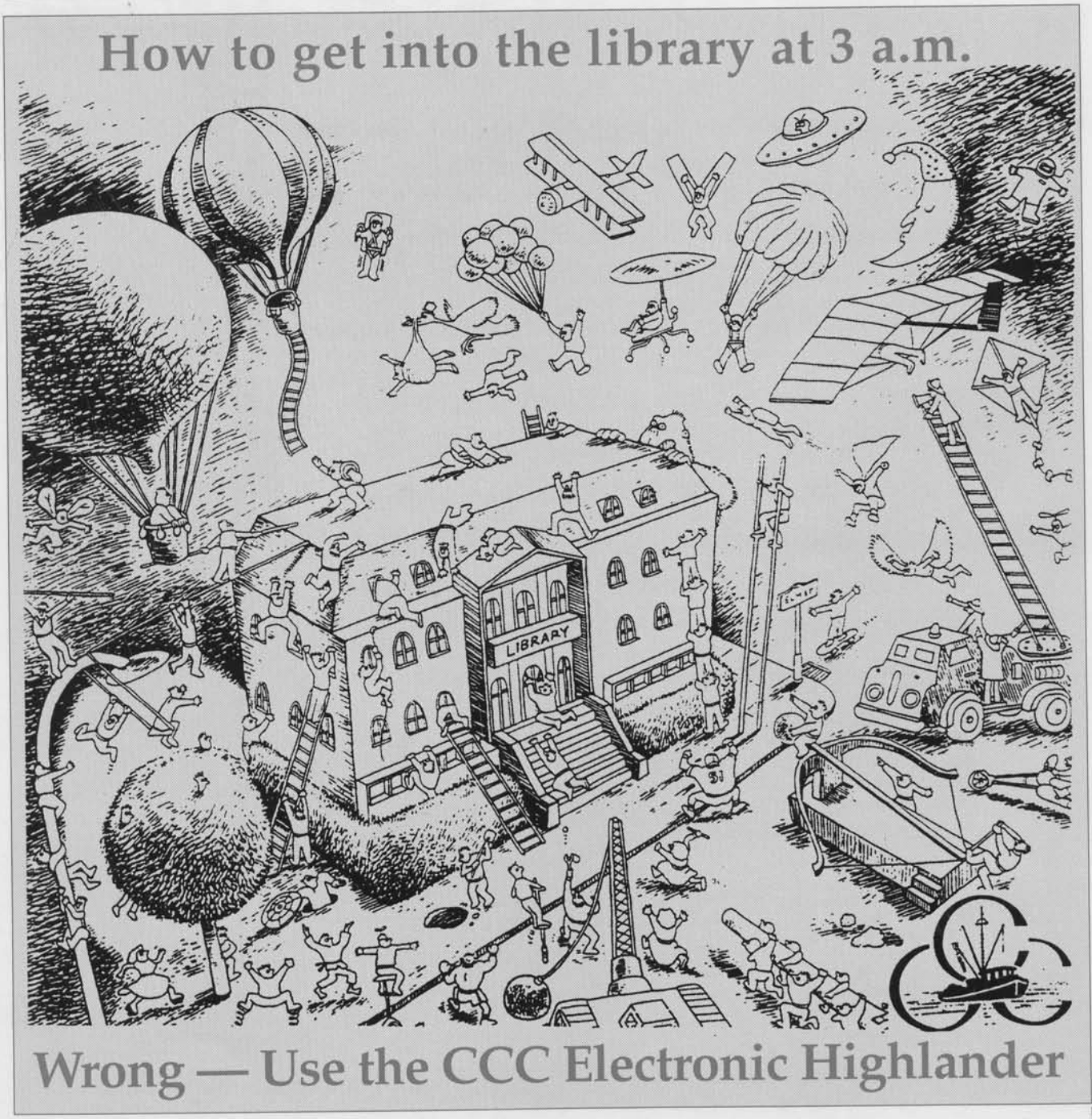
SUMMER 1994

Librari[illegible] and the Economy



# North Carolina Libraries



Volume 52, Number 2
ISSN 0029-2540

# North Carolina Libraries



Summer 1994

## *Libraries and the Economy*

Guest Editor, *John T. Welch*



## *Features*







North Carolina Libraries *is electronically produced. Art direction and design by Pat Weathersbee of TeamMedia, Greenville, NC.*

# From the President

*Gwen Jackson*, President

Happy Spring! As I have traveled throughout North Carolina, I have truly been in awe of the beauty of spring bulbs, shrubs, and flowers and the budding and flowering trees. For some reason, spring this year has been especially beautiful and welcome. It has been a time to celebrate, to reflect, and to plan.

In the same manner that spring has been so meaningful, the work of the Executive Board of the North Carolina Library Association has provided a time to celebrate, to reflect, and to plan. During the Executive Board Retreat at Camp Caraway in January, your Board took a very critical look at the Association by identifying strengths, weaknesses, threats, and opportunities. The goal was to develop a strategic plan and set directions or "road maps" for the 1993-95 biennium. The identified priorities were organized under five areas — communications, intellectual freedom, organizational issues, personnel, and technology. The work groups continued to develop vision statements, strategies, benchmarks, communication plans, and timelines during the April Executive Board meeting. The results of these work sessions are below.

## NCLA COMMUNICATION ISSUES WORK GROUP

**Vision:** Libraries and librarians are recognized as the prime information source empowering the people of North Carolina to become lifelong learners.

**Strategy:** Hire a marketing advisor to develop an 18-month awareness campaign culminating in the biennial conference in collaboration with the Conference Committee to mesh themes. The campaign will be carried out by the Marketing and Public Relations Committee and others as appropriate.

**Benchmarks:**

1. Create a graphic theme that reaches across different types of libraries
2. Create an in-house graphics "library"
3. Design a press release/public service announcement (PSA) database (Marketing and Public Relations Committee)
4. Sponsor a workshop at the beginning of each biennium for sections/round tables/ newsletter editors, etc. (Publications Committee)
5. Sponsor workshop(s) in conference off-years for librarians from different types of libraries who are responsible for publications/PR within their own communities

## NCLA INTELLECTUAL FREEDOM WORK GROUP

**Vision:** North Carolina libraries and librarians will be aware of the importance of safeguarding the rights of library users in accordance with the First Amendment to the United States Constitution and the Library Bill of Rights as adopted by the American Library Association.

**Strategies:**

1. Promote the *awareness* of the importance of free access to information, the threats to this access, and privacy for *all* users
2. Continue to encourage libraries to have written, approved selection policies and advisory committees

**Benchmarks:**

1. Conduct a survey
2. Maintain a record of contacts (Clearinghouse)
3. Maintain a chronological news clipping notebook (on-going)
4. Maintain "deep throats" in General Assembly (on-going)

## NCLA ORGANIZATIONAL ISSUES WORK GROUP

**Vision:** The North Carolina Library Association is the motivating force for unifying its diverse membership to achieve the purpose, goals, and priorities of the organization.

**Strategies:**

1. Promote long-range planning throughout the organization

2. Foster regional/local "associations"
3. Ensure that the participation in the activities of sections/round tables/committees reflects the diversity of the organization

**Benchmarks:**

1. Prepare a plan for the biennium that supports the long-range plan of NCLA by September 1, 1994 (all sections and round tables)
2. Stress the attendance at NCLA Executive Board meetings of vice chairs of sections and round tables
3. Identify current local/regional associations and invite the chairs to attend NCLA Executive Board meetings as a means of maintaining communications with these organizations (Investigate feasibility of establishing a council of affiliates.)
4. Promote membership in sections/round tables/committees to reflect the diversity of NCLA
5. Schedule NCLA Executive Board meetings in connection with section/ round table workshops and conferences
6. Encourage each section/round table to have at least one program/meeting with participation from another constituency of NCLA

## NCLA PERSONNEL WORK GROUP

**Vision:** NCLA and the library profession will be represented by exemplary professionals including women and minorities at all levels of **administration.**

**Strategies:**

1. Develop a plan for a mentoring/internship program
2. Develop a plan for awarding scholarships to women and minorities for degrees and/or additional training in administration
3. Encourage NCLA members to visit library schools
4. Attend career fairs
5. Publish articles in *North Carolina Libraries* and *News From NCLA* on personnel issues

**Benchmarks:**

1. Have a plan for scholarship program
2. Have promotional materials ready

## NCLA TECHNOLOGY WORK GROUP

**Vision:** Libraries and librarians play a leadership role in developing of the North Carolina Information Highway (NCIH), and in implementation and utilization of the Highway so that it extends to each library, with the necessary training and equipment for each citizen to have access.

**Strategies:**

1. Training — Establish criteria for computer literacy through workshops (hands on and videoconferencing) and provide on-going support through the creation and timely updating of a resource handbook which will include directory of experts/support assistance
2. Position and Philosophy — NCLA will prepare a position paper setting forth the principles that will clearly state the roles for North Carolina's libraries in developing and implementing the NCIH (by NCLA Legislative Day 1995, May 10, 1995)
3. Communication — Establish broad-based communication about NCIH to NCLA membership via updates in *Tar Heel Libraries* and *News From NCLA*, by active promotion of e-mail use among the membership, and by the establishment of a newsgroup/ Listserv by/for NCLA
4. Organization — Establish a Technology and Trends Round Table to provide a focus for NCLA's efforts on technology issues; provide guidance to NCLA sections and round tables; and promote NCLA relationships with other associations and agencies involved in the planning, implementation, and utilization of the NCIH (i.e. NREN, NCASL, MUGLNG, Free-Nets, etc.)
5. Political — Contribute to the vision through timely political activism using such strategies as direct communication with all local and state elected and/or other officials via promotional documents; and also by using proactive technical expertise and consulting services to educate them.

This issue of *North Carolina Libraries* addresses the economic effect libraries have at the local and state level. Guest editor John Welch suggests that we effectively market the services of our libraries. As the above strategies are incorporated in the activities of the sections, round tables, and committees; NCLA will become more visible and all types of libraries will be collaborating with program development and resource sharing.

Accept the *challenge* to market the services of your library and continue to *celebrate* life and libraries every day!

# Making Sense of Our Dollars

*by John T. Welch*

This issue of *North Carolina Libraries* proposes to investigate the topic of libraries and their effect on the economy at local and state levels. While libraries have long been painfully aware of how the economy affected them, little attention has been devoted to the other side of the coin.

The genesis of this article was a conversation that I had with the director of an academic library in Michigan about two years ago. She was describing how two of her professional reference librarians had teamed up with some members of a local and state government economic task force to help bring into the area a new industry that employed over five hundred people. Naturally, the local county government was pleased to have the increased revenue that would come from taxes on the industry, and local merchants were pleased because they had a new group of customers.

At about the same time, I was becoming more aware of how the reference staff at the Division of State Library was performing similar tasks. Over the past several years, the State Library had made a concerted effort to promote the use of the state and federal demographic and economic statistics that were in our collection. And the staff told me that they were getting an increasing number of inquiries from patrons seeking information that would help them decide where to locate potential business sites. We even received a letter from a Winston-Salem businessman who said that our efforts had helped him not only establish his business, but also make it economically successful.

The more I thought about it, the more I realized that we at the State Library were doing a lot of work that had definite economic impacts. This work, unfortunately, was going unnoticed by us and others. My hunch was that this fact held true for most other types of libraries.

Something else struck my attention a few days later when I was back in our reference department. As I was looking through a stack of state documents, it was not difficult to find other state agencies, the Department of Commerce for example, that were not shy about announcing their economic impact on the state. They made certain that this type of information was front page news in their press releases and publications, constantly implying, if not directly telling, to anyone who read that information just how valuable they, their staffs, and services were to the economy of our state.

Could libraries take the same tack as the Department of Commerce had? Could we make a solid case presenting our direct effect on the economy? What about the indirect economic effects that result from our work? What would we need to know to be able to make such an approach work?

The scope of this inquiry is too broad to fit conveniently in one issue of this journal. There are simply too many facets to be explored and studied. What can be done, however, is to point out some examples of how libraries affect the economy and ask questions about how we might begin to further explore, understand, and exploit this area of our services.

*Caveat lector!* It is fair to say that all libraries seek to improve their own budget standings; none of us is "rolling in dough" and many of us seem to have been put on a starvation diet. Though it is hoped that these articles may lead to libraries finding ways to increase their portion of the budget pie, there is no guarantee that such will be the case. There does not appear to be any magic formula that will correlate all that we do with its effect on the economy. Yet, as with all other attempts at self-examination, libraries may gain a better understanding of themselves, their missions, and services. This, in turn, may result in rewards recognized through better service, stronger collections, and improved productivity.

The easiest place to begin is with our direct economic impact. By looking at the following examples it is possible to get a glimpse of the level of economic impact that we are making now. And the list below is only a representative sample of what is currently being done.

## Direct Impacts

The North Carolina Association of Independent Colleges and Universities ran an article in its fall 1993 newsletter, *The Independent*, explaining how its member institutions had contributed $4.8 billion to North Carolina's economy (See Figure 1). Note the areas reported: goods and services,capital projects, employment, even money spent by out-of-town visitors. Also, please note the statement that "This study points out how the impact of these institutions extends beyond the local community and benefits the entire state."[1]

This type of direct impact is one that libraries should be able to capitalize upon readily. For example, according to statistics collected by the State Library, public libraries received $79,158,937 in local operating funds and another $1,513,095 in federal grant funds during the 1992-1993 state fiscal year.[2] This same information should be reasonably available for almost all libraries.

What about capital projects? East Carolina University is embarking this spring on a twenty-nine million dollar expansion and renovation project for its Joyner Li-

brary. In May of this year, the Chapel Hill Public Library will open its new $5.3 million library. Later this spring, the Division of State Library will award $420,703 in federal Library Services and Construction Act Title II funds for constructing, expanding, and renovating public library facilities in the state. Since public libraries are required to match these federal funds, total project construction funds are at least double the amount of the grant awards.

Adding the East Carolina University Project, the Chapel Hill Public Library project and the federal construction funds, the total comes to $34.7 million in funds that potentially will go back into the local and state economies in terms of wages paid and goods and services purchased. It is necessary to acknowledge that some of those funds might be paid to out-of-state firms. However, even some of those funds will be spent within North Carolina to hire and/or house workers and purchase or transport goods and services. Imagine what the total figure would be if you included construction projects for all the libraries in the state!

Another example includes the grant funds that libraries receive to support special projects or activities. In 1992, North Carolina State University's D. H. Hill Library was awarded a $71,690 Higher Education Act Title II-D research and demonstration grant by the U.S. Department of Education to develop a model for distributing research materials directly to scholars through a campus network. The Division of State Library has received two grants totalling $1,278,765 from the National Endowment for the Humanities to support the North Carolina Newspaper Project. Again, this list could be expanded greatly to reflect the wide variety of grant programs currently under way.

What does all of this tell us? In the cold, hard, dollars-and-cents way of economics, it says dramatically that libraries return a direct value to local and state economies. Because of the goods and services we buy, the staff that we employ, the facilities that we build, and the grants that we administer, tax revenues flow directly back to the governmental sources that fund us. We are actually helping to pay our own way. And we need to be able to articulate clearly that message to our funding agencies.

While the area of direct economic impact offers many possibilities, it is only the surface of a much deeper economic impact that libraries have — our indirect economic impact. I use this term because it seems to best explain how much of our work takes place. Trying to understand this realm is much like voyaging into deep ocean waters — the further you go, the less light there is to see by; however, the further you go, the greater potential rewards there are.

### Indirect Impacts

The area of indirect impact on the economy may have great potential for showing how libraries re-

*Figure 1*

## Independent Colleges Contribute Billions to N.C. Economy

North Carolina's 37 independent colleges and universities contributed $4.8 billion and more than 34,000 jobs to the state's economy in 1991-92, according to a study conducted by the Center for Economic and Banking Studies at Wake Forest University's Babcock Graduate School of Management.

The study, conducted for the NCAICU by a team of Wake Forest MBA students under the direction of Dr. Gary L. Shoesmith, determined that the colleges' direct impact on the state was estimated at $2.3 billion. Including indirect effects, the total impact of the institutions was estimated at $4.8 billion.

"This study shows the important role North Carolina's independent colleges and universities play in the state's economy in terms of jobs, income and expenditures," Shoesmith said.

"This study confirms that, in addition to providing high quality educational opportunities to North Carolina citizens, our independent colleges and universities play a major role in the economic well-being of the state," said NCAICU President A. Hope Williams. "People often recognize the important contributions an independent college makes to the community in which it is located. This study points out how the impact of these institutions extends beyond the local community and benefits the entire state."

The study found that the 37 schools spent an estimated $1.75 billion on goods and services during 1991-92, excluding wages and benefits. Of that total, $696 million went toward goods and services in North Carolina. Shoesmith and the graduate business students used a 2.12 multiplier from the N.C. State Budget Office to determine the institutions' total state economic impact of $1.5 billion in expenditures.

In addition to annual operating expenditures, the schools bring significant capital projects to the state. Over the past three years, the schools spent an estimated $465 million on capital projects, the study found. Using averages, the annual impact of capital spending was estimated at $155 million annually. With multiplier effects, the total impact was $328 million per year.

The institutions represent one of the largest private sector employers in the state with 34,408 employees and another 4,100 jobs dependent on them. In 1992, the schools paid $1.02 billion in wages, and the economic impact of spending by those employees ranks independent colleges and universities as one of the most important sectors in the state. Applying the 2.12 multiplier, the total economic impact of the employees' spending was $2.15 billion.

The 61,682 students enrolled in the schools spent an estimated $316 million in North Carolina during 1991-92. That figure does not include payments for housing, meal plans, tuition and books. In all, student spending contributed $670 million to the state's economy during the 1991-92 academic year.

The study found that various activities at the schools draw visitors and dollars to North Carolina communities. During 1991-92, an estimated 10,905 events were open to the public, attracting 1.7 million visitors from the local communities and more than 804,000 visitors from out of town.

The study noted that local visitor expenditures do not represent notable additional spending, but out-of-town visitors have a significant impact on the economy. Assuming that the average stay for an out-of-town visitor was just one night at $127 (the state's average expenditure estimate), visitors spent more than $102 million in 1991-92. These expenditures represented a total economic impact of more than $216 million, according to the study.

*— Reprinted permission of Dr. A. Hope Williams*

ally do make a positive economic impact. However, this same area also poses the much more difficult problem of how to access that impact accurately.

For example, we have long known that library users frequently make economic gains from materials, information and/or services that we provide to them. The dedication pages of numerous novels and nonfiction works, to name the two most common categories, feature an acknowledgement of libraries and librarians who have helped authors get precisely what they needed for their work. Sometimes these works have sold in the millions of copies and even been turned into movies.

*Because of the goods and services we buy, the staff that we employ, the facilities that we build, and the grants that we administer, tax revenues flow directly back to the governmental sources that fund us.*

In March and April 1994, the Raleigh *News and Observer* ran a series of articles entitled "Science for Sale" describing how faculty at several major Triangle universities were profiting financially from their publicly and privately funded research. One particular graph indicated that during 1992, Duke, NC State, and UNC-CH's combined total of corporate-sponsored research was in excess of fifty million dollars.[3] What role did the library collections and services at those three universities play in supporting that research? Equally important, what role do those libraries play in making the Triangle area a very attractive place for the type of researchers who get those large grants?

In the *News and Observer* series of articles, one senior university research associate in computer science at UNC-Chapel Hill claimed his research project "has been a succession of companies providing well-paid jobs for North Carolinians over the last 16 years. The result of the $50,000 research project has been around $50 million added to our state's economy."[4] Quite an impact on the economy, isn't it? It does make you wonder what he would have to say about the relationship of library services to his success?

Probably the hardest area of all to document is the longitudinal impact that libraries have on the economy. In this case we are concerned with attempting to assess what effect the ongoing use of libraries has on individuals and/or groups of users and where the payoff of that use reenters the economy.

A prime example in this category are public school library media centers. An important study published in September 1992 by the Colorado Department of Education and the Colorado State Library and Adult Education Office found that "Students at schools with better funded LMCs [Library Media Centers] tend to achieve higher average test scores, whether their schools and communities are rich or poor and whether adults in the community are well or poorly educated."[5] Where's the indirect impact here? Just consider the following: fewer students would need remedial training, more students might take advanced courses, students could graduate from high school knowing not only the use of, but the value of, quality library programs and services. They would then expect to find those services in college, community college and public library settings. Hopefully they probably will be willing to support them, as well.

As librarians, don't we need to put information like that from the Colorado study in billboard sized letters for our funding agencies? Don't we hear from most of our political and economic leaders that what our state, indeed our nation, needs most is a much better educated workforce to improve our economic potential? Here is carefully documented research that can be used to reenforce libraries' indirect economic effects.

Again, the examples listed above are only a small sample of a much larger pool of possibilities that libraries could delve into. Rather than jumping head first into the depths, a much more deliberate approach might yield better end results. Thus, what follows is a suggestion of a possible future research agenda.

### What Lies Ahead?

In working on this article and reflecting on the contributions of the other authors in this issue, I have become aware of just how difficult it is to understand the true relationship of libraries to the economy. On the one hand, it seems so obvious that we do make a significant, broad-based contribution to local and state economies; on the other hand, it seems to be agonizingly difficult to express and explain graphically that contribution. Is it any wonder then that we have difficulty in using such information to our advantage when we approach our funding agencies?

We seem to find ourselves in the same dilemma that Don Sager, former director of the Milwaukee Public Library, noted regarding the federal Library Services and Construction Act program. "Unfortunately, most of the data we have on the beneficial impact of LSCA is anecdotal. While we can document how many federal dollars have been spent on various programs, we haven't marshalled the hard numbers necessary to demonstrate LSCA's effectiveness. That weakness makes the existing legislation vulnerable."[6] Note that Sager considers the lack of hard data a weakness.

One answer to this dilemma is to develop a research agenda that could provide some methodologies and hard data for library use. The following questions might provide a starting point for such research:

1) How can libraries best present information relating to their direct impact on the economy to their funding/governing authorities?

2) Can we enlist the assistance of government and/or academic research institutions, as the North Carolina Association of Independent Colleges and Universities did in the example cited above, and use their expertise in research and interpretation to better explain our case? More important, how can we make certain that we are included in their studies and projections on economic growth and impact? An article in the Raleigh *News and Observer* announced that the new North Carolina Information Highway would add $2.7 billion to the state's economy.[7] It would be wonderful to know what portion of that sum was considered to be the result of libraries participating in the project.

3) Are we collecting the right type of statistics on an individual and institutional basis? Can we find better, more

concrete ways to evaluate our programs, services, and the use of our materials? Can we adapt the research techniques of the "for profit" sector to aid us in understanding what our services, materials, and collections do for our users?

4) Can libraries come up with a way to determine how much value they add to the information that they make available to their patrons? Here is what two outside professional observers from the state of New York reported on this subject: "Due to their organized methods of identifying, locating and retrieving information, libraries save users millions of dollars each year in time not wasted in attempting to recreate data already available, time saved in not duplicating work already done and time not wasted on erroneous work."[8]

5) Is there a way that we can more effectively market our contributions to today's students at the school, community college, and university levels? There are students at all those levels who will be in positions to make decisions on our funding in the future. There should be some way to pass along to them our value to their economic, as well as educational and recreational, lives.

6) Should we designate some single agency to collect and disseminate research information for us?

Finally, it must be said that this is not going to be an easy task. Kem Ellis's questionnaire on the High Point Public Library's business reference service, reprinted in this issue, yielded only a ten percent return; that is not a good enough return rate from which to draw conclusions. However, it is a start; it may even be the first time that a public library in North Carolina has even tried to obtain such information in this manner.

We can learn from our setbacks; we may, indeed, learn a lot from them. We can share information and work together cooperatively on any of the above items. Here in North Carolina, we have access to many of the resources that are needed for good quality research. We must strive for the most rigorous research standards. We have the ability to help ourselves. It is up to us to decide to do something about it!

***References***


[1] "Independent Colleges Contribute Billions to N.C. Economy," *The Independent* (Fall 1993): 1,4.

[2] North Carolina. Department of Cultural Resources. Division of State Library, *Statistics and Directory of North Carolina Public Libraries July 1, 1992- June 30, 1993* (Raleigh, 1993), 4.

[3] Trish Wilson, and Steve Riley, "High Stakes on Campus," *News and Observer* (March 27,1994): 10A.

