage in site-based management?
20. What is the greatest disadvantage in site-based management?

Using Television News With Students

Rediscovering an Old Technology

by Michael Parrish and Wilma Bates

From the coverage of the war in the Middle East to controversial offers to schools by television companies, television news is itself making news. The technology of television keeps on getting better and better at bringing world events to us, but the use of television as an effective information source for students has raised some questions. Is television news geared too much for an adult audience to appeal to students? Are the stories too sensationalized or too superficial to be appropriate for school use? What about commercials? Should students even be allowed school time for watching TV? How do teachers know what in today's news relates to what they are teaching? Who will record the news everyday so it can be used at the appropriate time? Is copyright a problem?

... the use of television as an effective information source for students has raised some questions.

Weaver Education Center in Greensboro began a project in October 1989 that brings television news to the schools each day. While this ongoing project does not answer all the questions raised about using television newscasts with young adults, it does demonstrate how to reduce some of the problems and has renewed interest in using this medium that is well-suited to increased global awareness.

The project involves the cooperative efforts of Weaver Education Center, Cablevision of Greensboro, Cable News Network, and the media centers of the Greensboro Public Schools. It provides daily student-oriented, commercial-free television news, complete with a study guide, which teachers can use at any time through the school media centers.

The project originated with the Television Department at Weaver Education Center, an extension of Greensboro's high schools. Television programming classes have been offered since the school opened in 1978. High school students from the four high schools may enroll in classes that are based on a three-year sequence planned to develop extensive skills in television production. The curriculum includes a combination of theory and hands-on experience. Students create news, educational, sports, and documentary programs. Each student is fully trained to operate every piece of equipment and perform in front of or behind the camera in any assigned crew position. The classroom is a fully equipped studio utilizing four color cameras and state of the art graphics and special effects.

The partnership between Cablevision and Weaver Center was initiated in 1984. It was then that the school began developing and originating programming which Cablevision carried on its community programming channel for the school system and the general public. The school uses WEC-TV as unofficial call letters and has access to the cable channel for five and one-half hours daily. In 1988 the school system invested $35,000 in new equipment, including a $6,000 message generator and a video control unit that can operate four video tape players, run a television announcement bulletin board, and transmit programs to Cablevision. Cablevision provided the $10,000 that paid for installing Cablevision in all the Greensboro Public Schools not already on cable.

In the summer of 1989, Cablevision of Greensboro proposed that the schools use Turner Broadcasting's innovative newscast, *CNN Newsroom*. This fifteen-minute weekday program on CNN is designed specifically for young adults by Turner Educational Services and educators. In describing this new service, Bill Butts of American Television and Communications Corporation's Greensboro office explained that *CNN Newsroom* represents the company's effort to develop an awareness of world news, admitting that encouraging young people to watch the news everyday is good for CNN, as well as other television news networks. He also emphasized that keeping students aware and interested in the arts, economics, the sciences, and current events is an important part of education.

Educators may record and exhibit *CNN Newsroom* in classrooms at no charge and without the usual copyright restrictions that apply to off-air recording. By completing a simple registration card,[1] schools are granted a specific license to use and retain the program for purposes of exhibition and research by students and teachers through the school library or archives.

Each program begins with a review of

the day's top news stories, including at least one major story in depth. A second segment deals with a different discipline each day. For example, Monday focuses on global issues and the trends and developments anticipated in the week ahead. Tuesday explores selected international events. Wednesday features reports from the CNN Business Unit. On Thursday, the featured report comes from CNN'S Science and Technology Unit or the Nutrition and Medical Unit. The *EDITOR'S DESK* on Friday provides a focus on the week's biggest story.

The classroom guide that accompanies *CNN Newsroom* is the element that really sets it apart from other newscasts. Written by professional educators in consultation with CNN, it provides teachers with a rundown and summary of the program, supported by questions and concepts for discussion. A suggested reading list, background information, classroom and homework activities, and suggestions for incorporating the news program into the subjects taught in middle and secondary schools are also supplied. This valuable guide is available from three sources: X*PRESS X*Change, a cable-delivered information service; the GTE National Education Network, an online electronic mail service; and the Fred Mail Network School Computer Bulletin Board Systems, a free BBS network available in many North Carolina counties. The fees for these services are the only ones required for *CNN Newsroom*, and they are modest—less than two hundred dollars.

The offer of an innovative presentation of television news for students was exciting, but a significant problem emerged in planning to use *CNN Newsroom* with the Greensboro schools. Many of them lacked the computer with a modem necessary for receiving the valuable printed study guide; they also lacked the funds for purchasing this equipment and would have difficulty budgeting for the user fees required for receiving the guide in each school. Although the media center at Weaver does have a computer with a modem and is able to receive the guide by electronic mail, there was no timely way to share the printed guide with other schools before the daily airing of the program.

Because the media centers in all of the schools are equipped to receive and record via cablecast, this communication link provided a solution to the problem. It was decided to create a video edition of the study guide, with student reporters giving the vocabulary and sources and explaining the study questions. The idea was to combine this addition with a tape of the corresponding newscast, and cablecast the expanded version of *CNN Newsroom* to the schools.

Before proceeding with this idea, Weaver checked with CNN for permission to adapt and rebroadcast their program. They responded favorably to the idea and noted that Weaver was the first school in the nation to plan this unique approach.

The television students, under the direction of their teacher, the television coordinator, and an intern from the Broadcast/Cinema Department at the University of North Carolina at Greensboro, produce opening and closing cut-ins daily for each newscast. They add these to the *CNN Newsroom* program recorded off the air at 3:45 a.m. each weekday at Weaver.

The intern begins work in the media center before 7:30 each morning. She first retrieves the guide by electronic mail and studies it to see what elements should be used for the visual guide. Often she needs to check pronunciation of vocabulary words in a dictionary. She produces a script that turns the discussion topics, suggested activities, reading lists, story introductions, and recaps into a visual version of the study guide. After making script copies for the students, she leaves the media center for the television studio, where she supervises students in the advanced television class in producing the day's program.

The finished program is taped and fed directly to Cablevision and aired at 8:30 a.m. and again at 9:00 a.m. It is aired twice to facilitate convenient recording by the media centers in the schools.

In addition to recording Weaver's enhanced version of *CNN Newsroom* each day, media coordinators in the schools contribute to effective utilization of the newscast. They serve as the information link between Weaver and the teachers in the system, informing them about the program in general, providing scheduling information, and assisting teachers with utilization of this resource in much the same way that they do with other information resources.

Since media coordinators are knowledgeable about the entire curriculum of the school, they alert teachers when topics of interest about their subject appear on *CNN Newsroom*. For instance, teachers at Allen Middle School in Greensboro thought they had a problem when they were planning a social studies unit on the Soviet Union and Eastern Europe in the fall of 1989. Because things were changing rapidly in that part of the world, their 1988 textbook adoption was already out-of-date. Sylvia Meisner, the school's media coordinator, assured them that they did not have an information problem; they could use the newscasts. The day the Berlin Wall came down, Greensboro students saw it immediately.

An obvious benefit of the *CNN Newsroom* program is the permission to keep and use the tapes of the programs. A video library of programs about current world events, new advances in science, future trends, and information from the business world is a boon to any school media center, especially when it is free. A common request from students is for illustrations, such as photos, charts, and maps to use with projects. Now they can have video. A student in Weaver's marine science class came to the media center specifically looking for video footage to illustrate a report on oil spills. We were pleased that we could fill her request.

Using this resource for library research is not easy without indexing, but a date for an event is a good clue. (An indexing project is under consideration.) Also, space to store many video tapes is a problem for some school libraries, but they can get the programs from Weaver if they do not have them. The Weaver Television Department stores tapes of all the programs and also notebooks containing the printed study guide information. Weaver now has more than three hundred individual programs on file.

The pilot program during the month of October 1989 was considered a great success by all involved. The program was shown in 275 class periods for a total of 9,057 viewings. In addition, it could be seen by viewers in the 45,000 homes equipped with cable. Informal conversations with students revealed that they liked

> *What pleases me most is that the city schools are on the cutting edge of this really significant effort that uses technology to enhance and expand the learning process.*
>
> — Superintendent John A. Eberhart

the fast-paced newscasts that were on their level; they said they could relate to them much better than regular newscasts. They also liked seeing their peers work as news anchors. Parents responded favorably, also. One mother wrote, "I've had five students go through the public schools, and this is the first time one of my children has come home and talked to me about the news!"

In December 1989, Weaver issued a press release to describe the success of the pilot program to the community and to announce that the daily broadcasts of Weaver's version of *CNN Newsroom* would be ongoing. Superintendent John A. Eberhart's enthusiasm for the project was obvious. "What pleases me most is that the city schools are on the cutting edge of this really significant effort that uses technology to enhance and expand the learning process."

The first year of any experiment is usually the most difficult, but as might be expected, the daily retrieving of the guide, turning it into video, and rebroadcasting it to the schools became routine. In an effort to continue meeting the needs of the schools, our program looked for new approaches the second year. Several schools mentioned a desire for current state and local news information. We then decided to add a state and local segment to our program.

The cooperation of Weaver's English and Drama Departments and the local newspaper, *The Greensboro News and Record*, made this addition possible. The newspaper agreed to provide subscriptions and allow us to use their coverage of the news. Each morning a member of the English Department assists students from a new class, Media Performance, in transforming print journalism into television journalism. By shortening and transforming selected stories, state and local news is added to the *CNN Newsroom* program. This collaboration not only provides the local news portion of the program, but it also provides additional performance opportunities for students in this new class.

Schools are free to use *Newsroom* as a flexible teaching tool. Innovative use of the program is encouraged by CNN. In fact, they provide a free video that offers a variety of effective strategies for incorporating the program into the classroom.

In Greensboro, some classes use the program on a daily basis, some weekly, and others as the news fits into their curriculum. For example, a music teacher, though not a regular participant in the program, planned a lesson using a story about hearing loss due to loud music for all of her students.

At Jackson Middle School, a creative approach has been under way for more than a year. Students in a social studies class watch *CNN Newsroom*, compare it to that day's newspaper, and take the local TV station's weekly news quiz. This procedure enables the students to explore the many ways in which news is covered. Also at Jackson, the media center puts the information from the visual guide back into a written format as an aid for teachers. At Kiser Middle School, the media center provides pertinent clipped and laminated newspaper articles to accompany the video and equipment when it is sent to the class. Bluford School, a magnet specializing in communications, is the first elementary school to incorporate use with fifth graders. An outstanding aspect of this project is the variety of approaches and uses of television news as a valuable source of information.

Television, especially television news, is fast becoming a remarkable addition to the growing list of tools made available to educators through the resources of their libraries. This "new-old" technology, with its ability to deliver current information instantaneously to the classroom, is helping young adults learn to live in a society thrust from the industrial age into the information age.

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[1]*CNN Newsroom*, c/o Media Management Services, Inc., 10 North Main Street, Yardley, PA 19067-9986. Phone 1-800-344-6219.

From Opaque Projector to Camcorder

by Augie E. Beasley

Media specialists are encouraged to establish production facilities in their school library media centers, but realistic guidelines and recommendations are not easily obtained. At the same time, the production skills taught to media specialists and teachers in workshops or classes are often almost impossible to implement because of the time needed to master the techniques or because of the excessive costs of equipment and materials.

Starting a production component of the school library media center is comparable to building the collection. Each media center reflects the curriculum and needs of the individual school, and so does each production facility.

The production facility at East Mecklenburg High School is not state-of-the art, but it can meet most teachers' and students' production requests. Since the media staff does not have the time to create the final product for teachers, the audiovisual area is designed around production tools which require a minimum of instruction. If more in-depth skills are needed, after-school instruction is scheduled so there will be fewer interruptions for both the media specialist and the teacher.

Remember, the following recommendations are guidelines, not rules. Starting a production component of the school library media center is comparable to building the collection. Each media center reflects the curriculum and needs of the individual school, and so does each production facility.

Most in-house production can be divided into five areas: (1) computer literacy; (2) transparency design; (3) video production; (4) slide production and (5) lettering for posters and bulletin boards.

A computer and a printer should be available in the production area. Helping teachers and students become computer literate should be a priority. The circulation policy should permit teachers to check out computers overnight or for the weekend if the school's policy on overnight circulation of equipment allows.

Using various word processing programs, utility programs, and graphic programs, teachers can design and produce handouts, tests, banners, posters, and transparency masters. When most teachers and media specialists speak of in-house production, they are referring to transparency design. **BeagleWrite**, an excellent program for creating transparencies, is a word processing program designed for the Apple 2e or Apple 2GS in which sizes and styles of lettering can be varied throughout the document. It also has math symbols, foreign language alphabets, and a font called Michelangelo that has pictures and symbols. These fonts can be incorporated into the text or used alone. With this program, transparency masters can be created quickly and easily. Gone are the days of mechanical lettering, hand lettering, and paste-ups!

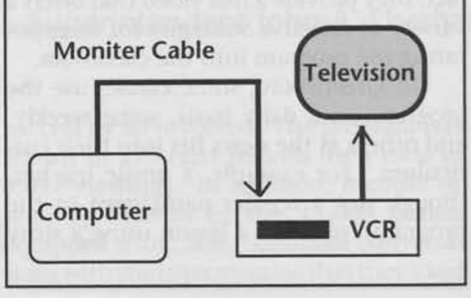
For **BeagleWrite**, or any other computer program to be used for producing thermal transparency masters, it is necessary to make an electrostatic copy (unless you have a laser printer), since a carbon-based master is needed to produce the transparency. If at all possible, the copier should be kept near the production area. To make transparencies, a thermal copier is necessary. It can also be used to make thermal spirit masters for use on the spirit duplicator.

All components of the production facility are interrelated. As teachers and students become comfortable using the computer, they can move on to desktop video. At its simplest, this is the integration of computer graphics into video productions.

A camcorder, compatible in format to the school's VCR, is needed for video production. The list of things that can be done using video and a little imagination is endless. Can you imagine The Missouri Compromise of 1820 - 21 being told visually? This was done by a group of students in an American history class.

Add more "pizzaz" (titles and special effects) to the in-house production of videotapes with **VCR Companion** or **Slide Shop**. Using a computer, a video cassette recorder and two cables, it is possible to edit these programs onto videotape. (See figure 1.) Do not attempt to add graphics from MS-DOS computers to videotapes unless you have an expensive encoder. Some computers whose signal can be videotaped without an encoder are Apple, Commodore, and Amiga.

Figure 1
Computer Graphics



Expanding the use of graphic programs in video production is easy with an Apple II Video Overlay Card, which costs about $500. This card is designed for use with Apple IIe (with 128K) and Apple II GS computers. With this computer card, graphics can be superimposed onto existing video.

Using a Video Overlay Card, an Apple computer, **VCR Companion** or **Slide Shop**, effects such as fades, dissolves, wipes, animation, and credits can be incorporated into the video program. (See figure 2.) At this level of video production, simple assemble edits can be accomplished using two video cassette recorders connected by audio and video cables. When connecting the cables, be sure to place the recording VCR in the "aux" or "line in" mode. Connect a television set to the recording VCR by an RF cable. This will allow the tape to be viewed as you are editing. (See figure 3.)

Figure 2
Video Overlay Card

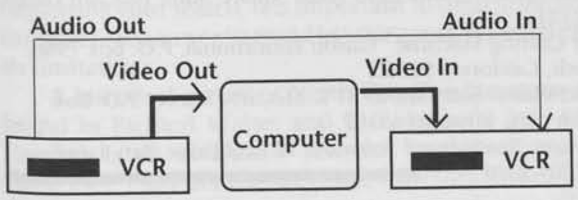
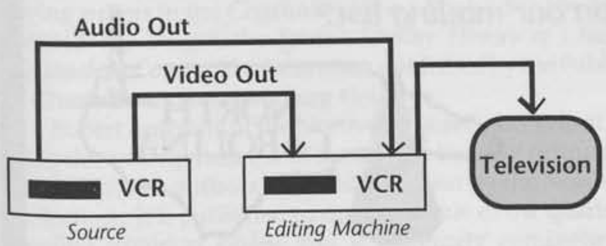


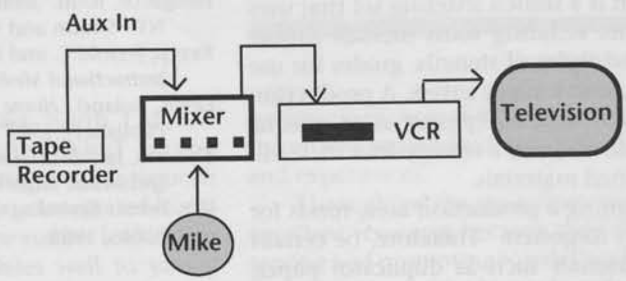
Figure 3
Simple Editing



To edit from one video cassette recorder to another, back up the source machine five to ten seconds before the taping is to begin. Then press pause. On the editing machine, locate the point where the tape is to start. Then press record and pause simultaneously. Both VCRs are now in the pause mode. Release the pause button on the source machine first, and then press the record button on the editing machine. At the end of the recording sequence, press pause on the editing machine. Then repeat the process. "String" the video clips together in this manner until the tape is finished. **When using this method, insert editing cannot be done.**

To increase the benefit of using video in the classroom, learn how to do simple audio dubs. This is the addition of narration, music or sound effects to the finished tape. Using a simple audio-mixer, which is available at Radio Shack for $75, an inexpensive microphone, and a monaural tape recorder, this can be done easily. (See figure 4)

Figure 4
Audio Dubbing



Do not try to use record players with inexpensive audio mixers, since the audio signal from the record player is too weak to be recorded. It is best to use pre-recorded audio tapes or to record the music onto audio tapes before attempting the audio dubs. **When using a VCR with an audio dub feature, note that the original audio will be erased as you add your narration.**

Many of the newer VCRs do not have an audio dub feature; however, it is still possible to add narration to the edited tape. From the source machine, run a cable from the video output into the video input on another VCR, which is called the editor. Run a cable from the audio output on the source machine to the audio input on the mixer; then run a cable from the audio output of the mixer to the editing VCR.

Narration, music, sound effects, and selected parts of the original audio can be added as you monitor the videotape by using the mixer. An advantage of using this method is that the original audio is not destroyed. When doing audio dubs, use the headphone jack on the mixer to monitor the audio. (See figure 5)

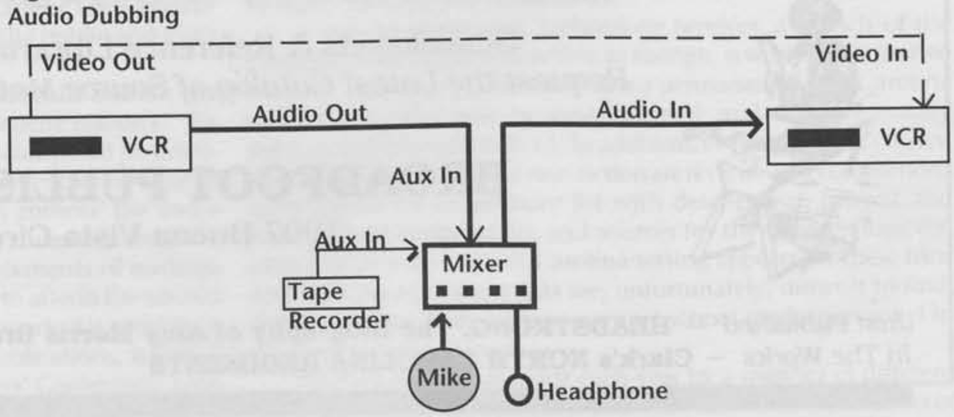
With the popularity of camcorders in schools, few teachers and students make sound slide presentations because of the time and expense involved; however, slides are sometimes preferable to videotape because of their ability to show greater detail. Also, with slides the pace of the lesson is easier to control. Biology teachers prefer slides for close-up photography, and art teachers like slides because they reproduce the art work better than videotape does.

In the photographic component of the production facility, purchase the best camera your budget will allow and a 50mm lens, which is called a normal camera lens. If close-up photography is planned, buy a copystand and a macro lens or a set of close-up rings. Be sure the rings are the correct size to screw onto the normal camera lens.

