

50th

BIENNIAL CONFERENCE

Celebrate Libraries

NORTH CAROLINA LIBRARY ASSOCIATION BIENNIAL CONFERENCE
WINSTON-SALEM, NORTH CAROLINA, OCTOBER 19-22, 1993

Don't Go Buy the Book: Collection Development Methods That Work"

— Pre-Conference, Tuesday, October 19 —

"Don't Go Buy the Book: Collection Development Methods That Work" was one of three first-time pre-conference programs at NCLA. Organized by North Carolina Central University's School of Library and Information Sciences Continuing Education Program, the program focused on collection development issues during a period of shrinking financial resources and expanding technological possibilities. Mae Rodney of Winston-Salem State University spoke about the problems small colleges and universities face in trying to build a collection to meet the needs of an institution. In her talk Rodney suggested ways of dealing with faculty demands and meeting curriculum needs while budgets for materials shrink.

Daniel Horne of the New Hanover County Public Library followed with an excellent discussion of NHCPL's collection redevelopment project. Mr. Horne gave participants a step-by-step method for assessing the strengths and weaknesses of their collections and showed them how to use this method to rehabilitate a collection decimated by use.

Patricia Dominguez of the University of North Carolina at Chapel Hill concluded the presentations with a timely and necessary "wake-up call." Dominguez focused on new technological trends in publishing that will make cooperative collection development a critical part of future collection building in all libraries.

All presenters' comments sparked numerous questions, with Dominguez's remarks prompting Teresa McManus of Pembroke State to ask what, if any, impact all this will have on the North Carolina Information Network and what, if anything, can be done to make certain that NCIN meets the needs of libraries. By all accounts the pre-conference on collection development was a big success.

— Harry Tuchmayer



Pictured Above:
What a Shot! Conference photographer Mike Cunningham captures the very moment that Gwen Jackson and Janet Freeman cut the ribbon to mark the official opening of the conference exhibits.



UNC-CH Library School Dean Barbara Moran found much to talk about with colleagues throughout the three-day conference.

Integrating Active Learning Techniques into the One-Hour Bibliographic Instruction Session

College and University Section

"Active learning" has become a buzzword as one of the seven principles for improving undergraduate education, according to Trish Ridgeway, Library Director of the Handley Library in Winchester, Va. She discussed active learning techniques in general and then guided her audience through small-group discussions in applying some techniques to BI sessions. In her presentation itself, she applied the techniques: brainstorming (to encourage audience participation); individual task work (to encourage individuals to focus on their ideas); "buzz groups" (to bring participants together in groups of 2-3 to review their ideas); small groups (to gather groups of 4-6 to work on refining their ideas); and discussion by the whole class.

Ridgeway also enumerated several ideas that apply to active learning. The instructor should consider the percent of class time that the students are engaged in active learning rather than listening to the instructor lecture. In view of the amount of time that active learning techniques can consume, the instructor may have

to pare down the objectives: "everything takes longer than you think," she said. A recent trend is to allot more time to electronic sources than to the traditional print sources. The goal of the instructor should be to develop critical thinking; the lecture is the lowest level of active learning. "Learning is the responsibility of the learner; we are the facilitators, providing information for students to take and make it their own."

Ridgeway said that active learning techniques, in which the class period is divided into segments for various purposes involving the students, are well-suited to today's video-oriented generation with short attention spans. She also said that teachers who are developing active learning techniques should expect a little discomfort at learning a new method. She recommended that we overlearn active learning theory (she included a two-page bibliography); watch expert demonstrations; practice in a protected environment with co-workers and friends; and use feedback and develop peer coaching.

— Michael Cotter

Working with Government — Working FOR Libraries

*Governmental Relations Committee
Public Library Trustees' Association
Friends of NC Public Libraries*

Iowa state Senator Richard Varn, mounting his portable laptop computer on the podium, told his audience that "politics should be the part-time job of everyone." He noted that in an age of rapid change, libraries must develop, exercise, and evaluate their own political agenda. On national and state levels, education, concern over rising crime, and health care reform can and will use up governmental resources that could go to support library programs. Politics is a contact sport, and libraries must have a base of power to defend and assert themselves.

Senator Varn suggested that libraries develop agenda lists and monitor voting records. Libraries should recruit newly elected politicians early in their career. Strategies for recruitment include being present when politicians make promises, surveying candidates on their stands on library issues, and being present at town meetings (perhaps, even sponsoring such meetings). Libraries should not neglect working with established and/or minority politicians. Unless libraries

wish to become the Jurassic Parks of the future, they must become political competitors in every way and show an ability to win in the political arena.

Sandra M. Cooper, the new State Librarian of North Carolina, spoke on the need for unity and common vision within the state's library community. Noting that NCLA and the State Library have had a long history of cooperation, she urged the continued development of a strong, broad-based partnership that would provide a powerful interest group to further the agenda of libraries. The best way to move forward is through a shared vision developed in a spirit of cooperation.

Cooper said that she held as fundamental values the importance of libraries in society, freedom of access to information, the role of library services to the very young, and the role of the library as the people's university. Citing the Leon County (Tallahassee, Florida) Public Library's electronic Freenet service as an example, she noted that it was possible for libraries to become the primary focus of their communities.

— John Welch

How To Deal With Your Supervisor and Get What You Want

New Members Round Table

Cal Shepherd, Chief of Library Development of the North Carolina Division of State Library, stressed that "We are treated the way we think we ought to be treated," and urged those in attendance at the New Members Round Table breakfast to develop their communication skills. We must realize that we are a valuable resource to our libraries and be able to communicate that to others if we want to get what we want out of our supervisors. "If we

empower ourselves, we are in a better position to chart the course of our libraries." Shepherd believes that well-developed communication skills lead to empowerment. With the ability to communicate effectively, we can find different ways to ask for what we want from our supervisors. By listening to our co-workers, we can learn how they approach different situations and tailor our messages accordingly. We must write goals and objectives and share

them with others. We must find the time to plan how we will achieve those goals and then evaluate them. Finally, we must communicate what we are doing to others. "It is not enough to do a good job," Shepherd emphasized, "people have to see us doing it!"

Shepherd concluded with a list of the qualities that she thought made a good librarian. The list included the following: being committed, open-minded, and flexible; knowing

the difference between working hard and working smart; having the tendency to form partnerships; being informed and articulate; possessing people skills; having a sincere desire to help; possessing a love of reading; and constantly learning and seeking out opportunities to grow. "The easiest way to get what you want from your supervisor," she said, "is to be a valuable employee and do the best job that you can."

— Eileen Papile

Transcending the Rhetoric of Change

Library Administration and Management Section

"Let's not throw out the baby with the bathwater," cautioned Dr. Joe Hewitt, Associate Provost for University Libraries and Director, Academic Affairs Library at UNC-Chapel Hill. He was speaking of the tendency he perceives in our profession to embrace the electronic library without fully understanding the present system. He finds the ongoing dialogue about the electronic library simplistic, superficial, and unproductive. The vision presented by those who champion the electronic library does not include the traditional role of stewardship, nor does it consider political and legal ramifications.

Dr. Hewitt targeted four areas in which he feels the published record of the transition to the electronic library is cause for concern:

1) The current role of the library is grossly misrepresented and oversimplified in much of the library literature. The library is often called a museum, mausoleum, or warehouse. Scholars, however, do not depict the library in these terms, but rather as "essential." According to Dr. Hewitt, a more fitting description is an assertive, value-laden, complex, and vital enterprise.