[4] Nick England, "The Real Story is Job Growth," *News and Observer* (April 17, 1994): 23A.

[5] Keith Curry Lance, Lynda Welborn, and Christine Hamilton-Pennell, *The Impact of School Library Media Centers on Academic Achievement* (Denver: Colorado Department of Education, 1992), 97.

[6] Don J. Sager, "Professional Views," *Public Libraries* 33 (January/February 1994): 15.

[7] Kay McFadden, "Information Highway Still a Pitch and a Promise," *News and Observer* (May 1, 1994): 6A.

[8] Robert Kraushaar, and Barbara Beverly. "Library and Information Services for Productivity," *The Bookmark* 48 (Spring 1990): 167.

# The Library's Commodity for Economic Development

*by Edward T. Shearin, Jr.*

*Morehead City, N.C., August 3,1993*

**Bally Leases Former Wrangler Facility.**

Bally Engineered Structures, Inc. of Bally, Pennsylvania, announced that it has leased the former Blue Bell, Inc. plant outside Morehead City. Bally is the nation's leading manufacturer of walk-in coolers and freezers. Last year the company had approximately $50 million in sales. Initial employment will be approximately 35, all of whom will be hired locally. "One of the key factors in our decision to relocate in Carteret County was the responsiveness of the community. Carteret Community College has been outstanding in providing needed information"

(Tom Pietrocini, Bally President and CEO).[1]

In March 1994, Bally announced that its corporate headquarters would relocate to Morehead City and would employ three hundred people within two years. Carteret Community College's library has been an active partner in providing the information for attracting industries such as Bally to its service area.

Carteret Community College (CCC) is located in a rural/resort area overlooking Bogue Sound next to the Atlantic Ocean. Many people pass the college "on the way to the beach." The college has approximately twenty-five hundred full-time and part-time students. CCC is one of the first community colleges to have a Small Business Center (SBC), and the first where the library and the SBC actively cooperate to provide business information.

When the Department of Community Colleges created the SBCs, it stipulated that each center must provide business information services. The library director at CCC saw this as an opportunity to develop a program which has become a model duplicated by other community colleges in North Carolina. He suggested to the SBC director that the library provide electronic business information services and that the SBC use its funding to provide small business programming. The SBC sent the library director to a three-day workshop on using electronic resources for business and purchased the library a modem to access those resources. The library provides business information for small business entrepreneurs as well as assistance in general economic development.

Howard McGinn, the former State Librarian of North Carolina, urged libraries to take the initiative and change the paradigm of libraries from an "enhancement to the infrastructure" to a "business information utility" providing information as a core service similar to other utilities in their service area. Libraries must serve business and government segments if they are to contribute to the economic life of the community, and are in a unique position to do so as publicly supported institutions.

In order to become a business information utility, libraries must market themselves to business and government entities. In *Marketing for Nonprofit Organizations*,[2] Philip Kotler discussed the four "P's" of marketing and explains how nonprofit agencies can benefit from a marketing plan. They are

1) **P**roduct — the most basic of marketing decisions. What to offer the target market? Most organizations offer a product mix which is periodically modified by product additions and deletions. A library's product mix includes special collections, tours and/or bibliographic instruction, and access to electronic information resources. In essence, our product is information.

2) **P**rice — the *real* price of everything. Organizations proceed through a three-stage process to determine pricing. First, they determine the *pricing objective*, whether it is profit, usage, fairness, or some other objective. Second, they determine *pricing strategy* — whether it is cost-based, demand- based, or competition-based. Third, they determine when and whether a *price change* is warranted. In libraries, it is necessary to add a fourth stage, *philosophy*. Should libraries provide all services "free" or should they charge for special services like electronic resources? Most librarians need to determine their philosophical stance on this question before they can determine a pricing strategy.

3) **P**lace — product availability and accessibility. This is the place or distribution decision, and it is a key element in the marketing mix. Is the library readily accessible to the business community? The business community requires information fast — *when* they need it. Network access to the catalog, facsimile service to businesses, and online reference service to a business person's computer are a few ideas to provide a quick turnaround time for the business clients.

4) **P**romotion — communicate to and motivate various markets and publics. Organizations develop a communication program that has impact and is cost effective. A communication program not only targets specific consumers (e.g. the business community), but also commu-

nicates to other publics, such as government agencies, the press, and financial/governing boards. In other words, it "sells" library services for increased funding. A library uses many promotional tools such as space/time advertising, mailings, speeches, demonstrations, contests, free samples, catalogs, films, exhibits, and endorsements. Many of these tools are easily targeted to the business community: write a monthly article or list of new business books for the newsletter of the Chamber of Commerce (Chamber) and the Economic Development Council (EDC); design a brochure on library services and use the Chamber's and EDC's mailing list for distribution; speak at various civic and other professional clubs and organizations; *join* civic and professional organizations; provide free business information at clubs to show what they can receive from the library; provide computer access to the catalog and a facsimile reference service to the business community and government agencies; write letters of support for business inclusion on the information highway and Internet access. Let the business community know the the library is a source of information they can depend on and use in their business for growth.

### The 4 P's in Carteret County

The Carteret Community College library uses the four "P's" concept to position itself as a business information utility in a rural/resort area.

#### *Product*

The library's partnership with the SBC has created information as a product. The following brochure describes the Business Information Connection (BIC) which utilizes computer databases as its primary resource. (See Figure 1.)

The library at CCC provides information to clients who contact the SBC for developing business plans. In a business plan, demographic information is essential. The source used for demographic information is the LINC information system provided by North Carolina's Office of State Planning (OSP) and the State Library of North Carolina. This system contains census information from every county, city, and municipality in the state. It also contains statistical data from other state and federal government agencies.

The Employment Security Commission (ESC) provides data on monthly employment in North Carolina. State departments of treasury and revenue provide information pertaining to county and municipal finance. Data is provided from various federal agencies on agriculture, county economic development, building permits, federal funding, and economic census. These sources are accessed by a dial-up service provided by the OSP.

LINC has standard statistical reports such as county profiles. Special reports can be created by combining variables ( data fields) from the census. The information contained in LINC is vital for entrepreneurs and businesses relocating to the library's service area. In Carteret County, the CCC library and access to LINC are considered a vital asset for economic development.

When Carteret County's Economic Development Council (EDC) needs statistical data to entice a business to relocate, the CCC library provides the information. In a recent example, a multi-million dollar manufacturing facility relocated its plant to Carteret County. The CCC library did the background information search on the company for the EDC. Since the company is privately held, it is not listed in any standard print directory. The library used a Dun and Bradstreet database called *Dun's Market Identifiers* to locate information on the company.

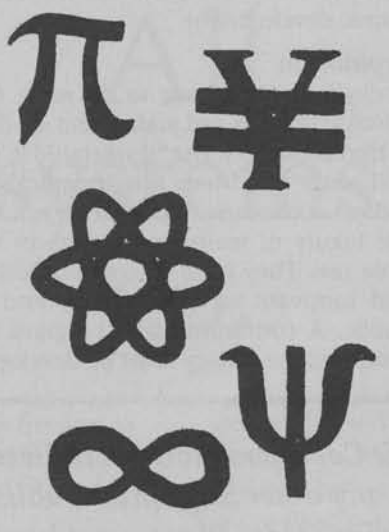
The following scenario demonstrates how the library provides information to the EDC quickly and efficiently. A company is interested in locating in the county. The owners are meeting with the EDC director at !0 a.m. EDC calls at 9 a.m. and requests statistical data on Carteret County for this meeting. LINC is accessed, and the Carteret County Statistical Profile is printed remotely (using a printer adapted to a pc). A copy is faxed to the EDC, and a print copy is in their hands by 9:45 a.m.

The key to providing information for economic development and businesses from CCC's library is telecommunications and access to remote databases. Without the ability to access and print materials stored in these databases, the information provided would be dated and virtually useless for development and entrepreneurs. Again, business requires information that is timely, to the point, and readily available.

This same company requests a report showing the average annual wage per worker and the property tax rate per one hundred dollar valuation in Carteret Count. Again, LINC is used to create a special report with the previously mentioned variables. It is forwarded to the EDC and then faxed to the company.

Figure 1

**THE BUSINESS INFORMATION CONNECTION**



**AT**

THE LIBRARY
CARTERET COMMUNITY COLLEGE
(919) 247-3134

**SBCC**
**Small Business Center Connection**

The Small Business Center, located in the Economic Development Center Building located on the Carteret Community College Campus, provides assistance to the small business owner. This assistance is in the form of counseling, referral service, and special interest programs/seminars. Most of these services are at no cost to the business owner. Provided also by the Small Business Center are:

--- Management Training
--- Upgrading and retraining of employees
--- One-to-one assistance in business planning

**Contact Gary Plough, Director of the Small Business Center at ext. 220 for further information.**

**Business Teleconferencing Television Connection**

The library will provide your business with a video/satellite downlink connection. The library will:

- Copy off-satellite programming for your business. Usage/copyright fees are applicable.
- Set-up video teleconferencing to receive satellite programming for a group. Equipment and room usage fees are applicable.

**The FAX Connection:**

For a minimum charge, the library will receive and transmit FAX items for your business concerning materials in the Business Information Connection.

*Source:* Carteret Community College Library/LDC, 1989

The company decides to relocate a manufacturing facility in the county. It will employ approximately fifty workers. Carteret County was in competition with the Norfolk, Virginia, area for this company. When the company announced the relocation, it indicated that the timeliness of the information received was one of the factors for choosing Carteret County.

### *Price*

Economic developers understand that information is not free. They are willing to pay for information if it is current and immediate. Does the library charge for special information reports accessed from electronic resources? Each time a Dun and Bradstreet database is searched, there is a charge. The following policy is in place at the library concerning business information using remote databases:

> For-profit businesses pay the full cost of a computer search plus a ten dollar handling fee. Nonprofit agencies, governmental entities, and schools/colleges pay a subsidized cost depending on the database used, and they pay no handling fee.

The SBC at Carteret Community College refers many clients to the library for business name searches. One of the most important aspects of establishing a new business is an identifiable name. Is the name of the proposed business copyrighted by someone else? A quick search in a database on trademarks reveals its copyright status, and the owner and expiration date of any copyright.

A search of this type is quick and documents the requested information. The library charges a subsidized fee because the client is referred from the SBC. The price is usually less than ten dollars. The search is given to the client with the caveat that for legal purposes, it is not authorized by a copyright attorney. It is known that attorneys use the same database and charge several hundred dollars for a name search.

### *Place*

Most of us have little control over the physical location of the library. "Place in marketing" is defined as the availability and accessibility of the product being marketed. As previously mentioned, business people need information *when* they need it They cannot wait until the library opens and then visit the facility.

There are several ways to provide immediate information services for business. The library is becoming a "virtual library" with accessibility anywhere and anytime. Business people have used our library at 11 p.m. on Sunday evenings via a dial-up service to our online public access catalog (OPAC).

Electronic reference is another service of the virtual library, and reference service is essential for serving businesses. Several libraries are using electronic bulletin boards (BBs) for reference. A client can leave a reference question on the BB. When the messages for the day are read, the reference question is answered and the information is forwarded to the business via fax or modem.

One of the least utilized telecommunication devices for reference is an automated answering machine (AAM). Most libraries have an AAM for announcements concerning library hours, holidays, etc. It can be used in reference by encouraging clients to call and leave questions. Reference personnel review the call-in questions and call back with answers.

With the virtual library, location is no longer a factor in providing quick, reliable information. The public needs to know that you can provide this service for economic development.

### *Promotion*

Today's libraries have to do more than develop services and make them available to the consumers. The "if you build it, they will come" syndrome is not applicable in today's economies. Libraries do not have the luxury of maintaining services with little use. They have to communicate to and motivate various markets and the public. A communication program that promotes the library must be developed.

Basic tenets of communication programs include target marketing, raising money, gaining support for the cause, and identifying other publics in the market area. Kotler identifies four groups of promotional tools for use in a communication program:

1. *Advertising*: Any form of non-personal presentation and promotion of ideas, goods, or services paid by a sponsor.
2. *Sales promotion*: Short-term incentives to encourage purchase or sales of a product.
3. *Personal selling*: Oral presentations.
4. *Publicity*: Planting of significant news about services in a published medium usually not paid by the sponsor.[3]

To use these tools effectively, they must be viewed as a communication process or framework. All elements should be present for promoting library services to business and other pertinent publics.

The CCC library uses most of these tools to promote its service to business. Before advertising begins, decisions must be made concerning target market, positioning, and mix. When CCC library started its Business Information Connection, contacts were made with the SBC, EDC, Chamber, and other professional organizations and clubs to ascertain their information needs. This led to the development of the BIC brochure which was distributed to all the previously mentioned agencies. Members of these groups were encouraged to take the brochure back to their places of business.

For short-term promotion, the library displays its services at meetings of professional organizations and conferences. Usually, the display demonstrates computer access to information. A recent example is the North Carolina Rural Teleforum, held January 5, 1994. The teleforum was on the CONCERT network for interactive telecommunication meetings and distance learning. Eight hundred people participated in the teleforum at sites in Boone, Charlotte, Greenville, Raleigh, and Wilmington. The purpose of the teleforum was to show how

telecommunications could be used in rural economic development.

The CCC library displayed its BIC at the teleforum by accessing LINC on demand and printing county profiles. LINC was accessed twenty-eight times for free prints of county profiles. The CCC library was the only library with a display at the Wilmington site. The teleforum served as vehicle for the CCC Library to identify target publics (economic developers) in eastern North Carolina with a short-term promotion.

Speaking at meetings, being interviewed by local radio and cable TV, and participating in forums are some of the ways a librarian can personally sell the library's service. It is critically important that one becomes an activist in promotion of the library. If the image of the library needs changing to that of a business information utility, it must be done. Active promotion is the key to this change.

Publicity, the last group of tools for promotion, is making your message heard — usually without charge. The CCC library provides public service announcements for local radio and cable TV. Articles are written for SBC, EDC, and Chamber newsletters. CCC's library director is a guest speaker in classes on starting a small business. Presentations are made at library workshops and conferences.

Promotion is being personally involved. We cannot assume that someone else will do it. Leaders today promote their services and products. Television has many commercials where corporate chairmen sell their products. We have a personal stake in the success and promotion of our library. We receive the blame when we fail; why not receive the accolades for success?

## Summary

A library needs to be a proactive participant in the economic development of its community. The following steps are suggested:

- develop specific resources for businesses and economic development
- advertise the resources
- create a policy on charging for information
- automate the library (use automated answering and facsimile machines)
- join the Chamber of Commerce and the Economic Development Council
- provide information services for the small business center
- advertise library services at places of business and professional associations
- speak at meetings of business associations
- write articles for the local newspaper and business newsletters

The CCC library's role has been recognized by the college's administration with increased line-item funding for its service to the community. This has permitted the library to purchase additional CD-ROMs and several computer workstations. The library has five six-disk CD-ROM changers and three single CD-ROM players. Each changer has a variety of CD-ROMs, including *Moody's Financial Services*.

Other direct benefits to the library include having:

- workshop fees, new serials, and specialized equipment such as modems paid for the Small Business Center
- gift books and journals donated by the business community
- gift books and journals donated by the community at-large
- recognition and promotion by the EDC as an information provider
- recognition by the community at-large as the place to get questions answered

The library as a utility provides the commodity of information to its publics. By providing this commodity, it becomes a viable partner in economic development.

### *References*

[1] P. Gilster, (1987). "New Network Connects Businesses with State Libraries," *Triangle Business*. (July, 1987): pp

[2] Philip Kotler, *Marketing for Nonprofit Organizations*. 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1982), 163-223. Kotler cites E. Jerome McCarthy, *Basic Marketing: A Managerial Approach*, as the source of the term, "four P's."

[3] Ibid.

# The Challenge of Measuring the Economic Impact of Public Library Services

*by Kem B. Ellis*

Every service provided by a library has an outcome that makes an impact on the users of that service. Measuring the value of a library service is difficult because library service outcomes are not easy to quantify. We can measure service inputs such as materials and staff time because these are tangible costs that are easy to count. We also can measure service outputs such as materials loaned and questions answered. These tangible service transactions can be counted. The outcomes of the services provided by libraries are not easy to count in units used to measure inputs and outputs. This makes the value of library services intangible, and the impact of those services difficult to measure.

The traditional approach among library administrators has been to emphasize the educational, cultural, and recreational value of the library without assigning a dollar value to its product. Administrators have relied on output measures to justify maintaining or expanding library services. Library administrators today are challenged to measure and report on the impact of library services by finding tangible ways to measure service outcomes, as opposed to outputs.

The ability to provide tangible measurements of the impact of library services becomes even more important when justifying the initiation or expansion of expensive or specialized library services. Since service inputs and outputs are measured in economic units, the challenge is to find methods for measuring service outcomes the same way. Building the in-depth collection of expensive sources and expanding the specialized services of the Business Research Division at the High Point Public Library has challenged us to search for new ways to measure and report the economic impact of this service.

We can use the development of the Business Research Division of the High Point Public Library as a model to study the stages of development of a library service and the level of impact associated with each.

*... true cost-benefit studies are virtually unattainable in library service because the benefits of services such as providing information are intangible and not easily expressed in units of cost.*

The expansion of the library's business research services began sixteen years ago. Then our small collection of basic business reference sources shared space in the general reference area. No particular knowledge or expertise was applied to developing the collection or promoting its use.

Several factors came together to provide the opportunity for establishing the library's business reference section in the late 1970s. Expansion of the main library in the mid-seventies resulted in space becoming available to offer a new library service. Simultaneously, library administrators recognized an opportunity for the library to provide increased service to High Point's growing and diversifying business community.

By 1978, the necessary work had been done to open a separate business reference area in the library. The first stage of development of this new library service was complete, but the impact of the service on the community was minimal. From the beginning, the library's goal was to create a separate identity for its business reference service that would distinguish it from the general reference area of the library. The library hired a professional business reference librarian to provide reference service forty hours per week. Developing an in-depth collection of business materials began with a written policy that outlined the purpose of the business reference collection and provided guidelines for the selection of business materials. The second stage of development of the service produced an awareness in the community that something new was being offered at the library, and the level of impact began to rise.

Over the years, Business Research Services has grown steadily. The business staff has increased to four so that our business area can be staffed during all hours that the library is open—seventy-five hours

per week. Our budget for business materials also has grown steadily, and this year will exceed $80,000. During this third stage of service development, the impact of this service has increased greatly as people have tried our service and then become regular customers. Many of our business research customers have become frequent users. Today we are enjoying a period of increasing impact in the community as satisfied business reference users recommend our service to others. The challenge we face now is to measure the true impact of this service accurately. We are beginning to study methods we can use to measure and report the economic impact of our Business Research Services.

As we began to study the various approaches we might take toward measuring the economic impact of a library service, we found a real dearth of literature on the topic. Research into the idea of economic impact measurement for libraries does not seem to exist. The cost-benefit analysis approach to evaluating library service does provide some valuable insights, however. In his book *If You Want to Evaluate Your Library,* Frederick Lancaster defines cost-benefit evaluation as relating the benefits (outcomes) of a service to the cost of providing it. He goes on to say that the cost-benefit relationship is improved by increasing benefits without increasing cost, or by reducing costs without reducing benefits.[1]

A cost-benefits study attempts to show that the benefits derived from a service outweigh the cost of providing it. According to Lancaster, true cost-benefit studies are virtually unattainable in library service because the benefits of services such as providing information are intangible and not easily expressed in units of cost.[2]

Several other studies have attempted to get library users to place a dollar value on the results received from using information obtained at the library. Unfortunately, library users are unable or unwilling to do this. The worth of that information to the user, however, may be sufficient to justify providing it, even if no dollar value can be placed on it.[3]

Kenneth Plate asserts the importance of cost justification for the information professional who may have run out of ways to impress management informally with the dollar importance of information services. According to Plate, "a well-chosen example of profit-through-information or economy-through-information sent along informal channels is as important as the documented formal budget."[4]

There are several approaches to measuring the impact of information service. Some of these approaches serve us well in attempting to justify service at an expanded level; others should be avoided.

A rather simplistic measure of economic impact is the net value approach. This method calculates the gross value of the service (what someone is willing to pay), and subtracts the actual cost of providing the service. The difference is the net value to the customer of receiving the service.

This method of cost-benefit study does not work when applied to an expensive and specialized service such as business research. This is true because the per capita expenditure to make the service available is likely to be less than the cost of providing the service to those who actually use it. It becomes clear then that other approaches to measuring the economic impact of our Business Research Service are needed.

A substantial benefit to the users of our Business Research Service is the cost savings of not having to buy the information elsewhere. The expense of business reference publications prohibits most business information seekers from purchasing these items personally. Even corporations can benefit from using the resources in Business Research Services rather than purchasing

**BUSINESS RESEARCH SERVICES SURVEY**

High Point Public Library • 901 North Main Street • High Point, North Carolina

The Business Research Services Division is interested in measuring the economic impact of the information it provides the local area. We suspect that many users of business information realize financial gain from acting on the information. We also know that sometimes the reverse may happen, but we hope not ofen. Good business decisions must be based on good information. We want to know whether any of the information you have gotten at the library has affected the business decisions you make, and if so, how.

For example, a vendor you've found through one of our manufacturing guides has helped your business prosper. Perhaps a mutual fund investment has enjoyed a great return, or another has not. Did you find the perfect career through research at the library? A franchise you researched has proven not to have fulfilled its potential. One of these circumstances may describe your situation!

Our survey is anonymous. The information you provide will be used only to gauge the economic impact of your business decisions after research in the business division. We hope you will respond candidly, and that if possible you will actually include a dollar amount in your response.

**1. Describe how business information from the library has affected your business decisions positively or negatively:**

**2. Have you or your business made or lost money as a result of acting on information from the library? Please be as specific as possible.**

**3. Circle all areas of the business division that you use.**

**Investments** **Career** **Taxes**

**Small Business** **Management**

**Classified** **Business Directories** **Manufacturing Guides**

Results of the survey will be posted in the Business Department.

expensive business reference materials.

Individual investors often tell us they would rather use the library's investment advisory newsletters than purchase individual subscriptions or hire personal investment counselors. So the cost to the individual business information consumer of buying this service elsewhere demonstrates all immediate and substantial cost-benefit relationship between the library and its users.

The resulting economic impact of the library's providing this material is that local companies and individuals have resources to invest that are not diverted to cover the cost of obtaining information. The investment of these resources in turn contributes to strengthening the local economy. Therefore, the savings to corporate and individual library users of not having to buy their information elsewhere becomes a meaningful measure of economic impact.

Another tangible benefit for the users of public library business information is the use of librarian time as opposed to user time for locating and retrieving information. If time is money, then librarians can provide a direct benefit to the user by saving time. The well-trained reference librarian can usually locate usable information more accurately and quickly than the library user.

Numerous studies have attempted to demonstrate the real-cost benefits of librarian searches versus end-user searches in dollars.[5] Frequently it was difficult or even impossible for the users of information to assign a credible dollar amount saved when the search was conducted by a librarian. The common sentiment expressed in each of these studies and even demonstrated dramatically by some is, however, that librarians do save money for users of library information by reserving their time for use of the information and thus increasing their productivity.

According to Plate, there are numerous benefits for the company or individual who uses information obtained through trained information providers.[6] Plate asserts that it should be possible for information managers to prove certain points with data obtained from clients as to the cost benefit of using information gathered by information professionals.

Point One: Trained information managers can provide information faster than untrained personnel. The direct benefits of this time factor include increased speed of obtaining information, resulting in increased productivity. The rapid delivery of information allows users to spend more time analyzing the retrieved information.

Point Two: The information obtained by the trained information provider is of higher quality. Information obtained by the professional information manager will consistently be more selective, comprehensive, and accurate than information obtained by untrained personnel.

Point Three: The information obtained by trained information providers is more useful for planning and decision making. The professional information manager can insure that information users maintain a competitive edge by obtaining information on current events and trends.

Library administrators need to develop ways to measure and report the tangible benefits of using information gathered by trained information providers. Providing information is an integral part of what a library does, and indications are that this activity has a significant economic impact.

For many business information users, the real value of that information is the extent to which it reduces uncertainty.[7] This benefit is seen most clearly with individual investors. The ability to make good investment decisions has a profound economic impact on them. For this type of business information consumer, the benefits derived from using the library's business resources are direct and significant, though they might be difficult to measure in real dollars.

