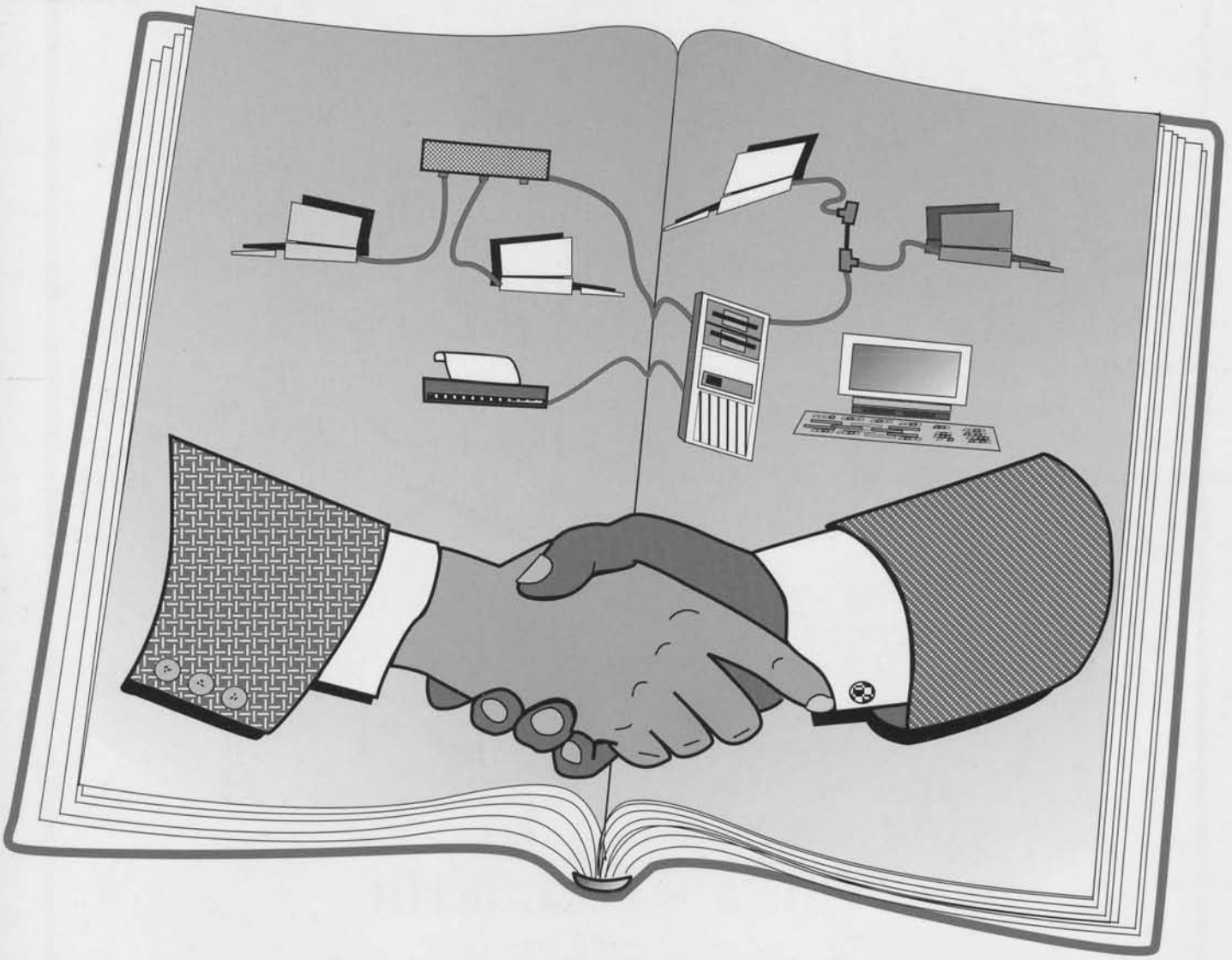
Fall 1995
Resource Sharing

North Carolina Libraries



In the final analysis, our most important resources are ourselves.
— Barbara Miller Marson, Page 122

Volume 53, Number 3
ISSN 0029-2540

North Carolina Libraries

Fall 1995

Resource Sharing

Guest Editor, *Barbara Miller Marson*

Features

Cover: Cover illustration by Barbara Miller Marson.

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

From the President

Gwen Jackson, President

The 1993-95 Biennium has been a busy and productive one for the North Carolina Library Association. In addition to the activities that were sponsored by NCLA sections, round tables and committees, several special studies/projects have been undertaken. The Task Force to Study Governance of the NCLA Executive Board studied the Executive Board structure and made recommendations. Financial Procedures were adopted to standardize accounting procedures for he Association. The NCLA Biennial Conference Handbook was compiled. NCLA-L, the listserve for NCLA, was created and now has more than two hundred members.