With the use of **VCR Companion**, **Slide Shop**, or one of the other graphic programs on the market, slides can be photographed directly from the computer's color monitor. Using this method, teachers or students can produce graphic slides for use in slide presentations without taking the time involved in making paste-ups to be photographed. Slides made in this manner will not be as "crisp" as the ones taken using a copystand, but the time saved may outweigh this shortcoming. With **Slide Shop**, you can print graphics you have designed. These can then be added to posters and bulletin boards or used as transparency masters.

In this age of technology, the production area's greatest use will come from teachers and students designing posters

Figure 5
Audio Dubbing



and bulletin boards because they are easy, inexpensive, and quick.

For creating letters for visual displays, the most cost effective tool we have is the Ellison Letter Cutting Machine. This machine uses a simple press and dies to cut perfect letters for bulletin boards or posters. This time-saving machine is easy to operate and can produce letters from construction paper, poster board, or felt.

To provide the best service for designing visual displays, other lettering tools should also be considered. One tool is an Alphaline Lettering Set, which is a stencil lettering set that uses different colored tapes. Other lettering tools include rubber stamp letters, various sizes and styles of stencils, guides for use with pencils and felt markers, and tracing letters. A production facility should also include such basic equipment as an opaque projector for enlarging illustrations, and a twenty-four inch roll laminator for protecting finished materials.

In the excitement of designing a production area, funds for consumable supplies are often forgotten. Therefore, be certain that adequate supplies of materials such as duplicator paper, construction paper, poster board, and magic markers are available for teacher and student use. To the list of consumable supplies, cardboard stencils and tracing letters should be added because these materials need to be replaced often.

Another item which is often overlooked is a supply of videotapes for production projects; however, both students and teachers should be aware of and respect U. S. copyright laws if they videotape programs off the air for future use.

Many school media people will believe the production facility described in this article is too basic; others will think it is too advanced. But these recommendations are realistic and attainable for most schools. To ensure the success of your production component, be available; be helpful; and, as a friend of mine used to say, "Be courteous, be enthusiastic, and always offer service with a smile!"

RELATED READINGS

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Kemp, Jerrold E. and Don C. Smellie. *Planning, Producing, and Using Instructional Media*. New York, NY: Harper and Row, 1989.

Lewis, Roland. *Home Video Maker's Handbook*. New York, NY: Crown Publishers, 1987.

Thomas, James L. *Nonprint Production for Students, Teachers, and Media Specialists*. Englewood, CO: Libraries Unlimited, 1988.

Utz, Peter. *Recording Great Audio*. Mendocino, California: Quantum Books, 1989.

PRODUCTS

Alphaline Lettering. The Highsmith Company, W5527 Highway 106, P.O. 800, Fort Atkinson, Wisconsin 53538-0800.

Apple II Video Overlay Card. Apple Computer, Inc. P.O. Box 4046, Cupertino, Calfornia 95215-4046.

BeagleWrite. Beagle Bros, Inc. 6215 Ferris Square, Suite 100, San Diego, California 92121.

Ellison Letter Cutting Machine. Ellison Educational, P.O. Box 7986, Newport Beach, California 92660.

Slide Shop. Scholastic Software. 2931 E. McCarty Street, P.O. Box 7502, Jefferson City, Missouri 65102.

VCR Companion. Broderbund Software. 17 Paul Drive, San Rafael, California 94903-2101.

Stalking the Elusive North Carolina Author

by Jan Broadfoot

Are you searching for that elusive North Carolina author who appeals to young adults? Why? Are you simply making a list to have on hand when requests come in? Has the new emphasis on integrated learning prompted your search? Maybe you are looking for an author who speaks and relates well to young adults? Are you trying to identify only novelists or also playwrights, poets, and short story writers? Are your criteria for North Carolina authors broadly or narrowly defined? Must they be natives, or will newcomers satisfy your needs? Does it matter whether the authors are currently active writers or even if they are living authors? Must their material be in print? Before beginning your search, it is important to determine your needs. A number of sources exist to aid in your quest, but each obviously has its limitations.

A historical survey of North Carolina literature, such as that found in Richard Walser and E. T. Malone, Jr.'s, *Literary North Carolina* is an invaluable resource for identifying authors by categories. Early dramatists, poets, novelists, and other writers are discussed, as well as contemporary ones. Chapter XII is devoted to "Writers for Young Readers." Some noteworthy references included in Appendix B of *Literary North Carolina* are: *North Carolina Fiction, 1734-1957; North Carolina Fiction, 1958-1971; North Carolina Drama;* and *Poets of North Carolina*. Another source identifying writers in the Charlotte area is a book edited by Mary Kratt entitled *The Imaginative Spirit: Literary History of Charlotte and Mecklenburg County, North Carolina*, published by the Public Library of Charlotte and Mecklenburg County.

Robert Anthony of the North Carolina Collection at UNC-CH compiles a categorical list of books by a broadly defined group of North Carolina authors acquired each year by the North Carolina Collection. It is published in the April issue of the quarterly *North Carolina Historical Review* and is extremely comprehensive, although it provides no age appropriate designations or descriptions. The public may visit the Collection and request copies of individual titles. From back issues of these yearly lists, one is able to compile a large list of authors, their works and publishers. Book reviews and biographical information are also available at the North Carolina Collection. It takes time to examine these materials, since they are kept in stacks not open to the public and must be retrieved by the collection staff.

If one wishes personally to contact a particular author, the North Carolina Writers' Network is an excellent resource. Its membership, which exceeds one thousand, is composed predominantly of writers in different stages of development who reside in North Carolina. The Network maintains an authors' file and a mailing list. For twenty-five dollars a year, members receive a twenty page bi-monthly newsletter, announcements of readings and writers' workshops, and the opportunity to attend the annual writers' conference. Through the Writers' Network, it is possible to contact authors regarding their most recent publications, as well as works in progress. The North Carolina Writers' Conference, with membership by invitation, is a more loosely organized body having no by-laws. Under its auspices, for two days every summer since 1950, writers from across the state have met and shared ideas and experiences.

Throughout the state, there are university professors who are excellent resources because they are vitally concerned with preserving and promoting North Carolina authors. Anthony Abbott, president-elect of the North Carolina Writers' Network and professor of English at Davidson College, suggests that literature provides a sociological insight into the mores of a particular time and place which cannot be captured in historical accounts. Doris Betts, creative writing professor at UNC-Chapel Hill, believes social change as well as geography are reflected in literature. She speaks animatedly about the emergence of North Carolina's women writers during the past twenty years and the present flowering of black authors. Keats Sparrow at East Carolina University promotes and encourages North Carolina writers, particularly from the eastern part of the state. Sally Buckner, English professor at Peace College, authored the recent book *Our Words, Our Ways: Reading and Writing in North Carolina.* Written with the eighth grade reader in mind, it presents North Carolina's history and culture through literature and includes biographical sketches of the authors. (See this issue's "North Carolina Books" for a review.)

Beth Craddock Smith, a teacher at Neal Middle School in Durham, received a National Endowment for the Humanities grant to research adolescent North Carolina novels which are appropriate for classroom reading. The criteria which she developed required that each novel be

Relevant: have a North Carolina setting and author and relate to North Carolina history or culture.

Readable: show literary merit within young adult reading and interest levels.

Readily available: exist in print for under fifteen dollars.

Rated "G": with regard to language, sexual content, themes, and values.

Titles which satisfied these requirements comprise the "Teachables" list. A second list includes "Readables" which, for one reason or another, do not satisfy the criteria, but which would be quite appropriate supplementary reading. Smith is most willing to share the results of her research.

A visit to Media and Technology Services, a branch of the Department of Public Instruction in Raleigh, is worthwhile for two reasons. First, this center maintains a permanent North Carolina collection. Titles may be easily perused, and they are usually appropriate for students K-12. In addition, every year or so, current North Carolina fiction and non-fiction are reviewed. Recommended titles appear on an advisory list with descriptions, interest and reading level designations, and sources for the books. However, only fiction with a North Carolina setting appears on these lists, and back issues of these lists are, unfortunately, difficult to find. Public librarians may wish to contact school media personnel in hopes of securing copies.

Literary awards are made each year by a number of different organizations. Every year since 1953, the American Association of

University Women has recognized the outstanding North Carolina contribution to juvenile (or young adult) literature. Appendix "A" in *Literary North Carolina* lists the titles and their authors. The year's winning title is also indicated in the annual bibliography in the *North Carolina Historical Review*.

The most laborious but often the most fruitful means of identifying North Carolina authors is by culling the numerous publishers' catalogs. The larger publishing houses often put out separate catalog listings of titles appropriate for young readers. Usually each title is accompanied by a description and thumbnail sketch of the author and illustrator. Many North Carolina authors whose books do not have a North Carolina setting would be missed if these catalogs were not searched.

Broadfoot's of Wendell, North Carolina catalogs provide descriptions and age appropriate designations for fiction and nonfiction titles. However, media specialists across the state appealed to Broadfoot's for information about North Carolina authors and their books. As a result, an open ended publication entitled *Contemporary North Carolina Authors* was created. To date, four packets of information about twenty-five authors each are available. A conscientious effort has been made to include living authors representing the state's diverse geographical regions, and writing in many different forms and styles. This material ranges in readership appeal from juvenile to adult. The *Contemporary North Carolina Authors* format includes a photograph; responses to a questionnaire; listing of published material, both in and out of print; previous appearances; and, in most cases, a means by which the author can be contacted. Novelists, poets, playwrights, journalists, folklorists, and other writers, both native and adopted, are represented. Neither academic nor strictly regional authors are included since the project is geared to the general public. Most of the authors live in North Carolina, but a sprinkling are natives who now reside outside the state. By spring 1992 the project will contain 150 authors. Thereafter, the packets will be published yearly and will include new authors, plus updates on the first 150.

And finally, libraries themselves are a rich source of information. Many public libraries maintain wonderful North Carolina collections, as well as files on North Carolina authors. Each library, however, displays its North Carolina literature in different ways. Asking questions and acquainting oneself with each library and its resources is essential. Quite frequently, juvenile and young adult titles are not recognized as part of a library's collection of North Carolina books.

Having determined your needs and the resources most necessary to meet them, you are ready to "stalk" North Carolina's authors for young adults. Keep in mind that new books by previously unknown authors appear each year. Happy Hunting!

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North Carolina Writers' Network, P.O. Box 954, Carrboro, NC 27510

Smith, Beth Craddock. "Teachables," Neal Middle School, 201 Baptist Rd., Durham, NC 27704.

Walser, Richard and E. T. Malone, Jr., *Literary North Carolina*. Division of Archives and History, 109 East Jones St., Raleigh, NC 27601-2807, 1986.

Eye of Newt, Toe of Frog:
Finding Materials for YAs on Witchcraft and Satanism

by Kristine Mahood

Those of us serving young adults have the same responsibility to meet their information needs and interests as librarians serving other populations. They need information for school work. They are interested in pursuing subjects that stir their curiosity. They are curious about many controversial subjects they either hear about or experience firsthand. They are curious about sex, drug abuse, gang warfare, pregnancy, AIDS, incest, rape, and political activism. And as are many adults, certain YAs are also curious about two subjects which, in the opinion of some people, go beyond the controversial into the dangerous: witchcraft and satanism.

This article will address the question of how to find materials on these two subjects. It will pose questions to clarify collection development strategy, define and differentiate witchcraft and satanism, and offer suggestions on where to look for materials. Unlike satanism, a belief system directly opposing Christianity and primarily a Western European and American phenomenon, witchcraft has been and still is practiced by many cultures around the world. This article, however, will deal with the aspects of both of these subjects most commonly pursued by library patrons, witchcraft and satanism as it has existed in Western Europe and the United States.

Before plunging into the world of witchcraft and satanism materials, you might ask yourself the following questions: (1) Just how many materials do you need? Do you need reference as well as circulating materials? Would your YA patrons' information needs be satisfied by multiple copies of a few titles, or do they require more variety and depth of subject coverage? (2) What is the returns policy of your vendor? Can you easily return items which you decide, upon examination, are inappropriate? (3) What is your library's policy on minors' access to all library materials? (4) Have your YA patrons requested, or do you think they would be served by, materials that are descriptive (what it is) or prescriptive (how to do it)? Descriptive books recount the history of witchcraft and satanism, such as those about the persecution of alleged witches in Western Europe, and describe contemporary movements and practices. Prescriptive books explain how to perform actual rituals associated with witchcraft and satanism.

The next step is to investigate the subject. What is witchcraft? What is satanism? Are they the same, related, or distinctly different?

The Encyclopedia of Religion[1] differentiates among three concepts of witchcraft: (1) simple sorcery, in which the witch manipulates nature for good or for ill to further her or her client's interests; (2) alleged diabolical witchcraft of late medieval and Renaissance Western Europe and its colonies, such as that in Salem, Massachusetts, and (3) the twentieth-century revival of practices both simple and diabolical.

Not all cultures believed that sorcerers and witches were in contact with spirits, or if they were in contact, that the spirits were necessarily evil. The early Church Fathers limited their disapproval of sorcery to sternly discouraging newly Christianized Europeans from clinging to old customs of simple sorcery. They characterized any belief in the power of witches as delusive. Since God alone had power, they argued, it was foolish to put any stock in the notion of witches' powers.

By the early 1400s, however, the Christian church began to formulate a stricter policy toward witchcraft. The Western European persecutions of alleged diabolical witchcraft gathered momentum from four sources: (1) reports of sorcery and paganistic practices; (2) the codification of Christian heresy (i.e.,"heresy became the medium through which sorcery was linked with the Devil"[2]; (3) the concept of dualism, which postulated that the devil, or Satan, had power equal to God and, through his minions, sought to overthrow the Christian church; and (4) the conviction that the Christian community was opposed by a group of heretics, Jews, pagans, and other non-Christians. One might conclude that if you weren't for Christianity, you were against it, and by definition, in league with the Devil.

The persecutions and executions increased during the Renaissance and Reformation, which were periods of social uncertainty and tumult. Thanks to the printing press, sermons and pamphlets describing sexual orgies, baby sacrifices, and black masses flooded Western Europe, lending credibility to the speculation that Satan was plotting to destroy Christian society. The new Lutheran and Calvinist Protestant churches adopted Catholic doctrines on witchcraft and joined the slaughter. While it is possible that there were some practicing witches in Europe, it is unlikely that all of the people, most of them women, who were tortured and killed by the Christian churches were witches. The death toll has been estimated at between 100,000 and 300,000 people.

The secular, scientific, and progressive values of eighteenth century Europe dampened this hysteria except for outbreaks of what late twentieth century dwellers might identify as "satanic cults." The most well-known of these, the "Affair of the Poisons," seethed among the lords and ladies of Louis XV's court. In the late nineteenth and early twentieth centuries, there was a revival of interest in non-Christian beliefs ranging from performing neo-pagan rites to using Ouija boards. Popular books, such as Margaret Murray's *The Witch Cult in Western Europe* (1921), characterized witchcraft as a pre-Christian fertility cult of ancient Egyptian origin.

The tenets of modern witchcraft include reverence for nature, rituals, and the release of sexual inhibitions. Present-day practictioners of witchcraft can be divided into three groups: neo-pagans, witches, and practictioners of ceremonial magic. Neo-pagans strive to replicate the polytheistic religions of the ancient Celts, Greeks, Egyptians, or Norsemen, peoples whose beliefs and practices stressed harmony with nature. Modern witchcraft, or "Wicca," also emphasizes harmony with nature, together with a belief in a supreme God and Goddess. In neither group is there belief in or worship of a devil. As for the practioners of magic rituals, their evocations of multiple deities have been compared to medieval Cabalism.

As defined in *Man, Myth, and Magic*[3], satanism is based upon the worship of Satan or the Devil. The concept of Satan as the ultimate evil in the world derived in part from Babylonian, Chaldean, and Persian doctrines. The Zoroastrians of Persia, for example, conceived of the world as an eternal struggle between the equally powerful forces of light and darkness, a concept reminiscent of Western European dualism. Practicioners both past and present appear to draw chiefly upon a vituperative hatred of Christianity for many of their beliefs and practices. Satanic rituals were designed with the express purpose of turning conventional Christian values upside down. The Christian values of meekness, chastity, and purity became those of dominance, lust, and degradation. The Mass was opposed by the Black Mass, and adherents worshiped not God but Satan. The systematic inversion of Christian values and practices suggests how haunted satanists are by Christianity.

To Renaissance witch-hunters, all witches were devil-worshipping satanists and vice versa. Among those charged with satanism were groups such as the Gnostics, Cathars, and Bogomils who departed from established Church doctrine. Nonetheless, few of them were witches or satanists.

Contemporary satanism takes two forms. Satanists, aligned to organizations such as the Church of Satan which was founded in 1966, maintain that Satan represents the normal human desires which are anathema to Christian doctrine. Their rites are designed to allow adherents to indulge their desires without harming others, and they and organizations such as the Temple of Set totally disavow so-called "satanic cults." This latter form of satanism, practiced by small groups, encourages such practices as the kidnapping, degradation, and murder of innocent victims.

The intermittent discovery of small groups of cultists makes "SATANIC CULT RITUALS UNCOVERED" a screaming newspaper headline, and in many minds, cultist means satanist means witch, and vice versa, as it did to Western Europeans reading pamphlets describing sexual orgies, baby sacrifices, and black masses.

With this background in mind, begin the collection development process by examining the bibliographies which follow pertinent articles in sources such as *The Encyclopedia of Religion* and *The World Book Encyclopedia*[4]. If books have made it into mainstream reference sources, they are probably descriptive. The citations will vary according to source. For example, the *World Book* describes some introductory materials as "suitable for younger readers." More scholarly books are cited after articles in *The Encyclopedia of Religion* and *Encyclopaedia Britannica*[5]. By reading the annotations, however, you can discern which works will be more accessible to YAs. As with any exploration into a new subject area, when particular books or authors are repeated, the chances are that they will suit your needs.

Other reference tools will also be useful. *Junior High School Library Catalog*[6] describes a half dozen works of nonfiction under "witchcraft," but there are no entries under "satan" or "devil," except fiction under the latter. *Senior High School Library Catalog*[7] describes several works of nonfiction under "witchcraft." *The Reader's Adviser*[8] offers brief annotated bibliographies on books about modern witchcraft as well as satanism. Another source of materials is *The Reader's Catalog*[9]. Books on witchcraft are described in sections about Early Modern Europe, U.S. History, Religion, and New Age: Ancient Roots and Traditions.

... see **Eye of the Newt** *continued on page 95.*

Bibliography and Suggested Reading

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Barton, Blanche. *The Church of Satan.* New York: Hells Kitchen, 1990. This history of the Church of Satan, complete with such chapters as "How to Perform Satanic Rituals," seeks to clarify what it refers to as myths and misconceptions about satanism. Note the name of the publisher. This is definitely a prescriptive work.

Crowley, Vivianne. *Wicca: The Old Religion in the New Age.* United Kingdom: Aquarian Press, 1989. The author explains "the way of the Witch" and describes in detail present-day initiations, chants, rites, practices, and beliefs.

Demos, John Putnam. *Entertaining Satan: Witchcraft and the Culture of Early New England.* New York: Oxford University Press, 1982. "An outstanding work," notes *Reader's Catalog,* "on the social and psychological roots of witchcraft."

Guiley, Rosemary. *The Encyclopedia of Witches and Witchcraft.* New York: Facts on File, 1990. This reference work has a wealth of historic information, explanations of modern Wiccan philosophy and practices, and biographies of twentieth century witches.

Hansen, Chadwick. *Witchcraft at Salem.* New York: Braziller, 1969. Hansen analyses the social forces at work in late seventeenth century New England which led to persecutions. *Reader's Catalog* adds that the author argues that witchcraft was actually practiced in the area.

Rhodes, H. T. *The Satanic Mass.* New York: Citadel Press, 1974. This study of the European background of contemporary Satanism, cited by *Reader's Adviser,* appears to be one of the few books on the subject which neither advocates nor condemns it.