Another important point is that the confidence gained by investors who use information from the library to make consistently good investment decisions strengthens the economy. If we consider the ripple effect that takes place in the economy as consumers of business information put that information to work, clearly our libraries can have key roles in strengthening the local economy.

The library can take the lead in economic research and development in its community. Tulsa (Oklahoma) Public Library's Economic Development Information Center (EDIC) is a successful example of public-private and intergovernmental cooperation in which the library's strengths match community needs. As described by Craig Buthod and Martha Gregory,[8] this service shows the status that public libraries have when they aggressively market their ability to provide information that has economic impact. The Tulsa Public Library was the agency cited most frequently in surveys of new manufacturing companies as helping new firms.[9]

At the High Point Public Library, we have attempted to measure the economic impact of our Business Research Service by focusing on selected methods of cost-benefit analysis. We were encouraged to learn that successful attempts have been made to measure the benefits of using information obtained by professionals, avoiding the cost of purchasing needed information, and using information to reduce the uncertainty of decision-making. On the other hand, we were discouraged to find that tangible measures such as dollars saved or dollars earned are hard to produce.

In the fall of 1993, the High Point Public Library's Business Research Division used a questionnaire to obtain information from our business information users. The purpose of the questionnaire was to gather responses we could use to measure the economic impact of using business information obtained at the library. Our focus in the questionnaire was on the impact of information to reduce uncertainty and to improve decision-making.

We distributed the questionnaire to names on our regular

business mailing list and in the business area of the library. Of approximately seven hundred questionnaires distributed, seventy (ten percent) were returned. A sample of the questionnaire form can be found on page 53.

All seventy respondents said that business information obtained from the library had affected their business decisions positively. The questionnaire revealed that many types of business information are sought at the library, but three types of business information seekers responded most frequently. These three were individual investors, local entrepreneurs, and career seekers.

*The public library is the smartest investment a community can make.*

The most detailed and meaningful responses came from individual investors who use information from the library to make investment decisions. Their responses revealed that information from our various investment advisory services had increased their confidence by decreasing uncertainty when making investment decisions. Responses that included tangible results showed that information obtained at the library had generated net returns ranging from a low of 14 percent to a high of 28 percent.

The second largest group of respondents was local entrepreneurs. Their responses showed that business information obtained at the library had a positive economic impact on their businesses. Examples of benefits included new customers, prospects, and clients and the opportunity to bring new business into the company. Local entrepreneurs mentioned numerous types of information from the library they had used to increase profits, including the development of new marketing strategies, incorporation of new management techniques, and the application of federal and state regulations.

The third group of respondents, career seekers, said that information from the library made a difference in the outcome of the job-hunting process. Information on company backgrounds and financial conditions, listings of current job openings, and detailed and practical advice on job resumes, applications, and interview techniques were all mentioned by respondents as crucial to finding a better job faster.

The responses to the library's questionnaire did not include specific dollar amounts that we can use to measure economic impact precisely. The responses do prove, however, that use of business information from the library has resulted in significant and positive economic outcomes. Responses to the questionnaire support our claim that business information from the library makes an economic impact that far exceeds the cost of providing the information. The challenge we still face is to find a way to prove this claim by reporting our economic impact in real dollars.

The value to the library of proving this claim is obvious. When budget requests can be measured against tangible service outcomes, the financial position of the library will be secure. Suppose, for example, that documentation is included in the library's budget request that proves the library generated $15 million in new jobs, taxes, and revenues to the city in the previous year. Funding an increased budget for the library would be a good business decision that would strengthen the community's economic vitality and its quality of life.

The library's stock as a key player in economic development also would rise dramatically. The library would assume a role as an economic asset that would strengthen its traditional position as a leader in educational, cultural, and social initiatives. By developing a reliable method of measuring its economic impact, the library can prove that support for its traditional initiatives contributes to economic development as well.

At the High Point Public Library we are beginning to look seriously at the contribution we can make to the city's economic growth. As we enter new ventures such as library automation, we will look closely at the potential for increasing our stature in the community as a leader in economic development. Simultaneously, we are developing a more businesslike attitude toward ourselves and our customers. We understand the importance of showing the contribution we are making to High Point's economic development as a way of ensuring a bright fiscal future for the library. The challenge before us is to measure the outcomes and the outputs of the services we provide, and to measure them tangibly to prove what we've known all along. The public library is the smartest investment a community can make.

***References***


[1] Frederick Lancaster, *If You Want to Evaluate Your Library* (Champaign: University of Illinois Gaduate School of Library and Information Service, 1988), 6.

[2] Ibid.

[3] Ibid., 160.

[4] Kenneth H. Plate, *Cost Justification Of Information Services* (Studio City, Calif.: Pacific Information, Inc., 1983), xi.

[5] Lancaster, 158-161.

[6] Plate, 1.1-1.8 .

[7] Lancaster, 156.

[8] Jane B. Robbins and Douglas L. Zweizig, *Keeping the Books: Public Library Financial Practices* (Fort Atkinson, Wis: Highsmith Press, 1992), 175-184.

[9] Ibid.

# Demonstrating Value: School Library Media Centers Still Worth Their Keep

*by Marilyn L. Shontz*

"to ensure that students and staff are effective users of ideas and information."
(American Association of School Librarians and Association for Educational Communications and Technology, *Information Power* [Chicago,IL:American Library Association],1988, 1.)

Today's school library media programs are charged with a mission that is at the heart of all learning and the foundation for worthwhile educational outcomes at all levels. As students and staff become effective users of ideas and information, they also become lifelong thinkers, readers, and learners.[1] Interestingly, in 1961, the NEA Educational Policies Commission identified "the development of the ability to think" as the central purpose of education: "it must be a pervasive concern in the work of the school. Many agencies contribute to achieving educational objectives, but this particular objective will not generally be attained unless the school focuses on it."[2]

In fulfilling the library media program mission, the school library media professional as an information specialist provides physical and intellectual access to information resources in a variety of formats and learning levels. Students must be selectors, evaluators, interpreters, users, and communicators of ideas and information. The school library media program is the one unique place in the school where resources are available for this kind of learning activity to take place. The school library media specialist naturally also becomes an instructor and guide. The growing numbers of information resources in electronic or media formats, and the more traditional print materials, require different skills that must be fostered in students.

The school library media specialist also is challenged to serve as an instructional resource for teachers. The mission is not just that students, but that students AND staff are to be effective users of information and ideas. Individual teachers will be at different stages of becoming effective users, thus the school library media specialist works with them at whatever level is needed. In order to fulfill these three major roles and the library media program mission, today's school library media specialists are also insightful planners, preeminent managers, and creative, confident leaders of their programs, their schools, their districts, and their communities.

*The mission is not just that students, but that students AND staff are to be effective users of information and ideas.*

Our developing high technology schools exemplify the growing numbers of library media programs which are fulfilling their broad-based mission in the K-12 schools. These library media programs have online catalogs and circulation systems, provide access to CD-ROM information sources and searching, have fax machines, are members of interlibrary networks providing access to materials outside the school, use cable TV and satellite technology, have telephones, and provide microcomputer access for students and teachers. Moreover, their library media specialists work many hours per week with teachers in instructional planning.[3]

## School Library Media Program Costs

So, what does this vision of the school library media program as integral to learning outcomes in our schools cost? For school library media programs to fulfill this mission, what are the costs to taxpayers? What resources must we commit? Citizens, who believe in and support a democratic way of life and, as taxpayers, support an educational system that ensures continuation of that way of life for future generations, have a right to know that their lawmakers and public educators are using allocated funds to reach this goal in the most effective ways possible.

A look at data about school library media programs presented in the latest series of *School Library Journal*[4] reports covering the school year 1991-92, provides interesting cost estimates. The ongoing purpose of this biennial series has been to collect and present information about school library media program expenditures for materials and resources. Although there are some non-materials-related expenses such as funds for certain supplies, binding, and

salaries for support staff that are not requested of the respondents, the results can be considered a reliable estimate of annual school library media program expenditures of local funds.

Data calculations[5] in Table 1 show the estimated annual cost of school library media programs[6] by grade and per capita levels. A typical elementary school represents an annual minimum investment of $40,000 or $70.18 per pupil. In contrast, a high-tech elementary school [Table 2], represents a typical annual minimum investment of $48,837 or $76.79 per pupil.[7] Figures for middle/junior high and high schools are included on both tables.

Table 1

### ESTIMATED ANNUAL SCHOOL LIBRARY MEDIA PROGRAM COSTS

| | Median TME | Median Salary | Total Annual Cost | Cost Per Pupil |
|---|---|---|---|---|
| *Elementary* | $8,000.00 | $32,000.00 | $40,000.00 | $70.18 |
| *Middle/Jr. high* | $10,445.00 | $35,000.00 | $45,445.00 | $63.73 |
| *High schools* | $12,295.00 | $35,350.00 | $47,655.00 | $65.28 |

Table 2

### ESTIMATED ANNUAL COST: HIGH TECH SLM PROGRAMS

| | Median TME | Median Salary | Total Annual Cost | Cost Per Pupil |
|---|---|---|---|---|
| *Elementary* | $122,550.00 | $36,287.00 | $48,837.00 | $76.79 |
| *Middle/Jr. high* | $14,127.00 | $37,541.00 | $51,668.00 | $61.51 |
| *High schools* | $16,050.00 | $38,043.00 | $54,093.00 | $66.21 |

To help put these costs in perspective with the total cost of education to our communities, the National Center for Education Statistics (NCES) reports an estimated per-pupil expenditure for 1993-94 of $5,193 for all grade levels.[8] When calculated, specific expenditures for school library media programs represent about one and one-half percent of that total. The per-pupil expenditure reported for North Carolina is $4,276.[9]

Another possible way of estimating the investment or cost represented by school library media programs is to calculate the value of the internal collection. Using the *SLJ* survey collection size estimates and approximate replacement costs per item, total costs can be calculated. Tables 3[10] and 4[11] show replacement costs calculated for books, audiovisual items, and microcomputer software by grade levels. Item replacement costs used in calculations were $21.50 per book, $55.00 per audiovisual item, and $66.00 per microcomputer software program.[12] No estimates for CD-ROM programs/equipment, audiovisual hardware, or microcomputer hardware are included. Library media collections can be seen to represent a school and community asset of $250,000 (median), ranging from a low of $224,000 to over $314,000. Although high-tech school collections as reflected in Table 4 do have a greater overall value, the difference is not great. In this case, the exclusion of an approximate cost for CD-ROM programs could be a significant factor in underestimating the worth of high-tech collections.

Knowing that our estimated annual cost of from $40,000 to $54,000 represents about one and one-half percent of the total national annual expenditure per pupil in public education, and that the estimated median replacement value of our collections is $250,000, the question remains: is it worth it? Are the services provided worth the cost? Approaches too numerous to mention might be used to answer or, more accurately, attempt to answer, what is in essence a cost-benefit analysis problem. But failure to try this analysis leaves the system and its users without a viable alternative in addressing accountability. As a starting point, a look can be taken at the value that our public education system provides to society.

Table 3

### SLM COLLECTIONS: ESTIMATED REPLACEMENT COSTS

| | Median Books | MedianAV | Median Micro Software | Total |
|---|---|---|---|---|
| *Elementary* | $186,985.50 | $32,725.00 | $4,686.00 | $224,396.50 |
| *Middle/Jr. high* | $215,000.00 | $26,015.00 | $2,244.00 | $243,259.00 |
| *High schools* | $258,000.00 | $27,500.00 | $990.00 | $286,490.00 |

Table 4

### HIGH-TECH SLM COLLECTIONS: ESTIMATED REPLACEMENT COSTS

| | Median Books | Median AV | Median Micro Software | Total |
|---|---|---|---|---|
| *Elementary* | $191,350.00 | $27,500.00 | $5,280.00 | $224,130.00 |
| *Middle/Jr. high* | $215,000.00 | $22,935.00 | $3,366.00 | $241,301.00 |
| *High schools* | $279,500.00 | $33,000.00 | $1,518.00 | $314,018.00 |

## Costs of At-Risk Students and Dropouts

Everyone has heard it, especially those of us in the information profession. American society is beset with serious social problems — crime, illiteracy, poverty, substance abuse, family disintegration. Human misery costs uncountable billions in both tax dollars and donated time, money, and materials. Our awareness of the drain on our static or diminishing resources grows more acute. We seek solutions. Specific responses have included crackdowns on crime — to get the criminals off the street and into prisons — and the provision of monetary support to people in crisis in the form of unemployment benefits and welfare. These responses work: criminals are going to jail in record numbers and people are receiving enough money to get by. But more criminals come along, and more people become victims in categories which require direct governmental financial support.

While almost no one advocates abandoning these programs, a perhaps less costly and workable solution is now clearly within our reach. We can emphasize prevention as a cure. We must nurture, support, and cherish our children, each and every one. They are society's most vulnerable members. Because they are the youngest, they are without political power; and, in the past, have been without advocates, especially advocates with political power. Paradoxically, they also provide us with the greatest and most promising opportunity for reducing the cost of social ills. If public education can reduce risk to children, our society will benefit monetarily and, one could certainly add, morally. If good school library media programs contribute to schools that in turn reduce the numbers of at-risk children, what appears to be a relatively small investment is most certainly worth it.

First we need to review some of what we know about children at risk:

- From twenty to forty percent of our students can be categorized as at-risk[13]
- Twenty-five percent of all youth face serious risk of not reaching productive adulthood; an additional twenty-five percent are at moderate risk[14]
- Youth living in rural or urban poverty are at the highest risk[15]
- In 1991 only twenty-two percent of three- and four-year-olds from low income families were enrolled in pre-kindergarten programs, a decrease from thirty percent in 1990[16]
- Twenty-one to twenty-three percent of adults function at the lowest level of literacy, half of these (twenty to twenty-two million) live in poverty[17]
- High school completion rate for nineteen- to twenty-year-olds is ninety percent for white students, eighty percent for black students, and sixty percent for Hispanics. The resulting national dropout rate of from twenty to twenty-five percent has remained constant in the late 1980s and early 1990s[18]
- Forty percent of white and twenty-five percent of black high school dropouts find employment, as compared to seventy-five percent of white and thirty-five percent of black high school students who do not go on to college (1991)[19]
- Thirty-three percent of high school sophomores who aspire to attain no more than a high school diploma, score in the two lowest test performance quartiles (1990)[20]
- Fifty-two percent of non-white sophomores have no education plans past high school (1990)[21]
- Twenty-one percent of high school sophomores who have no education plans past high school are from the lowest socio-economic group (1990)[22]
- Twenty-one percent of all children and fifty-nine percent of all children living in a household with a single mother live in poverty[23]
- While the number of arrests of people ages fourteen to thirty-four are increasing, arrests in the fourteen- to seventeen-year-old group increased by fifteen percent from 1989 to 1990[24]
- Seventy percent of the prison population perform at the lowest literacy levels[25]

And in North Carolina:[26]

- There has been a seven percent rise in juvenile crime, twice the national average
- Twenty percent of our children under the age of five live in poverty
- Eighty percent of prison inmates grew up in poverty

While specific data on the cost to society of school dropouts and at-risk children from poverty-level homes are not readily available or easily produced, costs associated with some of the results of poverty and low education levels are available. Since a high percentage of young people who live in poverty and drop out of school wind up in our criminal justice system, lowering the costs for that system and its services can be related directly to school activities and success.

First, from the perspective of juveniles and adults in the criminal justice system, the national average annual (1989-90) operation expenditure per adult inmate in our criminal justice system was $15,496.[27] The cost per inmate in North Carolina was $18,486.[28] The average national annual per capita cost to keep one juvenile in custody was approximately $31,015 (1989).[29] As a comparison: the cost for keeping a student in school for one year was $5,193, so to keep a tenth-grade student in school until graduation would cost on the average $10,386. To deal with that same tenth-grader as a juvenile offender will cost $62,030 for two years. A five-year prison sentence for the same individual in an adult facility will cost $92,430 in North Carolina. Clearly, keeping potential teenage dropouts in school for graduation makes good economic sense.

Another view of the costs can be taken from the other end of the school curriculum. We know that a crucial factor in determining whether young children are at-risk is their level of readiness to learn upon entering kindergarten. Children who start behind are more likely to stay behind. Using estimates from a 1990 United States Department of Education-funded study, preschool child care is provided to parents at an average hourly fee of from $1.19 in public school programs to a high of $1.73 in independent nonprofit child care centers.[30] For a typical 50-hour-week, 52-week-year which would be needed by a working mother, these costs total from $59.50 to $86.50 per week, or $3,094 to $4,498 per year. Five years of preschool care for one child before starting kindergarten would cost $19,000, or about as much as it costs to keep one adult prisoner incarcerated for one year.

Another hypothetical example provides more interesting comparisons. If we use the estimate that twenty percent of the children in any school are at-risk, an elementary school of 800 students today can have 160 at-risk students. Providing preschool programs for these children when they are three and four

years old, so they will begin school ready to learn and succeed, would cost about $7,592 each for two years. For all 160 children, the cost would be $1,214,720. Keeping those same 160 teenagers in juvenile custody for two years, however, would cost $9,600,000. A five-year prison sentence for each juvenile offender in North Carolina would cost taxpayers $14,788,800. While it is unlikely that all 160 at-risk children would spend five years in prison, the cost to society if even half of them do is staggering. And, while we will probably never completely eliminate crime and poverty, it is clear that our educational system has the power to reduce,through prevention, the number of children at-risk as well as increasing the number of young people who graduate and successfully enter society as contributing members and lifelong learners.

### Library Media Program Value to Successful Schools

The question stated earlier about the value of library media programs has become a little clearer. Schools that have lower dropout and at-risk student rates are cost effective models for society. But, do we know if good school library media programs contribute to the effective school model? The answer is yes. Over a period of thirty years, evidence has been accumulating that library media programs contribute significantly to effective schools and successful students.

Active and effective school library media programs can and do help create effective schools. Groover, Marchant, Didier, and Haycock have each analyzed previous research in school library media services and presented conclusions that document the contributions of the school library media program to student outcomes.[31] Three of the reported studies are especially interesting in light of today's emphasis on accountability. They represent three very different but promising approaches to the cost-benefit analysis problem and solution.

*Since a high percentage of young people who live in poverty and drop out of school wind up in our criminal justice system, lowering the costs for that system and its services can be related directly to school activities and success.*

The earliest of the three studies took place in the Calgary (Canada) school district from 1977 to 1979. The Calgary Board of Education wanted to know, "When dollars are devoted to school library services, is there a corresponding value for students?"[32] Rather than comparing schools with/without school libraries as Gaver had done earlier,[33] they used Gaver's "Inventory of Library Services" to profile the numbers and types of services provided in the sixty-five selected elementary and high schools.[34] Locally developed attitude scales and skills tests also were used as measures.

As a result of their study, Calgary was able to identify a basic core of services provided to all students in all schools termed "Baseline Library Services."[35] The presence of a higher number of these services correlated with the presence of a full time teacher-librarian and an adequate budget.[36] In the high schools, there was a positive correlation between improved student skills and positive attitudes and teacher-librarians' direct involvement in teacher consultation activities.[37] Elementary schools revealed a strong positive effect on student attitudes when teacher-librarians jointly planned with teachers, and the library media program was integrated with classroom activities and instruction.[38]

As a case study, the Calgary survey represents a workable model for the profession. Since it was limited to selected schools in one geographic area, the results could not be generalized to other schools and districts. However, the researchers felt that as a result of the study, they had demonstrated that in their school district those schools that were providing high levels of the baseline services were making definite, positive contributions to student outcomes — attitudes and skills — and that school libraries were "definitely worth their keep."[39]

A second approach was described and reported by Loertscher, Ho, and Bowie in 1987.[40] Their purpose was to describe library media services offered in elementary schools and to affirm, if possible, that exemplary schools have exemplary library media programs. Using 209 United States Department of Education nationally recognized elementary schools (1986), the researchers looked at staffing, services to students, services to teachers, and resources/operations. One of their major conclusions was that excellent library media programs in excellent schools have a minimum staff of one full time professional and one clerk.[41]

As a result of this research, the profession can better describe what good school library media programs do and what they contribute to excellent elementary school programs. Conclusions drawn by the researchers about the library media programs included: for maximum impact on school outcomes, elementary library media programs should be staffed by a full-time library media specialist and a clerk and should operate on a flexible schedule; their programs should emphasize literature-rich activities and promote enjoyment of reading, a partnership with teachers in developing instruction, individual assistance to learners, creative use of new materials/technology, and integration of information skills instruction into curricular areas.[42]

The last and most recent of the studies provides a third approach and a new viewpoint. Using a representative sample (n=221) of all Colorado Public Schools, researchers collected data on school variables, community variables, library media program variables, and test score results by grade level from the 1988-89 school year.[43] The researchers wanted to document the relationship, if any, between library media center expenditures and student achievement; the characteristics of library media programs that contribute to higher student achievement; and whether collaboration between the library media specialists and teachers on instruction contributes to student achievement.[44] The use of readily available test score data (ITBS and TAP) by selected grade levels was analyzed for statistically significant relationships with (1) selected community factors: high school graduation rate, poverty level, family income and size, and urban-rural designation; (2) selected school variables: pupil/teacher ratio, education level of teachers, teachers' years of experience, teachers' salaries, and expenditures per pupil; (3) selected library media program variables: staff, instructional role, collection size, circulation, availability, and use of microcomputers, and amount of information skill instruction.[45]

In answer to their study questions, researchers found that:

(1) students at schools with better funded library media programs tended to achieve higher average test scores regardless of socio-economic level or educational level of the community; (2) the size of the library media program total staff and the size and variety of its collection contribute to the ability of the library media program to influence student achievement; and (3) students whose library media specialists collaborated with teachers in planning instruction tended to achieve higher test scores.[46]

**Still Needed ...**

We now know, and have evidence that shows, that good school library media programs — those with adequate staff, collections, and services — contribute to student success and learning in our schools and that successful, effective schools can save money. But, what factors are still serving as barriers to providing all students with good school library media programs? There are three that are easily recognizable from the current literature.

*... good school library media programs — those with adequate staff, collections, and services — contribute to student success and learning in our schools and ... successful, effective schools can save money.*

As noted earlier, our collections represent a major investment for our communities and our nation. Collection surveys completed recently in several states show the increasing age of materials and, therefore, their declining usefulness for today's information-age students. The results of some of these surveys have been presented as part of the ESEA initiative in Congress.

The second barrier can be found in the documentation of staffing cutbacks. While each study of effective library media programs demonstrates the need for one full time professional and one clerk as a minimum staff level, school districts continue to see library media positions as ones that are expendable. The number of school library media positions continues to decline.

The third barrier is that of research. While it is true that there are numerous studies related to what makes an effective school library media program, the fact that it is spread out over thirty years makes interpreting the results for today's technology-centered programs problematic. Many of the older models are excellent but need to be replicated in the current setting. Those more current studies such as the one in Colorado need to be replicated in other geographic areas.

But an even more basic problem stands in the way of quality research. Individual school library media specialists must begin to collect data in an organized, uniform fashion. The profession must agree on standardized research methods and data collection techniques in order to enable library media specialists to collect and present data that can be used as measures or benchmarks for program improvement.

***References***


[1] American Association of School Librarians and Association for Educational Communications and Technology, *Information Power* (Chicago, Il: American Library Association, 1988), 15.

[2] Educational Policies Commission, *The Central Purpose of American Education* (Washington, D.C.: National Education Association, 1961).

[3] Marilyn L. Miller and Marilyn L. Shontz, "Inside High-Tech School Library Media Programs," *School Library Journal* 40:4 (April 1994): 24-29.

[4] Marilyn L. Miller and Marilyn L.Shontz, "Expenditures for Resources in School Library Media Centers, FY 1991-92" *School Library Journal* 39:10 (October 1993):26-36.

[5] Calculations are based on results reported Tables 9 and 14. Miller and Shontz, "Expenditures for Resources in School Library Media Centers, FY 1991-92," 30,34.

[6] TME is the total of median expenditures per school from local funds for materials/resources of all types, audiovisual equipment, microcomputer hardware, online services, rentals, leasing, and maintenance. Median salary is for one full time certified school library media specialist at the specified grade level.

[7] Calculations are based on results reported in Tables 3 and 7. Miller and Shontz, "Inside High-Tech School Library Media Programs," 25,28.