There were three changes in the committee structure of NCLA. The Special Projects Committee was created to review applications and administer money for NCLA project grants. Because of overlapping responsibilities, the Marketing/Public Relations Committee was merged with the Publications Committee. The Technology and Trends Committee became a round table.

Sections, round tables and committees have incorporated into many of their activities the visions established by the Executive Board at the beginning of this biennium. Some specific examples of these activities follow:

> **VISION STATEMENT 1:** Libraries and librarians are recognized as the prime information source empowering the people of North Carolina to become lifelong learners. (Communications Issues Work Group)

In addition to the award-winning journal, *North Carolina Libraries*, and a quarterly newsletter, *News from NCLA*, published by NCLA, fourteen sections and round tables publish newsletters to keep members up-to-date with appropriate issues.

Biennium seminars, workshops and conference programs have highlighted the commitment of libraries to provide services and skills to North Carolina citizens.

- A Potpourri of Issues in Youth Services (CSS)
- Not All of Your Patrons Speak English (Literacy)
- Customer Service: Bloodline to Success (NMRT)
- Through the Customers' Eyes: Linking Information Needs and Library Services (RASS)

> **VISION STATEMENT 2:** The North Carolina Library Association is the motivating force for unifying its diverse membership to achieve the purpose, goals, and priorities of the organization. (Organizational Issues Work Group)

NCLA committees and work groups have had representation from all types of libraries (academic, community college, public, school, and special).

Professional growth opportunities have been available to all NCLA members.

- Out of Bureaucracy, Into Leadership (LAMS)
- Personnel Rights and Issues (NCLPA)

Section and round table vice-chairs have been encouraged to attend NCLA Executive Board meetings to become familiar with the Association.

> **VISION STATEMENT 3:** North Carolina libraries and librarians are 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. (Intellectual Freedom Work Group)

Written selection policies and procedures for handling challenged materials are encouraged by NCLA sections and round tables.

Workshops and conference programming have provided sessions on intellectual freedom.

- Access Ramps & Avoiding Road Kill on the Information Highway (Intellectual Freedom)
- Censorship and Selection in North Carolina Schools (Intellectual Freedom/SDPI)
- Intellectual Freedom and Federal Budget Cuts at NPR (PLS)

The Intellectual Freedom Committee and Work Group has maintained an Intellectual Freedom notebook and has responded to calls for assistance from libraries.

> **VISION STATEMENT 4:** NCLA and the library profession will be represented by exemplary professionals including women and minorities at all levels of administration. (Personnel Work Group)

Sections and round tables have been diligent in having leadership representative of gender and race. LAMS is coordinating leadership development and training for NCLA through a preconference session, Leadership Survival Kit, and by establishing a leadership institute to identify, train and nurture emerging NCLA leaders.

REMCo and RSWL will co-sponsor a conference program, Recruitment and Retention of Minorities and Women in NC Libraries.

A compilation of statistics for North Carolina librarians and a bibliography of related articles has been prepared by the Personnel Work Group. (Request copies from NCLA Office.)

> **VISION STATEMENT 5:** Libraries and librarians play a leadership role in the development of the North Carolina Information Highway (NCIH) and in the 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. (Technology Work Group)

Sections and round tables have sponsored seminars, workshops, teleconferences, and conference programs that address the use and access of electronic resources.

- Copyright in Cyberspace (TNT)
- FreeNets! Community Access to Information (RTSS/TNT)
- Government Documents and the Internet (Documents)
- Network Design (NCASL)
- Surfing and the BI Turf: The Internet as a Complement to Instruction and Research (CUS)
- Tool or Toy: the Role of Internet in Information Services (RASS)

The Technology and Trends Round Table was established to provide a focus for NCLA's efforts on technology issues, to provide guidance to NCLA sections and round tables, and to promote NCLA's relationships with other associations and agencies involved in the planning, implementation and utilization of the NCIH.

As I reflect on the past two years as president of the North Carolina Library Association, I have many wonderful memories. First are you — members of NCLA — who gave me your vote of confidence by electing me to represent you and the Association. This opportunity has been a highlight of my professional career and has allowed me to grow in so many ways. The things we have accomplished have been a result of your support. Thank you.

Without opportunities provided by NCLA, I would not have met and worked with many of you. The friendships that have resulted from hours of conference planning, Executive Board activities, work group discussions, committee projects, Legislative Day excursions, and ALA events are great treasures.

More and more, I realize the wealth of talent that you bring to our profession. Thank you for sharing your time, talents, and expertise with all of us. It is indeed fortunate that our Association is based on volunteers because we could not afford the price of these gifts so freely given.

The support of the "home front" has been constant and never failing. A very special thanks goes to husband Charlie and director/boss/friend Linda who each allowed and understood the time and energy away from home and work.