Russell, Jeffrey B. *A History of Witchcraft: Sorcerers, Heretics, and Pagans.* Magnolia, Massachusetts: Peter Smith, 1983. "The text is intelligent, interesting, and enlightening," notes *Senior High School Library Catalog,* "and the layout and illustrations are inviting to browsers. An excellent reference for high school libraries."
Russell has written numerous books and articles on the subject, including the article on witchcraft in *The Encyclopedia of Religion.*

Russell, Jeffrey B. *The Prince of Darkness: Radical Evil and the Power of Good in History.* Ithaca, N.Y.: Cornell University Press, 1988. This work is a one-volume distillation of the author's four-volume series tracing concepts of evil from antiquity through medieval Christianity to the present day.

Stevens, Bryna. *Witches: Opposing Viewpoints.* San Diego: Greenhaven Press, 1988. This is one of the volumes in the "Great Mysteries" series, written for grades 3 through 10.

Beaufort County Community College Library Establishes Down East Area Network

To fulfill the changing needs of the population in its service area, Beaufort County Community College Library has implemented DEAN — Down East Area Network. Using telecommunications, DEAN provides rapid access to the BCCC Library from two Beaufort County public high schools and the BHM Regional Library in Washington, N.C. Basic components of this wide area network (WAN) are: a Prime 4050 computer, v.32 9600 baud modems, telephone lease lines, DYNIX software and a Panafax telefacsimile machine. High school libraries selected to participate in the first phase of the DEAN project are Aurora High School and Northside High School.

DEAN makes it possible for students at Aurora High School or Northside High School, or a patron of the BHM Regional Library system, to have complete access to the BCCC Library and its resources. A patron sits at a computer terminal, searches for references, prints the bibliography shown on the computer scree, and faxes the printed information to the BCCC Library. When BCCC Library personnel receive the request for materials, they find the requested items, fax articles back to the students within a few hours, or mail books using the local public school courier service and the U.S. mail. If the BCCC Library does not have the requested item in its own holdings, the staff will search for the item using the NCIN-OCLC interlibrary loan network. With DEAN, students and regional library patrons will have much greater and more convenient access to informational resources than ever before.

The DEAN networking system was funded as an annually designated project by the BCCC Foundation. As the focal point of resources for the surrounding rural areas, the library is dedicated to sharing its diversified materials. In July 1990, the library became fully automated using DYNIX software. NEWSBANK and INFOTRAC are CD-Rom indexes frequently used by library patrons and the library is also a depository for North Carolina Government Documents. Online data searching is done via DIALOG and via LINC (LOG INTO NC) for statistical data about North Carolina.

Betty Ferrell, director of library services, believes that this system will be invaluable to remote areas. It serves as a gateway for information retrieval. "The DEAN project is unique to this community and North Carolina because it connects public schools, public libraries and our community college library in the sharing of resources and information through a telecommunications system. All libraries need to nurture cooperative relationships because of the economy and the growing need for information," states Mrs. Ferrell.

The project has been in place about three months and has had a fill rate of approximately 85 percent of 670 total requests including books, audiovisuals and periodicals. The BCCC Library staff knew that the project was successful when it fulled 189 out of 230 requests from one of the high schools.

During the second phase of the DEAN project, BCCC Library plans to extend access points to other school and public libraries in its four county service area. The expansion of this project is contingent upon computer space and continued funding. By establishing this electronic connection, BCCC Library can supply information resources that are otherwise inaccessible to citizens in isolated areas.

For more information, contact: Penny G. Sermons, Librarian, Beaufort County Community College, P.O. Box 1069, Washington, NC 27889 (919) 946-6194.

Life after *Wifey*:

The Long-term Effects of an Attempt at Censorship in a Public Library

by Amanda R. Bible

Even after ten years, it is not possible to discuss the attempt at censorship at the Columbus County Public Library without an increasing heartbeat and without vivid memories of the fears brought on by anonymous phone calls and grilling by the county commissioners, implying that my job was at risk. I also remember the high emotional stress of dealing with well-meaning crusaders, county commissioners whose re-election was threatened, and a supportive library board of trustees that was searching for a solution to the censorship threat that would allow them to uphold the " Library Bill of Rights," as well as appease the furor caused by *Wifey, An Adult Novel* by Judy Blume.

The *Wifey* controversy began on February 15, 1980, and raged for nearly six months before subsiding, but articles about the case kept appearing in the news media for almost a year. In summary, the case began when Elaine Cumbee strongly objected to the "pornography and filth" in *Wifey*, which her seventh-grade daughter borrowed on her first trip to the library. Unknown to her mother, the daughter, who had been reading a friend's paperback copy of *Wifey* at school, was told to borrow it from the public library. Mrs. Cumbee returned the book the following day demanding that it be removed from the library. Several weeks later, she filed a formal complaint, but she would not attend library board meetings to discuss the complaint. The library board refused to remove the book from the collection. Mrs. Cumbee, whose father-in-law was a preacher, vowed to see that something was done. She distributed thousands of copies of pages 98-99 of *Wifey* (which she considered the most offensive); attended Community Watch meetings and church meetings; and mailed an anonymous letter that complained about this use of tax money and asked for support. Ironically, pages 98-99 in the hardback edition did not correspond to the same page numbers in the paperback edition, the only one available after the complaint. People who only saw the paperback edition, and not a copy of the pages, could not understand what was so offensive.

The case and the resulting publicity have not instigated additional objections to material in the library. Instead, it has had the opposite effect.

Three commissioners who were running for re-election were threatened with comments such as, "If you can't do something about that filth, we'll elect someone who will;" and "If you can't get rid of the book, get rid of the one who put it there." The commissioners ordered the book removed and instructed the county attorney to contact the state attorney general for a ruling. The attorney general cited school censorship cases and suggested that the book might be placed in an adult section of the library and access to the section be limited to those over age eighteen. The library board refused and contended that it was the parents' responsibility to monitor what their children read. The library board had decided to take the case to court, if necessary.

After many discussions and two public meetings, the library board changed the policy relating to obtaining a library card. The registration card now includes the statement, "My child (may or may not) borrow from the adult section of the library." The statement must be completed and the registration signed by a parent/guardian if the child is under age eighteen. Children may take the registration card home for the signature, but the parent must come to the library to remove the restriction. If "may not" is indicated, the plastic library card is embossed "Restricted-J," to alert the circulation staff. There is no restriction on use of material in the library.

Cards were sent to over three thousand parents explaining the change. The previous policy required a parent's signature only if the child were under age thirteen. No one came in to request a restriction, but with the new registrations cards, parents of primary age children often indicate "may not." This solution was acceptable to everyone because it did not restrict use of material in the library, and it restricted borrowing only if a parent requested it.

In terms of national publicity, the solution was worse than the problem. A *Fayetteville Times* reporter asked if the Bible were classified adult or juvenile and noted that a child with a restricted card would not be able to borrow the Bible from the adult section, which was correct. He failed to mention that the adult or juvenile designation was based on the degree of reading difficulty and that there were children's versions of the Bible available. The front page article came out with the headline, "Bible Among Restricted Books," accompanied by a picture of the Bible opened to The Song of Solomon. The article was immediately picked up by the national wire services and was edited, revised, and sensationalized by papers all across America, including the armed services publication, *Stars and Stripes*. It was also mentioned in articles on censorship in two news magazines and on radio and television programs. Outraged people from all over the nation sent letters, copies of the articles, and many gifts of Bibles for the children's section.

The case was fairly accurately reported in the September 1980 issue of *American Libraries*. A representative sample of the many North Carolina editorials supporting the library board's stand against censorship was included in the Summer 1980 issue of *North Carolina Libraries*. In addition, there was positive and continual support from the NCLA Intellectual Freedom Committee, the ALA Office for Intellectual Freedom, and from many librarians.

For years following the case, there were comments from parents every time a registration card was completed, generally opposing the restriction but occasionally stating, "I don't want my child to get hold of those dirty books." Parents quickly learned that upper elementary and junior high school students could not borrow books needed for school assignments if their card were restricted, and just as quickly removed the restriction.

At the present time the library has 14,778 registered borrowers. Sixty-eight percent are adult and thirty-two percent are children under age eighteen. Of the 4,660 juvenile borrowers, 30 percent (1,406) have restricted cards. This represents 9.5 percent of the total borrowers.

The case and the resulting publicity have not instigated additional objections to material in the library. Instead, it has had the opposite effect. In the two cases since *Wifey* when someone mentioned an objection, it was carefully stated that the objection was a personal viewpoint, and there was no desire to file a request for reconsideration. The censorship case and the statement on the registration card have made parents extremely conscious of their responsibility for monitoring their children's reading material. The circulation staff frequently hear parents who do not restrict say to the child, "I want to see what you are borrowing." They also frequently hear the child asking the parent not to restrict the card.

Each year since 1980, there has been at least one, but usually three or four, college and high school papers written about censorship that specifically include the *Wifey* case. Each year since 1981, when the American Library Association began promoting intellectual freedom through "Banned Books Week," the library has planned special displays calling attention to censorship, and has, at this time, (through newspaper articles, editorials, and radio announcements) publicized the need to defend continually our right to intellectual freedom.

Rather than avoiding the issue of censorship, the library board feels that it is better to keep the public aware of the danger. In 1986, a new preacher in Whiteville came to the library with a paperback copy of *The Book of Lists # 3*, which had an entry under "Banned Books" that stated "In North Carolina, the Columbus County Library forbade children to check out the Bible unless they had obtained parental permission to bring home "adult books." He questioned this statement, and the librarian explained that the Bible was classified as "adult" not because it was considered racy, but because it was thought to be too difficult for children to read easily. After the case was explained he said he had no problem with it, but he still wanted to see what was available in the children's section. He was satisfied that the Bible and Bible stories were well represented in the collection.

In December 1989, *The News Reporter*, the local semi-weekly newspaper, picked the top ten stories of the 1980s and the *Wifey* case, with a picture, was featured as number six. In December 1990, the case was referred to again in an editorial about the new school board as "the most astounding blunder we have seen in Columbus since the board of commissioners ordered *Wifey* off the public library shelves years ago."

The outcome of the *Wifey* case has been positive, making many people aware of the dangers of censorship, helping to create support for the library and to increase library use. In the ten years since *Wifey*, the library has had three highly successful fund drives to build two new branches and to buy and renovate an existing building for the headquarters library. A strong, unified, well-informed library board, a good selection policy, excellent coverage and support from our local newspaper, and a vocal supportive public were the keys to the successful outcome of what could have been the end of a progressive library system in Columbus County.

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From Simile to Symbol:

A New Direction for Readability Assessment

by Donna M. Congleton

In *Alice's Adventures in Wonderland* when Alice, the Hatter, the March Hare, and the Dormouse sit down to tea, the Hatter asks, "Why is a raven like a writing desk?" Alice, delighted at the riddle, says," I believe I can guess that." "Do you mean that you think you can find out the answer to it?" says the March Hare. When Alice responds with "Exactly so," the Hare says, "Then you should say what you mean." Alice, annoyed by her obtuse companion, replies: "I do ... at least — at least, I mean what I say —that's the same thing you know."

"Not the same thing a bit," says the Hatter, creating further linguistic confusion. Alice, frustrated by the conversation, gives up on the riddle saying: "I think you might do something better with the time ... than wasting it." What ensues is chaotic misinterpretation of common metaphor as the characters speak of "wasting time," "speaking to time," and "beating time.," "Ah!" says the Hatter, "He won't stand beating."[1]

Alice and her companions have given readers a delightful example of the way in which figurative language works both to reveal and to obscure meaning. As we read, we attempt to sort out meaning logically from a combination of both literal and figurative language. Reading comprehension, necessary to academic success, is predicated on our ability to develop and hone this skill. Moreover, as a society, we have become concerned with the readability of newspapers, popular journals, informational text, and educational materials.

A need to determine the readability of these materials has led pioneers of reading research to develop numerous formulas which provide fast and accurate assessment of readability. These formulas, based upon a variety of factors such as average sentence length, number of syllables per word, vocabulary, and use of personal pronouns, represent a major contribution to education and provide immeasurable aid to teachers. As significant as that contribution has been, however, it has not displaced the "intuition" of experienced teachers of language and literature who often rely upon "feeling" or "gut-response" in choosing one story, novel, biography, history, or work of nonfiction over another.

Originally developed for determining the readability of textbooks, the formulas have been applied to novels and tradebooks by sources such as *Good Reading for Poor Readers* and *Gateways to Readable Books*. Indeed, it seems to be a common misconception that readability formulas accurately predict the grade level at which any reading material can be successfully employed. Reading experts such as Dechant and Smith, however, have cautioned that readability formulas "alone cannot give a complete measure of readability."[2] The formulas do not, as Spache pointed out, "measure the difficulty in terms of context or the syntactical position of words, the structure of the paragraph, the organization of content, or the inherent difficulty of the context for a reader" — all of which are important in understanding literature.[3]

Over the years since the creation of the formulas in the 1920s, researchers have attempted to discover the various elements related to readability. Among the factors was figurative language, which although not statistically significant, was found to contribute to reading difficulty.[4] In 1958, Brinton and Danielson identified figures of speech among the factors related to readability and suggested that a "profitable course" of reading investigation might be to determine if the inclusion of stylistic factors in a formula would result in "better prediction."[5] So far, it has not been done.

Furthermore, research in children's understanding of metaphor conducted by Pollio and Pollio,[6] Winner, Rosenstiel and Gardner,[7] Cometa and Eson,[8] and Billow[9] led us to believe that children respond to and understand metaphor long before they can successfully mimic the creation of its syntax, that there is a general developmental trend among children in the ability to interpret metaphor, and that they more readily understand metaphors common in adult speech.

Investigating the relationship of metaphor to reading comprehension, Cunningham found that prose passages containing no figurative language are easier to understand than those containing metaphor.[10] In 1976 Arter discovered that readers consider passages containing metaphor to be more important and find them easier to recall.[11] Reynolds and Ortony concluded that simile was more easily interpreted than metaphor,[12] which seems to bear out the theory of Barbara Leondar who proposed a scale of figuration ranging from simile to metaphor, symbol, myth, and proverb.[13]

My own limited research in metaphor leads me to believe that: (1) a scale of figuration does exist, (2) figurative language can be reliably identified, and (3) a consideration of metaphoric complexity might be useful in selecting and ordering literary texts in accord with reading development. I studied seven young adult novels to determine the types of figurative language used in books with readability estimates ranging from grades four to six. The figurative language varied in these novels from simile to symbolism. For example, in *A Day No Pigs Would Die*, an autobiographical novel by Robert Peck, the figurative description ranged from a crow which "fell like a big black stone" to the symbol of mother earth "ready to be mated with seed."[14] Not unexpectedly, I found a similar range of figurative language from the simple to the complex in *Sounder*,[15] *Durango Street*,[16] *Tuned Out*,[17] *The Pigman*,[18] *Johnny Tremain*,[19] and *One Fat Summer*.[20]

The most strikingly metaphoric of the novels was *Johnny Tremain*, a story of the Revolutionary War by Ester Forbes, which contained approximately 140 examples of figurative language. Seventy-six percent of the figurative language in this novel, however, was either the simple metaphor or simile. For example, in the line "Seemingly, they had nothing but the guns in their hands and the fire in their hearts," fire is what is known as an implied metaphor representing the rebel's desire for freedom.[21] Similarly, in William Armstrong's *Sounder* there were numerous examples of simile like, "The road which passed the cabin lay like a thread dropped on a patchwork quilt."[22]

In *Tuned Out* by Maia Wojciechowska 33 percent of the total number of examples of metaphoric language were symbols, while 26 percent were allusions — another class of figurative language which may be more difficult to interpret than simile or metaphor. In Wojciechowska's novel, readers are expected to grasp the idea that the circle reflects the central character's dependence upon drugs and his inability to free himself from them. The delusion of seeing the circle is one of the manifestations of the character's drugged state. His brother, who fervently desires to help him, believes that if he keeps talking he can "keep those circles at bay."[23] In addition, there is "a good presence" and "an evil presence" (presumably an angel and a devil) who play important roles in the metaphoric structure of the novel. References to Bela Lugosi, who played Count Dracula in the popular film; James Boswell, the biographer of Samuel Johnson; and to the crucifixion and resurrection of Christ all make the novel relatively challenging.

What these readability estimates cannot address is that rather nebulous area of "meaning" so often conveyed through figurative language.

In contrast, *Durango Street*, a novel about a black youth in the ghetto, contains more than 130 occurrences of metaphoric language almost all of which are either metaphor or simile. There are few allusions and no apparent symbols. This novel, though similar to the others in readability assessment, demands far less from readers in the exercise of mature metaphoric skills.

Having examined these novels, I decided to investigate the relationship of metaphoric complexity to readability still further. In order to do so, using a number of standard literary handbooks, dictionaries, and literary texts, I established a list of definitions for simile, metaphor, personification, analogy, allusion, paradox, hyperbole, and symbol. To determine whether readers actually perceived differences in the difficulty of these items, I randomly selected thirty-eight examples of figurative language from the seven novels and asked twenty-eight college educated readers to rate them on a numerical scale from one to five as simple (1), moderately simple (2), average (3), moderately complex (4), and highly complex (5). The readers were asked to determine "the level of complexity" or the "reading difficulty" of the items.

The responses appeared to cluster toward each end of the scale. Essentially, the readers agreed that items were either "moderately simple" or "simple" (60 to 93 percent) or that they were either "moderately complex" or "complex" (74 to 72 percent). Readers generally agreed on the complexity of twenty-one of the thirty-eight. The purpose at this point was only to determine if adult readers perceived differences in the difficulty of these examples of figurative language.

Next, I asked nine people trained as English teachers, English education, or reading specialists to rate the thirty-eight examples of figurative language. The ratings were analyzed statistically to determine rater reliability across the thirty-eight items. Inter-judge reliability on each of the nineteen items ranged from .54 to .89, and one additional item also showed raters in high agreement. From the responses of these judges, I constructed a metaphoric complexity scale ranging from 1.7 for examples of personification to 4.2 for examples of symbolism.

Table 1

To test the scale, I selected five 250-word passages by lottery from thirty young adult novels. The guidelines I set to ensure uniform assessment of each novel included: (1) each passage must consist of 250 words; (2) the passage must be a full page of print; (3) each example of figurative language would be classified according to specific definitions; (4) each example would be rated numerically from the scale; and (5) the rating of the examples would be totaled for each separate book.

Three hundred and eighty-four examples of metaphoric language were identified and rated. The examples were rated by three university professors of English who easily identified examples of simile and metaphor. Symbols, however, which had been removed from context like the other examples, were sometimes identified as metaphor or failed to receive a label. The raters unanimously agreed on 182 of the examples of metaphor and 27 examples of simile. Of the 384 examples of figurative language, 209 examples of metaphor and simile were rated identically by the three raters. A Pearson coefficient of correlation showed inter-rater correlation was .98 between raters one and three. The correlation between raters one and two was .87 and between raters two and three .90. I considered this information important because it shows statistically that, although Gray and Leary discouraged the inclusion of figurative language in readability assessment by saying readers will "probably err" in their count, individuals can reliably rate examples of figurative language.[24] Essentially, the scale reflects an objective assessment of text which some teachers may practice "intuitively" when making selections of literature for the classroom.

To determine the value of a metaphoric scale, I assessed each of thirty novels on the Fry Readability Graph and the metaphoric scale, ranked them from highest to lowest, and compared their metaphoric rank with their readability rank. What I suspected from my own "intuitive" response to the novels appeared to be accurate — readability ratings did not correlate significantly with metaphoric complexity. The resulting coefficient was of low magnitude (rho = -.27). The direction of the relationship between readability and metaphoric complexity was negative and not significant. What this meant was that novels with similar estimates on the Fry Readability Graph might be quite different in the language challenge they presented to readers.