2) Metaphors such as virtual library, library without walls, infosphere, just-in-case vs. just-in-time, and access vs. ownership are used indiscriminately to oversell the new concepts. Although he finds these terms useful, Dr. Hewitt sees a danger in their connotation of replacement rather than supplementation. Electronic services can be used to enhance more traditional services, but they will not replace either the building or the collections. The traditional library will remain important because the majority of information is still in print form.

3) Little attention is paid to the framework of principles, service, and values that must survive the transformation into

the electronic age. Though perhaps most neglected by the rhetoric of change, the complex value system related to service and stewardship must be translated into the electronic environment. The library of the future must incorporate what the library stands for, as well as what it does.

4) The rhetoric concentrates on the end state, rather than on the process of change. It ignores potential obstacles and minimizes the complexity of the transition that must be made in order to realize the vision. Achieving the goals will require collaborative thinking on issues such as user fees and the ownership of intellectual property. The library should take a strong leadership role in these discussions.

During the question and answer segment of the program, Dr. Hewitt expressed his opinion that librarians know a lot more about automation and telecommunication than computer science specialists know about the traditional library.

— Joline Ezzell

If You Aren't the Lead Dog, the View Never Changes

N.C. Association of School Librarians

A. Jeanie McNamara from the University of South Carolina spoke on site-based management, and discussed experiences in being involved with restructuring in the Michigan school system. She replaced Dan Barron who had been scheduled to speak.

Site-based management provides educators with the opportunity and responsibility to become fully functioning members of a professional instructional team. McNamara emphasized preparation and leadership as essential ingredients for media specialists. In her analogy, media specialists who are leaders will become the "lead dogs"; ones who are on the team will be at least part of the pack; and others might run the risk of having their positions eliminated.

McNamara outlined some reasons for the success or failure of site-based management. Failure can occur when it's

not a grass roots movement and when it hasn't been completely implemented. To be successful, site-based management requires a team approach, consensus building skills, communication skills, and thinking with new perspectives.

In conclusion, McNamara said that media specialists must learn to become indispensable. In her words, "If you're indispensable, site-based management will help you. If you're not, you're gone!"

— Barbara Miller



Mr. Gaylord himself, Fred Marble, finds his exhibit booth a delightful way to touch base with old friends and make new ones.



Hardy Franklin, ALA President, and Sandra Cooper, the State Librarian of North Carolina, enjoyed browsing the exhibit area together.

First General Session

NCLA President Janet Freeman called the first general session of the North Carolina Library Association's fiftieth biennial conference to order in Winston-Salem. Mayor Nancy Wood of Winston-Salem welcomed the convention on behalf of the local community.

President Freeman introduced ALA President Dr. Hardy Franklin, Director of the District of Columbia Public Library. Dr. Franklin spoke on the theme of his ALA presidency, "Customer Service." He told the audience that guaranteed, quality customer service was the heart of a library's function; and that showing customers how library materials could be used was crucial to our survival. To accomplish this, libraries must work to change staff attitudes and behaviors, promote active service styles, and diversify boards and staff to reflect the local community. Customer service must become the foremost element of our public service.

Today, libraries are considered to be expendables rather than necessities. We must not be afraid to publicize ourselves and sell our services. By viewing our libraries through the eyes of our customers (e.g. considering ambiance, eye appeal or staff attitudes), we can better learn what would discourage or encourage use of our collections. We must also consider everyone in our community who could use our services as potential customers.

Dr. Franklin noted that giving in to budget cuts benefited no one. The Great Depression raised problem solving to an art form. Libraries can learn to find creative answers and be energized by doing so. Our willingness to hear and to learn will speak volumes to our customers. We can and must recognize, encourage, and reward our staff for giving quality customer service, for our customers will determine our fate.

— John Welch

Never Look A Gift Horse In the Mouth: Donations and Special Collections

Round Table on Special Collections

If there is one thing all libraries share in common, it must be the tremendous opportunity gifts present. Just how this potential windfall should be handled was addressed by a program sponsored by the Round Table on Special Collections. Three panelists talked about the value of gifts to their organizations and offered positive examples of how these gifts often serve as the backbone of many special collections.

Robert Anthony from the University of North Carolina at Chapel Hill spoke about the problems librarians and archivists face when they are offered inappropriate gifts. Recognizing the often "sensitive nature" of major donations, Anthony offered some suggestions on how to thank donors or, in some cases, "make a gift go away." Later in the program, Todd Johnson from the

Smithfield and Johnston County Public Library echoed Anthony's plight and described the nature of gifts and special collections in a small public library. Johnson expanded on Bob Anthony's use of a "donor notification form" and talked about the public relations possibilities gifts provide to libraries. After much discussion it became apparent that both institutions shared similar successes and problems, albeit on quite different scales.

Ellen Gartrell from Duke University offered a first-hand account of the development of the J. Walter Thompson Company Archives collection at Duke. Gartrell used this collection as an example of how special collections can support the research and teaching mission of the university while providing some needed financial support.

— Harry Tuchmayer

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Second General Session

Dr. James V. Carmichael presided at the Philip S. Ogilvie Lecture, a series that began in 1977 to honor Mr. Ogilvie, the State Librarian of North Carolina from 1965-1976. Five ALA Presidents, Dr. Edward G. Holley, Dr. E. J. Josey, Dr. Marilyn Miller, Ms. Patricia Glass Schuman and Dr. Hardy R. Franklin, spoke on the theme "Celebrating Diversity in Librarianship During the Last Quarter of a Century."

Dr. Edward G. Holley of UNC-Chapel Hill noted major changes that took place in ALA in the late 1960s and early 1970s including: the beginning of ALA budget deficits; the revolt of some of ALA's major divisions; the stress of the Vietnam War and rising national social concerns; and the quest for better representation for minority groups within ALA. By 1976, ALA had made demonstrable progress in many of these areas: electing more minorities to ALA posts; establishing the Black Caucus, REFORMA and Chinese-American groups within ALA; and creating a Committee on the Status of Women in Librarianship. Dr. Holley encouraged NCLA's membership to celebrate how far they had come and take courage for the years ahead.

Dr. E. J. Josey of the University of Pittsburgh reminded NCLA that there is a cultural diversity void because covert racism still exists. Today, there is a much greater awareness of our cultural diversity; "managing diversity" has become a corporate buzzword. Dr. Josey also stated, "When library managers are as accountable for cultural diversity goals as they are for circulation goals, half the battle is won."

Ms. Patricia Glass Schuman of Neal-Schuman Publishers told the conference that ALA is widely respected by the media, politicians and the general public. She also noted that while cultural diversity will continue to be an ALA focus that "changes in cultural diversity will take more than a committee..." America's right to information depends on its ability to know and understand other cultures. Libraries must accept the responsibility for the management of knowledge as power and must "disperse the tools for empowerment."

Dr. Marilyn Miller of UNC-Greensboro reminded NCLA that ALA was opening itself up to review by its membership. This is being done to improve strategies that will develop new leaders and bring new experiences and leadership to ALA. She noted that there was a great diversity of opinion within ALA that was not being heard. Dr. Miller asked, "Can ALA stand for diversity if it does not open itself up to debate?"

Dr. Hardy R. Franklin of the District of Columbia Public Library said that ALA was investigating cultural diversity within its own staff and that focus needed to be expanded to include the entire association. We must "relate to people as we would have them relate to us." Librarians should be doing those things which are the building blocks of diversity.