Before I turn the gavel over to Dave Fergusson, I offer a reminder and challenge to each of you. NCLA is ***your*** professional organization. It can best serve you and meet your expectations when you participate and let your needs be known.

- Talk to your colleagues, section representatives, and Executive Board members.
- Be involved in the activities and decisions of the North Carolina Library Association.
- Run for office, support the officers, vote.

Remember:

- Collaborate with your colleagues throughout the profession, not just in your library;
- Accept the challenge to be more involved with NCLA; and above all
- Celebrate life and libraries for libraries do indeed link lives.

Foreword ...

The Community of Librarians

by *Gillian D. Ellern*

All right, I know you do this, too. There you are, on vacation at some exotic location or visiting friends or family in some faraway town. Or maybe you are on a business trip or at a conference and you see it. There it is along the side of the road or down the street. It beckons from a distance and you can't help yourself. At the least, you just make a note of its location and keep going. You might slip and point out yet another one to your less-than-impressed traveling companion. But sometimes you just can't fight that urge, and you have to stop and visit, if only for a minute, to see.

Those signs can get you lost in some strange town, never finding the quarry. But the challenge of the hunt still makes you want to try this time.

Sometimes it magically appears out of nowhere or in the strangest places, when you least expect it (at a shopping mall, an antique building or the rough section of town). There it will be, and it will be so unusual, you'll just want to stop in for a moment. Or maybe, it will be a logical place for one to be. You know that every city and college has at least one if only you can just find it. Here you are — bored, lost, or maybe just walking by, but you know there has to be one around here somewhere.

What I'm talking about; I'm sure you already figured it out: a library in Anytown, USA!

But what makes us do this? Why do we librarians feel this pull toward other libraries and other librarians? What makes us want to look at yet one more library when we spend all those working hours in our own?

I think that there are two reasons why we do this.

The first is curiosity. Humans are all curious about how others live, work, and play. In the case of librarians, our profession tries to enhance this human characteristic. The basis of reference work is an exercise in curiosity. Every time we are asked a reference question, we effectively say to that person, "let's find out."

Librarians always are concerned about the quality of the service that we provide and want to compare to see how our library measures up. We are curious about how others have solved the problems that we also face. Perhaps they have worked out a better way than we have. And so we use our reference training on ourselves and say, "let's find out."

The second reason is an understanding of the power of sharing. Perhaps it's because the stuff we collect and protect — information — doesn't do anyone any good unless it is shared. Every day we engage in resource sharing because the real value of a library is not in the collecting and hoarding of resources, but in the usefulness of these resources to the patrons it shares them with.

I think that resource sharing, networking, and cooperative partnerships have been, and will continue to be, inescapable and inevitable for several reasons. It's never been practical to get or keep everything we might ever want or need. Also, budget limitations, space constraints, and variations in information availability have always made sharing necessary.

I would argue, however, that we would be resource sharing even if the cost benefits were not glaringly obvious. Librarians, by the very nature of their work, build associations and connections between diverse items so that they can be used and shared. It doesn't matter whether it's books on a shelf, librarians in the state, or information in a database, librarians have a unique way of thinking, organizing, arranging, and then sharing information. It is creating associations that we do best.

So are these the reasons we are drawn to other libraries and librarians? I think the motivations of curiosity and sharing are the source of these urges, but the attraction continues because of something more fundamental. After years and years of working together, of sharing our resources, however large or small, we have begun to think of all librarians, all libraries, and all patrons as our own community. That is where the real benefits are — in a sense of community and shared purpose.

A recent episode of *Babylon 5* comes to mind, where Ambassador Delenn of the Minbari Federation maybe has said it best, "Everywhere humans go, they create communities out of diverse and sometimes hostile populations. It is a great gift and a terrible responsibility, one that cannot be abandoned." I think that librarians have more of this quality than the average human.

Acting Locally:

Resource Sharing Through a Community Network

by *Pat Ryckman*

"Think globally, act locally" the bumper stickers exhort us. Community networks offer a dynamic model for local resource sharing.

So ... now we have the Internet and we can share resources worldwide. Instead of waiting weeks for an interlibrary loan request to bear fruit, we can download a dissertation from a university in Australia in a matter of minutes. We can enjoy an exhibit at the Louvre, study photographs of Mars, review recent U.S. Supreme Court decisions — all with just a few keystrokes.

But what about that report from our own city hall, just half a mile across town? And what about the minutes of the last school board meeting, the local job listings, the schedule for the community concert series, the city ordinance on barking dogs? Are these available right on our desktop? In all likelihood the current temperature in Maui is more readily available than any of these, thanks to the Internet. Building and organizing comprehensive collections of local information — local government documents, annual reports of local businesses, local directories, calendars of events — has always been a difficult and time consuming task. Yet it is these local resources that are the more important to our daily lives. We may be interested in following the Iditarod sled dog races, but what we care about most deeply is the zoning change request by our neighbor down the road — can he really be planning to operate a hog farm!?