[8] National Center for Education Statistics, *Public Elementary and Secondary Education Statistics: School Year 1993-94* (Washington, D.C.: Office of Educational Research and Improvement, 1993), 8.

[9] Ibid.

[10] Calculations are based on results reported in Table 9. Miller and Shontz, "Expenditures for Resources in School Library Media Centers, FY 1991-92," 30.

[11] Calculations are based on results reported in Table 7. Miller and Shontz, "Inside High-Tech School Library Media Programs," 29.

[12] Mean cost of one book is based on average of prices for juvenile, adult books, and paperback books as reported in *The Bowker Annual Library and Book Trade Almanac*, 38th ed.(New Providence, N.J.: Reed Publishing, 1993). Mean cost of one audiovisual item is based on typical per item prices reported in *Media Review Digest*,vol. 23,(Ann Arbor, Mich.: Pierian Press, 1993). Mean cost of one computer software program is based on typical per item prices reported in *The Latest and Best of TESS; The Educational Software Selector* (Hampton Bays, N.Y.:EPIE, 1991).

[13] "Improving Possibilities for Students Placed at Risk." *OERI Bulletin* (Winter 1994): 3.

[14] Carnegie Council on Adolescent Development, *A Matter of Time; Risk and Opportunity in the Nonschool Hours* (New York: Carnegie Corporation of New York, 1992), 19.

[15] Ibid.

[16] National Center for Education Statistics, *The Pocket Condition of Education 1993* (Washington, D.C.: Office of Educational Research and Improvement, 1993), 2.

[17] "How Literate Are American Adults?" *OERI Bulletin* (Fall 1993):1,4.

[18] National Center for Education Statistics. *The Pocket Condition of Education 1992* (Washington, D.C.: Office of Educational Research and Improvement, 1992), 1.

[19] NCES, *The Pocket Condition of Education 1993*, 4.

[20] Thomas D.Snyder and Carol Sue Fromboluti, *Youth Indicators 1993; Trends in Well-Being of American Youth* (National Center

for Education Statistics, Office of Educational Research and Improvement, 1993), 136.

[21] Ibid.

[22] Ibid.

[23] Ibid., 48.

[24] *Youth Indicators*, 131.

[25] "How Literate Are American Adults?", 1.

[26] "Smart Start," *Tar Heel Libraries* 17:2 (March/April 1994):2.

[27] Michael J. Hindelang Criminal Justice Research Center, *Sourcebook of Criminal Justice Statistics 1992* (Washington, D.C.: U.S. Department of Justice, 1992), 13.

[28] Ibid.

[29] Ibid., 584.

[30] Mathematica Policy Research, Inc., *A Profile of Child Care Settings: Early Education and Care in 1990; Executive Summary* (Washington, D.C.: U.S. Department of Education, 1991), 4.

[31] Robert Groover, "Library Media Programming and Learning: A Summary of Research" *CMELA Journal* 3 (Spring 1980):29-34; Maurice P. Marchant, et al., "Research Into Learning Resulting From Quality School Library Media Service" *School Library Journal* (April 1984): 20-22; Elaine K. Didier, Research on the Impact of School Library Media Programs on Student Achievement — Implications for Professionals" in *School Library Media Annual Vol. 2, 1984* edited by Shirley Aaron and Pat Scales (Littleton, CO: Libraries Unlimited, 1984), 343-61; Ken Haycock, *What Works: Research About Teaching and Learning Through the School's Library Resource Centre* (Seattle: Rockland Press, 1992).

[32] Yvonne Hodges, "Resource Center Programs Are Here to Stay...The Proof is in the Evaluation" *School Libraries in Canada* 3 (Winter 1983):20.

[33] Mary Virginia Gaver, *Effectiveness of Centralized Library Service in Elementary Schools* (New Brunswick, N.J.: Rutgers University Press, 1963); Mary Virginia Gaver, *Services of Secondary School Media Centers* (Chicago: American Library Association, 1971).

[34] Hodges, "Resource Center Programs Are Here to Stay," 20.

[35] Bev Anderson, "School Libraries — Definitely Worth Their Keep" *Emergency Librarian* 10:5 (May/June 1983):7

[36] Ibid., 9.

[37] Hodges, "Resource Center Programs Are Here to Stay," 24.

[38] Anderson, "School Libraries — Definitely Worth Their Keep,"9.

[39] Ibid.

[40] David V. Loertscher, May Lein Ho, and Melvin M. Bowie, "Exemplary Elementary Schools and Their Library Media Centers: A Research Report" *School Library Media Quarterly* 15 (Spring 1987): 147.

[41] Ibid.,152.

[42] Ibid., 153.

[43] Keith Curry Lance, Lynda Welborn, and Christine Hamilton-Pennell, *The Impact of School Library Media Centers on Academic Achievement* (Castle Rock, Colo.: Hi Willow Research and Publishing, 1993), 2.

[44] Ibid.

[45] Ibid., 18-21.

[46] Ibid., 93.



# About the Authors

***Kem B. Ellis***
Education: B.A., High Point University; M.L.S., UNC-Greensboro
Position: Director, High Point Public Library

***Gary Harden***
Education: B.A. Concord College; M.L.S., N.C. Central University
Position: Systems Librarian, State Library of North Carolina

***Dwight McInvaill***
Education: B. A., Presbyterian College; M.L.S. UNC-Chapel Hill
Position: Head of Adult Services, Kinston/Lenoir County Public Library

***Edward T. Shearin, Jr.***
Education: A.A., Chowan College; B.A., NC Wesleyan College; M.L.S., East Carolina University; Ed.D., NC State University
Position: Director, Library/LRC Carteret Community College

***Marilyn Shontz***
Education: B.A., Heidelberg College; M.L.S., Case-Western Reserve University; Ph.D., Florida State University
Position: Associate Professor, Department of Library and Information Studies, UNC-Greensboro

***Martha M. Smith***
Education: B.A., Duke University; M. Div., Duke Divinity School; M.S.L.S., UNC- Chapel Hill; Ph.D., Duke University
Position: Head Librarian, St. Mary's College

***Joel Sigmon***
Education: B. M., Florida State University; M.M., Florida State University; M.L.S., N.C. Central University
Position: Head, Government and Business Services Branch, State Library of North Carolina

***John T. Welch***
Education: B. M., Memphis State University; M.S.L.S., Catholic University of America
Position: Assistant State Librarian, State Library of North Carolina

# Survival and Service: The Ethics of Research on the Uses of Information Provided by Librarians

*by Martha M. Smith*

Do librarians have the right to know how patrons use information? What sources and services are the most or least utilized? Which resources fit their particular clientele? Indeed, what do we need to know in order to serve users more effectively? What must we know in order to justify budgets, to defend the existence of libraries, to assure the survival of the profession, and to offer access to diverse clients in an increasing pluralistic society?

### To Market or Not to Market

Supermarkets do it! Bar-coded product information guarantees that there will be enough hot dog relish and carrots in the stores where those item sell the fastest.

Video stores do it! With the help of technology much like library networks, company executives determine where to build new stores, how big they should be, and what movies and candy to carry.

In some Sunday newspapers, there are lots of inserts. In others, there may be none. Zip codes are used to make marketing decisions. High income neighborhoods receive certain product announcements and coupons. Low income neighborhoods may receive other advertisements or fewer than are found in zipcoded areas deemed as affluent. Is this good business or discrimination? Is it ethical?

Marketing people randomly stop consumers at the local mall to show them toothpaste labels, combinations of frozen vegetables, and movie posters in order to determine buyer preferences. Their companies spend substantial sums of money in order to compete and survive in a constantly changing product environment.

In addition, sophisticated databases track credit card purchases and make that information available to companies so that they can tailor their offerings for the public they seek to serve. Marketing and advertising jobs are on the line constantly.

Should librarians use the methods of business to survey, analyze, and market our products and services to our patrons? Would we be invading patron privacy if we were to track patron borrowing and order accordingly? Would we be betraying professional obligations to educate and inform as well as to lift cultural horizons if we followed what readers were reading rather than providing a wide variety of, for example, current fiction? Would we be betraying professional neutrality if we developed collections according to the dominant viewpoints of patrons on subjects such as abortion, gun control, or politics?

Can research into what users do with the information provided by librarians help our profession better exercise social responsibility in meeting communities' needs? Would we be gaining sufficiently useful data on the impact of libraries in the community, on the school, college, or university campus, and to the public at large to justify the expenditure of funds for such research? Or, would we be risking the possibility of giving up professional judgment in building collections and managing services in order to satisfy current fads or passing needs?

*Are our motives survival or service?*

Are our motives survival or service? They are likely both.

Are these concerns ethical and consistent with our commitments as librarians?

### The Ethics of User Studies

Two traditions of thinking guide us when we consider the ethics of studying patrons and their various uses of information. First, are the codes, statements, and other principles which have guided our profession for the last hundred years. The second is a complementary mode of analysis represented by mostly European philosophers. This second tradition will be illustrated by a discussion of the work of Rafael Capurro.

### Codes and Rules

Most familiar among the codes are the ALA Code, the Library Bill of Rights, the Intellectual Freedom statement, and the Manual of Intellectual Freedom. In recent years, newer professional groups such as the Information Technology Association of America (Recommended Code of Ethics for Professional Service Firms); the Association of Independent Information Professionals (Code of Ethical Business Practice); the Society of Competitive Intelligence Professionals (Code of Ethics) have developed codes. These differ from the codes of librarians in two major ways. First, these groups provide information and services for a fee. Second, several of these codes address disciplinary action.

The ASIS Professional Guidelines of the American Society for Information Sci-

ence are of particular usefulness for librarians. This code is dedicated to the memory of Diana Woodward, who was at the time of her early death from cancer a professor of library science at Drexel, where she taught ethics. Professor Woodward, who received a masters degree in philosophy from the University of North Carolina at Chapel Hill, wrote extensively on ethics and the librarian. As a member of ASIS, she championed the creation and articulation of a code. The professional guidelines it outlines provide a bridge between the librarian and the world of the commercial information provider. The statement broadly addresses users and providers, the profession, and society.[1]

As useful as they may be in providing both inspiring ideals and public declarations of good intentions, codes cannot address all of the issues which must be faced in everyday practice. Like the Ten Commandments, the Hippocratic Oath, or the U.S. Bill of Rights, they state high principles but often do not provide guidelines for action. Thus, for example, if we look only at codes which call for privacy protection and go no further, we may fear to judge when a situation, such as a potential suicide, demands that we deviate from ideal practice.

Similarly, we may feel compelled to give information, such as the address of a battered women's shelter, to an enraged spouse, when such information should remain secret. Codes should not permit us to hide from the serious evaluation and research that needs to be conducted if librarians are to serve the public and to preserve the profession. We may have to risk intrusive behavior and the scrutiny of our efforts by the public and by our employers if we are to understand the impact of information provision on the economic, intellectual, and social lives of those we serve.

### Ethics of the Self and the Community

Another approach to ethical dilemmas complements the first. Beginning not with codes or rules, but rather with the individual self and the community of selves, the central question is "What constitutes an action, decision, or environment which most enhances the self and the community?" If our aim is to promote the well-being of individuals and communities through providing information, then it is essential to understand how information is used without violating the integrity of the users.

Rafael Capurro, a German scholar of information science and ethics, has suggested that new information technologies give human beings a chance to live better lives in a way never before possible.[2] Because information technologies can be customized to fit the user, can be made available to the public, and can save enormous amounts of time and natural resources, he is very optimistic about the future. However, he warns that information technologies must be used to expand rather than to control human potential. Further, he urges information professionals to become involved with the ethical issues which are critical to life-enhancing uses of technology.

*Codes should not permit us to hide from the serious evaluation and research that needs to be conducted if librarians are to serve the public and to preserve the profession.*

Capurro is also optimistic about the potential to use information technologies to bring harmony among three usually competing forces — nature, technology, and humanity. For example, how well does the emergence of virtual libraries (the library without walls) accommodate the constraints of nature, the potential of technology, and the needs of humanity? Is the natural environment protected? Are information technologies used wisely? Are human needs, such as those for safety, comfort, affiliation, achievement, and self-determination met?

Capurro argues against the idea that librarians or computer scientists should be silent or neutral about any aspect of information provision. Rather, information professionals, as moral agents, should speak out and defend human values, the natural world, and the life-enhancing potential of technology.

Capurro also makes a contrast between being fair and being caring when he describes the attitude that information professionals should have toward their work and their clients. Being fair is not enough. Rather, as a member of the community oneself, the information provider or librarian should care about the whole system of information delivery and use. As an expert, the professional should put that caring into action by taking part in policy making and implementation. Capurro envisions caring infusing the whole system and bringing nature, technology, and human values together in a harmonious whole.

### Information Democracy

Another mandate to understand user needs and thereby to be able to defend free, public access to information comes from those who see many threats to the ideals of democracy. If librarians do not make a case for the public, particularly the traditionally underserved or information poor, then commercial interests may take over and deny essential information to many who cannot afford it or do not know how to gain access. If the library is seen as a luxury and not as a necessity, then our profession will not survive to serve those who are in the most need. ASIS meetings in the last few years have provided an excellent forum for information democracy discussions.[3]

### Guidelines for Research on User Needs and on the Impact of the Library in the Community

Just as personnel evaluations, accreditation visits, and annual reports tend to raise fears, a certain resistance to and even suspicion about the need for research are only natural. Therefore, in any study, goals should be clear, without hidden agendas. The planning and implementation should include all those whose contributions can strengthen the final product and its usefulness. All research has political aspects, which are best acknowledged from the beginning.[3]

### Consent of the Participants

While reviewing anonymous computer counts of the use of an online catalog hardly requires that patrons be informed of the practice, any interviews, surveys, or observations should in almost all cases be conducted with the knowledge and consent of all of those involved. Most importantly, all levels of staff should be informed of their responsibilities for any study and of possible uses of the results that will involve them. Especially in times of declining budgets, evaluation of certain programs or user needs may be perceived as a means to eliminate jobs.

### Reliable and Valid Studies

Suppose a public library wanted to evaluate the impact of the library on the business community. Would the best approach be to have a staff member monitor the use

of patrons identified as members of the business community? Would a survey sent to business leaders be more useful? Should interviews be conducted? Would it be revealing to remove certain sources for a certain period of time and see who asks for them? Any and all of these methods might provide interesting results, but are the results reliable indicators of the impact of the library on business in the community?

A reliable study would need to include at least a representative number of business-related users and the appropriate survey or interview tools to measure the impact of the library over a period of time. For example, a survey of those using business reference sources right before Christmas or in late July would not be adequate. Clearly, this would not be an easy process. Calling on someone with experience in such research or perhaps contracting with an outside agency might be advisable.

Imagine that a large library system wanted to improve its service to school children. First, how would such improvement be described and quantified? Inviting several focus groups of teachers might be a start, but seeking the views of only one group of concerned citizens would not be sufficient. Parents, the students themselves, and other interested parties should be involved. When the study is completed, it will need to stand the test of public scrutiny. Thus, the methods used must be clearly understood, carefully employed, and appropriate for the stated intent of the study. If valid data are not obtained, then the results, the process, and the librarians could be discredited and opportunities for further study terminated.

*When research is used to influence policy, it should stimulate comment and criticism.*

**Broad Dissemination and Opportunities for Feedback and Critique**

When research is used to influence policy, it should stimulate comment and criticism. Both the methods used and the conclusions reached must be defended before the policy-making bodies. In the best of circumstances, this is a constructive process which leads to positive action. However, research can also stir up a great deal of controversy, even from unexpected places. Suddenly, the library may have both new friends and new enemies. Planning the dissemination of research results and the marketing of the aims and goals of the research should be an expected part of the process. For example, if a study of a branch shows that it is not being used sufficiently to justify its remaining open, how will those conclusions be used? If research indicated major inefficiencies in reference or cataloging, would that research end up in the trash?

**Research and Dissemination: A Professional Commitment**

Increasingly, librarians work in competitive situations where funds are diminishing and needs are growing. Justification for programs and accountability for decisions made are standard practice. No longer can we assume that people recognize the value of libraries and librarians. We must be prepared to uphold the value of our programs and services and to demonstrate the impact that the provision of information has for our constituents. Service and survival are both noble goals.

The tensions that arise in living in this new fish bowl are many. Patron privacy

must be weighed against the value of use studies. Raising expectations through initiating research into user needs brings with it the potential for patron demands which cannot reasonably be met. Yet to shrink back from these challenges would be to abandon the ideals which librarians have promoted. Freedom of access, respect for each patron, service to diverse clients, and meeting the needs of communities as they and we change — all are worth the risks.

### *References*


[1] Ann P. Mintz, ed. *Information Ethics: Concerns for Librarianship and the Information Industry*; Proceedings of the Twenty-Seventh Annual Symposium of the Graduate Alumni and Faculty of the Rutgers School of Communication, Information, and Library Studies, 14, April 1989. ; Jana Varlejs, Series Editor. Jefferson, North Carolina: McFarland & Company, 1990. Includes Association Ethics Statements- American Library Association: On Professional Ethics; American Society for Information Science: Code of Ethics for Information Professionals (draft); Canadian Library Association: Code of Ethics, and many others. Also a brief bibliography on "Information Ethics."

[2] Rafael Capurro, "Information Technology and Technologies of the Self," Paper delivered at the ASIS Conference, 1992. Tapes available. Abstract in the proceedings. To be published. See also Capurro, Rafael. "Moral Issues in Information Science," *Journal of Information Science* 11(3),113-123. On information science ethics.

[3] Ronald Doctor, University of Alabama, was the convener of the Information Democracy sessions at the 1992 ASIS conference. See also Doctor, Ronald D. "Information Technologies and Social Equity: Confronting the Revolution," *Journal of the American Society for Information Science* 42,3 (1991):216-228 and Doctor, Ronald D. "Social Equity and Information Technologies: Moving Toward Information Democracy," *ARIST* 27. Edited by Martha E. Williams. Learned Information for the American Society for Information Science. 1992. Doctor is editing a book on the subject, which will contain some of the papers from ASIS 1992.

[4] A very useful classic is *The Practice of Social Research* by Earl Babbie. Sixth Edition. Belmont, California: Wadsworth, 1992. Look for latest edition.


## ASIS Professional Guidelines

*Dedicated to the Memory of Diana Woodward*

ASIS recognizes the plurality of uses and users of information technologies, services, systems and products as well as the diversity of goals or objectives, sometimes conflicting, among producers, vendors, mediators, and users of information systems.

ASIS urges its members to be ever aware of the social, economic, cultural, and political impacts of their actions or inaction.

ASIS members have obligations to employers, clients, and system users, to the profession, and to society, to use judgement and discretion in making choices, providing equitable service, and in defending the rights of open inquiry.

### Responsibilities to Employers/Clients/System Users

- **To act faithfully for their employers or clients in professional matters**
- **To uphold each user's, provider's, or employer's right to privacy and confidentiality and to respect whatever proprietary rights belong to them, by**
  - limiting access to, providing proper security for and ensuring proper disposal of data about clients, patrons or users.
- **To treat all persons fairly.**

### Responsibility to the Profession

- **To truthfully represent themselves and the information systems which they utilize or which they represent, by**
  - not knowingly making false statements or providing erroneous or misleading information
  - informing their employers, clients or sponsors of any circumstances that create a conflict of interest
  - not using their position beyond their authorized limits or by not using their credentials to misrepresent themselves
  - following and promoting standards of conduct in accord with the best current practices
  - undertaking their research conscientiously, in gathering, tabulating or interpreting data; in following proper approval procedures for subjects; and in producing or disseminating their research results
  - pursuing ongoing professional development and encouraging and assisting colleagues and others to do the same
  - adhering to principles of due process and equality of opportunity.

### Responsibility to Society

- **To improve the information systems with which they work or which they represent, to the best of their means and abilities by**
  - providing the most reliable and accurate information and acknowl edging the credibility of the sources as known or unknown
  - resisting all forms of censorship, inappropriate selection and acquisitions policies, and biases in information selection, provision and dissemination
  - making known any biases, errors and inaccuracies found to exist and striving to correct those which can be remedied.
- **To promote open and equal access to information, within the scope permitted by their organizations or work, and to resist procedures that promote unlawful discriminatory practices in access to and provision of information, by**
  - seeking to extend public awareness and appreciation of information availability and provision as well as the role of information professionals in providing such information
  - freely reporting, publishing or disseminating information subject to legal and proprietary restraints of producers, vendors and employers, and the best interests of their employers or clients.

*Information professionals shall engage in principled conduct whether on their own behalf or at the request of employers, colleagues, clients, agencies or the profession.*

**Editor's Note:** North Carolina Libraries *presents this feature in recogngition of the increase in excellent unsolicited manuscripts that merit publication, but are not necessarily related to each issue's specific theme.*

# Prepare for the Ride of Your Life on the Information Superhighway

*by Joel Sigmon*

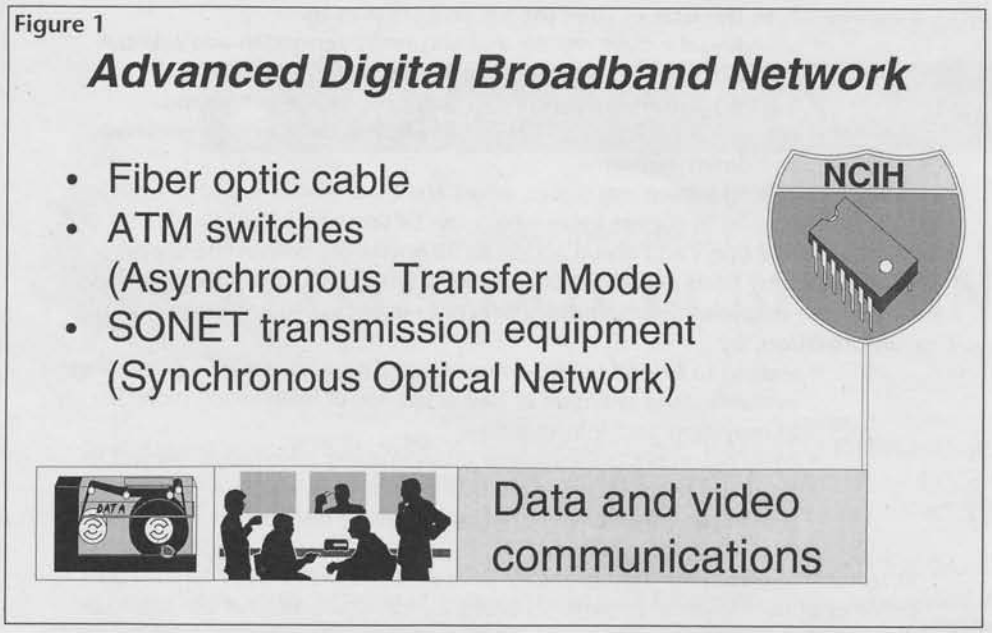
Now that the North Carolina Information Highway (NCIH) is coming to your neighborhood, navigating the universe of electronic information, or *cyberspace* as it has been called by science fiction writers and frequent Internet travellers, is a required skill. Librarians, teachers, students, parents, business persons, government planners, and almost anyone else in today's society will benefit greatly from access to electronic information. The state's leaders envision a time when all North Carolinians will have the opportunity to use electronic information that is universal in scope and coverage. Their goal is to provide all of the state's citizens with equal and unimpeded access to extensive libraries, leading research facilities, government agencies, powerful computing centers, and a wide-range of government and private services. Librarians are already playing a key role in enabling citizens to access information through electronic networks. As the sources proliferate and the technology becomes increasingly complex, librarians will have to understand not only applications and content, but also the fundamental aspects of the technological infrastructure.

This article provides a glimpse of the future — for some, a future that is already here. The new technologies that are making the global information highway a reality are described. Sources available on the Internet are highlighted, including a preview of some of the projects under development. Access strategies are discussed briefly. And finally, the benefits of the new technology are considered. Hopefully, the information provided will give you a smoother ride on the information highway as you travel the electronic landscape of *cyberspace*.