— John Welch

Paradigms Lost, Paradigms Regained: Images of Reference Reference and Adult Services Section

"Paradigms Lost, Paradigms Regained: Images of Reference" featured the film *The Business of Paradigms*, in which futurist Joel Barker talked about natural resistance to change and how to handle change in a positive fashion. Using startling examples, Barker explained that when a paradigm shifts, everyone goes back to zero; past success guarantees nothing. New paradigms are developed at the edge, where individuals have less investment in the old paradigm. Following the film, a panel consisting of Barbara Ford (Director, Virginia Commonwealth University Library Services), James Rettig (Assistant Dean of University Libraries for Reference and Information Services, College of William & Mary), and

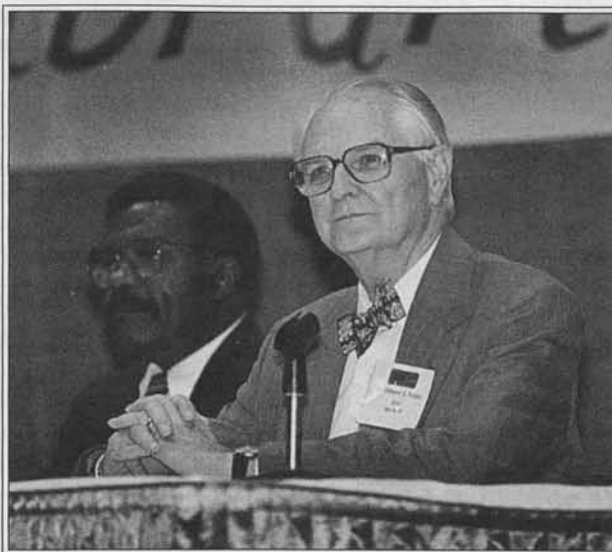
Anna Yount (Head of Reference and Information Services, Charleston, S.C. Public Library) and moderated by Charles Gilreath (Associate Director for Public Services, N.C. State University) commented on the impact of paradigm shifts in libraries. The panelists then responded to questions from the audience.

— Suzanne Wise



Above: Dr. Marilyn Miller, spoke about diversity within ALA during the conference's Second General Session.

Below: Dr. Edward G. Holley discussed the changes that took place in ALA in the late 1960s and early 1970s as Dr. E. J. Josey awaits his turn to speak during the Second General Session.



How to Search OCLC Efficiently and Cheaply Resources and Technical Services Section

Joseph Collins and Lucinda Thompson, two highly experienced catalogers from the University of North Carolina at Chapel Hill, conducted a mini "successful search workshop" for catalogers interested in using OCLC more efficiently and, consequently, less expensively. They discussed numerous search strategies, emphasizing the most effective use of *scan title* command. A good explanation of what counts as a billable search (for instance, did you know that in order to incur non-prime time charges for producing a record, all transactions associated with that record **must** be done in non-prime time?) was provided. Suggestions on how to avoid unnecessary search charges and which search is best were also covered.

— Harry Tuchmayer

Citizens' Rights and Access to Government Information

Documents Section

Described as "one of the most important issues of the time" by Ridley R. Kessler, Jr., panel moderator and Federal Regional Documents Librarian, the topic of citizens' rights and access to government information was discussed by two panelists representing different areas of the issue. Eric Massant, of Congressional Information Service, Inc. (CIS), described the six principles of federal government information policy as formulated by the Information Industry Association:

1. The public's right of access to government information should be guaranteed;
2. Equal and timely access by the public should be assured;
3. Diversity of information resources should be encouraged;
4. Monopoly control of public information and claim of government copyright should be prohibited;
5. Fees for access to government information should not exceed the marginal costs of dissemination;
6. The public should be guaranteed an opportunity to participate in government decisions affecting public access.

In elaborating on these principles, Massant explained that the role of government information policy should be to meet its internal information needs and that the larger role was the mission of agencies to disseminate information to the public. Title 44 of the U.S. Code provides the statutory framework for federal information dissemination and the important role of depository libraries in providing access to government information. He stated that the government should make data available to all on an equal and timely basis, in online or in bulk format; it was up to private industry to enhance it for public use. In encouraging a diversity of information sources, he thought that there should be room for depository libraries and the private sector to serve the public. He also thought that tax-

payers should not bear the costs of enhancing government information and suggested that the federal government provide funds to depository libraries for purchasing private sector products. He acknowledged that it is better for the taxpayers that private industry undertake enhancement programs, so that it can absorb the consequences of mistakes in producing or marketing information.

Massant called the recent recommendations of the National Performance Review a "mixed bag," in that it would limit government support of depository libraries and allow the agencies to introduce or increase market-based user fees. He also noted a recent development in Congressional printing that directly affects the availability of legislative materials, namely, the curtailing of the publishing of committee hearings: in the 102d Congress that ended in December, 1992, 51 hearings just from the Senate Committee on Labor and Human Resources were not printed; also, the House of Representatives has stopped publishing the transcripts of closed sessions that were held in the 1950s and '60s, leaving hundreds of hearings unpublished.

The next speaker, Hugh H. Stevens, General Counsel for the North Carolina Press Association, concentrated on government information at the state and local levels. He said that the role of the press was to help inform their readers as to what government agencies were doing with their tax money. He noted two basic barriers to government information in North Carolina: attitudinal and technological. By attitudinal barriers, he mentioned the tendency of government officials to think of themselves as guardians of information rather than as custodians whose role it should be to make information available to the public. This is manifested in "deep-seated antipathy" to public attempts to obtain information, especially from private

firms that seek to obtain data for purposes of conducting analyses of trends that could be used for marketing. A recent tendency is for the government information office to view itself as a revenue producer if citizens attempt to obtain information from data files.

In discussing the technological barriers to the availability of information, Stevens said that the trend toward government information systems is resulting in the proliferation of government information stored in electronic format. Systems that combine fiscal, real estate, public utility, and other data into one database at the county level are very expensive, with the result that public officials attempt to charge the public for use of any data that they seek to obtain from the counties. He saw the probability that the next session of the General Assembly might pass legislation to standardize fees for data retrieval from public agencies.

Newspapers are reacting to changes in the way that information is stored technologically by investing heavily in technology so that they can obtain data from agencies and analyze it themselves. He also said that the information highway at the state level is going to be built; the questions were, where are the on/off ramps going to go, and who is going to pay for it?

Stevens concluded by saying that the role of NCLA should be to monitor developments in the Public Records Act and get involved in efforts by the North Carolina Press Association to assure access to public information; that NCLA owes it to itself and to its members to get involved in how the information highway is used; and that librarians should inform library users of developments in the information highway.

In the business meeting of the Documents Section, Michael Cotter was installed as Chair and Richard Fulling as Vice-Chair/Chair-Elect.

— Michael Cotter

Output Measures for Children's Services

Children's Services Section

Approximately thirty people attended State Library Consultant Cal Shepard's table talk Output Measures in Youth Services. After a general discussion of output measures and their use in the planning process, Shepard described the measures currently being generated from public library statistical reports, as well as some others specific to youth services such as homework fill rate. She handed out output measures statistics for 1991-92 which are available on the North Carolina Information Network, as well as instructions for table generation and downloading.

— Cal Shepard

Youth Services Mini-Grants

Children's Services Section

This is the third year for the awarding of the Youth Services Mini-Grants. The State Library earmarks LSCA funds, offering up to ten grants for not more than \$500.00 each. The grants are awarded to public library youth services programs that display cooperation and partnership among libraries and other community agencies. Although the program need not be original, it must be new to the community.