Today more and more libraries are acting globally, making the resources of the Internet available to their patrons. But many more libraries need to be acting locally — working to assure electronic access to the valuable resources within their own communities.

A powerful tool for providing access to these local resources is the community network (also known as a Free-Net). The community networking movement traces its roots to the bulletin board services or BBSs developed in the late 1970s. The first true community network — with free open access to community-wide information — was the Cleveland Free-Net, begun at Case Western University in 1986 by Dr. Tom Grundner. Since that time, dozens of community networks have been launched around the country. The first community network to be established in North Carolina was the Fayetteville Area Community Telecommunications System (F-A-C-T-S) providing public dial-in access to city and county government information, job listings, and discussion groups. Organizing committees are currently working to establish community networks for the Research Triangle area, Winston-Salem, Greenville, and Wilmington, and the Mountain Area Information Network is under development to serve Western North Carolina.

Visitors to the Virtual Library, PLCMC's community computer lab located at the Main Library, can access Charlotte's Web resources on any of the 16 public access terminals.

Typically, community networks will provide access to electronic collections of resources using modems and phone lines.

Seven Reasons to Develop a Community Network for Sharing Local Resources

1. ***Access.*** Unlike the library, community networks can operate 24 hours a day, 365 days a year. The information is available from any computer equipped with a modem or Internet connection. No need for patrons to drive to a library branch and find a parking place; no need to maneuver a wheelchair down an aisle. No need for the Library to duplicate resources at several branch locations.
2. ***Free Labor.*** A community network seems to attract a special class of volunteers, dedicated to the concept of electronic communities and bringing with them a high level of useful skills.
3. ***Economy.*** Although a large system with three or four paid staff might cost between $200,000 and $300,000 a year to operate, a community network is very scalable. A basic service using volunteer labor, a 486 computer and a couple of dial-in lines can still offer a wealth of information to a small community.
4. ***Timeliness.*** Information on a community network can be updated and kept current much easier than information in print form. A report on crime statistics can be uploaded by the police department as soon as compiled, long before the print version is typeset, printed, mailed, cataloged, and shelved.
5. ***Depth and Breadth.*** Large files are not a problem. While a print directory of local civic organizations might be limited to basic information of address, phone number, and contact person, because of space considerations, in the computer, we can store detailed information on the history of the organization, services, annual reports, calendars of events, and even leave e-mail for the contact person.
6. ***Distributed workload.*** Each information provider in the community uploads and manages its own information in the system, giving each a stake in the project.
7. ***Equity.*** Every information seeker is equal. A community network — if it provides sufficient and well-located public access points — can level the playing field for all community members. It is the on-ramp to the Information Highway for those without access to computers at school, home, or business.

Many also provide public terminals for those citizens lacking home computers. Because each community network reflects its own community's interests, values and concerns, each is unique. But their offerings often include information about local government, educational opportunities, civic organizations, and health and human services. They may provide calendars of community events, access to library catalogs, and online forums. Community networks can put citizens in touch with each other and with their local government by offering electronic mail and sponsoring online forums.

Community networks are built by many hands, and strong community partnerships are essential to their success. Each information provider in the community must supply and maintain its own portion of the network, uploading, editing, and updating the information as necessary.

Although most community networks are grassroots in origin, many maintain strong ties with their local libraries. And in some cases, libraries — public, school, and academic — have taken a leadership role in developing a network for their community. This is a most appropriate role for an institution charged with collecting, organizing, and providing access to information and educational resources to play.

For the past two years, the Public Library of Charlotte and Mecklenburg County has led the development of *Charlotte's Web*, a free access community network for Mecklenburg and its neighboring North and South Carolina counties. As the system grows in information, services, and community partnerships, it has become an increasingly important tool for local resource sharing. By playing an active role in the development of *Charlotte's Web*, the Library has been better able to fulfill its mission of excellent service to the community.

Weaving the Web: A Brief History of *Charlotte's Web*

In the spring of 1993, a committee of citizens approached the library asking for help in developing a community network for the Charlotte area. Library Director Bob Cannon was very open to the idea. He was already using technology on several fronts to enhance library service and he immediately saw the potential for local resource sharing which a community networking project represented. He offered the Library's support and assigned a staff member to help the citizens group in their efforts.

In September 1993, the Library hosted a town meeting to assess community interest in developing a network for the Charlotte area, and over eighty citizens packed the auditorium. Many of these signed on as volunteers and are still active in the project today.

By the winter, we were recruiting institutional partners and investigating funding sources. The Library applied for three grants to support *Charlotte's Web*. Two grant proposals were for funds for general support: one to the Corporation for Public Broadcasting and one to the Telecommunications and Information Infrastructure Assistance Program (TIIAP) of the National Telecommunications and Information Administration (NTIA). A third application requested funding from the National Library of Medicine to support development of electronic HIV/AIDs information resources. For each of these grants, we established strong partnerships with other community organizations and obtained pledges of support to meet local matching fund requirements.