## What is the North Carolina Information Highway?

The North Carolina Information Highway (NCIH) is an advanced digital broadband network that is being developed for high speed transmission of data and video communications. North Carolina state government has formed a unique partnership with three telephone companies to bring this technology to every area of the state. NCIH is based on the use of fiber optic cable along with the deployment of ATM (Asynchronous Transfer Mode) switches and SONET (Synchronous Optical Network) transmission equipment across the state. ATM is a new multiplexing and switching technology that provides bandwidth on demand for high speed data and video communcations. SONET is the latest transmission system technology. It provides enhanced operations, administration, maintenance, and provisioning features. The standard supports optical interconnection between different manufacturers' equipment and can carry traditional circuits or ATM cells. SONET will eventually provide transmission speeds at gigabits/second. When compared with the current standards of data transmission at 56Kbps or even T1 (at 1.54Mbps), the SONET technology is astounding.

Figure 1




## Sources

The sources that will be available to North Carolina's citizens once the network infrastructure is in place include materials provided by organizations all over the Internet and custom products developed by many state government agencies, including a number of projects involving the State Library of North Carolina. Some of the sources described below are already available on the Internet. The intent is to provide resources that increase the general knowledge and education of the state's citizens, promote economic development,

and support sound public decision-making by government agencies at all levels. Just as amazing as the technological infrastructure is the collaborative effort of many diverse groups. NCIH planning cuts across traditional organizational lines with broad participation at all levels. Many stakeholders are cooperating to ensure that the needs of the various communities of interest are addressed and that the highest standards in creating the technical structure and applications are upheld. All agree that both an advanced communications infrastructure and content of high quality are crucial to the usefulness of data and video sources. While video is an important component of NCIH, the following descriptions cover only data products. Some examples of video applications appear later among the list of benefits.

### *Government Information*

A government that is open and responsive to its citizens is a fundamental requirement for a vibrant and successful democracy. The information provided by the applications described below is vital to the interests of governments at all levels and their constituencies. In recent months there has been an explosion of government information available on the Internet. This trend will continue at all levels of government.

### *Federal Sources*

The federal government has taken the lead in providing a wide range of information sources on the Internet that are presented in a useful and timely manner. Sources available from all branches of the federal government include the *Catalog of Federal Domestic Assistance*; the *U.S. Budget*; the *U.S. Government Manual*; the *Federal Register* (access provided by a commercial firm); presidential documents; Supreme Court decisions; legislative tracking and other sources on the U.S. Congress. Many executive agencies of the federal government now operate Gopher servers as do the U.S. House and Senate. There is also a gateway for accessing bulletin board systems of federal agencies.

### *State Sources*

North Carolina state government agencies are already beginning to make a variety of information available on the Internet. The State Library of North Carolina operates FTP, Gopher, and World Wide Web servers that provide electronic versions of State Library publications, statistical data resources from a number of government agencies, and links to sources on a wide range of topics located on servers throughout the world. (See *Lagniappe* for an overview of the State Library's current Internet projects, pages 86-87.) State Information Processing Services (SIPS) is maintaining Gopher and World Wide Web servers that provide access to information on issues related to technology policy and applications. The Division of Environmental Management provides its regulations and environmental management plans via the World Wide Web. An inventory of the state's Center for Geographic Information and Analysis GIS databases and a sampling of map products in standard graphics formats are also available on the World Wide Web.

The **General Assembly** plans to make the following items available on the Internet: full text of the latest version of all bills pending before the General Assembly; the daily House and Senate calendars; the history and current status of each bill pending; fiscal notes prepared by the General Assembly's Fiscal Research Division; reports of each committee's workload for the biennium; reports of all bills by all introducers; and reports of all local bills affecting each North Carolina county. Details on formats and access methods are not yet available.

### *Statistical Sources from Federal and State Agencies*

Statistical information provides government agencies and businesses the essential data needed to make sound decisions. Without access to these data, populations will go unserved, government services will not be distributed properly, and businesses will fail as a result of inadequate planning and poor marketing efforts. The information highway will greatly enhance the ability of libraries and other organizations to meet the statistical data needs of their constituencies. A description of some specific projects follows.

The **Statistics Corner** is a hypertext project developed for the World Wide Web by the State Library of North Carolina. This product seeks to make available a wide range of statistical resources to Internet users. Currently, the Statistics Corner includes a state data profile, community profiles, and links to county-level profiles. Among the resources to be made available soon are economic indicators for the state; census summaries with detailed demographics for various geographic areas; labor force data; agricultural data; business and economic statistics; and statistics on governmental operations/activities. Because some users may not have access right away to the full graphical capabilities provided by a World Wide Web browser, data are duplicated on the State Library's Gopher server as needed.

The Office of State Planning's **LINC (Log Into North Carolina)** database currently is available via the Internet to users with an account at the state's computing center. LINC provides access to a wealth of federal, state, and local government statistics pertinent to North Carolina and its counties and municipalities. Many of North Carolina's libraries are established users of LINC via dial-in access. Internet access will ultimately reduce telecommunications costs and provide more stable connections and faster file transfer for these libraries. In the next eighteen months, the Office of State Planning hopes to expand its LINC database to accommodate the addition of other types of information needed by state and local government agencies for planning in health, education, economic development, and other service areas. Goals for this expansion include providing easier Internet access, improving the interface, and making resources available in a greater variety of formats.

The Office of State Planning and the State Library are working together to develop a hypertext version of the ***North Carolina State Government Statistical Register*** on the World Wide Web. The *Register* is a comprehensive inventory of statistical series generated by North Carolina state government agencies.

The State Center for Health and Environmental Statistics and the State Library are exploring ways to use the capabilities of the North Carolina Information Highway to improve access to **health-related data**. As a starting point for this initiative, the agencies will work together to make three databases available, along with mechanisms for searching them and creating reports. These include an inventory of North Carolina health-related data, the *BABY Book* (Basic Automated Birth Yearbook), and *Selected Health Indicators*, a custom product developed by the Center.

### *Geographic Information Systems (GIS)*

In cooperation with the state's Center for Geographic Information and Analysis (CGIA), the State Library hopes to develop the capability for selected public libraries to **view, analyze, and ouput GIS data in a desktop microcomputer environment.** For the past two years, the State Library has provided a limited mapping service using desktop mapping software for DOS on a PC. Services currently include standard census outline maps and thematic maps. NCIH will provide a means of greatly expanding GIS services on a statewide basis. Currently, CGIA has over sixty layers of digital data in a GIS format compiled statewide. These data are a strategic resource vital to the interests of the state's citizens. Improved access will assist government agencies in planning and service delivery and will support economic devel-

opment in the state by providing information to business in various ways.

### Business Information

A major focus of NCIH content development is to provide information resources that support economic growth in the state. Many Gopher and World Wide Web Internet servers, including those of the State Library, currently provide access points for locating and retrieving a wide range of business and economic information. One popular business source is the U.S. Department of Commerce Economic Bulletin Board, which provides numerous statistical data series produced by federal agencies.

Through the combined efforts of the State Library, the Department of Commerce, the Office of State Planning, and other North Carolina agencies, NCIH hopes to provide access to company-specific data on North Carolina companies, surveys of industries important to the state, and summary data which track business activity. Preliminary plans include business directories; company reports and news; trends and forecasts; marketing and product information; applied technologies; government policies; and international markets. Formats of business sources will include: text; tabular data; graphic images, such as maps, charts, and photographs; and audio/video files.

### Educational Resources

NCIH will provide tremendous ongoing benefits in the areas of improving student performance and providing educational equity in the state. North Carolina's major universities have long been recognized for their excellence in quality of instruction and research. Unfortunately, the state's public schools have not always achieved similar success, particularly in rural areas. NCIH will enable government agencies, universities, and libraries to combine and coordinate their efforts more effectively to improve educational opportunities for North Carolinians. Here are some of examples of efforts already underway.

**North Carolina's universities** are currently the largest contributors to the Internet in the state. Many of the state's universities provide information via Gopher and/or the World Wide Web. The University of North Carolina's *SunSite* is one of the major Internet resources in the world. In addition to its very large archive of software and information files in various formats, UNC has developed multimedia products for the World Wide Web that showcase information about North Carolina. One current example is an exhibition of folk music provided by the Southern Historical Collection. These resources provide enormous educational opportunities for North Carolina's citizens.

The State Library is developing a multimedia **online encyclopedia** for the World Wide Web. This source will provide a broad electronic overview of the State of North Carolina. Information will include historical highlights, a description of North Carolina's economy, educational and cultural assets, and the state's system of government. Sections on the state's geography, symbols, and people will also be included. The information will be developed using Mosaic (a World Wide Web browser). The software's hyperlink feature will allow the user to retrieve information at several different levels. The variety of levels of information will make the encyclopedia an excellent resource for North Carolina school children studying the state, a source of information for people who are interested in visiting or relocating to the state, and will provide useful information for businesses interested in expanding or relocating to North Carolina.

### Access

The methods of access and retrieval of data on the information highway will generally be via the standard Internet protocols. In order to make the Internet easier and more attractive for users, the State Library and other organizations will apply customization strategies that enhance access methods currently available on the Internet. For the State Library, the focus will be on two areas: (1) developing easy-to-use interfaces, and (2) establishing a North Carolina Network Information Center. Both strategies will help direct users to relevant and timely information useful to the various communities of interest in the state. A description of these two strategies follows.

### Custom Internet Interfaces

Through the development of custom interfaces, the State Library and other Internet information providers will seek to facilitate access to the wide range of information available on the Internet. The access and retrieval system operates in a client-server mode. Two types of information servers, Gopher and World Wide Web, currently provide the primary means for developing custom interfaces tailored to meet the needs of users. WAIS (Wide Area Information Server) software provides the added capability of indexing information across protocols. (See *Lagniappe*, pages 86-87, for more information on Gopher and World Wide Web.)

### North Carolina Network Information Center

The purpose of the North Carolina Network Information Center (NC NIC) is to provide services that make accessing and using the Internet easier and more attractive for end-users. The North Carolina Network Information Center will be established by the State Library in cooperation with the Microelectronics Center of North Carolina (MCNC), State Information Processing Services (SIPS), the North Carolina Department of Community Colleges, and the University of North Carolina General Administration. In accordance with a national model for network information centers developed by the Network Information Services Infrastructure Working Group in the User Services area of the Internet Engineering Task Force (IETF), the North Carolina NIC will perform these functions: (1) provide information resources; (2) support end-users through direct contact; (3) collect and maintain NIC referral information; (4) support the national Network Information Center infrastructure. In performing these functions, the North Carolina Network Information Center will accomplish these objectives:

- Help users get connected to the Internet
- Help users identify, locate, and access Internet resources
- Help users acquire basic Internet skills using self-help approaches
- Help users contact appropriate individuals/organizations for assistance with specific needs or problems
- Exchange information with others NICs
- Market Internet services provided by the various communities of interest
- Provide a mechanism for feedback and evaluation from users

Information will be distributed online via Gopher, the World Wide Web, E-mail, FTP (File Transfer Protocol), and the North Carolina Information Network (NCIN). (Libraries may access NCIN via dial-up service or Telnet over the Internet.)

### Benefits

The benefits of the North Carolina Information Highway are numerous and far reaching. NCIH planners envision great benefits in education, health care, criminal justice, economic development, government, and other areas. Here are some of the key expectations:

#### *Education*

- Students will be able to access classes through the video

capabilities of NCIH with the long-term goal of educational equity among the state's school systems
- Public schools will have the capability of advanced networking with libraries and universities
- Students will be exposed to technology that they will use as adults
- Schools can more easily transfer documents and data between sites electronically
- Students will have opportunities for "video field trips" with leading professors, scientists, government officials, and business people
- Training opportunities without the hardship and expense of travel will be available for teachers

### *Health Care*

- Telemedicine will revolutionize the delivery of health care to rural areas
- Sophisticated diagnostic equipment at the state's regional medical centers will be available to rural areas
- Training of medical personnel at remote locations will become routine
- New treatments that use high-speed computer imaging will be available
- Management and transmission of patient information and electronic claims processing will be improved
- The latest health information from numerous databases will be available instantaneously in a multimedia environment

### *Criminal Justice*

- Law enforcement field officers will have immediate access to information databases, resulting in lives saved and property protected
- Video arraignments will speed due process and reduce costs
- Interactive video will be incorporated into prisoner rehabilitation programs

### *Economic Development*

- A state-of-the-art telecommunications infrastructure will attract high-tech businesses
- Enhancements in the state's educational system will also impact on economic development
- Remote training will be commonplace for businesses, saving both time and money
- Businesses will have better access to strategic information and market data
- NCIH will facilitate locating industry throughout the state rather than just in metropolitan areas

### *Government*

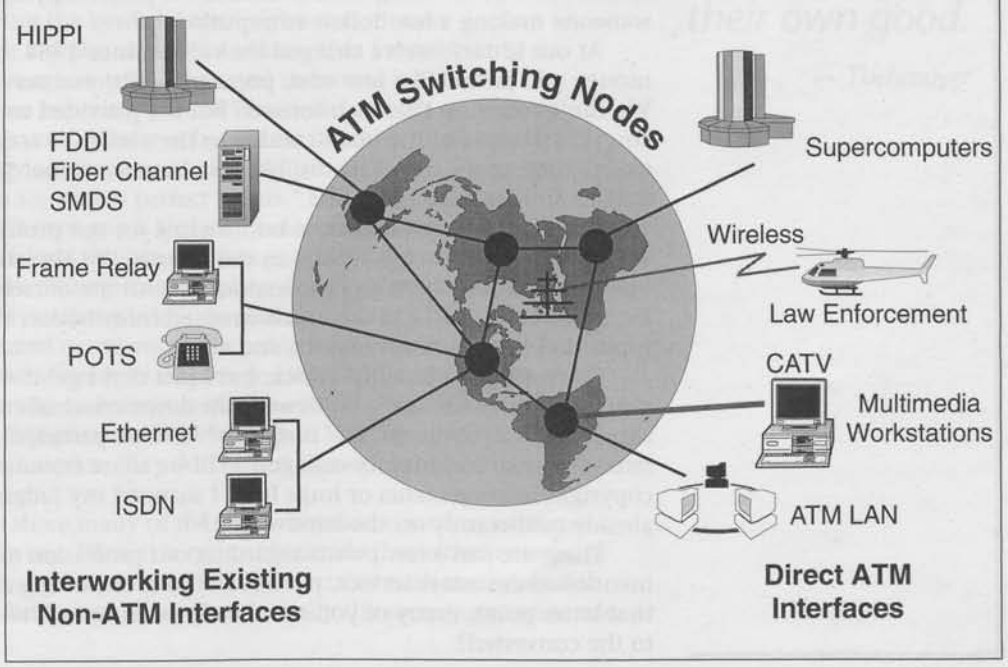
- Paperwork will be reduced, effectiveness and efficiency will be enhanced, and, as a result, taxpayer dollars will be saved
- All branches of state government will have access to diverse databases that will provide information needed in the legislative process, policy making, regulatory activities, and service delivery
- Emergency management will be improved to offer vital services in times of crisis
- Video conferencing will reduce state employee travel costs
- Access to information on jobs, unemployment, and other vital topics will be readily available to the state's citizens
- Advanced networking will provide cooperation and information sharing among agencies

### Summary

The North Carolina Information Highway is the first network of its kind in the world. It will support applications from a variety of users and has the flexibility to grow as user needs and applications grow. Implementation of the North Carolina Information Highway will change the way we live, work, and play by providing a wide range of services equally distributed to every corner of the state. These services will be more responsive and enhanced far beyond what the current technology provides to all citizens of North Carolina. All of these services will in turn encourage and support economic development and improve the overall quality of life in the state.

Perhaps just as important to North Carolina as the many tangible benefits outlined above, is the enlightenment that comes as a result of the interaction with the global community made possible by the North Carolina Information Highway. NCIH planners envision that North Carolina will be interconnected to a global information highway. The advanced switching technology provided by ATM nodes throughout the world will allow links to existing non-ATM interfaces, such as Ethernet networks, as well as to direct ATM interfaces, such as wireless communications, cable TV, multimedia workstations, ATM LANS, and supercomputers (see Figure 2). In a near-future era, the direct interface provided by NCIH with the global information network will present endless possibilities for expanding our minds, strengthening our society, and understanding our neighbors on planet Earth. While the vision may seem like science fiction to many, the technology to turn the imaginary into the wholly possible is here now. Just as surely as our everyday experiences have helped to make us what we are, our travels on the North Carolina Information Highway will shape our thoughts, attitudes, and actions. So, hold on to your seat and prepare for the ride of your life!

Figure 2



# POINT

## What About A Little Profitability!

*by Dwight McInvaill*

When some of my colleagues talk of operating libraries like businesses, I see a vision of sheep in wolves' clothing. I hear bleating, bleating, bleating under fake pointy ears and false fangs. In this Clintonian era of conservative newspeak with liberal actions, can one truly expect other than the old adage: "the more things change, the more they remain the same"? Look around you, librarians. What's really so different?

Take staffing, for instance. Great businesses hire the best and the brightest. Do we? Of the twenty-six reference librarians I've trained in the past twelve years, some of the better ones have had only bachelor's degrees. Their diplomas, I might add, were not even in library science.

Did I hear someone gasp out there? Or was that just the gnashing of teeth? Verily, I ask you, what is a business-minded librarian to do when degrees in library science, even from accredited programs, mainly guarantee professors' salaries? Considering the ill-prepared candidates who presently lumber or float forth with an M.L.S., where indeed is one to go for the brightest, the best-groomed, and the most personable individuals?

But let's move on. Let's consider selection of stock. Are we, as a profession, truly responsive to providing materials desired by our main market segments? Or are we all too likely to condemn some small-town library in a conservative community for not readily providing *Daddy's Roommate* or *Heather Has Two Mommies* on open shelves? Is it good business to antagonize the many for the few?

And now for our buildings themselves. How many rights do street people have? Can they sleep, and stink, and stare, and scream inviolately? Or should there be limits actively enforced as indicated by the court case *Kreimer v. Morristown*? Given such legal teeth, would good businessmen hesitate? Yet how many patrons and staffs continue to languish in libraries both unpleasant and dangerous?

To switch gears: what about a little profitability? To many in our profession, libraries should be rich only in good works. Free library service is sacred ground, and woe be unto him who doth violate it! I guess that sort of leaves us entrepreneurial-minded individuals out in the cold, doesn't it? But what about charges for overdues, for photocopying, and for interlibrary loans? Isn't someone making a few dollars surreptitiously?

At our library, we've charged for videos since 1984. No apologies. We've made a lot of money and provided a low-cost, popular, additional service without hurting our book budget. We can't count on this cash forever. But it's provided us with a number of luxuries from computerization of the book catalog to the ability to redo a subject area in a flash. If this is sinful, then move over Faustus, because here we come! Show me a businessman who wouldn't make a similar pact for profits.

*Costs and benefits:* that's the bottom line for our profit-seeking brethren who actually do take the time to look every gift horse in the mouth. We also should be cautious in our innovations, but are we? Sometimes, as a profession, we ensnare ourselves unthinkingly in the trendiest stuff. Let's take as an example the much-vaunted Information Highway. At the mere mention of this topic, do I hear a chorus of oohs and ahs?

Okay, maybe I'm a little thick, but I just don't get it — the Information Highway's benefits, that is, for public libraries. Will we hunt down criminals on it, as the police do? Will we offer expert medical opinions, like hospitals? Will we participate continuously in educational teleconferencing, like community colleges? Will we share resources with major institutions without copyright infringements or huge fees? I suspend my judgment cautiously. Do you? Or are you already exuberantly on the bandwagon?

These are just a few points regarding our profession and business-like attitudes. I haven't even mentioned customer service, public relations, or putting all librarians into uniforms. But as for that latter point, many of you are already wearing wolves' clothing, aren't you? Or am I speaking to the converted?

# COUNTER POINT

## How About Some Dollars and "Sense"!

*by Harry Tuchmayer,* Column Editor

Perhaps it should come as no surprise that librarians too are enticed by the allure of business. After all, in our endless search for perfection, we are always quick to "adopt" other models of behaviors, casting aside what we know, for the mirage of "the better way of doing things." But is the business model all it's cracked up to be? Can balance sheets and bottom lines, cost cutting and mass production, produce "profits" in the library world that are equal to or greater than those that were ever realized through insider trading or investments in all those wonderfully defunct S&L's?

Call me old-fashioned, but I happen to think that a little hard work and common sense can usually produce the desired results without ever having to masquerade as a sheep in wolf's clothing. We don't need new models as much as we need to make our current models perform like new. And you do that not by copying somebody else but by recognizing your own potential and developing clearly defined goals and objectives for your library.

*Is it good business to antagonize the many for the few?*

*— McInvaill*

I for one fail to see the relevance of some business model when faced with poor performance at the reference desk. Perhaps "Suzuki Reference Techniques" offers insights that the Maryland model overlooks, but I personally don't believe that paying my reference staff a commission for each question answered correctly will really solve the problem (although it might increase wages for some employees). Good training and adequate resources for doing a job are standard prerequisites regardless of the line of work.

You're right, Dwight, the list does go on and on. I would hate to think that our selection policy is driven by the "Golden Arches" philosophy of billions and billions served. I like "menus" sometimes and "specials of the day" that aren't normally available. After all, reading taste can't be converted to a drive-thru menu as easily as it looks. Somehow asking for "one latest thriller, but please hold the excessive sex and violence, two raunchy romances and a side order of fantasy, and no, I wouldn't like anything to drink with that" doesn't quite work for my library, even if it does in other parts of the state.

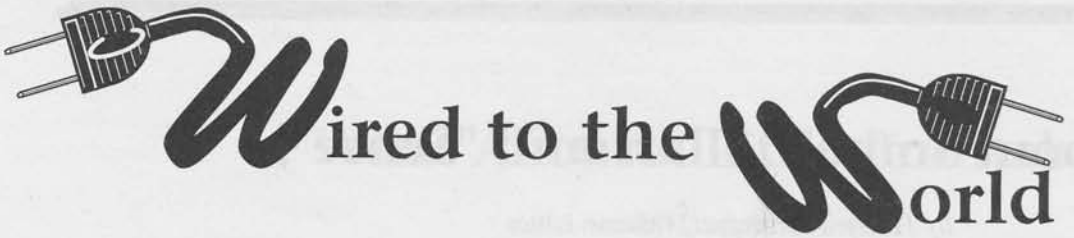
*Librarians are too compassionate and understanding for their own good.*

*— Tuchmayer*

And no, I don't understand how hiring the best and the brightest can't take place if the applicant has worked hard for a diploma. But I do know that I would think twice about using the services of a surgeon who happened to be one hell of a meat cutter at Harris-Teeter. If the problem is poorly trained librarians, doesn't it make more sense to fix the training program in library school than it does to look for promising young telemarketers with good communication skills?

But I do agree that much of what you say makes perfect "cents." Librarians are too compassionate and understanding for their own good. No good businessman would waste his time trying to help someone purchase the product best suited for the customer's needs if that meant losing the sale. So why offer interlibrary loans or photocopies of articles when checking out a less useful title will bolster circulation statistics and help make a case for a bigger book budget? Heck, why let some less sophisticated members of the public even use the newest branch when you can turn it into a much more fashionable "exclusive readers club" and charge a nice membership fee and serve expensive sherry to customers seated in comfortable leather recliners alongside the fireplace. If the problem is disruptive street people, then librarians need to be reminded that they are not running a shelter service; they don't need to model their services after the latest fad in coffee houses.

Business practices and library science share many of the same common concerns with customer satisfaction and timely product delivery. Thus, it is not unthinkable that either enterprise would consider modifying for their own use practices commonly associated with the other. But remember, just because business is not a dirty word, it is not necessarily the sacred cow we would like it to be.




*— by Ralph Lee Scott*

Internet access provides a wide range of electronic information for the librarian to investigate. Having access to all this international information in libraries at public work stations provides some interesting copyright issues. How much material can you copy and download? What responsibilities do librarians have for unsupervised patron downloading? To what extent can the librarian or patron use downloaded documents? A search of library literature has revealed little copyright information specific to the downloading of electronic texts from the Internet.[1] Some general guidelines can however be gleaned from general copyright and recent case law.