Edna Gambling, Wake County Schools, facilitated this table talk, offering information about the grant she was awarded when she was with Hyconeechee Regional Library. Participants learned about the application process and the mini-grant purposes and requirements. With her grant, Gambling worked with the public schools to hold a book-making class for older elementary school students. Children wrote, illustrated, and stitched their books. This program was a success, except that the students decided to keep their books instead of allowing them to become a part of the library's circulating collection.

— Linda Tanenbaum

You Asked for It: A Solution on Improving Service to Young Adults

Public Library Section/Young Adult Committee

The Public Library Section/Young Adult Committee presented a panel discussion on improving service to young adults, followed by a question and answer session. Kathleen Wheeless (Forsyth County Public Library) discussed ways to get administrative support for young adult services. She recommended a number of techniques, including communicating regularly with administrators and soliciting their advice when appropriate; documenting efforts through statistics and reports; linking YA plans to library plans; marketing yourself and your services through various mass media, talks before civic groups, and involvement in the community; becoming active in professional organizations; and offering solutions rather than just complaining.

Kristine Mahood (Rowan County Public Library) suggested a number of programming ideas for young adults, such as creating a Teen Council, offering a program on how to find a summer job, providing tutorial services for teens with learning disabilities, and hosting a Quiz Bowl.

Mary Campbell (Cumberland County Public Library) spoke on policies and procedures for controlling the behavior of after-school kids in the library.

Cindy Welch (Cumberland County Public Library) discussed ways to deal with homework assignments, including "Teacher Alert" and "Assignment Alert" forms which notify assigning teachers and library staff of the assignments and promote communication between the two groups.

— Suzanne Wise

ADA: Library Services and Facilities

Public Library Section/ADA Committee

Winston-Salem attorney Richard Rainey, architect Robert Smith from Hickory, and Marie Covington of the Forsyth County Personnel Department discussed ADA developments that might affect libraries. Mr. Rainey noted that one of every six people in the United States is affected by ADA provisions. Thus, libraries will be dealing with ADA concerns of both patrons and employees. Regarding employment, libraries cannot discriminate against potential employees who might be covered under the ADA and are qualified to fill job vacancies. Reasonable accommodations, which do not constitute an undue hardship on the employer, must be made for such employees. However, employers don't have to create jobs or reallocate essential job functions just to hire a disabled employee. Many ADA cases are just now coming to jury trials; the present ADA legislation does allow employees to receive monetary settlement for compensatory/punitive damages if they are awarded by a court.

Ms. Covington stated that in Forsyth County a supervisor must check with the highest level of county government before an employee would be told that a reasonable accommodation for ADA purposes could not be made. She also noted that ADA cases involving mental disabilities were the hardest to process.

Architect Robert Smith presented numerous slides to show how buildings could be made more accessible as required by the ADA. For existing buildings, accommodations can include: the addition of lower railings on stairs or ramps, the lowering of doorway thresholds, the addition of furniture to protect against overhanging shelves, the recess of fire extinguishers into wall enclosures, and the addition of braille signage to existing signs. Many accommodations can be made with very low costs. Libraries should conduct an ADA analysis of their facilities in order to determine their compliance with the ADA.

— John Welch

Planning, Financing, and Sampling of an NC Writers Series

North Carolina Writers' Network

At this session for librarians who are learning to plan literacy programs, Coyla Barry, Secretary of the North Carolina Writers' Network, described the NCWN as an organization of over 1600 members, open to anyone interested in the written or spoken word. Dues are \$25 yearly and include a subscription to the *Network News*, which is filled with listings of workshops, classes, contests, opportunities for publication, readings, and publications by members. The Network encourages readings as a means of introducing readers to authors and is happy to serve as a resource in identifying authors for library programs. Libraries and other institutions may apply to host a reading in the Network's Blumenthal Writers and Readers series, which selects up-and-coming writers through a competition and pairs them with well-known writers at readings across the state. (Deadline is around October 1 to apply to host the following spring). Coyla Barry suggested that libraries consider joining together with other supporting agencies to fund readings. She recommended that these programs be followed by a reception to give readers and writers a chance to get to know each other, and that a book sale table and autographing session be included. She emphasized that the Network's guidelines for honorariums to authors reading from their work is for a minimum of \$100, and that fees of up to \$400 should be considered. The NCWN's address is PO Box 954, Carrboro, NC 27510, (919) 967-9540.

Debbie McGill, Literature Director of the North Carolina Arts Council, was next to speak. This year NCAC has awarded a total of \$76,136 in grants to organizations for literary

projects, as well as \$53,864 to writers. Ms. McGill encouraged libraries to apply for NCAC funds as well as for Grassroots Grants funding through their local Arts Councils. Arts Councils are particularly interested in funding new types of programs, programs that can serve as models, and programs that will have a regional impact. March 1 is the deadline for the next year's NCAC grants. For more information call Ms. McGill at (919) 733-2111.

The planning process for putting a reading series together begins with articulating goals, which might include attaching "warm bodies" to books in the minds of readers, building patronage for libraries, building relationships with other sponsoring organizations, expanding library services to unserved groups, and enticing readers to expand their reading repertoires. Once goals have been defined, planners can move on to selecting authors, setting their budget, and obtaining funding. Ms. McGill said that NCAC-funded projects require that appropriate fees be paid to authors, \$100 being the minimum. She said that planners should consider compensating the time authors spend preparing as well as presenting a program, and suggested asking authors to quote their customary fee when in doubt about appropriate payment.

The program concluded with poetry readings by Jaki Shelton Green and Stephen E. Smith. Ms. Green spoke about the risks of writing and publishing. She was encouraged to think of these risks as valuable by her grandmother, who told her that she must write because her great-grandmother, a slave, had been beaten when it was discovered that she had learned to read and write.

— Dorothy Hodder

How to Operate a Book: The Care and Handling of Library Materials

Round Table on Special Collections

NC Preservation Consortium Director Harlan Greene opened this session, by announcing that preservation is not a fad. Preservation, he said, allows us to stretch our budgets by prolonging the lives of the books already in our collections, some of which are not replaceable.

Mr. Greene said that every library should have a preservation plan which considers environment, including temperature and humidity; storage; handling and use of books; reprography, or how materials are allowed to be copied; repair and bindery treatment; and disaster preparedness. A constant environment is the most vital factor necessary to the well-being of the book.

Just as we are spirits inhabiting bodies, Mr. Greene pointed out, a book is information inhabiting a physical body. He conducted a lesson on book anatomy, explaining terms such as "perfect bound," "double fan," "signatures," and "endpapers," while dissecting several books and demonstrating the ways in which careless handling and shelving can damage a book's fragile spine. A book's Achilles heel is the fragile joint between the endpapers and the casing.

Walking his audience through the life cycle of the book with the affection and respect usually reserved for an infant, Mr. Greene emphasized the importance of a "clean nursery": workspace and storage free of trash, bugs, and food. Book boxes should not be stacked higher than four to a stack, and should be cut open carefully. Boxes themselves should be disposed of quickly in case they contain roach eggs. Books should be inspected as they are unpacked, and returned if not in acceptable condition. New spines should be limbered up gently. Persons handling books should avoid using hand lotion. Pencils, stacks of catalog cards, and other objects should never be stored inside a book's cover. Pockets for date cards should be glued to the endpapers rather than to the back cover, and tattleale strips should be inserted with great care.