In the spring of 1994, the Library purchased an 80486 computer with 16MB RAM and five modems, and installed phone lines for the use of *Charlotte's Web*. By Memorial Day, volunteers had a small gopher system online and open for business. With this development system we were able to offer a sampling of the kinds of resources a full-scale network could provide. Volunteers used the system as an educational tool as they met with community groups and potential information providers to develop support for the project.

By September of 1994, when we received news of $475,000 in grant awards from the NTIA and the National Library of Medicine, *Charlotte's Web* was ready for expansion. We had a solid volunteer structure, office space at the Main Library, a growing gopher, and name recognition throughout the community. Using grant funds, the Library hired three staff for the *Web* — a project director, a systems administrator, and a volunteer coordinator, all of whom had played an active role as volunteers in the early stages of the project. With the delivery of two new Sun Sparc20 computers, we were ready to tackle the job of weaving a full-service, user-friendly, resource-rich community network for our area.

Charlotte's Web Today

Ten months into the first funded year of the project, *Charlotte's Web* has begun to fulfill its potential for local resource

sharing. Over forty-two megabytes of information are now available to the public from a wide variety of information providers, including local government, arts organizations, public schools and universities, the Chamber of Commerce, HIV/AIDs agencies, and the Employment Security Commission. The gopher structure has been replaced by a World Wide Web interface. The system receives an average 4,500 guest logins each month and 1,200 files are transferred daily over 12 phone lines and the Internet.

Dialing into *Charlotte's Web*, citizens can find a job, take a class on the Internet, visit an online art museum, view and download historical photographs, check the status of local road construction, and get to know the candidates before the school board elections. They can also leave comments and suggestions for *Charlotte's Web* staff, continuing our tradition of grassroots involvement.

A fifteen-member Advisory Board, made up of representatives from partner organizations, the major information providers, and citizens, is charged with developing policies on issues such as acceptable use, content, and commercial involvement. Policy drafts are also posted on *Charlotte's Web* to encourage input from users.

Volunteers have continued to make significant contributions to the project. During the April-June quarter, 221 volunteers worked 1,993 hours, an estimated value of $41,750. The volunteer organizational structure has become increasingly complex to handle the changing work of the project. Volunteer committees now include HTML Authoring, Publicity, Clerical Support, Technical Support, Content Review, Speakers Bureau, Information Providers, File Management, Training, and UNIX System Programmers.

By the end of July, *Charlotte's Web* was accessible from sixty public access terminals across the service area including public library branches, neighborhood centers, health organizations and homeless shelters. Citizens could also access the system from twenty-seven public schools, area colleges and universities, homes, and businesses.

As more citizens have gained access and more resources and services have become available, success stories have begun to roll in — stories that show the Web to have a growing impact on people's lives. We've heard from successful job seekers who first learned of their positions through *Charlotte's Web*'s job listings files. We've had e-mail from a resident of the Uptown Men's Shelter who used the *Web* to get registration information on classes at the community college. We've seen children living in one of Charlotte's poorest inner city housing developments, expanding their horizons by exploring the world graphically via the World Wide Web.

The weaving of *Charlotte's Web* hasn't been flawless. Snags have developed as they would in any project of this complexity and rapid growth rate. We've had to face difficult issues of appropriate use of the system, censorship, and the need for ongoing financial support. But the Library's support and sponsorship of the project has already paid off in better access to local resources for our community.

Learning More About Community Networking

The best way to learn more about community networking is to pay a visit to some of the systems now available around the world.

- The *WWW Virtual Library's Community Networks* page located at **http://www.rmsd.com/comnet/wwwvl_commnet.html** will lead you to over sixty sites in the United States and six other countries.
- *Freenets and Community Networks*, presented by Peter Scott at the University of Saskatchewan (**http://duke.usask.ca/~scottp/free.html**), offers tours via gopher and telnet as well as the World Wide Web. In addition, Scott provides links to a wide range of community networking information, including conferences, mailing lists, newsletters, and archives.
- *Community Networking Resources* was created by Professor Joan C. Durrance and students in the School of Information and Library Studies at the University of Michigan (**http://141.211.203.30/Community/Community.html#item1**). Guides offer suggestions for the types of information to provide in a community network and provide links to selected examples at existing systems.

Two organizations which provide information and assistance to developing community networks are:

- The Morino Institute works to empower people to improve their lives and their communities using interactive communications. The Institute maintains a directory of public access networks and a library of related documents at **http://www.cais.com/morino**.
- The National Public Telecomputing Network (**http://nptn.org/**) helps local volunteers organize to develop community networks, and provides professional services and programming to those systems which choose to become affiliates.