Table 2

To illustrate this point, in *A Day No Pigs Would Die* (grade four on the Fry Readability Graph with a Metaphoric Complexity Score of 54.3), there were many occurrences of figurative language varying from the relatively simple to the complex. The major theme of the novel was the birth/death cycle specifically represented through a series of symbols including the sky, snow, blood, and the grave. At one point, the death of the central character's father is

Table 1

The Metaphoric Scale

0	1.7	2	2.1	2.3	3.7	3.8	4.2	5
personification	metaphor	simile	analogy	hyperbole	allusion	paradox	symbol	

foreshadowed by a conversation between father and son. "Papa," says the central character, "of all the things in the world to see, I reckon the heavens at sundown has got to be my favorite sight." In reply, the father says, "The sky's a good place to look and I got a notion it's a good place to go."[25]

Traditionally associated with the seasonal cycle and an archetypal symbol of death, snow is this novel is connected with the slaughter of the boy's pet pig. As the boy describes the pig's approaching death he says, "She just stood there in the snow looking at my feet ... I got down on my knees in the snow and put my arms around her big white neck smelling her good solid smell."[26] This "good solid smell" is contrasted with the rank odor of death which the boy smells on his father. "Papa," he says, "after a whole day at rendering pork, don't you start to hate your clothes?" "Dying is a dirty business," responds the father."[27]

In addition to the snow and the odor of death, there are other objects used symbolically in *A Day No Pigs Would Die* including purple clover, a hawk, a rabbit, a litter of kittens, hand tools, and the barn in which the boy eventually discovers the body of his father. Structurally, the arrangement of these symbols reflect the boy's growing maturation, his developing perception of the birth/death cycle, and his approaching manhood.

Novels of similar metaphoric challenge can be found among those listed in *Good Reading for Poor Readers* and *Gateways to Readable Books* because the assessment of readability is based upon vocabulary, sentence length, and number of syllables per word. What these readability estimates cannot address is that rather nebulous area of "meaning" so often conveyed through figurative language. Perhaps as Brinton and Danielson suggest, if we really want "better prediction" of readability, we should seriously pursue attempts to assess metaphoric complexity so that unlike Alice and her companions when we estimate readability, "we can say what we mean" and "understand what we say."

Table 2

Relationship of Metaphoric Complexity to Readability

key: FRS = Fry Readability Score; MCS = Metaphoric Complexity Score;
FRR = Fry Readability Rank; MCR = Metaphoric Complexity Rank

	FRS	MCS	FRR	MCR
1. *Across Five Aprils*	9	29	29.5	19
2. *Jenny Kimura*	9	28	29.5	18
3. *The Soul Brothers and Sister Lou*	8	25	28.0	15
4. *My Name Is Aram*	7	14	26.0	7.5
5. *Lisa, Bright and Dark*	7	11	26.0	5
6. *Edgar Allan*	7	7	26.0	1.5
7. *Tuned Out*	6	53	22.5	30
8. *The Outsider*	6	31	22.5	20
9. *Sounder*	6	26	22.5	16.5
10. *Nilda*	6	10	22.5	4
11. *Speedway Contender*	5	44	15.5	26.5
12. *Go Ask Alice*	5	36	15.5	21.5
13. *Where the Lilies Bloom*	5	45	15.5	28
14. *Escape From Nowhere*	5	23	15.5	13.5
15. *The Contender*	5	23	15.5	13.5
16. *The Pigman*	5	18	15.5	11
17. *A Kingdom in a Horse*	5	16	15.5	9.5
18. *Island of the Blue Dolphins*	5	14	15.5	7.5
19. *Then Again, Maybe I Won't*	5	9	15.5	3
20. *Are You There God? It's Me, Margaret*	5	7	15.5	1.5
21. *Hot Rod*	4	52	6.0	29
22. *My Darling, My Hamburger*	4	44	6.0	26.5
23. *Durango Street*	4	43	6.0	25
24. *Johnny Tremain*	4	42	6.0	24
25. *Jazz Country*	4	38	6.0	23
26. *The Nitty Gritty*	4	22	6.0	12
27. *Henry Three*	4	16	6.0	9.5
28. *Hold Fast to Your Dream*	4	26	6.0	16.5
29. *That Was Then, This I s Now*	4	12	6.0	6
30. *Boy Gets Car*	3	36	1.0	21.5

Rho - (-.27)

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This Is ... Quiz Bowl!

My Beginnings as a Trivia Lover

by Nancy Cashman

Editor's Note: *This article presents the Quiz Bowl program as it was conducted during 1984-1986. Since that time, some Quiz Bowl rules and procedures have been changed.*

Quick!! Name the three golfers who dominated the Masters tournament for seven years in the 1960s... Don't know that one? How about the subjects and author of the bestsellers *The Agony and the Ecstasy* and *Lust for Life*? Not a literature aficiando? Okay, here's an easy 10-pointer. Name the capitals and leaders of America's two nearest neighbors. If these questions and their answers seem like common knowledge, you may be a trivia buff! If useless information, thinking on your feet and a willingness to display your total ignorance to a crowd of people seem appealing, then a spot on your local Quiz Bowl team may be for you!

Quiz Bowl? Properly defined, Quiz Bowl is a competition which pits teams against each other in matches where correct answers are the prizes and knowledge nerds are the champions. In North Carolina, the Quiz Bowl system is found in high schools statewide. Participating schools pick teams each year to compete in a spring time contest where county winners advance to a regional meet and then to a state contest televised on UNC-Center for Public Television. North Carolina Quiz Bowls are organized by county public library personnel who coordinate local and district competitions with the area schools' advisors and teams.

What comprises a team? In competition, teams are allowed only four members, but most squads are made up of a core team and several alternates. More important than the number of individuals on any given team is the proper attitude of its members and their dedication to the sport of Quiz Bowl. Quizzers are not afraid to display their intelligence, not always an easy task for high school students concerned with the pressure to assimilate themselves to a popular norm. Quiz Bowl is an outlet for many bright students to exercise their minds and have fun simultaneously.

My personal knowledge of Quiz Bowl comes from spending three years on Wilmington's New Hanover High School team, including two years as its captain. As a sophomore and newcomer to high school, I was determined to try everything that seemed interesting or challenging. At the time, Quiz Bowl was captained by a close friend who encouraged me to try out. I remember that I was one of a very small group of underclasspeople to take the short-answer test. Leaving the room afterwards, I felt sure that I had failed. I couldn't even recall the questions that were asked! I was to find that this became a familiar phenomenon of future Quiz Bowls, both in competition and in practice.

Despite my uncertainties, I made the team on my first try, the lone sophomore amidst three seniors. Soon we were practicing several times a week aided by our exemplary advisor, Colonel Ray Brackett, and several team parents who made up questions for us. Our homework was to watch the news and read newspapers and magazines, such as *Newsweek* and *Time*. I tried to bone up on my weak areas of sports and science, as others concentrated on cultural facts and historical data. We held several practice meets with other students and had marathon sessions of **Trivial Pursuit**®. Our first challenge, the local bowl, was scheduled for Feburary. Colonel Brackett spied on our competition from the three other schools, two public and one private, and we assessed our chances at emerging victorious. New Hanover had not won in a few years, and we were really hungry for a triumph.

The appointed day arrived, and I was shocked by my nervousness. What if I disgraced myself by not remembering an easy fact or missing obvious current events questions? As the youngest member I felt I had to prove myself as being a valuable element in the team's success. We were to be broadcast live on WHQR, Wilmington's public radio station, which necessitated the use of microphones, a factor which contributed to everyone's anxieties. An untold, invisible audience, in addition to the huge crowd assembled, would be privy to our performance.

However, the competition was held at the New Hanover County Public Library, a comforting, familiar place, and was moderated by library personnel whom I had known for years based on my status as a true bookworm. These well-known faces and the setting allayed some of my fears, as did the lengthy reading of Quiz Bowl rules. Our team was impatient to play, eager to test ourselves, and hopeful of displaying our hard-won knowledge.

I have to be honest and say that I don't remember many of the questions. Our concentration was so absolute on each query that after an answer was given, the preceding question was immediately forgotten in favor of the next. I recall a feeling of superiority when I was positive I knew the right answer, and the thrill when I guessed at a question and was correct. I do remember one question in that first match involving sports. The question dealt with the most recent World Series, and I was asked to name one of the two teams that took part. Aware of my teammates' eyes on me and conscious that the three of them, all sports buffs, knew the correct answers, I frantically searched the recesses of my mind for names of baseball teams. From somewhere, a source still unidentified, came a name. I uttered the fateful team and hysterical laughter broke out from the audience and from my compatriots on both teams. Mystified, I looked at the judges and saw them trying to hide their smiles as one of them intoned "...That is

If useless information, thinking on your feet and a willingness to display your total ignorance to a crowd of people seem appealing, then a spot on your local Quiz Bowl team may be for you!

incorrect." Later, a team member told me that not only had the *Brooklyn Dodgers* not won the World Series in recent memory, but that the *Brooklyn Dodgers* were no longer a baseball team! Despite this fiasco New Hanover went on to win the local Bowl, pulled through by our team's strength in the 30-point question round.

Perhaps I should explain the scoring system and the different types of questions used in Quiz Bowl. Questions are divided into 10-, 20-, and 30-point catagories according to difficulty. Ten-point questions are supposedly the easiest and are typically short answer; either you know the answer or you don't. Twenty-point questions are harder and require a little more thought. Thirty-point questions are the hardest. Time limits are imposed on answer periods, 5 seconds for 10- and 20-point questions, and 10 seconds for 30-point questions.

Questions are asked to one person on one team. The questions rotate from team to team and from person to person on each team. A round is completed when everyone on each team has been asked a question.

During rounds one and two of 10- and 20-point questions, only the person questioned can answer, and there is no consulting among team members. During round three, the 30-point questions, any member of the team may answer, and consulting is allowed among members of the team. Consulting may begin only after the question has been asked. If a question is incorrectly answered by one team, or not answered at all, the question goes to the other team. However the question is not repeated and if correctly answered by the other team, only half the point value is awarded.

Thirty-point questions really show the team's strength, and they were New Hanover's secret weapon. We were successful with these, and they were the deciding factor in many wins for us. We were relatively cool under pressure, which served us well in the 30-point rounds and during tie-breakers. The latter occurred if the third round ended with a tied score. One question was asked, and both teams were allowed to consult and write an answer. Obviously the team with the correct answer won the match.

In my first year with Quiz Bowl, New Hanover's team was successful in winning the county bowl and then the district bowl in Laurinburg before losing in the semi-finals at the state competition in Raleigh. Our trip to the district bowl was exhilarating. We quizzed each other all the way to Laurinburg, getting more and more excited as we neared the competition site. All the team members, including the alternates, several parents, and our library coordinators were with us, so New Hanover made an impressive group. We had elected a team mascot, a pink bunny, whose origin I have forgotten, but it was along for the trip too.

The district bowl included teams from Bladen, Brunswick, Columbus, Duplin, Scotland, and Robeson County, as well as our team representing New Hanover County. This competition was to be taped for public television, so we were all dressed up. The other teams seemed to blur together as we won our first match and then our second. Suddenly, we were in the finals and after two tiebreakers, New Hanover emerged the District champion and we were on our way to Raleigh. It hardly seemed real as we drove home, and I was more nervous about the competiton to come than I had been for either of the preceding ones.

In the few weeks separating the district and state bowls, our team practiced in earnest. We played **Trivial Pursuit**® endlessly and new questions were culled from all sources. We became minor celebrities at school; what had been known as a slightly odd extracurricular activity for the "smart crowd" became an acceptable pastime. I began to dream about Raleigh, and my dreams always ended inconclusively. I would wake up in a cold sweat with a correct answer on my lips, hearing a mythical moderator saying..."You are out of time..."

The day arrived, and our caravan of supporters left Wilmington for the drive to Raleigh. In the days before I-40 our trip took three hours, and every second was utilized for questions. We arrived at the Museum of History in downtown Raleigh in plenty of time. Assessing our setting, I explored the museum to calm myself . Our first round arrived, and we took our places on the stage. I positioned my name tag, so that the moderator could read it and took a big swallow of water. The questions began. Looking at the video tape my parents recorded of the bowl, my fuchsia pink suit seemed garish and my nervousness was evident in my jerky movements. However, we won that first match and the second one to reach the semifinals. Suddenly a state championship was in reach, and my head swam. However, it was not the Wildcats' year, and we were defeated narrowly in this third round. We comforted ourselves with the fact that our opponents went on to win the championship.

I would love to be able to say that New Hanover High School went on to win the state championship the following year; however, this did not occur. Indeed, the Quiz Bowl team of 1984 was the best that New Hanover County has produced in its history of Quiz Bowl sponsorship. I became captain of the team in 1985 as a junior. We had a good team that year and the next, but luck and the right questions were not with us. Much to my sorrow, New Hanover did not win the county championship in 1985 or 1986.

Quiz Bowl taught me several valuable lessons, as I believe that it can teach other young adults. Most importantly, Quiz Bowl gave me confidence and a lot of poise. I learned to take pride in my intelligence and not be afraid to show it outside the classroom or the privacy of my own home. I learned to work with others as a unit and to rely on other individuals' support for strength and confidence. Last, but by no means least, my appreciation for library personnel increased tenfold. Although libraries, librarians, and the world that they encompass have always been a comfortable environment for me personally, through Quiz Bowl and my interaction with participating library personnel the North Carolina library system took on new stature for my teammates and me.

Battle of the Books: Middle School Reading Motivation

by Frances Mallison

April 16, 1991. Win or lose, tomorrow is the big day for Battle of the Books in Pitt County. All the necessary supplies are packed and waiting, and there is just enough time to reflect on how I got myself into all this excitement in the first place.

Almost two years ago, in a rather low point in my seven years as a middle school media coordinator, I was talking to Frances Bradburn of the East Carolina University Media and Teaching Resources Center about my concerns regarding our media program. She asked if I had ever heard of Battle of the Books. Since I had not, she gave me a written history of the program and a reading list for the next school year. After reading about what was involved, my first reaciton was that I already had too much to do. Our middle school library was preparing for Circulation Plus on top of all the usual library responsibilities and lessons for language arts classes. I reread the philisophy of the program:

> The purpose of the Battle of the Books program is to encourage reading at the middle school level. Students are exposed to quality literature representing a variety of literary styles and viewpoints by prominent authors in the area of young adult literature. The game format creates interest and excitement in reading.
>
> Through the fun and excitement of the competition, students improve reading skills, mature in their choices of reading materials, and acquire a broader knowledge base. Even during the height of the competition, students and coaches should remember that the goal is to READ, not necessarily to win!!

Between that philosophy and Frances Bradburn's enthusiastic recommendation that Battle of the Books was such a wonderful public relations tool, I was moved to present the program to our eight language arts teachers. They were very polite and thought it sounded wonderful, but they had their hands full with nine preparations each day and a new textbook adoption.

What should I do? Any program that encouraged students to read from a list of recommended books and invited their competitive spirit was bound to be worth pursuing, even if I had to do it solely as a library-sponsored acitivity.

In the meantime, the 1989-90 school year had begun, and I decided I would introduce the program to begin in the fall of 1990. I called the new Region I Media Coordinator, Brenda Lewis, to find out more about Battle of the Books. No one in Region I had ever participated before, but she had heard good reviews of the program from other regions.

In February 1990 I received a letter from Betsy Barnes, Media Coordinator of Franklin County Schools, asking me to be on the new statewide North Carolina Association of School Librarians (NCASL) Battle of the Books Commitee. When I explained my novice position, that I had never participated in Battle of the Books on a school, county, or regional level, she stated that was acceptable to her, so I realized I had better get organized. Our library ordered multiple copies of the twenty-four books on the 1990-91 list, and I went to my first state committee meeting in June 1990.

NCASL was taking over the promotional sponsorship from the State Department of Public Instruction. Several major decisions regarding philosophy and procedure had to be made. The manual needed revision; funds needed to be solicited in order to purchase the plaques, medallions, and certificates for the spring regional competitions; and assignments to write questions needed to be made. I felt quite overwhelmed, but I was willing to help with state, regional, county, and local school events and procedures.

I read a few of the twenty-four books during the summer, but I realized what a task lay ahead. Perhaps other Pitt County librarians would be more willing to participate in Battle of the Books if we all worked together to share the writing of questions for school practice and competitions.

Gwen Jackson, Region II Media Coordinator, presented a workshop at our August regional meeting, and those who attended from Region I were put on a mailing list to recieve any Battle of the Books promotional ideas. Four Pitt County middle schools decided to participate, and those four, as well as some others interested for a future year, helped read the books and write about twenty-five questions per book to be shared among the schools in the county. Also included were interested teachers and teacher assistants in these middle schools. Questions were typed in a certain format, and sets of copies were made for each school. These copies were sent to me, and I distributed them in late winter to all the schools who had participated.

On the student level, the whole Battle of the Books idea was introduced to my media classes by playing a simulation game using fairy tale questions and answers just as Gwen Jackson had done at her workshop. The students loved the idea. The list of books was laminated and placed above a bookshelf where copies of the books were kept. Lists were available for students, also. Many teachers added these books to any recommended reading lists they already had in place.

The students started reading. A sign-up notebook was made available for record keeping. Then the pressure was on me to start reading. My intention was to book talk each of the books to all classes. I finished in February with a lot of help from my friends — fellow teachers, assistants, and even a few students!

I even persuaded an interpreter for a hearing-impaired student to be an assistant coach. Linda Miller was always asking for good books to read, so naturally I began recommending those on the Battle of the Books list. In her job as interpreter, whenever her student was taking a test or working at his seat, she was able to read a book rather than just sit. She has been a most enthusiastic asset for our school team.

Student reading continued. In February I sent a letter to each student who had signed up in the recording notebook. All were invited to meet together each week during our club activity period. The program was explained further, and we began using the practice questions. Students were urged to read as many of the books as possible, and individual tallies were made each week. The approximately forty students were excited and motivated!

The next question was how to decide on a team of twelve members, knowing that only six could participate at one time. There were no logical divisions of class teams or natural groupings. We continued practicing, and all interested students took a quiz on the books. Results from oral questions, number of books read, and the quiz determined the top twelve participants in mid-March. A demonstration of several rounds of questions was presented to all the sixth grade language arts classes in an assembly, with our team members playing against each other. The language arts teachers were impressed with the knowledge and enthusiasm of the team members.

Many of the team members continued to read in the three weeks before the county competition. It was determined that each of the team members would participate in at least one round of questions; however, those who had read and retained the most information would be allowed to compete if our team made it to the final round.

It was wonderful to see the positive self-image development in individual students. One eighth grade media helper decided he was going to be on the team from the beginning of the school year, and he worked consistently all year to read all twenty-four books on the list. One seventh grader became interested very late and read about half the books, but he retained details amazingly well. A couple of students who were shy and unassertive developed more self-confidence. Several students saw an opportunity for themselves to succeed at an extracurricular activity. They would even be recognized at Awards Day at the end of the school year! The program was an upbeat image-booster to reading itself and to all involved!

The day of the competition purposefully fell in the middle of National Library Week. Promptly at 9:00 A.M., an enthusiastic group assembled in a conference room at the Pitt County Schools office building. In addition to the teams and coaches, the assembly included family of team members, county office personnel, and other invited guests. The students were nervous and excited, but they were also well prepared. The spirit of competition was keen, keeping everyone on the edge of their seats right down to the last round.

All of the planning, reading and hard work was worthwhile. Those who participated caught the enthusiasm. Many people were involved, willing to help and giving of their time and talents. From our professional-looking programs and scoreboard to our volunteer moderator, timekeepers, and scorekeepers; from the donated refreshments and the donated plaque for the Pitt County winner to the excellent publicity and videotaping, the logistics of the competition were very well-coordinated. Everyone involved came through with their designated responsibilities. Several middle school librarians observed the competition; hopefully, they will be a part of the action next year!

For my own part, I tried to keep in mind the overall philosophic objectives of Battle of the Books. Reading at the middle school level *was* encouraged. Students were exposed to quality literature, classical as well as modern. This exposure to a wide variety of reading choices broadened the knowledge base and awareness of the world for these students. In addition, students worked together as a team, forming new relationships and learning cooperative skills.