Moving along to the shelving process,

Mr. Greene advocated loading book trucks from the bottom up, with the heaviest books on the bottom, to avoid spills. Metal shelves painted with inert paint are preferable over varnished wooden shelving. Shelving should be installed perpendicular to vents for best circulation of air through the collection. Shelves should be tall enough to stand books up straight without twisting or slumping, and should have a back strip so books cannot fall off behind. Heavy books should be shelved flat instead of on their foreedges to avoid straining their spines. If possible, avoid using bottom shelves, where books may be splashed when the floors are cleaned and waxed. Bookends should support books and be thick enough that careless persons will not reshelve a book with the bookend inside.

As for handling books, patrons and staff should be trained as much as possible to pull books off of shelves by their bottoms, not their headcaps, and told that when returning books to the shelves the proper procedure is to move the bookend and make a space for the book rather than jamming it in. Patrons should be encouraged not to lean on or take notes on top of open books. Brittle books should be restricted from being photocopied. When available, buy photocopiers with glass at the end of the surface so that books can lap over the edge instead of being mashed down flat while being copied.

At several times during his lecture Mr. Greene pointed out that not all books in a collection are of equal value, and that books which are inexpensive or of passing interest need not receive the same handling as those of greater worth. Good professional judgment is needed in deciding what level of care a book should receive. The lecture was illustrated by slides of the right and wrong ways to handle books and would be a valuable workshop for an entire library staff. Harlan Greene may be contacted at 804 Old Fayetteville Street, Durham, NC 27701-3915, telephone number (919) 683-1709.

— Dorothy Hodder

Inclusion Strategies for Students With Disabilities for Accessing School Media Centers

NC Association of School Librarians

In education today the key word for involving students with disabilities in the total school program is inclusion; there are many benefits to be derived from inclusive education, including increasing self-esteem, promoting positive peer interactions, and helping regular students learn to appreciate everyone's difference. Paige Collins, a special education consultant with the Charlotte-Mecklenburg schools, presented some good strategies for including these students in the media center and its program. As Ms. Collins pointed out, inclusion is a process that depends on a lot of factors and requires collaboration and cooperation. There are frequently barriers for those with disabilities in access, as well as language, that make cooperative planning necessary.

One of the primary roles of the media coordinator in inclusion is finding resources and adapting those resources to fit special needs. School library professionals need to be particularly aware of the physical environment within the media center where the students with disabilities must be able to function. Careful attention needs to be paid to furniture, ramps, doors, and even door handles. The placement of equipment such as computers, traffic patterns, and seating arrangements must also be considered. A simple thing that most school librarians would not think of is access to the shelves; posting signs that said, "If you cannot reach something, please see a media specialist" would be a simple thing to do and at the same time would indicate an awareness on the part of the library staff.

A number of computer programs have been adapted for use with students with special needs, and there is also adaptive hardware available. Media professionals need to be aware of all these new developments and plan with special education teachers as to the best resources to buy and the best ways to use them.

— Diane Kessler

Literacy And Libraries: Success Strategies

Children's Services Section

"Libraries are critical to raising literacy levels in our country." Nancy Harvey Davis and Pam Fitzgerald, authors of "The Literacy Clearinghouse" column in *Library Journal*, offered an hour of information and suggestions on how libraries can not only promote, but participate in, literacy ventures.

Literacy programs made great strides during the past five years, but other social issues and world events have refocused much of the attention. Studies show that approximately 90 million American adults are below a basic level of literacy. Davis and Fitzgerald offered the four c's of the nineties:

coalition, cooperation, collaboration, and community. Libraries cannot do it alone. We must use cooperation and innovative means of collection development and dispersment to provide literacy programs to directly reach those who need them.

— Linda Tanenbaum

Instructional Consultant: Role of the Media Specialist

NC Association of School Librarians

Media coordinators need always to keep in mind their three major action roles as defined in *Information Power*: teacher, information specialist, and instructional consultant. The first two are the more obvious; they are student centered and usually are easier to accomplish. On the other hand, the third role, that of instructional consultant, is the most daunting and difficult of the three. In her presentation, Frances Bradburn focused on this third role and its four levels, and made the point that all four levels, are valid and necessary at various times.

The first level is no involvement; this is not a negative unless it is the only level at which media coordinators operate. A classic example of no involvement would be math teachers who rarely need media help or expertise. The second level is passive participation where school library personnel are participating, but not actively. At this level, the media center is seen as a supermarket and the teachers are the customers. School librarians are furnishing resources and developing special areas such as the professional collection so that these things will be there when teachers need them.

At the third level — reaction — media coordinators are responding to teacher requests. This type of interaction might come in the teacher's lounge where the media coordinator suggests media and technology skills to complement the teacher's lesson plans. Teachers see the school librarian as possessing more information than just a collection of books. The fourth and highest level of involvement is action/education. This is the most assertive, as well as the most important, role; this is where media professionals are equals, planning partners with teachers. It is also the role where we may feel the most uncomfortable. A good way for media coordinators to establish themselves on this fourth level is by beginning to plan and work cooperatively with one or two teachers.

All school library media specialists constantly move back and forth from one level to another; all four levels are appropriate at different times, depending on the circumstances. School librarians always must be aware that when they do their jobs well, they know what resources need to be purchased, what resources are being used, and how those resources are being used. Then school library professionals have empowered teachers and students to do their very best.

— Diane Kessler

Getting the Competitive Edge: Marketing Your Library and Its Programs

Marketing and Public Relations Committee

Nancy Harvey Davis and Pam Fitzgerald, who presented this introduction to marketing library services, partners in the Ivy Group, a marketing consortium; they have advised libraries across the country on how to develop effective marketing strategies. The Ivy Group defines marketing as "the process of planning and executing the conceptualization, pricing, promotion, and distribution of ideas, goods, and services," or, more simply, "finding out what people want and giving them more of it!" The speakers see marketing as vital to libraries in today's climate, where support for library services cannot be taken for granted. They offered, as an example, the Philadelphia public school system, which recently cut out after-school sports and the jobs of 40 school librarians. Businessmen in the community immediately rallied to raise funding to restore the sports programs, while the only outcry about the layoff of the librarians was one letter to the editor from the president of ALA.

According to the Ivy Group, libraries wanting to survive need to evaluate their services in light of significant "change drivers" at work in our society, which include:

- an aging population
- increasing cultural diversity
- globalization of economies and cultures
- disappearance of the two parents/two kids/two car garage lifestyle
- reemphasis on home, family, local community — but none looking like they did before
- rebirth of social, consumer, and political activism and volunteerism
- relatively stagnant growth of large corporations vs. explosion of smaller companies, entrepreneurs, and independent consultants
- concerns about personal and environmental health and safety
- an economy that is increasingly information based — communication systems are the growth industries

Challenges for marketing library services under these changing conditions include diverse market segments, public scrutiny, high customer service expectations, "pitch" sophistication, managing technology, finding the right niche, sustaining resources, and energizing staff. (On the last topic, the speakers suggested involving staff in market research, providing lots

of information about the marketing process, and in-service training on library funding sources.) Libraries might borrow a business tool called a SWOT analysis, which looks at organizational strengths, weaknesses, opportunities, and threats.

The speakers went on to outline the process businesses follow in writing a marketing plan. Market research is the first step, and focus groups are a commonly used tool. A focus group is selected to represent any segment of the market about which researchers wish to gather information, and may be surveyed about service needs, or may test new products and services. Researchers study such groups to find out what services their members want and in what form, and to identify gaps in services being provided. Factors to consider about new services include product, price, place, promotion, purchaser, the political process, and public policy.