Community networking is still a rather new development, but more research is becoming available over the Internet:

- Doug Schuler's *Community Computer Networks Survey* results are available at **http://www.cs.washington.edu/research/community-networks**. These surveys provide data for comparing organizational structure, services, funding, and policies of over thirty diverse systems.
- *Communities On-line: Community-Based Computer Networks* (**http://alberti.mit.edu/arch/4.207/anneb/thesis/toc.html**) is a master's thesis by Anne Beamish (Department of Urban Studies and Planning, Massachusetts Institute of Technology, February 1995). She provides a thorough overview of the community networking movement and addresses issues of sustainability, commercial involvement, and evaluation.

For information on grants available for community networking, check out the Telecommunications and Information Infrastructure Assistance Program (TIIAP) home page at the National Telecommunications and Information Administration (NTIA). It's located at **http://www.ntia.doc.gov/tiiap/tiiap.html** and also provides information about and links to currently funded projects.

Electronic mailing lists are a great way to be in touch with others involved in community networking activities. Art McGee's list of community and rural electronic mailing lists is available by anonymous FTP from **ftp.netcom.com** (in directory **pub/amcgee/community**).

Finally, plan to visit *Charlotte's Web* at **http://www.charweb.org**. As an NTIA demonstration project, we serve as a model for other communities working to develop networks and are more than happy to answer your questions.

A New Vision for Resource Sharing:

TRLN Document Delivery Project

by *Julie Blume Nye*

Successful resource sharing efforts among libraries in a consortium have two major components: the shared resources themselves and how they are made accessible to consortium members and their patrons. The member libraries of the Triangle Research Libraries Network (TRLN) — Duke University, North Carolina State University, the University of North Carolina at Chapel Hill and, since 1994, North Carolina Central University — have a history of cooperative collection development well documented by other authors.[1] Agreements between some member libraries date back more than sixty years, and studies of collection overlap demonstrate the effectiveness of these efforts. A recent study revealed that nearly 75 percent of the items in all members' online catalogs were available at only one institution; less than 7 percent were owned by all three.[2]

Building a coordinated collection is only one side of the equation; providing equivalent access for patrons of all member libraries is just as important. "Equivalent access" in this sense means that when a library chooses access over ownership — deciding not to purchase an item available elsewhere within the consortium — that library's patrons must not be penalized for the choice their library has made. Providing equivalent access may require a library to rethink its definition of core services to patrons along three dimensions: bibliographic access, borrowing privileges, and delivery services.

Bibliographic access: Since the library has opted to defer purchase of some items within scope for its own collections, it must provide convenient access not only to its own catalog, but also to catalogs of all other consortium members. If this is not through a union catalog, member libraries' catalogs should be linked for easy searching. If patrons have dial-in or networked access to their own library's catalog, they should have similar access to all catalogs in the consortium. Shared access of this type has been the objective of automation efforts within TRLN since its formation in 1980: first, through the locally developed online system, BIS,[3] which permitted simultaneous searching of all catalogs, and since 1993, by linking each institution's DRA online catalog to the other online catalogs for ease of sequential searching.

Borrowing privileges: Though agreements have existed between some libraries for years, in 1987 the TRLN libraries established reciprocal borrowing privileges for faculty, staff, and graduate and undergraduate student patrons of all member libraries. After registering at his "home" library, the patron obtains a Cooperative Library Privilege Card to borrow materials directly from any other TRLN library.[4]

Delivery of materials: Every day, the library van makes a four-hour circuit of the Triangle area to deliver library materials between TRLN member libraries and selected other libraries in Research Triangle Park. At present, the van carries mainly items requested via interlibrary loan and mail between libraries, and is also used to return books borrowed from a library on another campus.

This is an excellent beginning, but readers will note that in order to use materials in another TRLN library's collection, patrons must either travel to that other library in person, or request those materials on interlibrary loan. Neither of these options are as easy as finding the needed items in the patron's home library, and informal studies of reciprocal borrowing have confirmed that most patrons do not take advantage of the other collections available to them.[5]

In 1991, when the TRLN Executive Committee expressed its concerns about improving access to all shared resources, a grant proposal was submitted to the U.S. Department of Education under the Title II-D pro-

Building a coordinated collection is only one side of the equation; providing equivalent access for patrons of all member libraries is just as important.

gram, College Library Technology and Cooperation. The proposed project had two components: first, the development of an automated document delivery system that could be a model for other libraries and consortia; and second, the development of the related policy, staffing, and procedural changes required to implement improved document delivery services.[6] The proposal was approved in 1992; federal funding for the Document Delivery Project began in 1993 and continues through September 1995. As a part of the project, TRLN will integrate the aforementioned service components into a comprehensive system that makes it easy for patrons to request items, and to receive those items quickly and conveniently, whatever the source.