Copyright owners are given a "bundle of rights," by the Copyright Act of 1976 ( 17 US Code 106). These rights include the right to reproduce the copyrighted item, to adapt the work into future new works, to continue publication, to sanction public performances of the work, and to display the item for public view. This protection is given to both "published" and "unpublished" works. In general, fair use is determined by: the purpose and character of the "use" (Is it produced at cost, without cost, or for a profit?); the type of work in question (drawing, book, record, computer file); the amount of material copied; and the effect of "fair use" on the potential market for the holder's work. While these general rules concerning fair use have been given, individual instances of "fair use" are almost always determined by the courts. The guidelines give general principles, but specific applications may prove to be more difficult to determine. Such is the case with material downloaded over the Internet.[2]

In addition to the above fair use rules, special guidelines apply for classroom copying of books and periodicals in the not-for-profit educational institutions. These guidelines vary with the number of copies made (single or multiple) and with the type of material (special rules pertain to the educational use of music). Classroom copying specifically prohibits the compilation of anthologies, workbooks, and consumables (tests, outline maps etc.) In addition, classroom copying cannot substitute for purchase of a work, cost more than the "actual cost for a copy," or be directed by someone (principal, department head, etc.)

Unsupervised reproduction on library premises is permitted without liability for copyright infringement provided that the "equipment displays a notice that the making of a copy may be subject to the copyright law." It has recently been suggested by librarians that specialize in copyright law that this includes computer equipment that permits copying of disks or downloading. In short, if you permit downloading of material from the Internet, you need to have a notice posted on the machine similar to the familiar notice found on library photocopy machines (the text for which is spelled out in the copyright guidelines). In addition, the copy must become the property of the user (the library cannot keep the material on the disk), and such unsupervised reproduction does not excuse a person from liability for copyright infringement.[3]

Some general guidelines also apply to Internet downloading. Most computer databases are "literary works" and thus subject to copyright. Most computer software downloaded from the Internet is copyrighted by someone, even if it is so-called shareware. Just because it is shareware, you do not have the unlimited right to reproduce the software for your profit. (Again this comes from the general "bundle of rights" the creator of a work has.) Multimedia (text, artwork, JPEG movies, sounds, photography, music, etc.) is subject to copyright. The sound elements accompanying an audiovisual or motion picture are not defined in the copyright law as a "sound recording" (and thus are not subject to special rules for sound recordings). In general, any visual art work (pictorial, graphic, or sculptural) is protected. This is rather broad and would cover almost all computer art, games, etc.[4]

Two recent court cases have changed somewhat the definition of "fair use" with regard to digital data.[5] In the first case, Universal City vs. Sony, the courts held that "the application of copyright law had been rendered uncertain because of a new technology."[6] This case attempts to provide a balance among the interests of the public and the copyright owners. Basically, Universal City sued Sony over the copyright infringement of Sony's Beta Video Tape copying system because it would allow consumers to make unauthorized copies of TV programs. (Remember the owners' "bundle of rights" includes reproduction). Sony countered that the use of their machines was "fair use." The court upheld Sony, holding that the primary use of the machines was private and noncommercial. (Remember the "fair use" purpose of the work.) What does this mean for Internet copying? To some degree there is an analogy between the Sony copy machine and the downloading of information to disk. You are storing digital data that you have a right to view, only to look at it again at a later time. This is somewhat similar to making notes in the library about a reference book that does not circulate. As long as your use is private and not for profit, the Sony case would appear to support the downloaders' contention that they did not violate the copyright owners' basic "bundle of rights."

Another recent case is that of Nintendo vs. Lewis Galoob Toys.[7] In this case Nintendo sued Galoob over copyright infringement because Galoob had changed the way in which the copyrighted Nintendo game worked, thereby creating an unauthorized adaptation (which is one of the basic rights of the holder under copyright). The court held that the use Galoob placed on the Nintendo signals

was within the realm of fair use. Again, the user had purchased the Nintendo games and intended the Galoob adaptation to be private and noncommercial. These two decisions thus appear to allow the downloader of information from the Internet the same rights of "fair use" to material copied as copiers of paper information have.

As you can see, the copyright law on the downloading of material from the Internet generally follows the guidelines given owners in their "bundle of rights." Additional information can be obtained from the Library of Congress Copyright Office.[8] While the case law literature on this subject is still somewhat small, it is growing. Sony and Galoob are examples of the type of impact on copyright law one might expect case law to have on copyright issues relating to downloading of electronic texts either from in-house CD-ROM databases or via the Internet. Librarians need to be aware of these issues and pay attention to posting the required notices on their computer "copying" machines as well as their paper photocopy machines.

### *References*


[1] Mary Kary Duggan, "The Liner File — Copyright and Downloading From CD-ROMs," *Database*, February 1988, 7-9. (An informative, but dated article on downloading written prior to Sony and Galoob.)

[2] U.S. Library of Congress. Copyright Office. *Copyright Basics*. (Washington, Government Printing Office, 1992).

[3] U.S. Library of Congress. Copyright Office. *Reproduction of Copyrighted Works by Educators and Librarians*. (Washington, Government Printing Office, 1992).

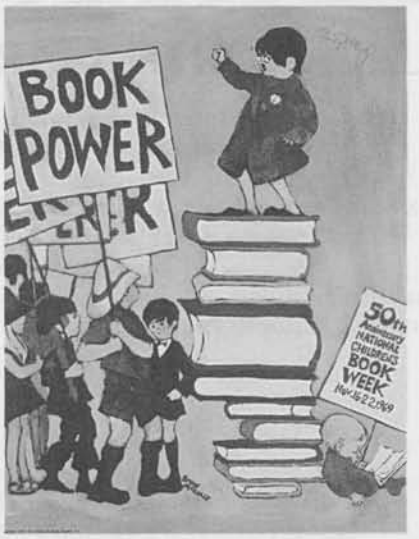
[4] U.S. Library of Congress. Copyright Office. *Copyright Registration for Automated Databases*. (Washington, Government Printing Office, 1992); U.S. Library of Congress. Copyright Office. *Copyright Registration for Computer Programs*. (Washington, Government Printing Office, 1991).

[5] Pamela Samuelson, "Copyright's Fair Use Doctrine and Digital Data," Association for Computing Machinery. *Communications of the ACM*, 37, 1 (January 1994): 21-27.

[6] *Universal City Studies Inc. vs. Sony Corporation of America, Inc.*, 104 SCt 774.

[7] *Nintendo of America, Inc., vs. Lewis Galoob Toys Inc.*, 16 F.3d. 1032.

[8] U.S. Library of Congress. Copyright Office. *Publications on Copyright*. (Washington, Government Printing Office, 1993).


***Book Week Poster Note Cards*** feature National Children's Book Week posters from 1925, 1944, 1969, 1974, and 1992. The cards are 5" x 7" and come in packs of 10 (two each of five images), with 10 mailing envelopes. They may be purchased for $15 per pack (plus $2.50 per order for postage and handling if prepaying, or 10% of materials subtotal [$2.50 if we bill you]).

For a full-color brochure that pictures the note cards and all other available CBC materials, send a self-addressed, stamped envelope (6" x 9") to: Children's Book Council, Attn: Materials Brochure, 568 Broadway, Suite 404, New York, NY 10012.

# North Carolina Books

*Dorothy Hodder, Compiler*

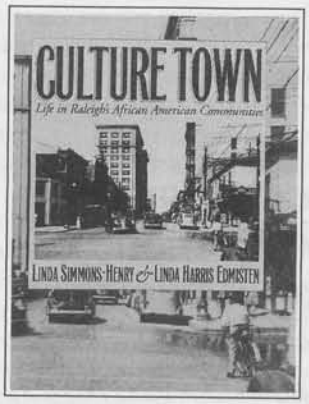
"...We used to call Raleigh 'Culture Town.' People moved or would come to Raleigh just to be near the institutions. Saint Aug (sic) and Shaw were the centers of black culture. I mean, back then, years ago, you could tell the difference between college students and the outsiders, even in the streets ... the way they dressed, the way they talked, and the way they acted. They acted like cultured people and they kind of stood out."

— Clarence A. Toole, interviewee

Linda Simmons-Henry and Linda Harris Edmisten.

## *Culture Town: Life in Raleigh's African American Communities.*

Raleigh: Historic Districts Commission, Inc., 1993. 200 pp. with audio tape, $35.00 plus $3.50 shipping. ISBN 0-9635677-0-5. To order, contact Raleigh Historic Districts Commission, P.O. Box 829, Century Station, Raleigh, NC 27602.




During the early 1900s, North Carolina's capital city was a special place for African Americans. While there were areas elsewhere that were considered centers of black capitalism, Raleigh had the enviable distinction of being the birthplace of two of the oldest privately supported black colleges in the United States.

*Culture Town: Life in Raleigh's African American Communities* juxtaposes oral history narratives with an architectural study of homes, churches, and other neighborhood landmarks. Taken together, it paints a picture of life in eight Raleigh communities from the years just after the Civil War through the early 1960s. It is not a definitive history of the city's black communities, but a story of the African American presence there — "a composite of bricks and mortar in black and white, brought to life by the remembrances of individuals." The narratives were culled from lengthy interviews to illustrate the flavor of life and the architectural setting of each community. Forty-seven interviews are included. Through the words of the interviewees, the reader comes to understand how proud they are of the accomplishments of their ancestors in establishing these communities. They are equally proud of their own success in sustaining them.

Drawn by Raleigh's position as the center of state government and commerce and the home of both Saint Augustine's College and Shaw University, the city's early black population included educators, entrepreneurs, crafts people, service workers, and those in the professions — many of the components needed to support the viable, yet separate, communities they built. Some of these settlements — Smoky Hollow and Fourth Ward, to name two — were close to the center of the city. Idlewild, College Park, Method, Oberlin, and Nazareth were in then nearby rural areas, now long since incorporated within the city's borders. Several communities still exist today: in 1990, the East Raleigh-South Park neighborhoods were placed on the National Register of Historic Places.

The project began in the mid 1980s, long after many buildings were demolished and, in some cases, entire communities razed by urban sprawl and redevelopment. It was coordinated by the African American Studies Committee of the city's historic districts commission. The backgrounds of the authors complement the dual focus of the book: Simmons-Henry, author, archivist, oral historian, and librarian; and Edmisten, author and historic preservationist.

There are over 160 illustrations including photos of the interviewees, buildings, landmarks and streetscapes, maps, and archival photographs. The audio tape that accompanies the book provides background on the project and prepares the reader for

the narratives. "Raleigh's Roots," the complete collection of interview transcripts with audio tapes, is part of the Mollie Houston Lee Collection at the Richard B. Harrison branch of the Wake County Public Library.

*Culture Town* preserves the memories of many of Raleigh's African American citizens for future generations. It is recommended for all public, school, and academic libraries, and especially for southern history and North Carolina collections.

— Elaine J. Christian
State Library of North Carolina

Elizabeth Daniels Squire.

## *Who Killed What's-Her-Name?*

New York: Berkley Prime Crime, 1994. 282 pp. $4.99 paperback. ISBN 0-425-14208-6.

In her second novel journalist Elizabeth Daniels Squire of the Raleigh *News & Observer* Daniels family introduces a new series featuring a fifty-five-year-old amateur sleuth. Peaches Dann, a resident of western North Carolina, widowed just one year, is famous for her poor memory. Having been born without the ability to remember, so she says, Peaches has learned all the tricks and mnemonic devices and is writing a book called *How to Survive Without a Memory*. She needs these tricks and other resources when her father, Harwood "Pop" Smith, a cantankerous eighty-three-year-old confined to a motorized wheelchair due to crippling arthritis, challenges Peaches to solve a mystery literally in his backyard: who killed his sister, Nancy Means, and left her floating face down in his decorative fishpond?

Fortunately, Ted Holleran, Peaches's boyfriend, has a thorough and organized mind to complement her forgetfulness. A retired newspaperman, Ted calls on a newspaper librarian to help them use the "World Memory," a network of newspaper computer databases. Peaches uncovers a widening circle of persons who had valid reasons to fear or dislike her aunt, as well as a closet full of family skeletons. Prime suspects include all of Pop's sitters; Nancy's only daughter, Mary, and son, Albert; Albert's business partner Ben Arne, a slick wheeler-dealer obsessed with their antique shop in Charleston, South Carolina; and other, more distant relatives.

To complicate matters, at the time of her death Nancy was wearing a dress identical to one that Peaches owns; could Peaches really have been the killer's intended target? This fear is reinforced when a booby trap set inside Pop's house accidentally electrocutes one of Pop's sitters. Peaches feels certain that there is something buried in her mind that would solve all this if she could just retrieve it. Such knowledge proves dangerous; somebody tampers with her car's brakes, causing Peaches to have an accident on an isolated stretch of the Blue Ridge Parkway. The exciting climax of the novel has the murderer tying Peaches and Ted to posts on the seashore's edge just as the tide is coming in.

Peaches and Ted will reappear in a second episode, *Remember the Alibi*, to be released by Berkley Prime Crime in September. In this installment (seen in manuscript), a serial killer who specializes in defrauding and killing elderly people threatens Peaches's wealthy and outrageous Pop. Once again, Peaches's memory devices and Ted's newspaper contacts combine to solve the mystery, but not before a guest and a sitter die of digitoxin apparently meant for Pop and Ted, and Peaches and Ted flee an unknown stalker down treacherous mountain curves between Boone and Asheville in the dead of night. The killer's identity is finally revealed in an isolated mountain cabin, with Peaches and Ted again tied up to posts.

Squire lives in Weaverville, Buncombe County, and her descriptions of western North Carolina locations and scenery ring true. The mysteries are well-paced enough to keep pages turning, and contain no offensive language or explicit violence. Scattered throughout both books are excerpts from Peaches's "memory book" in progress, which will read as either helpful sidebars or tedious distractions directly proportional to the reader's perceived need in her /his life for such information. This book offers easy recreational reading and is recommended for popular fiction collections and North Carolina collections in public libraries.

— Jean Swift Amelang
Durham County Library

Jackie Torrence.

## *The Importance of Pot Liquor.*

Little Rock, Ark.: August House, 1994. 131 pp.
$12.00. ISBN 0-87483-338-8.

Jackie Torrence was born and raised right here in North Carolina, which is a large part of who she is and what she does. This collection, about equal parts reminiscence and traditional stories, is a testament to this fact. Torrence was raised by her maternal grandparents, and her family stories embrace them, as well as her mama and aunts and uncles and cousins, going on back to her great-grandfather, a slave. There is, in fact, no sharp dividing line between her memories of home and family and her knowledge of traditional story material: each piece of traditional material is prefaced with an account of how she first came to hear it, and from whom. Storytellers hoping to use this book as a source of new material will be disappointed. All of the traditional material is familiar and readily available elsewhere. The book is much more interesting as an autobiography of someone very much a part of the oral tradition than as a collection of stories.

One of the true surprises of the book is the fact that, as a child, Torrence had a serious speech impediment that prevented almost everyone outside her immediate family from understanding her. Schoolmates tormented her unmercifully. A fifth grade teacher found her a way around her handicap: Jackie wrote stories, and she read them aloud for her.

Torrence's writing ability is modest compared to her telling ability: she and we are fortunate that corrective dental surgery and speech therapy enabled her to speak for herself. This book is no substitute for seeing and hearing Jackie Torrence. Read it to get to know her a little bit, and then go listen to her. This book is recommended for high school, college, and public libraries.

— Samantha Hunt
New Hanover County Public Library

Pamela Jekel.

## *Deepwater: A Novel of the Carolinas.*

New York: Kensington Books, 1994. 495 pp. $20.00
ISBN 0-8217-4485-2.

*Deepwater*, a historical family saga, begins at Roanoke Island where Virginia Dare receives a locket from her grandfather, John White. After the disappearance of the Lost Colony, the necklace supposedly is passed through four generations of Carolina women who survive Indian raids, the American Revolution, the Civil War, and Reconstruction on the Cape Fear.

While a child, Tess Hancock is given the locket by an Indian slave. As an adult, she settles in New Bern as a second-choice bride. Tess has negotiated a marriage with the sea captain her sister rejected. In the terms of their agreement, she struggles to share her house and children, but not her husband, with her beautiful sister, Glory.

Della Gage, Glory's illegitimate child, wears the necklace at her wedding to the master of Deepwater plantation. While her husband remains a Loyalist, she becomes a colonial patriot. While he womanizes, she has indiscreet affairs.

To Laurel Gage, Della's grandchild, the gold locket is one of the last fine things left at Deepwater, which has been reduced by mismanagement to a fraction of its former wealth. She marries a Quaker who involves her in the Underground Railroad and, later, in the education of former slaves.

*Deepwater* is Jekel's fifth historical novel. Like her award-winning book, *Columbia*, the events that serve as a backdrop and as catalysts in the character's lives are well-researched. A bibliography is even provided. Her characters are believable, developing slowly from their own musings about their children, marriages, and lives.

Interspersed with the human events are descriptions of the lives of opossums, bears, turtles, snakes, and other animals that inhabit North Carolina. These digressions are somewhat disconcerting, but do not detract significantly from the pace of the plot.

Look for *Deepwater* to be requested often as a beach book; the novel offers exciting, interesting reading in the setting it describes, coastal North Carolina.

— Christine L. Thomson
Saint Mary's College

"It's easy to take minor league baseball lightly. After all, how important can something be if the word *minor* is a prominent part of its name? Alternative names such as 'Bush League' and 'The Sticks' don't inspire much confidence, either."

With this introduction, Sumner proceeds to prove that baseball is no small-time, small-town thing; it is right up there next to God and basketball. In an attractively formatted and printed volume, he chronicles a fifty-year history of a minor league that in its ebb and flow reflects the tenor of the times.

The Carolina League was born in 1944, formed from the old Bi-State League by local businessmen and baseball people who believed that the war would soon be over and great young baseball talent available again. Victory was a little farther away than anticipated, but the League, which initially consisted of Burlington, Danville, Durham, Greensboro, Leaksville, Martinsville, Raleigh, and Winston-Salem, hung on until the end of the war and flourished in the late forties. Over the next thirty years, however, minor league baseball experienced a near-catastrophic decline. The expansion of professional baseball to nearly four hundred teams had outstripped the talent available, and television and a burgeoning highway construction program gave would-be spectators alternatives to going to the ballpark. Through the sixties and seventies the Carolina League was characterized by fragile club financing, constant League membership shifts, and plummeting attendance. By 1975 there were only four teams (Lynchburg, Peninsula, Salem, and Winston-Salem), and the entire League drew only 130,000 paying customers for nearly 150 games.

Jim L. Sumner.

***Separating the Men from the Boys: The First Half-Century of the Carolina League.***

Winston-Salem: John F. Blair, Publisher, 1994. 260 pp. $17.95. ISBN 0-89587-112-2.

Just as the Carolina League was teetering on the brink of dissolution, the fortunes of minor league baseball took a turn for the better. Swingers of the sixties, now approaching middle age, rediscovered baseball and its nostalgic echoes of a simpler time. Repelled by the greed of major league owners and the decline of players as role models, fans flocked to local minor league teams, where the players were clean-cut and earnest, autographs were free, and the price of a ticket and a hotdog was still within the family budget. By the end of the decade the League again fielded six teams, attendance was growing, and most of the teams had a PDC (player development contract) with a major league team. In the last five years the Carolina League has expanded to a two-division, eight-team format, consisting of a Northern Division (Frederick, Maryland; Lynchburg, Virginia; Prince William, Virginia; Wilmington, Deleware) and a Southern Division (Durham, Kinston, Salem, Winston-Salem). The league drew 1.74 million in 1993, led by Frederick with 350,000, and Durham with 300,000.

Very special are the many sidebars highlighting interesting personalities and events. "Wee" Willie Duke, a game-throwing scandal, Crash Davis (made famous by Kevin Costner in the 1988 movie, *Bull Durham*), racial integration in the League, and the time in 1971 when Raleigh-Durham came THIS CLOSE to signing a woman to play are among the many delightful tidbits awaiting the reader.

Sumner's work is handily arranged and replete with detail sufficient to make it a reference guide to the Carolina League. Each chapter covers a chronological period (1944-50, 1951-56, 1957-62, 1963-69, 1970-76, 1977-83, 1984-88, 1989-93), and each season is recounted in some detail. Superstars-to-be, from Johnny Bench to Carl Yastrzemski, have called the Carolina League home, and Sumner notes their impact. He has included year-by-year statistical leaders; all-star game summaries; an excellent bibliography; and a comprehensive name index.

Sumner, the curator of Sports, Recreation, and Leisure at the North Carolina Museum of History and the author of *A History of Sports in North Carolina* (N.C. Division of Archives and History, 1990), has produced a work valuable to fans and researchers alike. It is an admirable effort gleaned from diverse and difficult-to-access sources, and deserves to be in every academic and public library in North Carolina.

— Suzanne Wise
Appalachian State University

Co-author of an earlier comprehensive history of Guilford County, Alexander Stoesen is well-qualified to write *Guilford County: A Brief History*, the thirteenth volume in the North Carolina Division of Archives and History series of concise county histories. Its five chapters trace Guilford's development from its 1771 beginnings with ten thousand residents to its present position as North Carolina's most industrialized and third most populous county.

The early growth of Guilford was steady but unspectacular, with 9,442 people in 1800, and 18,737 in 1830. This was a significant increase in a state whose population growth was static. Although North Carolina was known at that time as the "Rip Van Winkle State," Guilford had gone in its first seventy-five years from wilderness to prospering towns and farms.

In the mid-1850s the North Carolina Railroad brought new vigor to what some were calling, for its sleepy ways, "Ancient Guilford." Instrumental in bringing about this development was John Motley Morehead, who felt that railroads were the answer to ending the isolation of Piedmont North Carolina. The most immediate result of the railroad's coming was a phenomenal increase in agricultural production, with tobacco output increasing from 1,900 pounds in 1850, to 724,348 pounds ten years later.

Alexander R. Stoesen.

***Guilford County: A Brief History.***

Raleigh: Historical Publications Section, North Carolina Division of Archives and History, 1993. 89 pp. $5.00. ISBN 0-86526-258-6.

With a large Quaker population opposed to slavery and a substantial number of small farmers, Guilford had little in common with eastern North Carolina's plantation economy. Guilford's antislavery element, along with an influential group of conservative lawyers and businessmen, made secession an unpopular option for the county. Although there was little enthusiasm for the war in Guilford, about fifteen hundred men from the county served in the Confederate army. After the war about forty-five hundred former slaves began new lives in Guilford.

From Reconstruction to 1920 Guilford County went from rural to urban, its population increasing from 21,736 in 1870, to 79,272 in 1920. Greensboro and High Point, Guilford's two major cities, had become typical of the "New South." Guilford's industrialization entered a new phase with the construction between 1890 and 1910 near Greensboro of the largest denim and flannel mills in the world.

A landmark event occurred in Greensboro on Frebruary 1, 1960, when four blacks, students at North Carolina A&T , began a sit-in at the Woolworth's lunch counter. Their protest was a major factor in launching the movement for black civil rights in the South.

The 1990s find Guilford the leading manufacturing county in North Carolina, an educational center with five colleges and three universities, and a transportation hub.

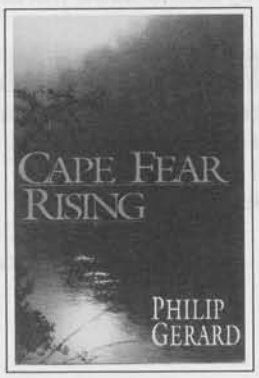
Alexander Stoesen, a professor of history at Guilford College, has written an excellent history of a key North Carolina county. It is indexed, well-illustrated, has a list of suggested readings, and is especially suited for classroom use. This book is recommended for all libraries.

— Doug Kerr
Greensboro Public Library

Philip Gerard.

## *Cape Fear Rising.*

Winston-Salem: John F. Blair, Publisher, 1994. 416pp.
$18.95. ISBN 0-89587-108-4.




Philip Gerard's bedrock sense of place and knowledge of human character serve him well in this well-written and interesting novel about white supremacists' takeover of local government in Wilmington in 1898. Gerard admits to taking "dramatic liberties with the action," but his book reflects a great deal of historical research. He thus provides an accurate overview of the origin and development of this bloody coup d'etat, while entertaining the reader with an exciting and sometimes suspenseful story.

Many readers will be surprised by what they learn about Wilmington, which Gerard describes in meticulous detail. With a population in 1897 of about twenty-five thousand, it was the largest city in North Carolina. Slaves and free black craftsmen had played an important role in building the city, and by the end of the century it was home to a vibrant community of black artisans, merchants, and professionals. Active politically, blacks during the 1890s enjoyed the fruits of the coalition of Republicans and Populists that placed these "Fusionists" in positions of power. In Wilmington, blacks served on the board of aldermen and helped staff the police department; in New Hanover County, they filled such positions as county treasurer and county coroner. Although blacks achieved similar success in other parts of North Carolina, Wilmington afforded them considerable opportunity.