Markets to be considered include internal markets such as staff, board members, Friends of the Library, donors, volunteers, and vendors and suppliers, as well as external markets. In order to be studied and served effectively, external markets especially must be broken down, or segmented, by factors such as age, geography, ethnicity or culture, need, expertise, level of commitment, and so forth. Some examples of segmented external markets for library services might be active senior citizens, in-home day care providers, employed Asian American adult new readers, homeless disabled persons, elected officials, civic club members, and small business operators.

Will marketing guarantee the survival of libraries? asked one member of the audience. Our speakers make no such guarantees and say that the field is too new for pre- and post-tests on the subject. They left the group with a thought from Elliot Chilcote: "Goodness is its own reward in heaven; here on earth, we lobby."

The hour allotted for this program was far too short for the amount of material and the interest of the audience. It was announced that Dr. Evelyn Daniels is teaching marketing at UNC's School of Library and Information Science. To contact the Ivy Group, write or call Pam Fitzgerald at 3005 Waverly Drive, Charlottesville, VA 22901, telephone (804) 979-2678, or Nancy Davis at 909 Mt. Holyoke Place, Swarthmore, PA 19081, telephone (215) 543-6215.

— Dorothy Hodder

Superwoman: Balancing the Multiple Roles

Round Table on the Status of Women in Librarianship

Laura McLamb had her standing-room-only audience almost rolling in the aisles with her entertaining presentation on the many roles women face today.

President of her own consulting firm, McLamb discussed the historical background of women as nurturers and how this orientation has caused stress as women's roles have expanded beyond home and hearth. By 1995, 61 percent of the working population will be women, yet many women still try to do like Mom when it's just not possible. In addition, women spend a greater proportion of their salaries on family needs than their male counterparts.

What is a superwoman? McLamb says it's someone who strives to perform multiple tasks without causing any physical, psychological, or interpersonal conflict. What's the solution? Women must take time for themselves—even small pockets of time. They must learn to say no, to delegate when possible, and to not try to do it all. She discussed the importance of teamwork among women—a skill men learn at an early age.

If women could have as much fun in taking charge of their time and lives as McLamb does in telling them how, they would do it with a smile.

— Barbara Miller

Motivation for the Plateaued Employee

NC Paraprofessional Association

Barbara DeLon, Library Personnel Officer at UNC-Chapel Hill, was the presenter for this NC Library Paraprofessional Association program. In her introduction, she stressed the need to get "unstuck from the routine" when a job becomes monotonous. The absence of possible promotion or monetary reward may cause one to reach a plateau in career advancement, but if the work environment is still attractive, other options can be found to expand the job. It is that search for new avenues of expression that managers must encourage in employees who cannot advance in their field.

Virtually all employees stall before reaching the bounds of their potential. By the time they reach their early forties, they have done all they can in their job, leaving them to stagnate for the remainder of their work years. Managers have a mission to keep the spark alive, to challenge and stimulate; to encourage their employees to discover what their career goals are and how to realize them.

Through examining their interests, the things that bring them enjoyment, whether work-related or not, they may

see new ways to expand their job or branch out from it. Their conclusions may be quite different from the manager's and the way in which they follow up on those ideas may result in something unexpected. But they will be responsible for both the discovery process and the end product.

Ms. DeLon warned about some typical personnel concerns: the fact that some employees do not want to change what they do or the way they do it; being satisfied not to grow. Some do not need ownership of their work; it is not a "career," it's just a job. In some cases, the job may be narrowly designed, lacking the means to carry through to completion what one does.

Two resources she recommended to assist supervisors in motivating employees are *Managerial Career Plateaus* by Columbia Business School and the video "Tales of Plateauing," available from the American Library Association. The process of motivation involves making the employee aware of alternatives and encouraging them to be responsible for choosing the direction of their growth.

— Judie Stoddard

Access vs. Acquisitions

Resources and Technical Services Section

Virginia Gilbert, Head of Collection Development, Duke University:

Gilbert described Duke's shift away from the traditional view of interlibrary loan as the primary means of document delivery. This year at Duke, ILL shares the document delivery stage with several full-text workstations, networked CD-ROMS, and remote access to indexes through the CARL UnCover Service and the DRA DraNet.

Budget allocations are making a similar shift away from ILL to electronic document delivery resources. Gilbert noted that electronic access is hardly a way to save money. Because Duke is attempting to finance patrons' requests for documents, the library has earmarked any inflationary funds for 1993/94 for electronic rather than print resources.

In spite of the shift of funds, Gilbert predicts that print resources will not disappear anytime soon at Duke. Many important resources are available only in paper. In addition, graphics cannot be transmitted electronically as easily as text. Until access to graphics improves, Duke will keep its subscriptions to expensive science journals.

Kenneth Marks, Director, Academic Library Services, East Carolina University:

Marks explained how East Carolina has departed from the traditional route of building print journal collections. The library has little shelving space for additional journals and little chance of meeting increasing subscription prices. As a consequence, East Carolina relies increasingly upon electronic resources provided by UMI ProQuest workstations and the CARL UnCover Service. These are supported with a budget line that has been redefined as "access" rather than "acquisitions." It has grown from \$85,000 to \$150,000 in only two years. East Carolina, like Duke, subsidizes faculty document delivery requests.

Gary Byrd, Assistant Director for Finance, Planning and Research, UNC-CH Health Sciences Library:

Byrd described how the availability of resources, both print and electronic, is linked to problems with copyright and the marketplace for academic journals. Typically, authors of articles are university researchers who transfer their copyright to commercial publishers. These publishers are often huge conglomerates who in turn sell the researcher's work back to the universities in the form of expensive journals.

Byrd suggested that this cycle can be broken if authors follow a model university copyright policy document prepared by the TRLN (Triangle Research Libraries Network) Copyright Policy Task Force. The document encourages authors to keep their copyright or to transfer it to university presses. University presses, not commercial publishers, would publish the research electronically and university libraries would provide access.

— David Gleim



Libraries and the Internet/NREN: Realizing the Potential

Technology and Trends Committee/NCLA Documents Section

There was standing room only for this special two-part program featuring Dr. Charles R. McClure and a panel of North Carolinians active in Internet developments across the state.

McClure, Professor of Information Studies at Syracuse University and Distinguished Researcher for Information Science in Washington, D.C., presented an overview of the developments and an stimulating challenge to the library community not to "miss the Internet train."

Most important is the need for librarians to define, assert, and fulfill their role in a national information network — before someone else does it for us. Insofar as CEOs of major telecommunications companies have made it clear that they are interested only in profits, libraries can and must provide the information safety net for American society. Who, if not us, is worried about the public good on an Information Highway?

Librarians should stop worrying about the relatively few LSCA funds and concentrate on the REAL money to be found NTIA funds. We should watch the progress of HR1757, Section 305 (b), which proposes to train teachers, librarians, and state and local government personnel in the use of networks and the Internet, and be prepared to respond to it promptly and effectively. (As of August 1993 it had passed the House, and now awaits action in the Senate.)