Interlibrary Loan and Document Delivery Environment

TRLN comprises ten separately administered libraries—each university's main library, plus six independent libraries serving graduate schools of law and business, and the medical centers. Every library maintains its own interlibrary loan unit, each with its own policies, procedures, fees, and array of services; two libraries have a second, separate ILL unit. All ILL offices use the OCLC PRISM ILL system; three also are heavy users of NLM's DOCLINE. One library is also an RLG ShaRes member and occasionally uses the RLIN system.

In addition to traditional interlibrary loan services, most libraries offer staff-mediated photocopying for patrons, though not always administered within the interlibrary loan unit. Some libraries will mail nonreturnable items to patrons, while others require pickup and payment in person. A book delivery service — retrieval, check-out, and delivery of books from the patron's own library — is available only on one campus.

Taken in the aggregate, the TRLN libraries are heavy net lenders, supplying several times as many items as they request. Requesting is fairly evenly divided between returnables and nonreturnables overall, with the main libraries borrowing more returnables, and the independently administered libraries (especially the medical libraries) handling mostly nonreturnables. Recent statistics indicate that between 30 to 50 percent of all requests could be filled by another TRLN library.

Nationally, research libraries have seen significant increases in demand for interlibrary lending and borrowing over the past eight years (averaging 50 percent and 99 percent, respectively).[7] Some of the TRLN libraries have experienced even greater increases: one main library reports that borrowing requests have tripled over that same period. Significant increases in lending certainly present challenges to library staff, but they may not get much attention from top management except when they compete for resources with service to the library's primary clientele. Comparable increases in borrowing (including requests for nonreturnables) however, *should* receive more urgent attention. Changes in borrowing requests should be studied closely because they raise questions about the library's collection or collection policies, and they directly affect service to the library's primary clientele. Furthermore, borrowing costs represent roughly two-thirds of the total costs in interlibrary loan, primarily labor costs.[8]

The TRLN Document Delivery System

Although not originally described in those terms, the TRLN document delivery project essentially is a process for reengineering document delivery services and procedures, in conjunction with the development of a new automated system. In a traditional model (Figure 1) of interlibrary loan and document delivery, several potential inefficiencies easily can be seen:

- Library staff — in this case, the interlibrary borrowing staff — are involved in every step of processing every request, and must make *all* the decisions, even the very routine ones.
- Staff must interact with many different systems and networked resources, which for the most part are not connected or integrated.
- Libraries make heavy use of other libraries — they are more likely to supply items at little or no cost, and they are familiar (the type of organizations that library staff are used to dealing with), even though they may not be the fastest way to get the requested item.
- Most libraries make relatively little use of alternative suppliers, such as commercial vendors or full-text databases, that may be able to fill requests much more quickly. The traditional argument is that these sources cost more, though the staff time expended in seeking materials from several libraries is often not acknowledged as a real and significant cost.

Figure 1. Traditional model of interlibrary loan and document delivery.

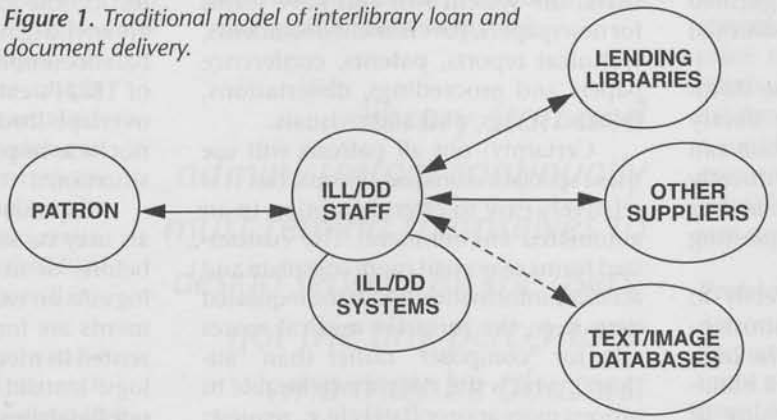
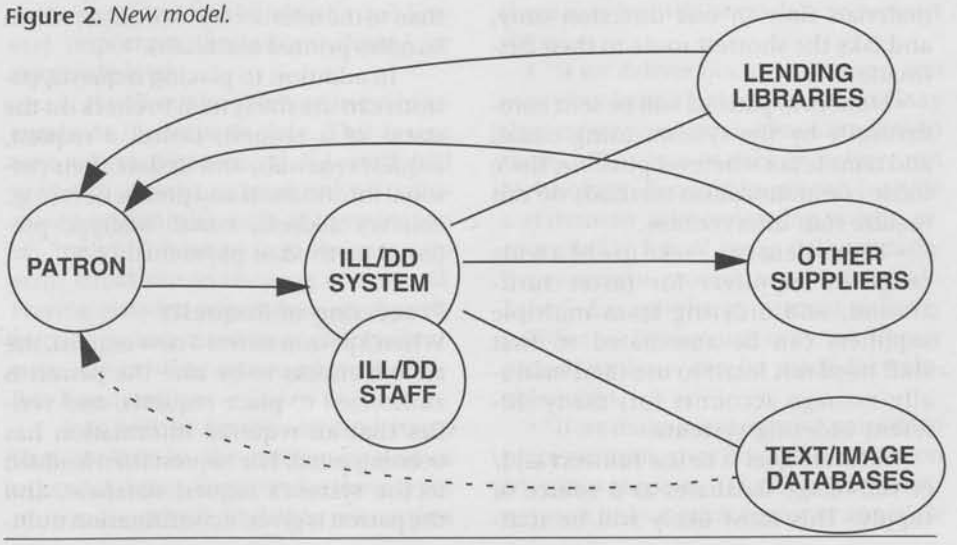