Racial tension resulted. Many whites, including poorer ones who joined the "Red Shirts" as a means of terrorizing blacks, resented their prominence in daily life. Powerful business interests feared that Wilmington would not achieve its potential because capitalists would be afraid to invest their money in its real estate or industrial enterprises. This smoldering tension was ignited when Alex Manly, a mulatto who edited *The Daily Record*, Wilmington's black newspaper, published an editorial that claimed that many white women "of culture and refinement" had fallen in love with attractive black men whose fathers were white. On November 10, 1898, an angry mob of whites, led by former congressman Alfred Moore Waddell, destroyed Manly's newspaper. Before the day was over, whites had killed or wounded many blacks in Wilmington. White Democrats took over local government and forced prominent blacks and Republicans to leave the city. Many blacks left on their own accord.

Using the third person point of view, Gerard tells this tragic story through the experience of Sam and Gray Ellen Jenks, who, at the suggestion of Sam's wealthy cousin Hugh MacRae, move to Wilmington in August 1898, with the hope of starting their lives afresh. A recovering alcoholic who has lost jobs on newspapers in Philadelphia and Chicago, Sam goes to work for *The Semi-Weekly Messenger*. Both Sam and Gray Ellen quickly discover the undercurrent of racial tension and how it affects daily life. Gray Ellen, in particular, feels shut out of Wilmington's white society—so much so, that she accepts a teaching position in the black school system.

Sam is torn between his desire finally to achieve success and his sense of ethics as a professional journalist. The white businessmen who are planning the takeover of local government after the November election use Sam to cover an event designed to frighten blacks. His copy is changed by his corrupt editor to reflect the views of white supremacists. Although Sam is appalled by this activity, he fails to distance himself from such white power brokers as Alfred Moore Waddell, who tempts him with the prospect of an important position if events unfold as Waddell hopes they will.

Sam's only real friend in Wilmington, Harry Calabash, an alcoholic reporter who loves Wilmington and deeply regrets the events that are transpiring, serves as the newcomer's conscience. He hopes Sam will give his heart and soul to help the city he has come to love. In the end, this becomes impossible. When Waddell and Hugh MacRae discover that Gray Ellen Jenks has been associating with a black preacher actively involved in organizing blacks to resist oppression, they ask Sam and Gray Ellen to leave town. White men, they tell Sam, are supposed to control their women.

This problem—the greed and lust for power that prevent honest, hard-working people, both black and white, from quietly giving themselves to a place they love—is at the heart of this story.

Philip Gerard directs the Professional and Creative Writing Program at the University of North Carolina at Wilmington. His first novel, *Hatteras Light* (Scribner's, 1986), received favorable reviews. *Cape Fear Rising* is another convincing North Carolina story that will be of interest to many patrons of public libraries throughout the state.

— Maurice C. York
East Carolina University

Walter Henderson.

## *Death by Suicidal Means: The Killing of Wardell Burge.*

Chapel Hill: Inheritance Press, 1994. 227 pp. $19.95.
ISBN 0-9638086-0-5 (cloth); $8.95.
ISBN 0-9638086-1-3 (paper).

The North Carolina outlawry statute, though ruled unconstitutional in 1976, still appears as a state law today. Outlawry proclamations originated in the days of slavery and allowed citizens to bring in a resistant felon, dead or alive. Former N.C. District Court Judge Walter Henderson, who would like to see this statute stricken and who has enlisted legislative support to repeal the outdated law, has written a fictional account based on an true story in which the outlawry statute was invoked, unfairly and with tragic results.

The story of Wardell Burge's death illustrates how the outlaw statute can be abused. Declaring Burge, a mentally ill black man, to be an outlaw was a simple way for a group of racist white citizens and law enforcement officers to rid themselves of a nuisance. Burge's death, though ruled suicide, was never fully explained. Reports of the actual incident suggest that the firing of tear gas into Burge's home probably started the fire that ultimately killed a man who had never been charged with a crime. Henderson's goal of illustrating how the statute's intent and possible uses are unjustifiably cruel succeeds without question.

The book takes on a life of its own after the attack. In fact, there is relatively little development of Burge; he is merely a vehicle around which the rest of the story turns. The real characters are the men who come together to rid a small Southern town of a "crazy nigger," but then have to face themselves after the deed is done. These characters are painstakingly drawn. Various side personalities are introduced, creating a whole community of believable and somewhat despicable individuals. The characters are archetypal in their Southern gothic manners, but Henderson lends credibility to them with his authentic, colorful language.

There is great sadness in this story, with very few heroes. Greg Butler, member of the SBI S.W.A.T. Force brought in to assist with the capture of Wardell Burge, is the only character who is really changed by the event. All the others continue in their provincial power struggles and politics. Several characters die of various diseases, violence, or self-inflicted abuse. "People came to believe that death by alcohol abuse was death by natural causes," it is observed.

The strength of the story lies in its fresh descriptions. Henderson knows how people from rural North Carolina talk and think and he writes accordingly. The book would have benefitted from stronger editing. There are a few sloppy grammatical errors that easily could have been corrected and some awkward language that could have been tightened without robbing the story of its flavor.

The book is suitable for public and academic libraries.

— Eleanor I. Cook
Appalachian State University

William H. S. Burgwyn.

## *A Captain's War: The Letters and Diaries of William H. S. Burgwyn, 1861-1865.*

Edited by Herbert M. Schiller. Shippensburg, Pa.: White Mane Publishing Company, 1994. 186 pp. $24.95 ISBN O-942597-52-4.

The book consists primarily of diary entries of First Lieutenant (later Captain) William Hyslop Sumner Burgwyn, first of the 35th North Carolina Troops under Colonel Matthew Ransom, who later advanced to a staff position in General Thomas Clingman's Brigade. The diary notes are very full. Burgwyn notes his locations, troop movements, names of nearby units, and the variety of details in which he participated, including digging rifle pits, forming breastworks, picket duty, scouting, and blockading. He mentions tactics and details where his unit is going and how they will get there. His descriptions of battles are exceptional: he participated in Martinsburg, Virginia (September 1862), Fredericksburg, Virginia (December 1862), and Drewry's Bluff (September 1864).

In addition to military activities, Burgwyn also mentions a great variety of social activities including balls, teas, picnics, sleigh rides, ice skating, and dinner parties.

After his parole from Fort Delaware, Burgwyn returned to the University of North Carolina in 1865, completed law studies at Harvard, and in 1869 began the practice of law in Baltimore. He returned to Henderson, North Carolina in 1882, and became involved in a variety of business and banking ventures. He died in 1913 and is buried in Raleigh.

The book has very generous footnotes, many of them identifying people mentioned in the diary and their families; occasional photographs; and maps of the engagements.

— Mary Bocaccio
East Carolina University

The North Carolina Tony Earley describes in this volume of eight short stories is no paradise, but he writes with such unsentimental love and loyalty and such unflinching truthfulness and accuracy that natives will be proud to see their state through his eyes, and outlanders will revise their stereotyped ideas about the place. His Lake Glen and Aliceville are so real that baffled readers will get out their state highway maps and feel frustrated when they can't locate the towns. Most of his stories are located around Rutherfordton, where he grew up, and Asheville, where he attended nearby Warren Wilson College. Several of them were published in *New Stories from the South, Best American Short Stories 1993, Harper's, TriQuarterly, Oxford Magazine, Mississippi Review,* and *Witness* before being collected in this, his first book.

In the lead story, "The Prophet from Jupiter," the damkeeper at Lake Glen muses, "This is where I live and this is what I think: a dam is an unnatural thing, like a diaphragm." As he describes the dam, and the artificial lake that covers the old town of Uree, and the new resort town which never quite took off, and the feud between the mayor and the police chief for control of the keys to the floodgates, his own story gradually takes shape. He has lost his wife (to the police chief) because they cannot conceive a child together, and because, to her, his feelings are as buried as the town beneath the lake.

The relationships in Earley's stories are no paradise either, but ring as true as his descriptions of place. His narrators ramble effortlessly, in the best tradition of Southern storytelling, and apparently aimlessly, repeatedly ambushing the reader with shafts of humor, insight, and sheer linguistic beauty. Their themes return again and again to the deep disappointments that divide as well as bind couples together: Tully, visiting friends in "Gettysburg," searches vainly for some echoes from the battle where his great-great-grandfather and two great-great-uncles had fought. What he finds in his friends' relationship are echoes of the hurt he has inflicted in his own marriage by refusing to have a child. Vernon and Peggy, in the title story, deal with their grief over their stillborn child and her imminent death from cancer in vastly different ways that they cannot communicate to each other. When Peggy tries to explain that she is different from him, Vernon says, "I know you are. You're from California." This isn't exactly true, but Peggy decides it's close enough.

Tony Earley.

***Here We Are In Paradise.***

Boston: Little, Brown and Company, 1994. 198 pp. $19.95. ISBN 0-316-19962-1.

For the most part Earley's characters are the kind that stay at home and try to work things out rather than seek greener pastures elsewhere. Tully, while visiting in Gettysburg, has his mind fixed firmly on returning home to Christine in North Carolina. Peggy is exotic to Vernon because she lived in California as a child, but he chooses to make a home for her in a trailer on a lot facing a duck pond (full of snapping turtles that eat the ducks) near Rutherfordton. "Charlotte" is about young people who make the short move from the small towns for the big city, only to find things less glamorous and satisfying than they had hoped. Their dilemma is symbolized by the sale of the city's professional wrestling franchise to Atlanta, leaving Charlotte nothing to identify with except the ever-losing Hornets. "We know that the Hornets will never make the playoffs, and that somehow it is our fault. Our lives are small and empty, and we thought they wouldn't be, once we moved to the city."

Earley's characters have a deep sense of fate. "Lord Randall" is a worrier, as anyone named after "this guy whose true love kills him by getting him to eat some poisoned eels" well might be. His parents give tourist children rides in a miniature covered wagon pulled by Shetland ponies, and are so out of touch with the practicalities of life that they often forgot to wake him up and send him to school when he was a child. While driving a school bus one day, Randall braked to avoid hitting first grader John Fitzgerald Kennedy Canipe, whom he always looked out for, especially after he learned his name. Later, Jeff-Kay Canipe ran a whole bus load of children off the side of a mountain, and Randall is left to wonder if running over Jeff-Kay might have been the only thing he was *meant* to do with his life.

All these themes come together in the final three stories of the book, a trilogy set in Aliceville, "a small but perfect circle on a map, and it sits in the middle of the fields that surround it like a small idea in danger of being forgotten." The young narrator, Jimmy Glass, lives with his widowed mother and three bachelor uncles in three identical houses sitting in a row. His father died a week before his birth, and his mother has come to believe that because of that her son is "destined to live a life that mattered." Her son privately believes that his mother's "most terminal illness was the failure of her imagination." He answers her disappointment at his commonplace life working on the railroad with a lovely writer's creed: "All names are words, and sacred in their way, and all words are connected by blood . . . We live in stories, and our stories go on, even when we are dead."

Tony Earley is at work on a novel. His stories are recommended for all fiction collections.

— Dorothy Hodder
New Hanover County Public Library

Kevin Adams.

## *North Carolina Waterfalls: Where to Find Them, How to Photograph Them.*

Winston-Salem: John F. Blair, Publisher, 1994. 208 pp. $14.95. ISBN 0-89587-110-6

Claiborne S. Young.

## *Cruising Guide to Coastal North Carolina.*

Revised Third Edition. Winston-Salem: John F. Blair, Publisher, 1994. 338 pp. $24.95. ISBN 0-89587-109-2.

Ginny Turner, ed.

## *North Carolina Traveler: A Vacationer's Guide to the Mountains, Piedmont, and Coast.*

Revised Edition. Winston-Salem: John F. Blair, Publisher, 1994. 370 pp. $12.95. ISBN 0-89587-107-6.

Details abound in *North Carolina Waterfalls*, a book which is more than just a simple directory. The author's previous work has appeared in *Blue Ridge Country, Nature Photographer, The State,* and *Birder's World*. Adams claims to have driven over 20,000 miles, hiked over 800 miles, exposed over 150 rolls of film, and explored almost 300 waterfalls in preparing this book. It shows.

Having visited every major waterfall on both private and public land in the state, Adams provides a wealth of information on each. The most widely accepted name is given first, with other known names as well. Falls without names are specified by the rivers that form them. Adams has rated waterfalls based on beauty and accessibility. His beauty rating takes into account viewing restrictions, surroundings, water flow, and distractions. Difficulty ratings assume an average, healthy person. Waterfalls that are handicapped accessible are also included. One example of the author's attention to detail is his mention of a 1993 blizzard which might affect some of the descriptions or ratings, although he has rehiked most of them since the storm.

In addition to waterfall information, Adams provides a good chapter on photographing waterfalls in general, and inserts specific photo tips for each individual waterfall. The book is sprinkled with numerous black and white photographs, with dramatic color photos on the center leaves. The appendix provides names of federal, state, city and county, and private agencies, as well as photographic supply companies. The index and its cross-references are particularly well done.

*North Carolina Waterfalls* is an excellent resource for libraries with a need in this subject area.

Dealing with water from a different perspective is *Cruising Guide to Coastal North Carolina*, a revised edition of a 1983 publication. The author is an experienced boater, and is also author of *Cruising Guide to Coastal South Carolina and Georgia*. Young has included important and interesting details for anyone who plans on boating in our coastal waters. However, he makes clear that the reader should have a working knowledge of piloting and coastal navigation as a background.

The book is divided into geographic areas extending from north to south down the coastline, beginning with approaches to the Albemarle Sound, and concluding with the Cape Fear River in South Carolina. For each area, the author provides maps designed to help locate marinas, anchorages, and other geographic points of interest. The maps are not to be used for navigation; instead, Young correctly suggests that persons have aboard the latest NOAA charts. In fact, he includes the specific chart numbers needed for the individual areas.

The chapters also provide information on the history of the area, sound, and/or river. A very helpful feature is a detailed description of the marinas along the routes. This feature is new to the revised edition. The descriptions indicated approach depth, dockside depth, gas provisions, availability of restaurants, and other information.

In other respects, the revised edition is similar to the first. Both contain interesting black and white photos. Although a couple of restaurants mentioned in the text were not indexed, this omission is minor. The index as a whole is adequate. *Cruising Guide to Coastal North Carolina* is essential for all North Carolina boating enthusiasts.

If a guide to traveling on land rather than water is a need, Turner's *North Carolina Traveler* can fill the bill. This revised edition is an update of the 1991 second edition published by Ventana Press. Editor Turner has written travel articles for several national publications and is a transplanted Midwesterner. The various contributors to the book are all native North Carolinians.

The book is divided by the state's three regions, with various towns, attractions, and events listed in a geographic order rather than an alphabetical one. Under each destination are selective restaurant and lodging suggestions in different price ranges. The restaurants and hotels are not indexed. Special inserts on access to the geographic area and general visitor information are included.

The strength of this book is its general overview of major state attractions with a brief historical background on each region. Phone numbers and addresses can lead the reader to further information. Hotel and restaurant material is extremely selective, and as is the nature of this information, can become quickly dated. This newest edition

definitely updates previous listings. Turner has included a good appendix with details on state agencies, welcome centers, national and state parks, ferry schedules, etc. A number of small maps and black and white photos are also integrated with the text.

On the whole, *North Carolina Traveler* is a good basic travel guide. Libraries owning the previous edition will want to update their collections with this volume.

— Barbara Miller
Fayetteville Technical Community College

## *Other Publications of Interest*

The long awaited fifth volume of the ***Dictionary of North Carolina Biography*** is available. An ongoing project since 1971, the *Dictionary* is edited by William S. Powell, the foremost historian of North Carolina. The latest volume includes entries on over seven hundred North Carolinians whose names begin with the letters P through S. When the sixth and final volume is published in 1995, the *Dictionary* will include over four thousand entries. Every library in the state should have this valuable set. (1994; University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; 494 pp; $49.95; ISBN 0-8078-2100-4.)

The Lumbee Indians of Robeson County, North Carolina have been seeking federal recognition for a hundred years. ***The Lumbee Indians: An Annotated Bibliography, with Chronology and Index*** documents their long and rich history. Over one hundred entries are grouped in nineteen broad categories, including education, military service, culture, tribal origin. Federal and state laws, bills, and court cases are also included in their own sections. Author Glenn Ellen Starr is the assistant reference librarian and coordinator of library instruction at Appalachian State University in Boone, North Carolina. (1994; McFarland & Company, Inc., Box 611, Jefferson, NC 28640; xix, 301 pp; $75.00; ISBN 0-89950-511-2.)

Lee Pfeiffer has assembled ***The Official Andy Griffith Show Scrapbook***, sure to appeal to all fans of the popular television series. It includes biographies of and interviews with major cast members; a comprehensive episode guide with cast, credits, and original air date for each; an extensive memorabilia section; and coverage of related movies, reunions, and TV specials. It is illustrated with hundreds of black and white photographs. (1994; Citadel Press, 600 Madison Ave, New York, NY 10022; 253 pp; $16.95 paper; ISBN 0-8065-1449-3.)

The Guilford County Genealogical Society announces two sources on Guilford County, not previously reviewed in *NCL*. ***Population Schedules Guilford County, N.C., 1790, 1800, 1810*** was abstracted from microfilm of the originals and compiled by Ruth Hackney Kirkman in 1981, revised in 1985, and reprinted in 1993. It is indexed and includes maps. (1981, 1993; Guilford County Genealogical Society, P.O. Box 9693, Greensboro, NC, 27429-0693; 64 pp; $11.00 postpaid, NC residents add 6% sales tax, paper; no ISBN.) *The History of Guilford County, North Carolina*, by Sallie W. Stockard, the first woman graduate of the University of North Carolina, was first published in 1902, and republished by the society in 1983. The sixth printing in 1993 was expanded to include all pictures which were in the original work. Indexed. (1902, 1993; Guilford County Genealogical Society, P.O. Box 9693, Greensboro, N.C. 27429-0693; v, 146 pp; $18.00 postpaid, N.C. residents add 6% sales tax, paper; no ISBN.)

Last but not least, ***The Used Book Lover's Guide to the South Atlantic States*** is a truly useful item for all libraries and book lovers. Maryland, the District of Columbia, Virginia, North and South Carolina, Georgia, and Florida are included in this volume. (Guides to New England and the Mid-Atlantic States are also available.) Each state's section begins with an index to shop names, followed by rather thorough entries on open shops, shops open by appointment, and mail order book dealers arranged by city. Entries detail type and size of book stock; address, telephone number, and directions for locating the shop; hours of operation; whether or not credit cards and want lists are accepted; owner's name; year established; and frank and fairly accurate comments, based on entries for local used book dealers. Very sketchy maps are included, and a very helpful specialty index to the whole volume brings up the rear. The *Used Book Lover's Guide Series* is compiled and published by David and Susan Siegel; the format and printing are attractive and easy to read. (1994; Book Hunter Press, P.O. Box 193, Yorktown Heights, NY 10598; 316 pp; $14.95 paper; ISBN 0-9634112-2-5.)

# State Library of North Carolina Internet Information Project

*by Gary Harden and Joel Sigmon*

***Gopher:*** point your gopher client at "HAL.NCDCR.GOV, Port 70"
***World Wide Web:*** URL = http://hal.ncdcr.gov/ncslhome.htm

These two rather cryptic lines point the way to a worldwide collection of nearly limitless information resources. Read on to find out how to gain access to the global virtual library.

The State Library of North Carolina has embarked on a project to provide access to the abundance of information available on the global Internet. The project is administered by Gary Harden, Systems Librarian, and Joel Sigmon, Head of the Government and Business Services Branch, and is built upon the distributed information system model.

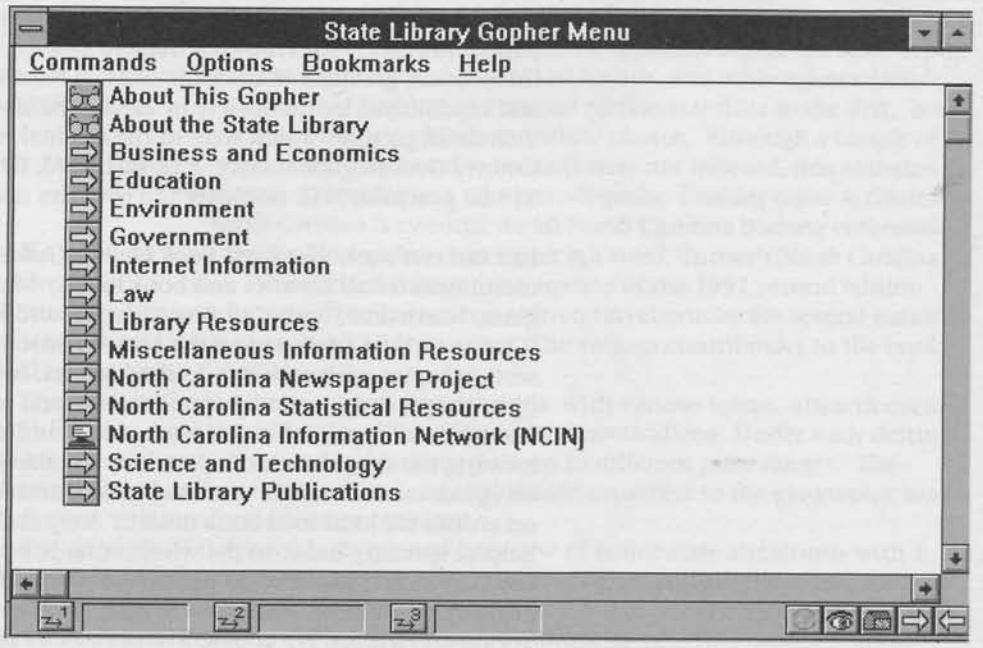
Rather than maintaining large files of data on a single computer, the distributed system utilizes data files from many different computers which are interconnected through the Internet. The system operates in a client-server mode. Client software is used on a personal computer (PC) or workstation to access data on the information servers. The State Library project utilizes two types of information servers: Gopher and World Wide Web. Though similar, they differ in significant ways.

## Gopher

Gopher is a client-server distributed information delivery system developed in 1991 by the University of Minnesota Microcomputer, Workstation, Networks Center. Its original focus was to facilitate the development of a Campus-Wide Information System (CWIS). It has grown to become a World-Wide Information System (WWIS) connecting thousands of computers around the globe.

Gopherspace is the interconnected network of information accessible through gopher. In the gopher model, information is presented as a menu which can contain text, binary files, image files, or menus pointing to additional information.

Gopher menu items are actually links which, when selected, connect the user to information resources on the Internet. Gopher information is accessed by using a browser or client to connect to a server. This can be done by either telnetting (remote logon) to a host machine running a gopher client or by running a gopher client on your own PC. Any library with an account on an Internet host has access to a gopher client. PC-based gopher clients are available




*La•gniappe (lăn-yăp´, lăn´ yăp´) n. An extra or unexpected gift or benefit. [Louisiana French]

free-of-charge at many sites on the Internet. Two of the most popular are HGopher, developed by Martyn Hampson at Imperial College, London, and PC-Gopher, developed by the University of Minnesota.

### World Wide Web

The World Wide Web (WWW) is a distributed global hypermedia information system developed by CERN (European Laboratory for Particle Physics) in Geneva, Switzerland. Global hypermedia means that information located around the world is interconnected in an environment that allows you to move through the information by selecting what are known as hyperlinks — terms, icons, or images in documents that point to other related documents. Any hyperlink can point to any document anywhere on the Internet.