It is librarians who know how to carry out the work required in preparing our fellow citizens to make effective use of a national information network. WE can provide the following specific electronic information services:

- Direct users to electronic information resources and services beyond those available in the immediate library/campus setting
- Move towards being a demand-based organization. Respond to individual electronic information needs and offer customized services
- Provide users with information delivery rather than bibliographic citations or pointers to where the information might be obtained
- Consider the development of electronic services that generate new revenues; such an approach may be the only means available to provide new services
- Migrate a range of print information into digital form
- Develop classrooms where instruction using electronic technology is effective
- Conduct education and training programs on how to navigate the networks successfully
- Organize access to information resources by maintaining directories; providing bibliographic control; and offering readers' advisories
- Provide electronic reference services, community bulletin boards, etc.
- Establish a public access Internet room in the library
- Make the Internet comprehensible — make it easy to use, without requiring the users to change their work patterns; start making value judgments — make decisions that help to filter out the information the users want

McClure's vision of the future for libraries and the Internet includes connectivity for all schools and libraries, making it possible for students to work interactively; for electronic resources to be publicly available through those non-partisan public institutions, libraries. He urges us to embrace such a vision and to remember that we, on behalf of American society, can't

afford to succumb to the bottom-line types.

The ensuing panel discussion outlined some of the work being done in North Carolina to prepare for participation the Internet/NREN.

Alan Blatecky, Vice-President of the Microelectronics Center of North Carolina, elaborated on McClure's observation that the developing North Carolina Information Highway is the best and most advanced segment in the nation. The NCIH will be a fiber optic network based on ATM and SONET, with connections to over 3,400 locations across the state.

Elsie Brumback, Director of Media and Technology Services in the state Department of Public Instruction, described five factors that will influence success in implementing electronic technology in schools: (1) working to get phone lines to classrooms; (2) implementing the new K-12 Information Skills Curriculum; (3) coordinating with library schools to provide recertification courses that include courses that include technology skills instruction; (4) demonstrating how the required skills in using the Internet actually improve student test scores; and (5) forming an advisory team to identify and explain such information browsers as WAIS and GOPHER for school librarians to use.

Diana Young, Director of Network Operations and Special Projects of the State Library, provided a review of the highly successful program of electronic and online resources provision to the public library patrons of Haywood County.

— Rose Simon



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Cataloging in the New Library of Congress

Resources and Technical Services Section

"Cataloging in the New Library of Congress" featured Dr. Sarah E. Thomas, Director for Cataloging at the Library of Congress, who discussed the impact of budgetary exigencies on cataloging activities and resulting resource reallocation, which entailed a reduction in staff under her supervision from 800 to 700. The division has reorganized from an assembly line model to whole book cataloging teams, has merged descriptive cataloging policy and subject cataloging policy into a single office to facilitate communication, has softened rigid vertical hierarchy through the use of more teams, has moved away from individual statistics, has instituted peer input in the evaluation of team members and leaders, and has provided opportunities for job enhancement, cross-training, and collegial work between staff and professionals. Cataloging paradigms are changing. Quality is being redefined to include timely access to materials as well as technical perfection. Libraries will need to regrow staff and help them develop the skills to perform the jobs that will be required. Already rule interpretations are being reduced and catalogers given more leeway to use their own judgement.

Dr. Thomas pointed out the many automation problems with which LC must cope. They cannot download OCLC records for sound recordings without rekeying the entire record and can not do global changes in the catalog—each record must be done separately. However, she encouraged catalogers to make suggestions and point out errors in LC records.

— Suzanne Wise

Collection Development Media for Community and Junior College Libraries

Community and Junior College Section

Both speakers discussed joint efforts to fulfill the special collection development needs of community colleges for more vocational-technical reviews.

Karen A. Fischer, formerly with Central Oregon Community College, outlined her steps in assessing her collection and developing collection goals, as well as her frustration at the lack of reviews of vocational-technical materials. This frustration led to her key involvement in committee work with the Community and Junior College Section of ACRL. This committee formed an alliance with *CHOICE* and worked to bring community college needs to the attention of the editors.

Managing Editor of *CHOICE*, Francine Graf, spoke next about the mission of the publication. Although *CHOICE* will continue to emphasize upper-division materials, the editors are aware of other needs. To this end, an annotated list of approximately five to seven thousand vocational-technical materials will be compiled. Publication is planned for early 1995.

Graf discussed the problems in soliciting reviewers for these materials. She is actively recruiting at the present and welcomes recommendations of faculty names as possible reviewers. Community colleges can continue to promote their concerns by committee involvement and by contacting key individuals with recommendations for titles and reviewers.

— Barbara Miller

Becoming a Fundraiser: The Principles and Practice of Library Development

Library Administration and Management Section

Beginning with the dictum that "fundraising is imperative to good libraries," Victoria Steele enthusiastically launched a two-hour program packed with advice and information. Steele, head of the Department of Special Collections at the University of Southern California, is one of the few librarians in the country who has also been a professional library fundraiser. Recognizing that fundraising may seem ethically suspect to librarians who often fear that it will change the way they see themselves, Steele suggested that we separate our institutional selves from our personal selves.

She emphasized that when successful fundraising efforts seek consonance between a donor's wishes and the library's needs, the resulting gifts will contribute to the strategic vision of the library. She identified as an essential ingredient for success a compelling vision for the library that is specific and conceived in long-range terms. Using the metaphor of a target, she placed various potential donor groups on the rings of the target, with wealthy individuals such as Donald Trump, the federal government, and national foundations and corporations on the outermost ring. She advised the audience to concentrate its efforts on the bulls-eye, that ten percent of potential donors who historically contribute ninety percent of the funds. These individuals are past donors and individuals who already have strong ties to the library.

The recipe she presented for success in fundraising is to know your niche (where your purposes and uniqueness intersect); to have a strategic plan; to identify prospects who have wealth, who give to other causes, who are involved with your institution, and who are, preferably, of advancing age and without heirs; to develop individual cultivation strategies and see them through to completion; and finally, to evaluate your development effort.

Learn to raise funds for the library just as you learned to drive, she suggested, by watching others, reading, finding a teacher, and then doing. Essential qualities for fundraisers are the ability to relate to others with empathy, good listening skills, and effectiveness in social situations. To get started, identify potential donors, create giving opportunities and appropriate means of donor recognition, develop strategies for working with each prospect, and begin to build a relationship with these prospects. Steele reminded the audience that the time period between initial contact with a prospect and the receipt of a major gift can be long—three years is not unusual.

Following her excellent presentation, Steele answered questions from the audience on damage control with the media, memorial gifts, galas, adopt-a-book programs, and strategies for declining inappropriate gifts.

— Joline Ezzell



Incoming President of NCLA, Gwen Jackson, presents a gavel-laden plaque to outgoing President Janet Freeman in honor of her outstanding leadership throughout the past biennium.

Shaking the \$\$\$ Tree

Public Library Section/Development Committee

This program sponsored by the Public Library Section/Development Committee featured Claudette B. Weston, President of Weston Associates; Warren Steen, Director of Development of Baptist Children's Homes of N.C., Inc.; and Marilyn McKenzie of the Duke Endowment, in a panel discussion on alternative sources of funding for libraries. Their ideas went beyond gift books and patron donations to include adopt-a-book programs, annual fund drives, and corporate and foundation giving programs.

Ms. McKenzie led off with a description of the Duke Endowment's efforts in partnership with the Foundation Center in New York. Located in Charlotte, the Endowment offices house part of the cooperating collection of resources so important to the state's grant-seekers. She stressed the importance of selecting the correct foundation, one whose interests parallel those of the grant-seeker, and providing a well-prepared application, both vital to successful grantsmanship.