Achievement of these goals is evidenced by the following comments of a parent to the editor of *The Daily Reflector*:

> [Battle of the Books is] a most impressive and reassuring demonstaration that good things are still happening in the public schools.... The material these children had mastered represents the best in classic and contemporary American literature ... I am very grateful for this kind of forum, in which children are rewarded and recognized for intellectual accomplishments. Our schools should encourage more low-cost, high-return programs like the Battle of the Books, History Day, and the Geography Bee in which students are allowed to experience team competition, display individual achievement, and inspire school spirit in a field of endeavor other than athletics.[2]

Coincidentally, the theme for National Library Week for 1991 was "Read, Succeed." Each of the appoximately fifty students who participated in the Battle of the Books in Pitt County exemplified success. All who participated were winners; there were no losers. Our team was especially proud to place second in this worthwhile competition.

Was the outcome worth all the effort put into the event? The morning after the competition, an excited sixth grade class came to the media center asking, "Do you have the book list for Battle of the Books for next year?" What a pleasure it was to have that list ready to hand out! The 1992 Battle of the Books reading list is already available, as is the manual which tells you how to get started, from your regional media coordinator or from the Battle of the Books Committee of the NCASL.

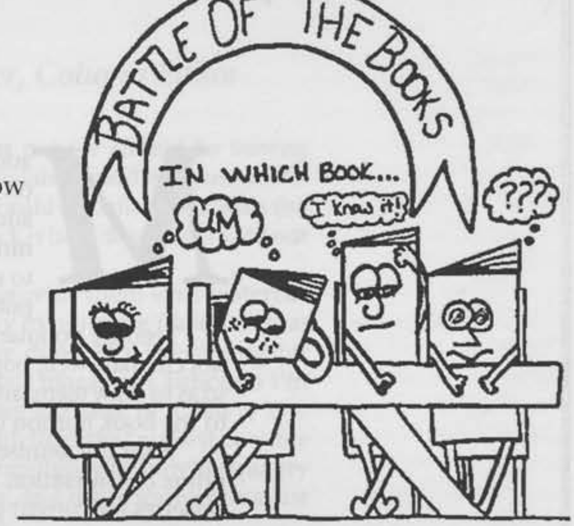
References

[1]Battle of the Books Committee, NCASL, *Battle of the Books Regional Manual* , page 2.

[2]Franceine Rees, "Don't Forget Successes," *The Daily Reflector*, April 23, 1991, page A-4.

NCASL Battle of the Books 1992 Booklist

Author	Title	Publisher
Alcott, Louisa M.	*Little Women*	Little, Brown
Banks, Lynn Reid	*Indian in the Cupboard*	Avon
Bauer, Marion	*On My Honor*	Clarion
Burnett, Frances	*Secret Garden*	Lippincott
Cooney, Caroline	*The Face on the Milk Carton*	Bantam
Frank, Anne	*Diary of a Young Girl*	Doubleday
George, Jean C.	*My Side of the Mountain*	Dutton
Greene, Bette	*Summer of My German Soldier*	Dial
Hamilton, Virginia	*Sweet Whispers, Brother Rush*	Philomel
Konigsburg, E. L.	*From the Mixed-up Files of Mrs. Basil E. Frankweiler*	Atheneum
L'Engle, Madeline	*A Wrinkle in Time*	Farrar
Lewis, C. S.	*The Lion, the Witch, and the Wardrobe*	Macmillan
London, Jack	*The Call of the Wild*	Macmillan
Merrill, Jean	*The Pushcart War*	Harper & Row
Newman, Robert	*The Case of the Baker Street Irregular*	Atheneum
Newton, Suzanne	*I Will Call It Georgie's Blues*	Viking
Paterson, Katherine	*The Great Gilly Hopkins*	Crowell
Paulsen, Gary	*Dogsong*	Bradbury
Peck, Richard	*Remembering the Good Times*	Delacorte
Speare, Elizabeth	*The Sign of the Beaver*	Houghton
Spinelli, Jerry	*Maniac Magee*	Little
Stevenson, Robert L.	*Treasure Island*	Scribners
Taylor, Mildred	*Roll of Thunder, Hear My Cry*	Dial
Voigt, Cynthia	*Izzy, Willy-Nilly*	Fawcett



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Eye of the Newt ...

continued from page 84.

With the exception of *The Reader's Adviser* and *The Reader's Catalog*, reference books tend to cite chiefly historical works. For materials about contemporary activities, both descriptive and prescriptive, take a look at "witchcraft" and "satanism" in the *Subject Guide to Books in Print*[10]. Although you can't always judge a book by its cover, particularly when you can't see it, you can find a few clues in its title. If you're looking for prescriptive (how to do it) books, words such as "handbook" and "workbook" are excellent clues. Another thing to notice is the name of the publisher. Publishers' names, such as "Magickal Childe" and "KABEL Publications" under "witchcraft," and "Hells Kitchen" and "Feral House" under "satanism," suggest presses specializing in, and probably espousing, their subject matter. Publishers' names, such as "Good News," "Crossroads Ministeries," and "Glory Ministries" under "satanism" suggest presses with a different point of view. You may also find other publishers with less colorful names, such as "Carol Pub Group," who publish witchcraft-related materials.

Before ordering any books from presses with which you are not familiar, send away for their catalogs. Not only will you be able to find out just what they are selling, you will also have their backlist. As in *Books in Print*, the reading level is sometimes given in parentheses, a handy guide when looking for YA-level materials.

After looking through reference books and *BIP*, look up the titles you have chosen in the appropriate year of *Book Review Digest*[11]. Double-check in the subject index under "witchcraft" and "satanism" for any books you may have missed. Not every book worth buying makes it into the mainstream review media, however. This is particularly true for small, specialty presses or for books on controversial subjects. Thus the only description that you will find of some materials will be in their publisher's catalog, a resource that may not be objective, but can certainly be revealing. Remember to find out your vendor's returns policy before ordering anything you're not sure of.

Selecting materials on witchcraft and satanism is no different from selecting materials for any other subject. Define your collection needs; know your access policy; investigate the subject; and turn to standard reference tools. Listed on page 84 is an annotated bibliography of titles selected from the sources cited. Remember: look before you leap.

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[1] *Encyclopedia of Religion*, ed. Mircea Eliade (New York: Macmillan Publishing Co., 1987), 15:415-28.

[2] *Encyclopedia of Religion*, 417.

[3] *Man, Myth, and Magic: The Illustrated Encyclopedia of Mythology, Religion, and the Unknown*, ed. Richard Cavendish (New York: Marshall Cavendish Ltd., 1985), 9:2477-78.

[4] *World Book Encyclopedia* (Chicago: World Book Inc. 1989), 21:373-75.

[5] *Encyclopaedia Britannica* (Chicago: Encyclopaedia Britannica Inc., 1986), 25:92-97.

[6] *Junior High School Library Catalog* (New York: H. W. Wilson Co., 1990).

[7] *Senior High School Library Catalog* (New York: H. W. Wilson Co., 1988).

[8] *The Reader's Adviser* (New York and London: R. R. Bowker Co., 1988), vol. 4.

[9] *The Reader's Catalog*, ed. Geoffrey O'Brien (New York: The Reader's Catalog, Inc., 1989).

[10] *Subject Guide to Books in Print* (New York: R. R. Bowker Co., 1990-91).

[11] *Book Review Digest* (New York: H. W. Wilson Co., 1990).

Point

Young Adult Audio Collections? Yes, It's a Library Drawing-card!

by Joy Vee Davis

Madonna versus the Church, Two Live Crew versus state and/or local courts, New Kids on the Block and brutality: all must be considered in designing a policy for young adult audio collections. Like Sweet Valley High or Avon's Flare series, current popular music should be included in YA collections. In concert with ALA's freedom of access to materials policy, to eliminate teenage popular music is a form of censorship in a public library collection.

Teenage popular music can draw young people into the library. In locations where YA books do not circulate well, popular music should be allotted a larger portion of the YA budget in the beginning, so as to draw teens into the collection. After an initial period, a portion of funds could then be returned to the book portion of the YA budget without losing YA patrons.

With the demise of 33 1/3 and 45 rpm records and the advent of compact discs, cost becomes a prime consideration. In the face of declining budgets, possibly a better approach is to purchase only cassettes for current popular materials and to save compact disc purchases for "classic albums." If the single video/music disc becomes widespread, it could be the contemporary replacement for the 45 rpm records, and could be considered as cost effective.

Teens want to listen to "what everyone else is listening to." Currency of library materials is always a problem regardless of format or subject content, and is, therefore, not a truly valid excuse for exclusion. When the decision is made to provide YA audio, the currency question must be the first of two major questions addressed. The easiest method of acquisition is to place a standing order with an audio vendor to supply music from one or more of the *Billboard* charts on a weekly or monthly basis. Some companies provide the same type of service as the McNaughton's best sellers service. This eliminates decision making by the staff and provides a more rounded collection than personal selection. In another approach, only requested materials could be provided; however, this tends to defeat the currency of materials and could produce an unbalanced collection. In a third plan, local radio/television play could be the determining factor; however, this must also include the ability to order materials locally and in a timely manner rather than depend on a prearranged vendor plan. Depending on funding and/or billing requirements, this might not be possible.

Another part of the currency question is the use of local recommendations versus reviews. Unless use is made of a weekly review source, such as *Billboard*, *Village Voice*, or *LA Free Press*, waiting for reviews from regular audio review sources effectively eliminates currency. If a decision is made to depend upon local information, it is expedient to consult more than one person so as to maintain a balanced collection. A combination of local radio, MTV, and teenage advisors would provide the best mix.

The second major question is whether or not to catalog the materials. Cataloging makes materials available to everyone. "Quick and not too dirty" cataloging of popular materials has been a time honored library practice. "Quick" provides for continued currency of the collection, while "not too dirty" eliminates the need for doing something more than once. When contents notes are retained in the item record, they provide extended searching access to "serious" patrons who may have more than a good beat on their minds. Often this is the only method, especially in smaller public libraries, to locate song lyrics. Cataloging also provides better tracking of both circulation and popularity and gives the non-rock oriented librarian accurate methods of weeding and replacement. Since currency is the aim of the collection, replacement, except for long term "classics," does not become a consideration.

Yes, YA audio collections have problems. Today's seemingly costlier formats and the availability of video, not just a poster, may require more consideration than simply marking a selection list. Access to, and currency and retention of, materials may seem to be more difficult. Heavy metal or rap may not be our thing. Other librarians have felt the same way about jive, swing, big band music, jazz, and rock and roll at various times. Vanilla Ice is as relevant as Sweet Valley High. Or perhaps that is another argument entirely.

... see page 98 for continued agrument by Anthony Miller.

Counter Point

We Should Enlighten, Not Just Entertain!

by *Harry Tuchmayer, Column Editor*

I think we're missing the point here! The question isn't whether or not we should be buying materials suited for young adults, but rather what types of audio materials should we purchase to meet their needs? After all, the goal of any good library should be to build its collections with the needs of all users in mind without regard to personal taste. The real trick is how do we do it without abdicating our responsibilities?

We have a responsibility to our patrons and our community to provide them with materials they want in a timely and balanced fashion. And yes, we have a responsibility to purchase materials that meet their educational or entertainment needs. But let's be realistic — we don't buy everything for everyone! Our library doesn't subscribe to *Playboy, PlayGirl* or *Soldier of Fortune* magazines although I'm sure more than one patron would like us to do that. Furthermore, we don't buy *The Iliad*, or *A Tale of Two Cities* in comic book format even though there is a demand! Why? We have guidelines that make it possible for us to merge popular taste with quality materials. Because we have a responsibility to provide quality materials, we don't buy just what we like. We look for reviews, discographies, and other sources to assist us in selecting the best examples of any genre.

Although the audiovisual department provides an increasingly popular service, I still have questions concerning the extent to which these collections serve a purely entertainment role in the library. I, for one, have problems with the tendency to provide these materials with little or no thought given to their place in a library. After all, what are we here for anyway, entertainment or education? Now I know we have plenty of "light" reading in the library, and the argument has always been "If I can just get them to read anything, at least it's a start," but can the same thing be said about listening to music? Before we can even talk about why we don't buy the latest rap or heavy metal CDs that have hit the charts, we need to be talking about what place popular music has in a library.

I'm willing to be reasonable and say that the issue isn't "Should we?" or "Shouldn't we?" but rather, "How can we do it effectively?" There's a fine line between satisfying demand and providing trash. We buy all types of materials that are questionable from a literary standpoint, but nonetheless have popular appeal and at least a recognizable story line. If we can buy *The Babysitters Club*, we can certainly own a recording of Vanilla Ice. How much, and to what extent do we build our collections around this type of material? Should we even consider making this material the cornerstone of our collection, or an addendum to it?

We do have an obligation to provide representative samples of today's music which should include performers from outside the mainstream, but we should do so in a balanced fashion. Relying solely on popularity would have inundated our collections with CDs by such "reputable staples" as Milli Vanilli, or some rather passé discs by Duran Duran or New Kids on the Block. Rather than cave in to the demand, we should take a more "cautious" approach and purchase retrospectively titles that have won awards or been recognized for some remarkable achievement or contribution to the world of music. Sure, we might miss the boat on timing, but we'll create a collection any teen would be proud to steal!

I'm not trying to fool anyone by suggesting that this is solely a question of collection development guidelines. I know that for some, all of the above arguments have been used to divert us away from what they believe to be the real issue of censorship! There is a critically fine line between responsibility and freedom of expression. I certainly don't want to advocate censorship, but I don't want to ignore common sense. If we don't even consider purchasing materials that promote racial hatred, why would anyone insist on circulating music that denigrates women just because it's popular? But then again... that's another whole issue for "Point/Counterpoint!".

Developing and Maintaining Young Adult Audio Collections

by Anthony G. Miller

Every library has to face hard budget choices and must select which services it should provide, which usually means the ones it can afford. A popular music recording collection may serve as well as anything else to dispel the image of stodginess that clings to public libraries, but the first question to consider is whether you can justify spending a substantial part of your shrinking YA budget duplicating what your teenage patrons can already hear on the radio any time they want to turn it on. It will have to be a substantial budget chunk, too, or you'll never have anything current on the shelf. Popular music recordings circulate instantly, often don't come back, and what your patrons don't "weed" for you is what hardly anybody wants to hear.

Which format should you collect? Don't even think of ***starting*** a long-playing record collection now; and except for the now rare case where the title you want doesn't come any other way, don't buy any more vinyl for an existing collection unless you have continuing high demand for them. The formats of choice are cassettes and compact discs, and they lend themselves to different collection approaches.

Almost everyone today has some kind of cassette player at home, in the car, or at the hip. Cassettes now cost less than many paperbacks. There is something to be said for treating them as ephemeral, for if they stay in the active collection long enough, they will self-destruct. Joy Vee Davis (p. 96) has some good suggestions for selecting the current most popular titles or getting someone else to select them for you. Do a minimum of physical processing. Put enough information into your online circulation system so you can figure out the overdue notices, and get them out on the shelf before demand for them dies. Arrange them by performer or group name, regardless of the cataloger's choice of main entry. You're looking for recreational use now, not supporting scholarly papers on "popular culture."

Compact discs are costlier, more glamorous, and more durable in library use than cassettes. They can be scratched, but just playing them will not wear them out. Sometimes your CD money gets you more playing time. Many CD issues of popular music and jazz include songs that are not on the LP and cassette versions, and reissues from several companies put the music of two older albums on one disc. Hence, compact discs can be cost effective, especially if you make sure what you buy with this year's money will still be worth having in two to five years. This is the ideal format for a collection that may not be truly current, but which samples the best of the recent past: a collection of "classics" or standards. "Recent past," of course, is a relative term: to say "Jackson 5" to today's teenagers is quaint; the Beatles are ancient history; and Buddy Holly is prehistoric. If you are starting such a collection or have the funds to do some catching up in this area, such sources as the *CD Review Digest Annual* and the "Now on CD" column in back issues of *Stereo Review* can be very helpful. The survey of rock (& roll) on CD published in *Library Journal*, May 15, 1988, is already dated but may help if you check availability.

Having selected a compact disc collection of lasting value, be sure to have it cataloged adequately. Resist all attempts to omit, abridge, or delete notes or subject headings to save computer space. Patrons often are looking for a particular song, and while you may not yet have an online or CD-ROM catalog that can search contents notes, you will someday. Patrons also request music of a particular period, so have your cataloger add decade subdivisions to the subject heading Popular Music if not found that way on your utility; undivided, this heading soon becomes too big to help.

Along with your first order for CDs, get a large supply of blank jewel boxes as well. This ingenious, snap-together package displays very attractively with the right furniture, but the box hinges are very fragile, and the prongs holding the discs inside break, too. If you label the booklet cover that shows through the plastic front, you can then snap on a new front, or replace the snap-in tray with the broken prongs, without having to type new labels — that is, if the patrons return the booklets, which is another problem. A different approach is to label only a paper pocket and attach it with rubber cement. If the part of the box holding the pocket breaks, you can peel the pocket off and attach it to the replacement part. The translucent, one-piece plastic boxes sold by library supply houses appear more durable than jewel boxes, but their disc prongs also break, and there is no place to hold the publisher's labeling that shows through the back and edges of the jewel box.

Yes, give the kids what they want. Just make sure you can afford it, and go in with your eyes open.

Library Research in North Carolina

— Ilene Nelson, Column Editor

The Future of the Past

by James V. Carmichael, Jr.

The recent specter of missile launchers looming over the deserts of Iraq and Kuwait, near the site of Susa where Alexander the Great in 324 B.C. performed a mass marriage between himself, and his soldiers and Eastern princesses in order to affect a unification of his empire, emphasizes the fragility of historical record. The architectural and historical remains of the region are indeed irreplaceable, representing a span of civilization occupying at least one-third of the average "History of the Book" course. Today most library professionals are only peripherally interested in the history of the book or their profession's history. The more pressing demands of feeding dollars into the computer technology and publishing industries while maximizing their customer service potential rightly take precedence. Still, it is startling to realize that twenty years ago school children could describe in detail achievements of social worker Jane Addams, while even library school students have been hard pressed to name one librarian who worked among the urban poor and immigrants during the same epoch. Why have we "lost" that information?

As the unofficial historian of Emory University's Division of Library and Information Management which closed in 1988, I am well aware of both the strong case that must be made in order to save valuable records and the general ignorance of the value of historical research in "marginal" social institutions. American library historians, who numbered seventy-nine at the eighth Libraries and Culture Seminar held at Indiana University last May, have become inured to labels of irrelevance in the high-tech age. While it is somewhat encouraging to note that the profession and the nation as a whole have become sensitive to the problems of physical preservation in the past several years, few librarians seem to envision the corollary principle that must apply to a crumbling professional heritage.

A lack of self-knowledge unfortunately predicates the low professional self-esteem and image problems with which service professions have been plagued.

A lack of self-knowledge unfortunately predicates the low professional self-esteem and image problems with which service professions have been plagued. Though, to be perfectly fair, the traditional litany of names and dates and the poor or overly esoteric writing which used to pass for professional history in typical library school curricula did little to whet appetites for more historical examples in the classroom. As ever, librarians are at a crossroads. Financial crisis, the need for resource sharing, the demand for technological innovation, and the imperative of multicultural diversity are all hot topics at present, yet few professionals are aware that these modern dilemmas have been present throughout American library history. Are these then insoluble problems, a continuing part and parcel of our professional baggage, or issues which have not yet been adequately addressed? Are librarians reinventing the wheel, dressing up old concerns with glitzy names or missing the point entirely?