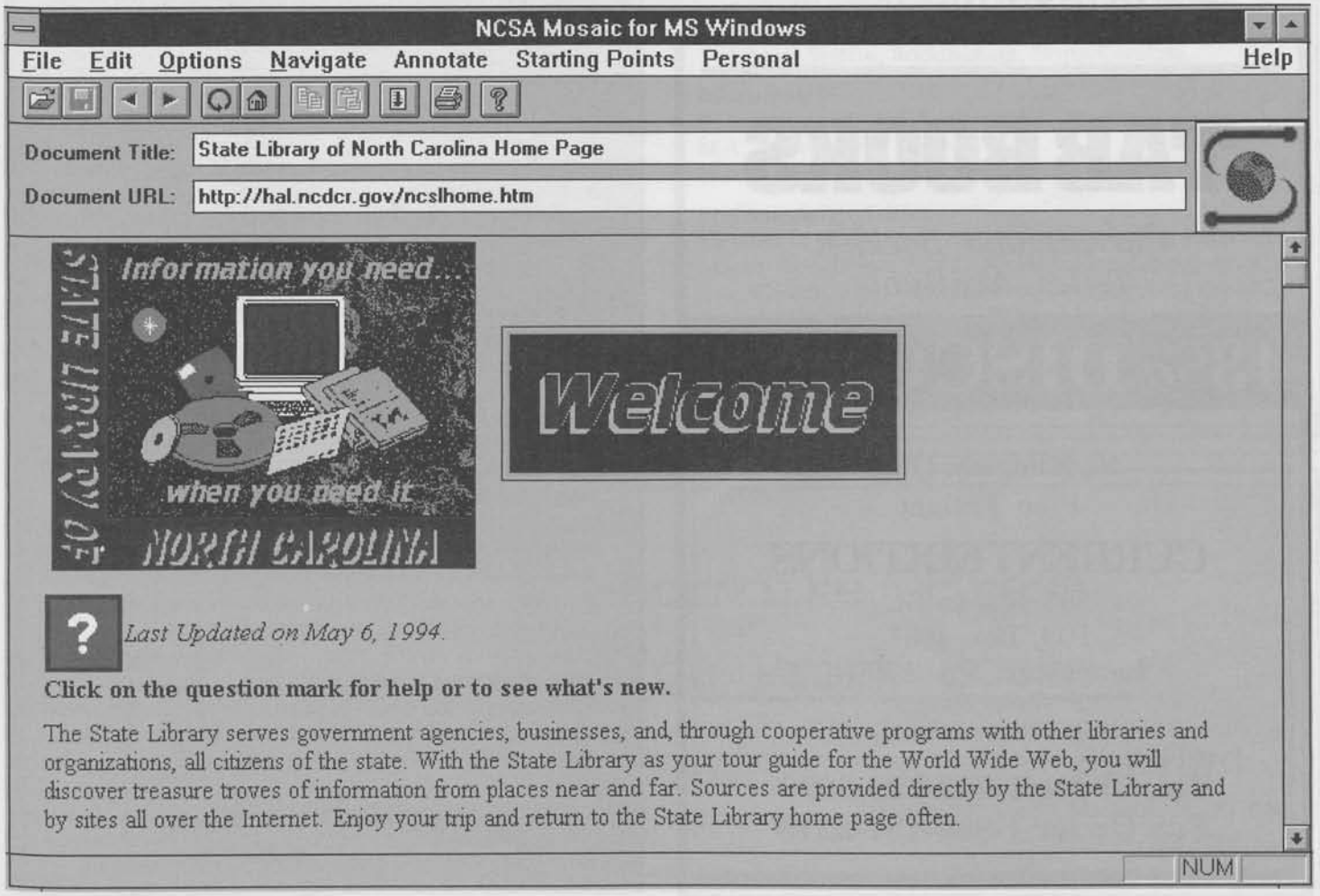
The World Wide Web seeks to integrate all of the different information-retrieval systems into a single, user-friendly interface. As with Gopher, World Wide Web servers are accessed using a browser, either by telnetting to a host running a browser program or by running a browser on your own PC. WWW browsers understand all of the existing information-retrieval protocols including Gopher, Telnet, FTP (File Transfer Protocol), NNTP (Network News Transfer Protocol), and WAIS (Wide Area Information Servers).

A WWW browser differs from Gopher in one major respect: it understands a new protocol named HTTP (Hypertext Transfer Protocol). Documents displayed by a WWW browser are hypertext documents. These documents may include links or pointers to other documents, files, or objects. The browser provides for the display or transfer of text, binary files, graphic images, audio files, and video files.

PC-based WWW clients are also available free-of-charge at FTP sites on the Internet. Two of the most popular are NCSA Mosaic, developed by the National Center for Supercomputing Applications at the University of Illinois, and Cello, developed by the Cornell University Law School's Legal Information Institute.

The State Library's Internet Information Project is currently in the developmental stage. (See this issue's "& In Edition," pages 68-71) Information offered on both the Gopher and World Wide Web servers is in a state of flux and will be updated on a regular basis in order to maintain its accuracy and timeliness. Although the information offered on each server is similar, it differs in its presentation, as described above.

The project provides access to many information resources around the world as well as to specialized data products developed by the State Library. The following types of information are currently available: demographic and economic data (including North Carolina community and statewide profiles), education resources (K-12 and higher education), library catalogs, NATO and United Nations documents, North Carolina Information Highway (NCIH) documents, scientific and technological databases, U.S. and International legal documents, U.S. Government resources by agency, and U.S. Supreme Court decisions.



## Instructions for the Preparation of Manuscripts for *North Carolina Libraries*

1. **North Carolina Libraries** seeks to publish articles, materials reviews, and bibliographies of professional interest to librarians in North Carolina. Articles need not be necessarily 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**, Media and Technology, State Dept. of Public Instruction, 301 N. Wilmington St., Raleigh, NC 27601-2825.

3. Manuscripts should be submitted in triplicate on plain white paper measuring 8 1/2" x 11" and on computer disk.

4. Manuscripts must be double-spaced (text, references, and footnotes). Macintosh computer is the computer used by **North Carolina Libraries**. Computer disks formatted for other computers must contain a file of the document in original format and a file in ASCII. Please consult editor for further information.

5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. The author's name should not appear anywhere else on the document.

6. Each page should be numbered consecutively at the top right-hand corner and carry the title (abbreviated if necessary) 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 1970): 498.

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

9. Upon receipt, a manuscript will be acknowledged by the editor. Following review of the manuscript by the editor and 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.

10. **North Carolina Libraries** holds the copyright for all accepted manuscripts. The journal is available both in print and electronically over the North Carolina Information Network.

11. Issue deadlines are February 10, May 10, August 10, and November 10. Manuscripts for a particular issue must be submitted at least 2 months before the issue deadline.

## SOUTHEASTERN LIBRARY ASSOCIATION REPRESENTATIVE

***Election and Term of Office:***
Must be personal member of SELA and NCLA in order to be nominated. Elected in a special election every four years as specified by SELA. Four-year term begins at next Southeastern Library Association biennial conference

### SELA REPRESENTATIVE

***Duties:***

1. To serve as member of SELA Executive Board
2. To represent NCLA at meetings of the SELA Executive Board
3. To attend President's Meeting immediately preceding each biennial conference
4. To attend President's/Leadership Conference in March of each non-conference year
5. To serve on NCLA Executive Board as voting member
6. To provide reports to NCLA Executive Board and the membership of NCLA
7. To act as liaison between SELA and NCLA

## *Candidates for SELA Representative:*

### *— Nancy Clark Fogarty —*

Currently Head Reference Librarian
Walter Clinton Jackson Library
University of North Carolina at Greensboro.

***Education:***
B.A., University of North Carolina at Greensboro;
M.S.L.S., University of North Carolina at Chapel Hill;
M.A., University at North Carolina at Greensboro.

***Professional Activities:***
Member of Southeastern Library Association; North Carolina Library Association; Reference and Adult Services Section of the North Carolina Library Association; College and University representative to Executive Board, and past chair. Member Beta Phi Mu, Epsilon Chapter; Alumni Association, School of Library Science, University of North Carolina at Chapel Hill, served as former President and Vice-President.

### *— Rex Klett —*

Currently Director of Learning Resources
Mitchell Community College
Statesville, North Carolina
Formerly Anson County Library Director/Regional Technical Services Consultant for Sandhill Regional Library System, Rockingham, North Carolina.

***Education:***
B. A., Eckerd College, St. Petersburg, Florida;
M.A., University of Denver;
M.L.S., University of North Carolina at Chapel Hill.

***Professional Activities:***
Member of North Carolina Library Association; American Library Association; NCCCLRA; Metrolina Library Association; Co-editor of *MsManagement*, (newsletter for the NCLA Roundtable on the Status of Women in Librarianship); Chairperson of District V, North Carolina Community College Learning Resources Association.

# North Carolina Library Association 1993-1995 Executive Board

PRESIDENT
Gwen Jackson
Southeast Technical Assistance Ctr.
2013 Lejeune Blvd.
Jacksonville, NC 28546-7027
Telephone: 910/577-8920
Fax: 910/577-1427

VICE PRESIDENT/
PRESIDENT ELECT
David Fergusson
Forsyth County Public Library
660 W. Fifth St.
Winston-Salem, NC 27101
Telephone: 910/727-2556
Fax: 910/727-2549

SECRETARY
Judy LeCroy
Davidson County Schools
P. O. Box 2057
Lexington, NC 27293-2057
Telephone: 704/249-8181
Fax: 704/249-1062
JLECROY@DAVIDSN.CERF.FRED.ORG

TREASURER
Wanda Brown Cason
Wake Forest University Library
PO Box 7777 Reynolda Station
Winston-Salem, NC 27109-7777
Telephone: 910/759-5094
Fax: 910/759-9831
WCASON@LIB.WFUNET.WFU.EDU

DIRECTORS
Sandra Neerman
Greensboro Public Library
P. O. Box 3178
Greensboro, NC 27402-3178
Telephone: 910/373-269
Fax: 910/333-6781

John E. Via
Z. Smith Reynolds Library
Wake Forest University
Box 7777 Reynolda Station
Winston-Salem, NC 27109-7777
Telephone: 910/759-5483
Fax: 910/759-9831
JEV@LIB.WFUNET.WFU.EDU

ALA COUNCILOR
Martha E. Davis
M. W. Bell Library
Guilford Tech. Comm. College
P. O. Box 309
Jamestown, NC 27282-0309
Telephone: 910/334-4822
Fax: 910/841-4350

SELA REPRESENTATIVE
David Fergusson
Forsyth County Public Library
660 W. Fifth St.
Winston-Salem, NC 27101
Telephone: 910/727-2556
Fax: 910/727-2549

EDITOR, North Carolina Libraries
Frances Bryant Bradburn
Media and Technology
State Dept. of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
Telephone: 919/715-1528
Fax: 919/733-4762
FBRADBUR@DPI1.DPI.NC.GOV

PAST-PRESIDENT
Janet L. Freeman
Carlyle Campbell Library
Meredith College
3800 Hillsborough St.
Raleigh, NC 27607-5298
Telephone: 919/829-8531
Fax: 919/829-2830
FREEMAN@UNCECS.EDU

ADMINISTRATIVE ASSISTANT
(ex officio)
Martha Fonville
North Carolina Library Association
c/o State Library of North Carolina
Rm. 27 109 E. Jones St.
Raleigh, NC 27601-1023
Telephone: 919/839-6252
Fax: 919/839-6252
SLLA.MNF (NCDCR Prime address)

***SECTION CHAIRS***

CHILDREN'S SERVICES SECTION
Edna Gambling
Creech Road Elementary School
450 Creech Road
Garner, NC 27529
Telephone: 919/662-2359

COLLEGE AND UNIVERSITY SECTION
Plummer Alston Jones, Jr.
Iris Holt McEwen Library
Elon College
P. O. Box 187
Elon College, NC 27244
Telephone: 910/584-2338
Fax: 910/584-2479
JONESAL@VAX1.ELON.EDU

COMMUNITY AND JUNIOR
COLLEGE LIBRARIES SECTION
Shelia Bailey
Rowan-Cabarrus Comm. College
P. O. Box 1595
Salisbury, NC 28144
Telephone: 704/637-0760
Fax: 704/637-6642

DOCUMENTS SECTION
Michael Cotter
Joyner Library
East Carolina University
Greenville, NC 27858-4353
Telephone: 919/757-6533
919/757-4882
Fax: 919/757-4834
LBCOTTER@ECUVM1.BITNET

LIBRARY ADMINISTRATION AND
MANAGEMENT SECTION
Dale Gaddis
Durham County Library
P. O. Box 3809
Durham, NC 27702
Telephone: 919/560-0160
Fax: 919/560-0106

NORTH CAROLINA ASSOCIATION
OF SCHOOL LIBRARIANS
Augie Beasley
East Mecklenburg High School
6800 Monroe Drive
Charlotte, NC 28212
Telephone: 704/343-6430
Fax: 704/343-6437
ABEASLEY@CHARLOT.CERF.
FRED.ORG

NORTH CAROLINA PUBLIC
LIBRARY TRUSTEES ASSOCIATION
John Childers
1101 Johnston Street
Greenville, NC 27858
Telephone: 919/757-6280 (w)
Fax: 919/757-6283

PUBLIC LIBRARY SECTION
Margaret Blanchard
Central North Carolina
Regional Library
342 S. Spring Street
Burlington, NC 27215
Telephone: 910/229-3588
Fax: 910/229-3592

REFERENCE AND ADULT SERVICES
Bryna Coonin
D. H. Hill Library
North Carolina State University
Box 7111
Raleigh, NC 27695-7111
Telephone: 919/515-2936
Fax: 919/515-7098
BRYNA_COONIN@NCSU.EDU

RESOURCES AND TECHNICAL
SERVICES SECTION
Catherine Wilkinson
Belk Library
Appalachian State University
Boone, NC 28608
Telephone: 704/262-2774
Fax: 704/262-3001
WILKINSNCL@CONRAD.APP
STATE.EDU

***ROUND TABLE CHAIRS***

NEW MEMBERS ROUND TABLE
Maria Miller
Lorillard Research Ctr. Library
420 English Street
Greensboro, NC 27405
Telephone: 910/373-6895
Fax: 910/373-6640
MILLERMS@CHAR.VNET.NET

NORTH CAROLINA LIBRARY
PARAPROFESSIONAL ASSOCIATION
Joan Carothers
Public Library of Charlotte and
Mecklenburg County
310 N. Tryon Street
Charlotte, NC 28202
Telephone: 704/336-2980
Fax: 704/336-2677

ROUND TABLE FOR ETHNIC
MINORITY CONCERNS
Cynthia Cobb
Cumberland Co. Public Library
300 Maiden Lane
Fayetteville, NC 28301
Telephone: 910/483-0543
Fax: 910/483-8644

ROUND TABLE ON SPECIAL
COLLECTIONS
Sharon Snow
Wake Forest University Library
P.O. Box 7777 Reynolda Station
Winston-Salem, NC 27109-7777
Telephone: 910/759-5755
Fax: 910/759-9831
SNOW@LIB.WFUNET.WFU.EDU

ROUND TABLE ON THE STATUS
OF WOMEN IN LIBRARIANSHIP
Anne Marie Elkins
State Library of North Carolina
109 E. Jones Street
Raleigh, NC 27601-2807
Telephone: 919/733-2570
Fax: 919/733-8748
SLAD.AME@NCDCR.DCR.STATE.
NC.US

# Editorial Staff

# NCLA North Carolina Library Association

Use the application below to enroll as a member of the North Carolina Library Asssociation or to renew your membership. All memberships are for one calendar year. THE MEMBERSHIP YEAR IS JANUARY 1 THROUGH DECEMBER 31. If you join during the last quarter of the year, membership covers the next year.

Dues (see below) entitle you to membership in the Association and to one section or round table. For each additional section or round table, add $5.00. Return this form with your check or money order, payable to North Carolina Library Association.

NCLA DUES
(Membership and One Section or Round Table)

- FULL-TIME LIBRARY SCHOOL STUDENTS (two years only) ....$10
- RETIRED LIBRARIANS.....$15
- NON-LIBRARY PERSONNEL: (Trustee, Non-salaried, or Friends of Libraries member).....$15
- INSTITUTIONAL (Libraries & Library/Education-related Businesses) .....$50
- LIBRARY PERSONNEL
  Earning up to $15,000 .....$15
  Earning $15,001 to $25,000.....$25
  Earning $25,001 to $35,000.....$30
  Earning $35,001 to $45,000.....$35
  Earning $45,001 and above .....$40
- CONTRIBUTING (Individuals, Associations, and Firms interested in the work of NCLA).....$100

## NORTH CAROLINA LIBRARY ASSOCIATION

*please print or type*

_____ New membership _____ Renewal

Membership Number if Renewal _____

Name _____
Last First Middle

Title _____

Library _____

Business Address _____

_____
City State Zip

Daytime Telephone Number _____
Area Code

Mailing Address (if different from above) _____

_____

TYPE OF LIBRARY I WORK IN:
___ Academic
___ Public
___ School
___ Special
___ Other _____

**CHECK SECTIONS AND ROUND TABLES**
ONE INCLUDED IN BASIC DUES. Add $5.00 for each additional section or round table.

___ Children's Services
___ College & University Section
___ Community & Junior College Libraries Section
___ Documents Section
___ Library Administration & Management
___ NC Association of School Librarians
___ NC Public Library Trustees Association
___ Public Library Section
___ Reference & Adult Services Section
___ Resources and Technical Services Section
___ New Members Round Table
___ NC Library Paraprofessional Association
___ Round Table for Ethnic Minority Concerns
___ Round Table on Special Collections
___ Round Table on the Status of Women in Librarianship
___ Technology & Trends Round Table

**AMOUNT ENCLOSED:** (SEE ABOVE)

$ _____ Membership and one section/round table

_____ $5.00 for each additional section/round table

$ _____ **TOTAL** (PLEASE DO NOT SEND CASH)

NCLA

***Mail to:*** North Carolina Library Association
c/o State Library of North Carolina
109 East Jones Street
Raleigh, NC 27601-1023

THANK YOU FOR YOUR SUPPORT, NCLA Office Hours: Mon.-Fri. 9-1 Telephone (Voice & FAX) 919/839-NCLA

NORTH CAROLINA

# The History & The Land

## Bittersweet Legacy

The Black and White "Better Classes" in Charlotte, 1850–1910

**BY JANETTE THOMAS GREENWOOD**

*Bittersweet Legacy* is the dramatic story of the relationship between two generations of black and white southerners in Charlotte, North Carolina, from 1850 to 1910. Janette Greenwood describes the interactions between black and white business and professional people and paints a surprisingly complex portrait of race and class relations in the New South. "[Greenwood's] analysis of the values of the black 'better class' in this era has applicability far beyond Charlotte."—Paul Escott, Wake Forest University


2133-0, May, $45 cloth

## Along Freedom Road

Hyde County, North Carolina, and the Fate of Black Schools in the South

**BY DAVID S. CECELSKI**

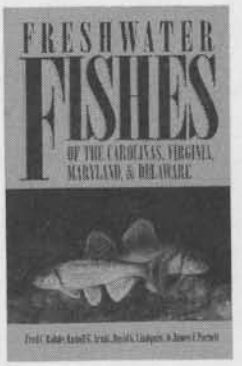
The moving story of a rural black community's fight to save its two schools. The 1968–69 school boycott in Hyde County, N.C., was one of the most sustained and successful protests of the civil rights movement. "The provocative story of the *Brown* decision's impact on one Tidewater county draws into question some of integration's cherished precepts. . . . Such original scholarship when 'school choice' is a current issue bears serious contemplation."
—*Booklist*




2126-8, April, $32.50 cloth
4437-3, April, $14.95 Tr paper

## Freshwater Fishes of the Carolinas, Virginia, Maryland, and Delaware

**BY FRED C. ROHDE, RUDOLF G. ARNDT, DAVID G. LINDQUIST, AND JAMES F. PARNELL**




Encompassing habitats as diverse as alpine forests and subtropical swamps, the Mid-Atlantic region has a richly diverse fish fauna. Richly illustrated, this guide provides information on how to identify some 260 species of freshwater fish, from the largemouth bass to the rosyside dace. "Should be read by most everyone who angles for, closely watches, studies, or just likes to know about the freshwater fishes of the eastern United States."—Robert E. Jenkins, Roanoke College

2130-6, May, $24.95 Tr
203 color photographs, 13 b&w photographs, 178 maps, 28 line drawings

## A Birder's Guide to Coastal North Carolina

**BY JOHN O. FUSSELL III**

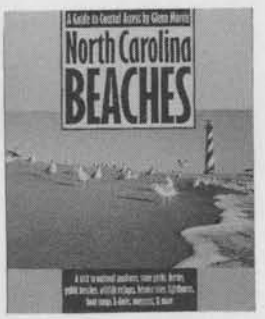
A popular destination for bird-watchers from across the country, the coastal region of North Carolina is a seasonal home to approximately 400 species of birds, some of which are found more easily here than anywhere else in the United States. John Fussell has put together the first guide to the prime bird-watching spots of the Tar Heel coast and nearby areas—including national seashores, national forests and wildlife refuges, state parks and game lands, and other public areas.

2146-2, August, $29.95 cloth
4453-5, August, $16.95 Tr paper
12 illus., 44 maps

## North Carolina Beaches

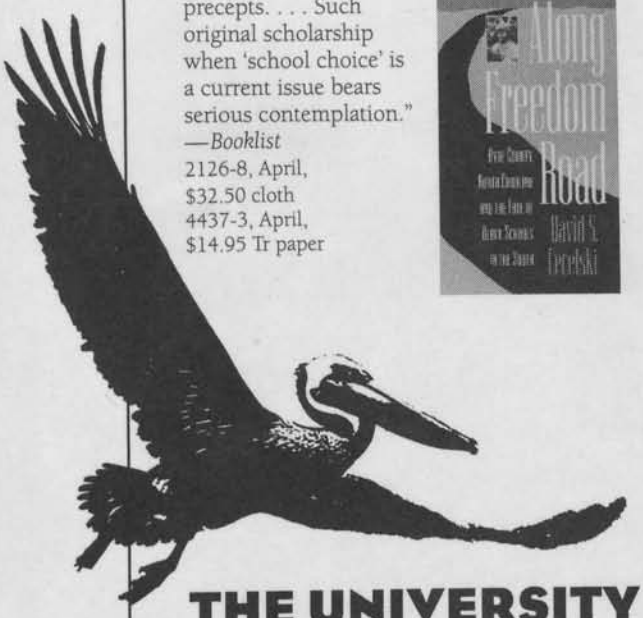
A Guide to Coastal Access

**BY GLENN MORRIS**




Travel writer Glenn Morris leads a north-to-south, beach-by-beach tour of the North Carolina coast that covers every site along the way—state parks, wildlife refuges, historic sites, fishing piers, ferries, and much more. Accurate maps and grid charts show travelers how to get there and what they'll find, from boat ramps to pay phones to wheelchair access to oceanfront parking. "The book is informative but also a lot of fun to read. [Morris's] essays—on tides, dunes, seashells, beach driving, and other topics—sparkle like sunlight on the water."
—*Southern Living*

4413-6, 1993, $16.95 Tr paper
48 illus., 32 maps



*ISBN 0-8078-*
*Please write for our catalog.*

**THE UNIVERSITY OF NORTH CAROLINA PRESS**

Post Office Box 2288, Chapel Hill, NC 27515-2288 Toll free orders: Phone (800) 848-6224, Fax (800) 272-6817

North Carolina Libraries — Official Publication of the North Carolina Library Association
State Library of North Carolina, 109 East Jones Street
Raleigh, North Carolina 27601-1023

*Address Correction Requested*



NON-PROFIT ORGANIZATION
U.S. POSTAGE
**PAID**
PERMIT #1
GREENVILLE, NC

## *Upcoming Issues*

**Fall 1994** The Virtual Library
*Gary Harden, Guest Editor*

**Winter 1994** Money Changing in the Library
*Harry Tuchmayer, Guest Editor*

**Spring 1995** Sex and the Library
*Dr. Pauletta Bracy, Guest Editor*

**Summer 1995** Resource Sharing
*Barbara Miller, Guest Editor*

**Fall 1995** School Libraries
*Diane Kessler, Guest Editor*

**Winter 1995** Conference Issue

*Unsolicited articles dealing with the above themes or any issue of interest to North Carolina librarians are welcomed. Please contact the editor for manuscript guidelines and deadlines.*

North Carolina Libraries, published four times a year, is the official publication of the North Carolina Library Association. Membership dues include a subscription to North Carolina Libraries. Membership information may be obtained from the Administrative Assistant of NCLA. Subscription rates are $32.00 per year, or $10.00 per issue, for domestic subscriptions; $50.00 per year, or $15.00 per issue, for foreign subscriptions. Backfiles are maintained by the editor. Microfilm copies are available through University Microfilms. North Carolina Libraries is indexed by Library Literature and publishes its own annual index. Editorial correspondence should be addressed to the editor; advertisement correspondence should be addressed to the advertising manager. Articles are juried.