Mr. Steen emphasized the need to build relationships as a basis for continued giving. Only eleven percent of their donations are from corporate or foundation grants; eighty-nine percent comes from individuals. He identified the "5 I's" of giving: identify the prospect, inform them of the need and mission of the organization, interest them in it, involve them in it, and persuade them to invest in it. The major reason for not donating is that people simply were not asked. He also offered "5 Rights": The right person asks the right person for the right amount for the right project at the right time! If the odds of that happening seem slim, they are. The average success rate is two donations for every ten solicitations. The key to success is quantity. If you do not seek, you will not receive.

Ms. Weston heads up the Forsyth County Public Library fundraising efforts. Working with a committee of city and county leaders, they are fostering better library services and more understanding of the library's role. A steering committee looked at environmental comfort and safety issues, technological and business concerns, and the need for a long-range plan to raise money for a consortium of area libraries. They formed a core group of concerned library users who are personally contacting others to build solid support for this project.

The central message of the presenters was to have a well-developed plan to inform and invite participation and to use these new friends to build a permanent base of support for the library.

— Judie Stoddard

The ADA and Libraries

Public Library Section

According to the Americans with Disabilities Act, libraries are public entities and therefore must provide equal access to information, library materials, and library programs. In his discussion of ADA, Kieth Wright outlined four principles for librarians serving persons with disabilities:

1. Attitudes Over Architecture

— The biggest barrier to access is attitude. In order for this to change, our attitudes must change within the library.

2. Participation Over Access

— The way to make a change is for disabled people to be in a position to automatically inform libraries of their needs. One way to achieve this is to recruit disabled persons as library trustees.

3. Format Flexibility Over Print Copy Ownership

— Alternative formats of information are increasingly available and libraries should strive to diversify their collections.

4. Conforming Technology to People Over Conforming People to Machines

— Libraries need to be aware of what kinds of technologies are most comfortable to the widest range of people. A lively question and answer session concluded the program.

— Cal Shepard

NCIN Statistics Online

Public Library Section/Standards and Measures Committee

Diana Young, Director of Network Operations at the State Library, presented a program on the online statistical resources available through the North Carolina Information Network (NCIN). Public, academic, and some special library statistics are currently available. North Carolina public library statistics may be compared with those from other states using the National Center for Educational Statistics' Federal/State Cooperative Statistics (FSCS) data available online (beginning with 1989 data). North Carolina academic statistics may also be compared with national IPEDS (academic library) statistics. There is no printed user manual for the NCIN statistical programs. Ms. Young noted that additional information is available for public libraries, including listing of personnel, special collections/features of individual libraries, and names of library trustees and/or Friends groups.

— John Welch



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How Do We Prove We Do What We Say We Are Doing?

NC Association of School Librarians

How do school media coordinators prove what it is they do and how successful they are at it? In this time of increasing accountability, media professionals must be able to answer this question in satisfactory ways. Dr. Marilyn Shontz from the UNC-G Department of Library and Information Studies discussed this recurring problem and offered some worthwhile help based on research she has recently completed.

As Dr. Shontz and Dr. Marilyn Miller have shown in their recurring series in *School Library Journal*, it is a documented fact that we now have fewer media coordinators and they are doing more work. There is a growing gap between the haves and the have-nots in the school library world. It is becoming more and more important, therefore, that media coordinators be able to prove that they really do what they say they are doing. They should begin by deciding to collect data and by determining what type of data would be best.

Basically, media coordinators must decide what data they need to evaluate the school library media program. The first type of evaluation is based on input; for example, the size of the collection and the amount of equipment (in other words, the type of data evaluated by the Southern Association of Colleges and Schools). The second type is based on output—how much is the media center used, how many books are circulated, etc.

The third type of evaluation and the most important is based on outcomes. Media coordinators want their teachers and students to be effective users of ideas and information, but how can that be measured? Dr. Shontz shared with her audience the results of a survey she has recently completed for AASL entitled "Output Measures for School Library Media Programs." There are six categories that can be used to measure

what students and teachers know and are able to do.

The first category is attendance or use: how many people come into the library each day? What percentage of the student body actually physically comes to the library? The second category is user attitudes and behaviors; that is, how do students look for information? The third measure is reference service—what kind of questions are students and teachers asking? Fourth is the student instructional program; how many hours of instruction do media professionals engage in?

The last two categories for measurement are teacher interactions and collections measures. In faculty interactions, media coordinators plan with teachers. On the other hand, measuring collections involves circulation figures outside the media center as well as in-house use. How are these categories of use to media people? Dr. Shontz gave examples of the types of statistics she used in the eleven schools in which she surveyed the media program. One area was reference transactions; librarians were asked to mark a tally sheet on certain days and at certain times. The areas on the tally sheet included reference transactions completed the same day, reference transactions redirected to another source, and reference transactions received but not completed today. Dr. Shontz distributed preliminary results of this survey at the conference; final results will be available within a few months.

School media personnel must be aware of the increasing demand for accountability and must be prepared with statistics to back up their programs. These statistics do not need to be kept every day but should be done on a regular, periodic basis so that media coordinators will be able to produce this information when it is needed.

— Diane Kessler

AIDS Issues: Can We Talk?

Children's Services Section

Frances Bradburn began this discussion program by introducing an updated multi-media bibliography. Other handouts included lists of AIDS consortia and service organizations. In discussing AIDS materials, it was pointed out that while non-fiction is readily available, fiction cannot be as easily identified. Some AIDS information is also available through online data bases and laser disks. Two books were prominently featured:

The Mayday Rampage, by Clayton Bess, is a new, intense YA novel about two teens who prepare a major project on AIDS, including interviewing prostitutes. Tragically, as well as ironically, one teen is found to be HIV positive when the couple fails to use protection during their own lovemaking.

What You Can Do To Avoid AIDS, by Magic Johnson, offers excellent information for teens. The attitude of this book, as in much current AIDS literature, is not one of judgment, but of information and advice.

Steve Summerford presented information on a program involving the Greensboro Public Library and the Triad Health Project. The library created AIDS Awareness Kits of videos, bibliographies, etc., designing them for specific ages and groups. The library also printed bookmarks listing AIDS information sources.

— Linda Tanenbaum

Technologies and the Changing Role of the Media Specialist

NC Association of School Librarians

Hal Gardner began his presentation with a series of questions: "What is it that we as media specialists do? What is our role now? What is it that we should be doing?" Gardner then went on to discuss the long and complex list of areas that media specialists are responsible for; this list includes integrating existing and emerging information and instructional technologies into the curriculum, designing and producing media, and developing a collection of print and non-print materials. But are we doing all these things? It all comes down to what we are able to do with people. In order to incorporate these technologies and develop these collections we must be prepared; we must have a plan.

As media professionals we must get organized. We must determine if we have gained any insight and/or footholds about our problems and then we must develop a plan. We must be prepared for the fact that change is always slow and can be very frustrating, but we should be prepared to help develop technology policies and manuals for our schools and our systems.

Mr. Gardner shared several video clips with his audience; the first was about EduQuest. He made the point that we should be thinking two to five years ahead, and we should let administrators know what we think the future holds. The second video focused on the Information Highway being promoted here in North Carolina. It showed how technology would be used in the future in distance learning at prison sites, in the court system, in police and fire training, and in cancer treatment. Education would be provided over a network and shared resources would cross many boundaries.

Other technological movements that are currently being developed and examined in North Carolina include wireless connectivity (students' taking computers along on field trips, for example), computers that students can check out and take home with them, and school library media resources that are available around the clock. Media specialists need to keep abreast of new developments and give students access to as many of these electronic developments as possible.

— Diane Kessler

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