A knowledge of local institutional history and the careers of professional forebears not only strengthens the case for new or expanded programs and services in specific instances, but also serves to suggest fresh approaches to problems. Historical examples may inspire a fledgling generation of librarians with a limited knowledge of "best practice" or divert them from the errors of the past. Most important, professional history gives us a better understanding of what we do and why we do it. In no area of the United States does the history of librarianship bear more weight than in the South. For the South, despite its longstanding notoriety as an illiterate, bigoted, and politically backhanded region, gave birth to revolutionary ideas of library services. Prominent examples include regional ALA conferences (Tommie Dora Barker, 1921, proposal enacted, Memphis Southeastern Library Association Conference, 1934); quantitative standards for school libraries (Charles Stone and Louis Round Wilson, 1926); planned resource-sharing (Robert Downs, 1938) ; regional library service (Mary Utopia Rothrock, TVA camp-site libraries, Tennessee, 1934); multitype library education (Tommie Dora Barker, 1941) ; and federal aid for libraries (the product of many minds all over the country but whose chief proponents were southern).

Why *southern* library history? Surely in the age of telecommunications, sectional differences are irrelevant—or are they? It shocks library and information studies students today to realize that racial integration came only in the 1960s to many southern municipal public libraries; that several southern state library associations had their ALA Chapter status revoked until they agreed to integrate their state associations; that some southern library boards, city officials, and even academic administrators harbored explicit prejudice against blacks, Catholics, and Jews, not to mention librarians born north of the Mason-Dixon line; that librarians with even modestly progressive ideas abraded the conservative sensibilities of their communities.

In North Carolina where the Institute of Research in the Social Sciences at Chapel Hill was a national center of social science research in the 1920s and 1930s and where a far-sighted and integrated approach to library development earned it the title of the "bell cow" state, provincialism frequently raised its ugly head, as in 1923, when Elizabeth McCarrick, a Catholic library school student, was denied employment at the Olivia Raney Library in Raleigh because of her religion. On the other hand, North

Carolina claimed the nation's first library association for blacks (1934) and the first southern ALA president, Louis Round Wilson (1936). Even today one does not have to wander far from the door of any southern library to find prejudice alive and well. In 1985, for example, the Durham County Public Library became a center of controversy because of an exhibit of gay and lesbian materials mounted to celebrate the Stonewall riots.

Even more basic to a southern library history agenda is the need for studies of southern female library leaders, a need which other female-intensive professions have begun to recognize in their own ranks. A recent public television special on the history of nursing, "Sentimental Women Need Not Apply," used photographs, taped interviews with longtime veterans and historians, and film footage to paint a poignant picture of the paradox inherent in "semi-professions" dominated numerically by women but actually controlled by men. Perhaps the most moving message of the film was that nurses do not work for prestige and recognition, but for the patient; the gratitude of the patient is often their only "reward." The parallels with librarianship are obvious even if they are more difficult to define in the current climate of changing professional images, technological manifests, and recession.

Deny it as one may, librarianship is still perceived as a "women's profession," as if that fact alone accounted for its marginal status. Today one hears more about technology and add-on charges and less about the service component of the work, probably because service represents the "feminine" side of the profession. Few researchers have bothered to question the obvious relationship that must exist between societal gender role expectations and the choice of librarianship as a career. Why have men chosen library and information science for a career, and why haven't more southern men chosen librarianship? In other regions male librarians provided leadership from Melvil Dewey's time forward. While in the South, home of the United Daughters of the Confederacy, the ubiquitous women's club, and various social welfare associations like the Methodist Women's Home Mission Society, white and black female workers took the lead in teaching, organizing libraries, providing voluntary library service in rural areas, and formalizing libraries as cultural and educational centers in often primitive settings throughout the South. Moreover, many of them played an important role in bridging the gaps of ignorance, prejudice, and pork-barrel politics in an effort to equalize library opportunity. The names of more of these women deserve to be part of the canon known to future librarians.

Convincing fellow professionals of the color, vibrancy, and relevance of their own past is often more challenging than convincing the layperson.

Among North Carolina's female librarians, certainly the careers of Nellie Rowe Jones of the Greensboro Public Library, Annie Pierce of the Charlotte Public Library, Mollie Huston Lee of Shaw University, and Susan Grey Akers of the University of North Carolina at Chapel Hill provide eloquent testimony to the struggle to provide the rudiments of literacy and educational enrichment to southern communities. Jones was a fearless advocate of library services for blacks in the era of segregation. Like Annie Pierce, she headed one of North Carolina's three Rosenwald demonstration libraries which were funded from 1930 to 1935 by a grant from the Rosenwald Foundation to provide service separately but "equally" to blacks and whites. These events occurred during the Depression when, to many minds, library budgets were frivolous concerns compared to the more basic concerns of subsistence. Even more startling was the initiative of Mollie Lee. In 1934, with the encouragement of Marjorie Beale of the State Library Commission, she founded the North Carolina Negro Library Association in order to provide a forum of discussion for black librarians who were especially isolated in their work due to the barriers that segregation imposed on their freedom of professional association. Among North Carolina library educators, Susan Grey Akers deserves special mention for the double load she carried in serving as dean of the Chapel Hill program from 1932 to 1954 and heading the struggling library education program for blacks at North Carolina Central University from 1941 to 1946.

The relevance of a southern library history research agenda can be argued in the present age more convincingly than perhaps in any other and more in the interest of disseminating the professional past than in just preserving it. Demographic alarm has swept the educational world again, and projections of the the number of various racial, ethnic, and national "minorities" are mentioned in almost every speech, article, and press release concerned with the future. While the South may not have emerged totally into respectability in the post-civil rights era, it does seem to have fared better than other regions in racial relations; the Watts riots were not, after all, a southern phenomenon, although appearances are deceptive. A thorough grounding in the history of southern libraries and the use of historical case study clinics could provide better models of actual multicultural problems and perspectives than the current rhetoric affords.

More basic still are the issues raised by the present literacy crisis and the continuing debate over what should be included in the elementary, secondary, and college curricula. The South's ranking at the top of national illiteracy rates has been somewhat obscured by the recent popularity of titles such as *Cultural Literacy*, *The Closing of the American Mind*, and *Killing the Spirit* and in the seemingly endless argument over the efficacy of testing and educational output. The southern historical example as a worst case scenario provides a sobering backdrop against which the more heated of these discussions can be conducted. What has changed? Are we worse off, or better, than fifty years ago? Perhaps the most alarming feature of the Bush educational initiative was its ahistoricity; many southern librarians could have provided fuel for the literacy fire.

The characterization of the historical as a literary or "soft" methodology belies its true complexity. The scarcity of historical studies undertaken in doctoral programs may reflect the time, expense, background knowledge in various fields, and considerable writing skills required in order to create a significant, engaging, and original work as opposed to a mere commemoration of obscure people and events. Among southern library studies, the standard until recently was the 1958 work by Anders. In the past five years, however, spurred by the work of southern historians Anne Scott and George Tindall and library historian Edward G. Holley, Jr., I have made some inroads into the unexplored domain of southern female library leaders. Also, Robert S. Martin as a doctoral candidate at the University of North Carolina at Chapel Hill, produced a mammoth opus documenting the rise of Louis Round Wilson both as a national library leader and a university change agent. In a broader context, Plummer Alston Jones, Jr., has just completed an important dissertation on leaders in library service to immigrants which has much relevance to the current concern with constituencies. Of related interest is a forthcoming issue of *North Carolina Libraries* which will be concerned with state historical topics. Robert G. Anthony, Jr., will be the issue's guest editor. Although the workers are few, the soil is quite fertile.

It is only when the past is dramatically threatened, as it has been in the Persian Gulf, that the general populace becomes aware of history as more than mere artifacts and dull facts. Convincing fellow professionals of the color, vibrancy, and relevance of their own past is often more challenging than convincing the layperson. A study of past practice by no means should be limited to the exemplary. Conducted with objectivity, examination of historical documents can lead to disillusioning, shocking, and even infuriating conclusions. Historical discussions, however, removed as they are from the political atmosphere of current events, can provide a non-threatening, neutral forum for continuing dialogue on volatile and discomfiting social problems. In this sense, historical research in southern librarianship, obscure as it may first seem, provides the most cogent and pertinent first point of discussion of problems whose span is far from temporal and whose relevance is international.

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North Carolina Books

Robert G. Anthony, Jr., Compiler

The eastern North Carolina colloquialism, "Throwed away," when applied to an object, place, or individual, means respectively "unwanted," "abandoned," or just "plumb miserable." It is the latter, most poignant interpretation that Flowers evokes in what will undoubtedly stand for years to come as a definitive work on economic and social conditions in eastern North Carolina.

The product of over ten years of research, partially funded by a Ford Foundation grant, *Throwed Away* examines, with the critical eye of the insider, the collective failures of three major reforms occurring from the 1960s to the present: (1) the failure of mechanized agriculture to allow farm tenancy to remain a viable economic alternative; (2) the failure of factories and plants, springing up in throwed away fields, to provide good wages and job security for displaced farmers and hands; and (3) the failure of educational changes accompanying the integration and curricular restructuring of the public schools to reach poor underachievers.

Linda Flowers.

Throwed Away: Failures of Progress in Eastern North Carolina.

Knoxville: University of Tennessee Press, 1990. 241 pp. $24.95. ISBN 0-87049-639-5.

Flowers, the daughter and granddaughter of tenant farmers, documents the tragic reality that, despite attempt at reform, many eastern North Carolinians, both black and white, remain economically and educationally deprived—throwed away. She concludes that low wages, not unemployment per se, in the workplace and the arbitrary grouping of students by ability, rather than mainstreaming, in the public schools are determinative factors which perpetuate the cycle of poverty and underachievement.

Although Flowers focuses on eight eastern North Carolina counties (Sampson, Wayne, Johnston, Wilson, Nash, Edgecombe, Halifax, and her native Duplin) it becomes increasingly apparent that her findings may be applied equally to other areas of the Tar Heel coastal plain and, indeed, to many predominantly rural counties throughout the South. As professor of English at North Carolina Wesleyan College in Rocky Mount in Nash County, right in the heart of eastern North Carolina, Flowers was uniquely situated geographically to carry out her research. She interviewed tenant farmers and their offspring, students, teachers, and administrators, and offered them, in return, the opportunity to tell their stories in their own words, often unpolished, but always candid and vital.

Flowers's work rests not only on the opinions expressed by interviewees and on her own experience and observations, but also on statistical and analytical reports of municipal, state, and federal agencies. *Throwed Away* includes notes, bibliography, and index, which together provide access to sources cited and consulted. Despite the overall sense of pessimism she evokes, Flowers remains non-judgmental, never accusatory, throughout this most personal and sensitive study. She balances her pessimism with her firm belief that even throwed away eastern North Carolinians are apt to have inherited, albeit in differing proportions, that rare quality of the "farmer's cussedness, his equable and solid understanding of what counts and of who really matters." It is this very inheritance which has driven the daughters of tenant farmers against the odds to achieve and to succeed. Witness the cases of Leontyne Price of Laurel, Mississippi, and Linda Flowers of Faison, North Carolina.

Flowers's *Throwed Away* deserves a place on the shelves of every public library in the South and every academic library in the country.

— Plummer Alston Jones, Jr., Elon College.

Maurice Stanley.

The Legend of Nance Dude.

Winston-Salem: John F. Blair, 1991.
253 pp. $17.95. ISBN 0-89587-081-9.

What would motivate a grandmother to bury alive her two-year-old granddaughter on the side of a mountain? This question intrigued Maurice Stanley when he was growing up in Haywood County and first learned the story of Nance Dude from his mother. In his first novel, Stanley, who teaches at the University of North Carolina at Wilmington and Brunswick Community College and writes a regular column for the *Laurinburg Exchange*, takes the historical account of Nancy Ann Kerley's murder of her granddaughter in 1913 and explains how such a tragic event might have occurred.

The novel chronicles Kerley's life from roughly 1865 until her death in 1952 at the age of 104. Stanley presents a grim picture of the mountain poor at the turn of the century, a society in which the lot of women was particularly bleak. Love in such a situation was as short-lived and fragile as a wildwood flower. After a relatively happy childhood, Nancy Conrad married Howard Kerley, by whom she had a son. But she left him for the wild Dude Hannah, by whom she had a daughter.

Extreme poverty caused by the inability of the men in the story to provide for their families, as well as the degradation of the women, provides the background for the tragic death of little Roberta Ann Putnam. Unable to get a fair trial for the murder, Nance Dude pleads guilty to the lesser charge of second degree murder and, at the age of sixty-five, is sentenced to fifteen years of hard labor. She serves her sentence (hard labor is what she has been used to all of her life) and is released at the age of eighty. She returns to the mountains and lives there as a recluse until her death at 104. Afterwards, she becomes a legend used to threaten misbehaving children: "Nance Dude's gonna get ya!"

Stanley's spare prose heightens the impact of the story. His use of the folk song "Frail Wildwood Flower" and the ballad "The Three Little Babes" skillfully enriches the tale. The latter, sung on the eve of Nance's crime, recalls the heritage of poverty from England, where desperate parents sent children they could no longer care for away to "school" only to have them worked to death.

Fictionalized newspaper articles at the beginnings of chapters and photographs of the real Nance Dude and the crime scene heighten the novel's feel of reality. Stanley's postscript discussing his background sources completes the book, which has been published in a small, convenient size on acid-free paper. Highly recommended for academic, public, and high school libraries.

— Anne Bond Berkley, Durham County Public Library

Allen W. Trelease.

The North Carolina Railroad, 1849-1871, and the Modernization of North Carolina.

Chapel Hill: University of North Carolina Press, 1991.
486 pp. $37.50. ISBN 0-8078-1941-7.

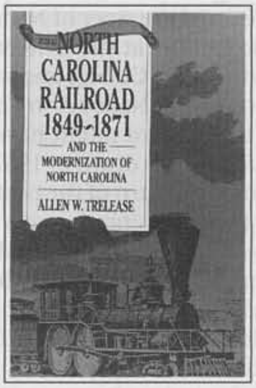
Constructed primarily with state funds, the 223-mile North Carolina Railroad was the state's longest railroad, largest business corporation, and leading source of revenue during its years of independent operation. Leased to the Richmond and Danville Railroad in 1871 and then the Southern Railway system in 1895, the NCRR still operates as part of the Norfolk Southern Corporation.

With *The North Carolina Railroad, 1849-1871, and the Modernization of North Carolina*, Allen W. Trelease, professor and chair of history at the University of North Carolina at Greensboro, offers a thorough examination of the organization, construction, and operation of the North Carolina Railroad (NCRR) during its independent years. With this publication, he provides the first extensive study of the NCRR since Cecil K. Brown's *A State Movement in Railroad Development: The Story of North Carolina's First Effort to Establish an East and West Trunk Line Railroad* (Chapel Hill: University of North Carolina Press, 1928).

Organizers conceived the NCRR to be a catalyst for modernization within the state. With its east-west route from Goldsboro to Charlotte via Raleigh and Greensboro, the railroad, they hoped, would divert business from ports in Virginia and South Carolina to those at Wilmington, New Bern, and Beaufort. In reality, the NCRR became an important north-south link through connections in Charlotte and Greensboro, especially during the Civil War when it served as a vital part of the supply line for the Army of Northern Virginia—not to mention as an escape route for Jefferson Davis and the Confederate cabinet near war's end.

The railroad also helped define the urban Piedmont Crescent. New cities attributed to the NCRR include Durham, High Point (so named for being the highest point on the line), and Burlington (née Company Shops), which began its history as the NCRR's repair shops and headquarters.

Trelease examines all aspects of the early NCRR: organization and construction; roadbed, rolling stock, and physical structures; management and finance; labor, especially the role of African-Americans, free and slave, in construction and operation; passenger and freight services, including development of through traffic with other railroads; and operations during the Civil War. The author supplements the narrative with maps, illustrations, and tables.



Trelease concludes with an assessment of the impact of the NCRR on the economic and social development of North Carolina, particularly the Piedmont Crescent. As he points out, Interstate 85 parallels the NCRR from Durham to Charlotte, with the state's major airports in Raleigh-Durham, the triad of Greensboro-Winston-Salem-High Point, and Charlotte. An extensive notes/bibliography section (ninety-seven pages) documents research in primary and secondary sources, including the records of the North Carolina Railroad Company, newspapers, railroad publications, scholarly and popular works about the NCRR and of American railroading, and studies on economic growth and development.

The North Carolina Railroad, 1849-1871, is highly recommended for academic and public libraries. Trelease has written the definitive history of the NCRR during its formative years. With the expiration of Norfolk Southern's lease in 1994, as well as the resurrection of passenger service between Charlotte and Raleigh, this publication proves timely.

— Randy Penninger, University of North Carolina at Charlotte

Sally Buckner.

Our Words, Our Ways: Reading and Writing in North Carolina.

Durham: Carolina Academic Press, 1991. 616 pp. $30.00. ISBN 0-89089-401-9.

From Sylva to Wilmington; from the early founding of America to the present; from the beginnings of the world in Indian mythology to its possible destruction, *Our Words, Our Ways: Reading and Writing in North Carolina* by Sally Buckner introduces young people to North Carolina's literary heritage. Designed to complement the state's eighth grade history curriculum by following the history of North Carolina through its poetry, legends, short stories, and book excerpts, *Our Words, Our Ways* is a classic example of careful content integration. Buckner has garnered selection after selection by North Carolina authors to illustrate and expand on the state's history, from Wilma Dykeman's story of the death of Dr. Elisha Mitchell on the mountain he loved, to John Ehle's description of the beginning of the Civil War battle at Chancellorsville, to Suzanne Britt's contemporary, contrasting definitions of "Beach People/Mountain People."

Compiling this textbook was yeoman's work. Defining North Carolina authors as either 1) people who "spent most of their early lives—the years which formed their attitudes, values and personalities—in this state," or 2) ones who "spent such a large part of their lives here that they can be said to have absorbed the North Carolina experience and/or to have contributed a great deal to the Tar Heel literary scene,"Buckner has gathered 116 literary selections which range from traditional to serendipitous. The White Doe legends of Virginia Dare and a tale of O. Henry are juxtaposed with poems about the polio summers of the 1950s and three memories of the death of Dr. Martin Luther King, Jr. Noted adult authors Thomas Wolfe, Clyde Edgerton, Gail Godwin, and Reynolds Price are included with YA (Young Adult) authors such as Suzanne Newton, Sue Ellen Bridgers, and Doris Betts and newspaper writers like Tom Wicker, Kays Gary, Jerry Bledsoe, and John Parris. Even David Brinkley and Andy Griffith merit selections! And if your favorite author is not found within the body of the text, he or she will be included in the short biography section, "A Showcase of Other North Carolina Writers."

While Buckner may be faulted for too few multicultural selections—topics by and about African-Americans make up approximately ten percent of the selections, and other ethnic groups are not singled out—overall this textbook does exactly what it intends. It introduces North Carolina students to "a broad cross section of human life as it is written about by authors in this state . . .writings which can in one way or another make your lives better." The pity is that this textbook was published a year too late to be considered for the 1991-96 literature adoption by the public schools textbook adoption committee. It offers the potential to do what North Carolina teachers and education leaders have sought so long to do: integrate the study of history and literature into a stimulating, relevant curriculum for young people which will not only encourage an appreciation and love of our North Carolina heritage, but also will help these teens understand their place in their communities, state, nation, and world.

— Frances Bryant Bradburn, East Carolina University

Rawley Pendergraft, Galax Tuttle, Zerle Kitcheloe, Virgil Rummelhart: these are but some of the extraordinary—yet quite ordinary—people you will meet in *The Rat Becomes Light*, a collection of fourteen tales by North Carolinian Donald Secreast. Set primarily in the foothills of the Appalachian Mountains, this is the most original collection of its kind since Breece D'J Pancake's similarly bizarre West Virginia mountain tales.

Donald Secreast.

The Rat Becomes Light.

New York: Harper & Row, 1990.
217 pp. $18.95. ISBN 0-06-016440-9.

In this his first work of fiction, Secreast proves a powerful stylist as he probes and explores the lives and psyches of various employees of the Chalfont Furniture Factory. This monstrous, throbbing hub of activity, virtually the heart and soul of the small community of Boehm, North Carolina (it exists on no map, yet you've passed it on every interstate in the country), serves the author well as a memorable setpiece. Always looming within sight and never silent, it stands as an indomitable and merciless lifeforce, placing food on every table—but capable of mangling unwary limbs.

That is not to say the book's overall tone is grim. There is plenty of humor and while it often goes beyond Flannery O'Connor or Carson McCullers in terms of grotesqueness, Secreast is ultimately sympathetic with these hard working, sad people—never condescending.

In luminous prose of utter clarity, Secreast welds the daily and the surreal into a seamless whole. A woman's determination to pursue a long-planned liaison in Myrtle Beach (this Promised Land by the sea recurs in occasional sidetrips) becomes horribly complicated when a deep, painful splinter is embedded in her palm. In another tale, one that is reminiscent of Gabriel Garcia Marquez's fever dreams, a pathetic, hounded worker forms an unholy alliance with a witch in order to exact revenge on his co-workers, with truly disastrous results. And in "Bently in Her Basement," which is an amazing horror story, a young woman experiencing marriage and motherhood for the first time is forced to comprehend the fact that she is slowly dying from her husband's callous obsession with spray painting old cars ("the fumes became so thick that eyelashes would stick together").

Yet, in spite of all this gloom, there is a strong current of redemption running through these tales—almost every one is a testament to perseverance and inner peace. Secreast has an uncanny feel for the sounds and textures of Appalachia, as well as the daily routines of its inhabitants. He's got about everything right, from the pineapple sandwiches packed up for a night at the triple-feature drive-in to a late night marathon of poker. Appropriate for fiction collections in public and academic libraries, *The Rat Becomes Light* is a weird and wonderful book.

— Sam Shapiro, Public Library of Charlotte and Mecklenburg County

"No eggnog but plenty of Yankee Shells."

This quote from the diary of Sgt. Kenneth R. Maddrey, 17th Regiment North Carolina Infantry, 24 December 1864, is an apt description of this definitive history of the battles in December 1864 and January 1865 that led to the fall of the sand and sod-built coastal fortification, Fort Fisher. The author has written five books, but with this one has found his place among Civil War historians. The struggle for Fort Fisher, which guarded Wilmington, North Carolina, the South's last surviving seaport, has been told here in a readable and interesting fashion.

Rod Gragg.

Confederate Goliath: The Battle of Fort Fisher.

New York: HarperCollins, 1991.
343 pp. $25.00. ISBN 0-06-16096-9.

This book is not only the story of the fort and its fall, but also that of commander Colonel William Lamb, whose entire military life was concerned with the building of the fort and its final defense. There are also character studies of generals William Chase Whiting and Braxton Bragg, and brief vignettes of admirals and generals, enlisted men and officers, soldiers and seamen. These interesting pen pictures place the individuals, both Yankee and Rebel, in their proper relationship to the battle. The reader is there on the parapets and with the soldiers and sailors during the struggle for the fort. The initial construction of Fort Fisher and the war-changed community of Wilmington and its importance to the Confederacy are also presented. The author has comprehensively covered his subject, and another monographic treatment of this struggle is unlikely for some time to come.

The epilogue gives the reader the rest of the story of the main participants and the fort. The appendix contains a list of the Union and Confederate forces engaged in the 13-15 January 1865 battle and a list of the U.S. Navy forces at both battles.

The author's extensive bibliography of books, manuscripts, theses, official records, articles, and newspapers contains all the relevant and current sources available. His lengthy and adequate chapter footnotes also show that his sources were not just consulted but were also used in a skillful manner. The book includes over fifty photographs of the fort and battle participants. There are also two maps and an adequate index.

This book should be in every North Carolina collection, and Civil War and military historians will certainly want this well-written and documented history for their shelves.

The brief quotation at the beginning of this review is the last entry of the reviewer's great-grandfather's diary. Mr. Gragg's excellent work brings to life once more those Yankee shells and tells the full story of the struggle they decided.

— John R. Woodard, Wake Forest University

Elizabeth Cox.

The Ragged Way People Fall Out of Love.

San Francisco: North Point Press, 1991.
203 pp. $18.95. ISBN 0-86547-446-X.

"They didn't yet realize the ragged way people fall out of love and how it is never completely done."

Early in this second novel by Duke creative writing teacher Elizabeth Cox, the stage is set for the playing out of a rite of passage all too common these days—the movement from traditional nuclear family through separation and divorce to a new configuration of disparate human beings.

We see this unraveling mostly through the eyes of wife/mother/artist Molly Hanner—or rather we experience it through her minutest thoughts, feelings, and sensations, for there is no minimalist detachment here. Cox takes great care to develop not only the wife/husband dynamic, but also Molly's unique relationship with each of her children: Joe, sixteen; Franci, twelve; and Lucas, seven. These children take up just as much psychic space in Molly's world as do adults. Much of the substance of that world consists of quotidian vignettes: Lucas licking baking bowls until his mother says, "Why, I won't even have to wash this, you've made it so clean"; Franci's birthday slumber party; Joe persuading his mother to keep him supplied with Doritos, then accusingly demanding why she doesn't "ever object to the kind of food we eat" like other parents.

And each child, in the midst of various other growing pains, has his/her own way of dealing with Dad's moving out. Joe alternates between bravado and a censure of his mother born of confusion and anger. Franci emerges from her budding adolescent self-preoccupation to question the new situation in a straightforward, matter-of-fact way: "Is it for *good*?. . .Did he leave for *good*? . . . Will we still live here? I mean, in this house?" Lucas's reaction reflects a seven-year-old's literal-mindedness: "He told her there was an Indian Guide meeting for fathers and sons and he didn't know what he would do now. He talked as though his father had died." These responses magnify the growing distance between Molly and husband Will like ever-widening ripples in a once tranquil pool.

The time of the novel is "the year of Halley's comet," a noted event which signals Molly's interest in the stars and in Ben McGinnis, her astronomy teacher. His persistent interest in her is both reassuring and unsettling, pushing her to face "the fevered delight she felt with [him]" as well as her "inexorable caution."

Meanwhile, Molly tentatively develops a new bond with her recently widowed father. He introduces into her life Louise and Sig Penry, whose mission of taking in abused and homeless children is in jeopardy from the threatened enforcement of laws that would close their "home" down. This unshakably determined couple, full of love and hope, along with a strange hermit-like man named Zack Belcher, draws Molly out into the broader world, the world of infinite variety and possibility and heartaches borne and survived.

Yet the events involving Zack and the Penrys, though they pull Molly beyond her insular family constellation, remain a little too peripheral, like parallel stories that only occasionally intersect. The true catalyzing event in the reweaving of the emotional fabric of the Hanners' lives is the disappearance and possible death of son Joe, a crisis that reconnects Molly and Will and brings the whole family closer in new ways. The resolution of this episode could have belly-flopped into melodrama in the hands of a less skilled writer, but Cox brings it off beautifully, an indication of her willingness and ability to take dramatic risks and emerge the stronger for it.

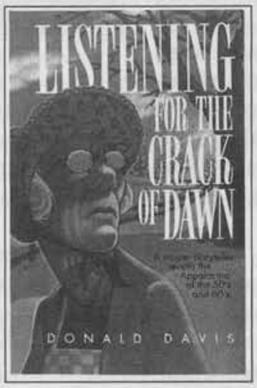
Though the story is set in a North Carolina mountain town, place does not exert the overriding influence it does in Lee Smith's or Fred Chappell's mountain novels. Nor does it have the down-home flavor of the works of Clyde Edgerton or Kaye Gibbons. But this is by no means a criticism. In fact, this novel, written in the language of our larger American culture, will appeal to readers looking for modern realistic fiction as well as to those who eagerly devour anything local in flavor and origin. *The Ragged Way* assures Elizabeth Cox a secure place in the current North Carolina literary renaissance.

— Jane Dyer, Chapel Hill Public Library

Donald Davis.

Listening for the Crack of Dawn.

Little Rock: August House, 1990. 220 pp. $17.95. ISBN 0-87483-153-9.



Professional storyteller Donald Davis has adapted several of his tales to the written word and added new ones to form a cohesive group of stories about small town life in the Appalachia of the 1950s and 1960s. Each of the tales centers on the same unnamed narrator, his immediate and extended family, and the sometimes eccentric inhabitants of Sulphur Springs, North Carolina.

In the title story, "Listening for the Crack of Dawn," the reader is introduced to the narrator's ancient great-aunt Laura, "a floater" who lived with the family in alternate months or until his mother decided it was time to "float" Aunt Laura to Aunt Hester's house for a visit. Aunt Laura was the "oldest living thing he had ever seen" and the first adult in his life who loved him no matter what he did. She had never married, not because she disliked men, but because she had "a prior commitment, a greater love. Aunt Laura was absolutely and totally in love with Dental Scotch Snuff, and if getting married meant that she had to give up dipping snuff. . . well, no man on the face of God's earth was worth that."

Aunt Laura is one of several eccentric yet captivating characters appearing in these stories. As the narrator comes of age, we become acquainted with tiny, bird-like Miss Daisy Boring, the fourth grade teacher who threw out the textbooks to take her class on a dazzling year of imaginary world travel—with students planning the trips; hiring the guides for their journey down the Amazon; sailing their ship across the equator, around Cape Horn, and across the Pacific; calculating distances, latitude and longitude—never realizing they were actually learning math, spelling, and reading skills along the way.

Then there was Daff-Knee Garlic whose "peculiar but interesting defect of birth" allowed him to run as fast backward as he did forward; and "Long-lip" Medford, the rural mail carrier who could talk you to death; and Hoxie Gaddy who sold motor oil, sewing machine needles, candy, and soft drinks, which he called "dopes," from his Store-on-Wheels.

Among the more conventional characters is Carrie Boyd, the narrator's tormentor in first grade, and his date to the Christmas dance their senior year of high school; and Red McElroy, his accomplice in loading "bird missile" balloons with yellow and green baby food to be thrown at passing cars.

Davis has managed to evoke a sense of the depth of personal connections, the strong intergenerational ties, and the mischievous innocence so much a part of small town life in that era. With the current nostalgia for all that belongs to the 1950s and 1960s, this book should appeal to adults who remember those days and to younger readers who seek a more personal understanding of the period.

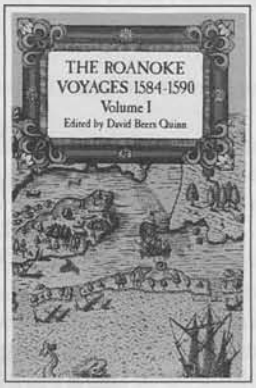
— Katherine R. Cagle, Reynolds High School, Winston-Salem

Other Publications of Interest

Royal governor from 1765 to 1771, victor over the Regulators at the Battle of Alamance, and builder of the elaborate Governor's Palace at New Bern that today bears his name, William Tryon played a critical, if relatively brief, role in the history of colonial North Carolina. In ***William Tryon and the Course of Empire: A Life in British Imperial Service***, Paul David Nelson offers a scholarly examination not only of Tryon's North Carolina tenure but also his later service as royal governor of New York, major general in the British army during the Revolutionary War, and post-war friend to Americans who had remained loyal to the Crown. Nelson depicts Tryon as an able administrator confronted by the collapse of royal authority in America, "a pawn of forces entirely beyond his control." (1990; University of North Carolina Press, P.O. Box 2288, Chapel Hill, N.C. 27515-2288; 250 pp; $24.95; ISBN 0-8078-1917-4.)

Before Freedom: 48 Oral Histories of Former North and South Carolina Slaves, edited by Belinda Hurmence, combines in a single inexpensive paperback edition, *Before Freedom, When I Can Just Remember: Twenty-Seven Oral Histories of Former South Carolina Slaves* (Winston-Salem: John F. Blair, 1989) and *My Folks Don't Want Me to Talk about Slavery: Twenty-One Oral Histories of Former North Carolina Slaves* (Winston-Salem: John F. Blair, 1984). [For a full review of the latter, see *North Carolina Libraries* 43 (1985): 56.] Hurmence selected the oral histories included from the massive collection of interviews conducted in the 1930s with former slaves by the Federal Writers' Project. (1990; Penguin, 375 Hudson Street, New York, NY 10014-3657; 201 pp; $4.95; ISBN 0-451-62781-4; paper.)

In ***Ham Jones, Ante-Bellum Southern Humorist: An Anthology***, editors Willene Hendrick and George Hendrick have collected writings by one of North Carolina's most significant authors of the picturesque local-color humor popular in the South of the first half of the nineteenth century. A journalist and lawyer, as well as writer, Jones was reared in Stokes County and settled as an adult in Salisbury. In his humor, he depicted the people and events he encountered in his legal and newspaper careers, especially the lives of poor whites. His stories were widely printed and repeated orally in his day. The editors of the current anthology hope their compilation will introduce him to a new generation. (1990; Archon Books/Shoe String Press, P.O. Box 4327, Hamden, CT 06514; 137 pp.; $23.50; ISBN 0-208-02272-4.)



Between 1584 and 1590, Sir Walter Raleigh promoted a series of exploratory voyages to North America. Although centered on Roanoke Island in present-day North Carolina, these explorations took Englishmen to a number of places in the Caribbean and along the Atlantic coast of the continent. Reprinted recently in an inexpensive two-volume paperback edition, ***The Roanoke Voyages, 1584-1590: Documents to Illustrate the English Voyages to North America Under the Patent Granted to Walter Raleigh in 1584*** gathers the contemporary documents generated in the planning, executing, and reporting of those explorations. These documents, edited by David Beers Quinn, vividly illustrate the fascination and excitement the New World held for Europeans. Included are letters patent, signet letters, abstracts from parliamentary proceedings, commissions, other government documents, extracts from published accounts by explorers, maps, and various miscellaneous items that make this an indispensable collection of primary source material on the early European exploration of America. (1991; Dover Publications, 31 East 2nd Street, Mineola, N.Y. 11501; 1,004 pp.; 2 vols.@ $14.95 each; ISBN 0-486-26512-9 and 0-486-26513-7; paper.)

The dustjacket blurb for the latest volume ***(Volume 4, L-O)*** in the ***Dictionary of North Carolina Biography*** series does not exaggerate. This truly is "the most comprehensive state project of its kind" and, as reference librarians throughout North Carolina can attest, an invaluable source for information on notable Tar Heels. The 592 entries in volume 4, like those in the earlier volumes, provide brief sketches of deceased individuals who contributed significantly to the history and heritage of North Carolina. (1991; University of North Carolina Press, P.O. Box 2288, Chapel Hill, N.C. 27515-2288; 415 pp.; $49.95; ISBN 0-8078-1918-2.)

North Carolina's treacherous coastal waters have claimed many a ship as victim, earning the area the sobering nickname "graveyard of the Atlantic." In ***Guide to Shipwreck Diving: North Carolina***, Rob Farb offers useful information to individuals seeking a first-hand look at the remains of ill-fated ships off the Tar Heel coast. Included are thorough descriptions of twenty-five of "the best sunken vessels awaiting the adventurous diver in North Carolina waters"; photographs of shipwrecks, divers, relics, and marine life; state and federal laws regulating diving and underwater archaeology; tips for underwater photography; and other instruction to the would-be diver. (1990; Pices Books/Gulf Publishing Company, P.O. Box 2608, Houston, TX 77252-2608; 120 pp.; $15.95; ISBN 1-55992-030-0; paper.)

Down Home Press has recently published a paperback edition of ***A Passionate Preference: The Story of the North Carolina School of the Arts***, by Leslie Banner. [For a full review, see *North Carolina Libraries* 45 (1987): 156-57.] (1991; Down Home Press, P.O. Box 4126, Asheboro, N.C. 27204; 438 pp.; $14.95; ISBN 1-878086-01-4; paper.)

The April 1991 issue (Vol. 68, No. 2) of the ***North Carolina Historical Review*** includes "North Carolina Bibliography, 1989-1990." This bibliography of approximately five hundred entries is the latest in an annual series that lists books about North Carolina subjects or by or about North Carolinians, natives or current residents. The *Review* is a quarterly publication of the North Carolina Division of Archives and History. (Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, N.C. 27601-2807.)

North Carolina Library Association

Minutes of the Executive Board

February 15,1991

The North Carolina Library Association Executive Board met Friday, February 15, 1991, on the High Point campus of Guilford Technical Community College. The meeting had been postponed from January 25 because of inclement weather. The meeting was called to order at 10:00 a.m. by President Barbara Baker, who recognized guests and introduced Martha Davis, of the Guilford Tech Library, who introduced Mr. Rob Everette, Director of the High Point campus. Mr. Everette welcomed the Committee to the college and gave a brief history of the development of the High Point campus.

Board members present were: Janet Freeman, Michael LaCroix, Amanda Bible, David Harrington, Ann Thigpen, David Gleim, Nancy Bates, Nancy Ray, Barbara Anderson (for Johannah Sherrer), Susan Janney, Karen Purcell, Steve Sumerford, Pat Siegfried, Pam Jaskot, Laura Benson, Sylvia Sprinkle-Hamlin, Pat Langelier, David Fergusson, Cathy Van Hoy, Nancy Fogarty, Martha Ransley, Renee' Stiff, Doris Anne Bradley, Mae Tucker, Jane Moore, State Library representative, Martha Fonville, Administrative Assistant, and Gail Buckrham, guest.

Minutes of the October 19, 1991 meeting were corrected as follows: paragraph 11 - "requested that committees (delete), and (insert) all program planners get information about programs. . .", and change "Martha Fonville" to "Martha Ransley moved that the motion . . ." Janet Freemen moved that the minutes be approved as amended. Seconded by Pat Langelier, the motion carried.

Treasurer Michael LaCroix presented an annual and quarterly report. The balance, as of 12/31/90, was $237,484.36 and includes a checking account balance of $4,674.88, all CD's/savings accounts in the General Fund, Scholarship Funds, McLendon Loan Fund, Ray Moore Fund, NCASL Funds, NCLA Conference Grants, and the NC Humanities Grant. Disbursements for the quarter ending 12/31/90 were $37,664.98. Martha Ransley moved that the report be accepted. Seconded by Nancy Bates, the motion carried.

Doris Anne Bradley acknowledged members of the Constitution, Codes and Handbook Revision Committee, distributed the newly revised looseleaf HANDBOOK OF THE NORTH CAROLINA LIBRARY ASSOCIATION and explained the different sections. Two replacement pages, "NCLA Bulk Mail" and "Request for Reimbursement of Travel Expenses" were also distributed.

Janet Freeman, Conference Committee Chair, presented a recommended schedule of rates for the November 12-15, 1991 Biennial Conference to be held in High Point. Registration rates increased $5.00 over the 1989 conference, but there was no change in the cost for exhibit space. Preregistration for the full conference will be $40-members, $55-nonmembers; one day rates will be $30/$40 and $20 for students. At-conference registration for the full conference will be $50/$70 and one day rates will be $30/$40. Exhibit space rates before May 1 will be $300 for one booth and $200 each additional booth. Rates increase $50 for each after May 1. A question was asked about the need for shuttle buses and adequate meeting rooms. The committee report was approved as presented.

Doris Anne Bradley, Constitution, Codes, and Handbook Committee Chair, presented a committee report recommending changes/additions to the Constitution which are: Article VI. Section 1. Executive Board. The Administrative Assistant shall serve as a nonvoting ex officio member. Section 7. [new] The Executive Board shall have the authority to appoint an administrative assistant and to determine the responsibilities and remuneration of the position. (Renumber existing sections 7, 8, and 9 as 8, 9, 10.) Article VII. Finances. Section 7. [new] There shall be an annual audit of all accounts. Article II. Duties of Officers. Section 1. Treasurer. Insert after fourth sentence ending with Association, "He shall contract annually for an audit of all accounts." The Committee moved that the amendments be endorsed by the Executive Board for presentation to the membership at the biennial meeting. Motion carried.

Martha Ransley asked if efforts were made to make the Constitution gender-free. Mae Tucker, a member of the Committee, stated that it was decided to consistently use the traditional terms of Chairman and the pronoun, he, because in this context they are considered generic, not masculine.

Nancy Fogarty, Chair Finance Committee, reminded section chairmen that March 1 is the deadline for submitting project grant applications for up to $1,500 for conference programs. Sections were also reminded of the $500 automatic grant for conference programs only, but a letter requesting this grant is also due by March 1. Sections can combine funds and jointly sponsor a program that is more costly.

Dave Fergusson, Chair Governmental Relations, announced National Legislative Day on April 16 during National Library Week, distributed a memorandum about plans for the day, which will follow the small group visiting a specific legislator at a specific time format that was successfully used in 1990. Registration forms are due March 8. Registration will be paid by NCLA. He also reminded the Board of State Legislative Day on February 20, which will be a pig pickin' luncheon at the State Library followed by visits to legislators. The Public Library Section of NCLA is one of the sponsors.

Steve Sumerford, Literacy Chair, reported three areas of emphasis for the Committee: 1. Partnering with UNC-G Library School to offer a credit course/conference, "Libraries & Literacy: Entering a New Era," to be held June 20-21 with a speaker from the Baltimore literacy program. 2. Walter Anderson, editor of PARADE magazine, will be the conference speaker. 3. Plans are being made to update the LITERACY PROVIDERS DIRECTORY. The NC literacy program, "Community of Readers," was selected for one of the "Thousand Points of Light" awards and also received an award at SELA in Nashville in December.

Sylvia Sprinkle-Hamlin, Membership Chair, reported that the Committee met January 18 to plan for the biennial conference. Nomination forms for the NCLA Distinguished Service Award, Honorary and Life Members Awards should be received by June 14. The awards are being promoted through NORTH

CAROLINA LIBRARIES, "Tar Heel Libraries," and a mailing to accompany the election ballots. Membership brochures have been revised and as of January 16, there were 2,577 members; 2,527 individual and 50 institutional.

Technology & Trends Chair, Ed Shearin, sent a report stating that the committee has planned a preconference, "Navigating Through Networks," with speakers George Bratt, UNC Educational Computing Service, Howard McGinn, State Librarian, and others not yet confirmed.

Gene Lanier, Intellectual Freedom Chair, sent a report listing action since October 18. Complaints have been filed against the following books: THE MAMMOTH HUNTERS by Jean Auel at Lee County Library; THE UPSTAIRS ROOM by Joanna Ries at Durham County Schools; BRIDGE TO TERABITHIA by Katherine Paterson, THE BOY WHO REVERSED HIMSELF, STRANGER WITH MY FACE, THE THIRD EYE, and, A WRINKLE IN TIME, Burlington City Schools because of their "new age" content. The Chair has had several interviews, assisted with intellectual freedom questions, spoke on "Confidentiality of Library User Records" at SELA, and has confirmed presentations in Virginia, Kentucky, and Louisiana in February and March.

Frances Bradburn, NORTH CAROLINA LIBRARIES Editor, sent a report because of a conflicting editorial board meeting. The winter 1990 issue, "Supporting the Support Staff" was mailed January 31. Suzanne Wise and Belinda Daniels replace Ilene Nelson and Euthena Newman on the editorial board. The redesigned NORTH CAROLINA LIBRARIES will be unveiled with the Spring 1991 issue, "Law and the Library." An NCLA grant helped defray the redesign costs. NORTH CAROLINA LIBRARIES is looking for unique black-and-white photographs of libraries which depict summer, fall or winter. Negatives would be helpful. The editorial board annual retreat was held in November. Major changes adopted will be the submission of all manuscripts on computer disk and meeting with guest editors and writers one year before actual publication deadline. The editor was appointed to the executive board of the Chapter Editors Subcommittee of the Chapter Relations Committee of ALA. This subcommittee is composed of state association journal and newsletter editors from across the country. Themes and editors have been selected for issues through Winter 1993. The list is published in NCL.

Nancy Bates presented a request from Phil Barton, who is the guest editor of the Fall 1991 issue, "Library Buildings." He would like photographs which would exemplify adaptive reuse of buildings, unique/innovative exterior designs and interior designs, focus on furniture, shelving and display, specialized areas, renovations/expansions, libraries designed to fit the environment, light and space, function versus beauty, and libraries as "inviting places." He especially needs examples of college/university and public school libraries.

Pat Siegfried, Children's Services Section reported that their Board met Nov. 30 and approved a winter issue of *Chapbook* for a January mailing. Instead of printing a special issue for the conference, current and previous issues will be distributed. Cal Shepard and Satia Orange are co-editors of the Summer 1993 issue of NCL. They are soliciting serious and humorous articles from children's librarians. For the biennial conference, plans are being made for a booktalking session on Friday afternoon in addition to the author breakfast and the Thursday night reception, which will be held at the Theatre Gallery.

An LSCA grant was received for the "Changing Needs...Changing Behaviors Conference, Part II," to be held May 6-7 at the Episcopal Diocese's camp and Conference Center at Brown's Summit near Greensboro. The main speakers will be Julie Cummins, Director of Children's Services for New York Public Library and Pat Feehan, University of South Carolina, School of Library and Information Science.

Martha Ransley, College/University Section Chair, reported that Barbara Ford, President of ACRL will be the speaker for their conference program. She will be addressing the topic of "Information Literacy." Responders to the speech have not been confirmed. The Bibliographic Instruction Interest Group is sponsoring two workshops, "Instructional Design for Bibliographic Instruction" on Feb. 22 at Meredith College and on March 1 at Salem College. The Section's Executive Board will be meeting Feb. 18 to complete plans for a spring workshop, "Creative Learning Designs for Librarians and Library Users", to be held April 26 at Elon College.

Susan Janney, Chair of Community/Junior College Section, distributed copies of the section's first newsletter and announced that their conference programs would be readings and music featuring Steve Smith, poet and musician, and Bland Simpson of the Red Clay Ramblers accompanied by Alice Wilkins on banjo.

Arlene Hanerfeld, new Documents Section Chair, sent a report presented by President Baker. The Section's fall workshop "Technical Literature Collections in NC: Awareness and Access," was held at McKimmon Center in Raleigh on Nov. 9, with approximately 40 people attending. Speakers were: Sandra Rigby, National Technical Information Service; Tony Pollard, NC Science and Technology Research Center and Documents librarians, Dawn Hubbs, UNC-Charlotte and Lisa Abbott, NCSU. New officers for the section are Arlene Hanerfeld, chair; Araby Greene, vice- chair/chair-elect; Linda Frank, Secretary/Treasurer.

The Section is preparing a packet of information pertaining to preservation of library materials to be supplied to each federal depository in NC by next fall. The packet consists of materials prepared by the Rare Books and Manuscripts Division of ACRL, copies of presentations presented at a preservation workshop, a bibliography of sources on preservation and a list of organizations and people who specialize in preservation. The Executive Board met Jan. 25 to make plans for a spring workshop, "GPO CD-ROMS," to be held in Chapel Hill on May 10, and to plan a biennial conference program. This will be a panel discussion on the impact of the GPO's distribution of electronic products.

Nancy Ray, Library Administration and Management Chair, reported two meetings had been held on Nov. 28 and Jan. 30, to plan a spring workshop and a biennial conference program on May 3, "On the Ropes, An Outdoor Adventure in Group Interaction, Self- discovery and Confidence," will be conducted by a trained facilitator from the Alamance County Recreation and Parks Department in a wooded area south of Graham. Registration is limited to 16 people. The section will be co-sponsoring with Barbara Baker two leadership training program meetings at the biennial conference. The second issue of the newsletter, On the LAM(S) will soon be out. The Executive Committee will meet again March 5, at UNC-Greensboro.

Laura Benson reported that she and Martha Davis attended the AASL Affiliate Assembly at ALA Mid-winter and reported for NC on the progress of the WHCLIS Governor's Conference. The NCASL winter board meeting will be held Feb. 21 at the Sheraton Imperial in Research Triangle Park where guidelines for the children's book award will be finalized and planning for the biennial conference will continue. Biennial elections will be held in March.

Nancy Bates, Public Library Section chair, stated the Planning Concil had met Nov. 2 at the Gaston County Library and on Feb. 8 at the Charlotte/Mecklenburg County Library. Reporting on the Nov. 2 meeting, the Adult Services Committee has planned the third annual Bookmobile Conference in

Greensboro in the spring and is planning a workshop on services for the older adult to be held in March or April. The Audiovisual Committee reported excellent response to the Video Repair Workshops held in Asheville and Fayetteville with almost 50 counties being represented. The Committee plans to mail its Audio-Visual Services Directory in December or January. The Development committee will distribute the 1989-91 NC Public Library Development Award guidelines by January with a deadline of August 15 for nominations. The Genealogy and Local History committee is gathering data which will be compiled and serve as a guide to local history and genealogy collections statewide. The committee is also planning a workshop on local history collection development policies and practices for the fall conference. The Governmental Relations Committee will assist with the biennial Library Legislative Day on Feb. 20. A "pig-pickin'" sponsored by the Public Library Section, Public Library Directors Association and the Public Library Trustees will be held at noon at the State Library. The Public Relations Committee has planned a workshop, "PR101: Basic Tips and Techniques," to be held in Fayetteville on Nov. 29-30. The Young Adult Committee has redesigned the format of its *Grassroots* and the third issue will be mailed in Dec. Both Public Relations and Young Adult Committees received NCLA project grants. The chair also announced that author Jerry Bledsoe would be the speaker for the Public Library Section biennial conference program on Friday morning.

Barbara Anderson reporting for Johannah Sherrer, Reference and Adult Services Chair, announced that the "Reference Trainer Training" workshop would be held Aug. 14-16 at the Quail Roost Conference Center in Chapel Hill. This program for improving reference performance and accuracy is based on the Maryland Model and reinforces skills of personal interaction, not knowledge of reference content.

Herb White of Indiana University and Charles Martel of the University of California-Sacramento will be speaking on "The Human Connection in Service" for the Section's biennial conference program. A tentative speaker will be a Federal Express executive speaking on their service mission.

David Gleim, Resources and Technical Services Chair, announced that the Oct. 25-26 conference on "Menu-driven Libraries" held at the Durham Hilton was quite successful with 107 attending and CD-ROM exhibits by six vendors. Georgianna Francis, Asheville- Buncombe Public Library, was asked to complete Helen Reed's term as Secretary-Treasurer since Ms. Francis has accepted a position at Colorado State. The committee met Feb. 8 at Fayetteville State to plan for the biennial conference program. Tentative plans include updating and distributing the NC Cataloging Network, a directory of NC catalogers and their specialities, a program panel of NC librarians discussing switching from old to new generation online catalogs, the breakfast business meeting with election of officers and presenting awards for the best article in NC Libraries, significant contribution and student awards, a program with a representative from OCLC and a panel of NC librarians discussing the impact on OCLC and local catalogs of LC member copy cataloging and cataloging from foreign national libraries, a panel of NC librarians discussing collection development and cataloging policies for remote access online journals and databases with possible emphasis on the statistical data base service, Log into NC (LINC), and table talks on PRISM/Passport tips and traps and Life without an OPAC.

Katherine Mahood, from Rowan County, reporting for Melanie Collins, New Members Round Table Chair, presented the plans for their biennial program, "A Day in the Life of—," which will feature a library director and a head of technical services. This would give new professionals a detailed look at position responsibilities other than reference.

Janet Freeman stated that the Conference Committee has asked the New Members Round Table to assume the responsibility for the conference scholarships awarded to two students from each NC library school. These students will receive room and conference registration and will be expected to help with the conference.

Ann Thigpen, Paraprofessional Association Chair, reported they are putting together a workshop planned for the summer, "Self- esteem for the Paraprofessional." Plans for the biennial conference program are still tentative, but a new slate of officers has been selected. Marilyn Meadows, vice-chair, attended ALA Midwinter and learned that the MIG Membership Initiation Group was studying the paraprofessional group to determine if they can become an ALA round table. Marilyn Meadows was featured in *Library Mosaics*, a publication for library support staff. ALA has been referring people who want to form a paraprofessional association to the NC group for guidance. Virginia has organized and Florida is in the planning stages. The association will be presenting a poster session at ALA in Atlanta.

Reneé Stiff, REMCO Chair, reported an attendance of about 37 for the fall workshop, "Communication and Conflict Resolution," held in Winston-Salem, and 21 were not members. The fall issue of the newsletter was mailed in December. Kaycee Hale of the Fashion Design Institute of Merchandising in California, will be the speaker for the biennial conference program. She was featured in a Jan. 1991 *Library Journal* article. REMCO will be presenting their second biennial award to a Road Builder. The Board will be meeting April 17 in Charlotte.

There was no report from the Round Table on Special Collections, but a workshop on Developing Local History Collections is being planned.

Karen Seawell Purcell, Roundtable on the Status of Women in Librarianship Chair, reported an executive committee meeting in January to continue planning the biennial conference program. Author Jill McCorkle, will be speaking and will have an autographing session as well as attend the reception at the Theatre Gallery which is cosponsored by the Children's Section. There will be no summer workshop because of tight budgets.

Patricia Langelier, ALA Councilor, presented a lengthy, detailed report on the midwinter conference held in Chicago, Jan. 12-16. Items that she highlighted were the ALA Chapters booth where any chapter can display items created by libraries, the association or a unit within the association, the opportunity to submit a tribute or a memorial to an ALA member who has died since the last conference (Bill Robert's 106 year old grandmother was honored), the opportunity to nominate someone for an ALA honorary membership (Robert Frase was given one for his work on the permanent paper bill), the offer of ALA leadership to visit and speak at state association meetings, the President's commendation of actress Glenn Close in recognition of her support of ALA and literacy, the National Reference Service available from the Library of Congress (202/607-5522), the establishment of the ALA Video Round Table, and an announcement at a chapter caucus meeting that the Colorado Library Association provides a $500 scholarship to a rural library director to attend the ALA Annual Conference.

The last item was discussed and President Baker will refer it to the Scholarship Committee for a proposal.

Dave Fergusson, SELA Representative, reported the conference was very successful with some outstanding programs. The award Greensboro received was included in the program. SELA will meet jointly with the Louisiana Library Association in New Orleans March 17-21, 1992. The 1994 meeting will be in Charlotte. President Baker commented that even though NCLA would not be an official sponsor, for sections planning fall meetings, it might be nice to schedule them in conjunction with the SELA Conference.

Pam Jaskot, Public Relations Chair, announced that Night of a Thousand Stars during NLW is being promoted again this year. They plan to compile evaluations of programs for an article for *NCL*.

President Baker reported the result of the mail ballot regarding NCLA support of the continental breakfast for the Governor's Conference was to contribute $500, which was done. Support was requested from NCLA because state funding had been reduced.

Jane Moore presented a report from the State Library. The budget situation is serious. Even though the State Library is included in the Governor's budget proposal for the same level of funding as in 90-91 (10.9 million), the current book budget was reduced $22,000, three positions have been lost, travel is extremely limited and only with federal funds, and $205,500 in State Aid has been earmarked to be cut from the 4th quarter allotment. If this reduction is made, it could affect the maintenance of effort for LSCA funds, which would require repayment of $1.9 million.

Tyrrell County has begun a joint trial project, (Nurse on a BKM) with Pettigrew Regional Library System/ECU Nursing School and the State Library. A nurse rides the bookmobile 3 days a week to do health care screenings and provide information on prenatal and infant care. The bookmobile schedule is revised to include church stops and evening stops.

The State Library has joined the Library and Information Science Long Distance Education Consortium to aid in developing satellite library science courses which could be offered in areas not close to library schools. NC Central University and UNC-G have also joined the consortium, which was begun by the University of South Carolina.

Interlibrary Loan training workshops, 10 libraries per class, are being offered beginning March 14. First sessions are being offered to community colleges, then to new members of NCIN, then to other members.

State Library staff attended the NCLIS Anniversary Reception at the Library of Congress on Jan. 23. Mrs. Bush presented the Atlantic Coast Conference Commissioner, Gene Corrigan the NCLIS award for the PSA videos promoting libraries. CBS has asked for permission to use the videos.

Dates to remember are April 6, annual meeting of the Friends of NC Public Libraries; April 25, open house for the Library for the Blind and Physically Handicapped; and May 16-17,the annual trustee conference.

While discussing the condition of the state budget, Nancy Bates moved that the Executive Board draft a resolution or letter stating the value of libraries to the educational process in NC, to be sent to the office of Budget and Management and to each legislator. Emphasis should be given to the crucial role state funds have for public libraries and their service to school and literacy programs. Loss of additional state aid will jeopardize federal funds, resulting in the repayment of over $1 million-plus interest to the US Department of Education. Seconded by Laura Benson, the motion carried. President Baker will do this next week.

Martha Fonville, Administrative Assistant, reported that 1, 263 memberships expired Dec. 31, first notices were sent in January, second notices will be sent in March and those who have not renewed by April 1, will be dropped. Letters were sent to 18 McLendon Loan recipients regarding payment with the follwing responses: 3 sent checks to pay loan; 4 said they had paid, but do not have cancelled check; 2 sent copies of cancelled check; 1 to graduate later-loan not due; 1 returned, no forwarding address; 7 no response, letter not returned. The NCLA brochure has been revised and reprinted with the State Library address and courier number, 52-31-33. A revised bulk mail form reflecting the increase in postage and a revised travel reimbursement form reflecting the increase to 27.5 cents per mile were distributed to insert in the NCLA Handbook. A list of current membership by type, section and round table was distributed. As of Feb. 11, there were 2,589 members.

President Baker reported that she had attended ALA Midwinter and emphasized the importance of attending the Chapter Relations Committee meetings. Other meetings attended were SELA, where Lee Smith, a NC author, was selected for the Author Award; the State Library Commission meeting and the Governor's Conference, where she was elected a delegate to the White House Conference. Eric Childress, from Elon College, had inquired about the possibility of a bus to ALA in Atlanta. A straw vote indicated no interest. The date of the next meeting was changed and April 30th was selected. It was decided to hold the meeting in a central location because of tight travel budgets, so Durham Tech. was selected. Doris Anne Bradley paid tribute to the outstanding contributions Mae Tucker and Richard Barker have made to her committee and to the Association.

Meeting adjourned at 12:30 p.m.

— Amanda Bible, Secretary

North Carolina Library Association 1989-1991 Executive Board

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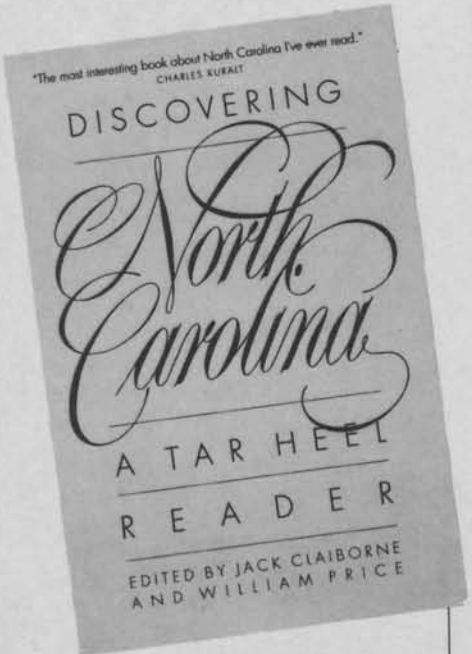

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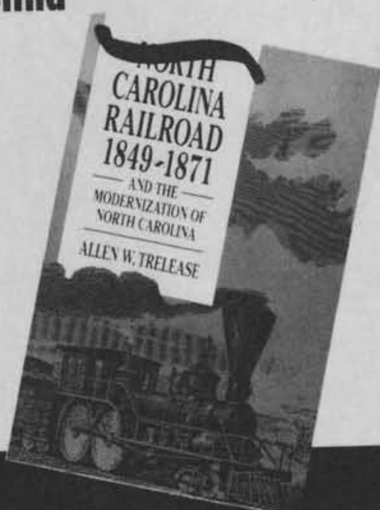

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Winter 1993	Conference Issue

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.

North Carolina Libraries *is looking for seasonal photographs of library buildings across the state. If you have a black and white photograph of your library that particularly portrays the building during summer, fall, winter, or spring, please send a copy to* North Carolina Libraries, *Frances B. Bradburn, Joyner Library, East Carolina University, Greenville, NC 27858-4353.*