Figure 2. *New model.*



The New Model

Is this really the best we can do? Most practitioners would agree that something like an "80-20" rule holds true in interlibrary loan, that is, that the vast majority of requests are relatively straightforward to handle, with the remainder of requests requiring most of the time and resources. Since interlibrary loan — and interlibrary *borrowing* in particular — is at present a labor-intensive process, it seems natural that automation efforts should focus on reducing the staff time needed to process requests.

The new TRLN system is intended to do just that: one key objective is to automate the processing of the "straightforward 80 percent" of requests as much as possible, freeing library staff to concentrate on the others. (System developers and policymakers are seeking ways to automate parts of the processing of all requests, even though some always will need personal attention by library staff.) The initial emphasis is on automating the borrowing process, since that is where the greatest labor savings can be achieved. The new model (Figure 2) TRLN has envisioned is distinguished by several changes from the traditional model:

- All requests go through the document delivery *system*, not the library staff; requests for items the system can verify and locate should be sent directly to the lending institution, without ever being handled by staff in the requesting library.
- Materials are delivered directly to the patron whenever possible, shortening the length of time before the item reaches the patron's hands, and eliminating time-consuming processing of materials that are only "passing through" the ILL office. Decisions and materials flow in one direction only, and take the shortest route to their destination.
- Notices to patrons will be sent automatically by the system, using e-mail and remote fax wherever possible, since those communication methods do not require staff intervention.
- The system can make use of a wide range of suppliers for faster turnaround, and ordering from multiple suppliers can be automated so that staff need not learn to use (and manually manage accounts for) many different ordering systems.
- A future goal is to use full-text and/or full-image databases as a source of supply. This most likely will be staff-mediated to begin with, but as technologies and standards develop, it eventually could be automated completely.

Functions Available to Patrons

The system still is very much a work in progress. In the present initial phase of development, efforts have been concentrated on those components of the system that support resource sharing within the TRLN libraries, while reducing library staff time and providing the greatest service improvement to patrons. This includes:

- patron-initiated requests
- automatic routing of requests directly to the supplying TRLN library
- direct delivery of most items to most patrons
- policy changes required to support these services

Patrons will be able to place requests in two ways: either by filling in a request form online (using any forms-capable WorldWideWeb browser software), or by marking an item retrieved while searching a database or online catalog. The system will support a variety of request forms: in addition to forms for requesting books and journal articles, the system will also have forms for newspapers, government documents, technical reports, patents, conference papers and proceedings, dissertations, musical scores, and audiovisuals.

Certainly, not all patrons will use these specialized request forms, but it is relatively easy to offer the option in an automated environment. The customized forms may elicit more complete and accurate information about the requested item (e.g., the form for musical scores asks for "composer" rather than "author"), which the system will be able to process more appropriately (e.g., requests for audiovisuals can be routed directly to media center staff for processing, rather than to the interlibrary loan office, which handles printed materials).

In addition to placing requests, patrons can use the system to check on the status of a request, cancel a request, request renewals, and update their personal information and preferences (e.g., delivery address, e-mail address, preferred method of payment).

Processing of Requests

When a patron enters a new request, the system checks to be sure the patron is authorized to place requests, and verifies that all required information has been supplied. The request then is added to the system's request database, and the patron is given a confirmation number that can be used to query the system at a later time. The remainder of the process happens "offline," i.e., while the patron is not logged on.

From here on, processing of the request is managed by programs called "executives," which are rule-based expert systems. To begin with, they will be fairly unsophisticated, but are expected to grow in complexity and intelligence as the system's designers better understand how to model an expert ILL practitioner's decision-making processes. As directed by the executives, the system will search all new requests against the patron's local online catalog, rejecting any that it finds available locally and notifying the patron that the requested item is in the _____ library on campus, and he must get it himself. This restriction is one of policy, not technology: the system has been designed to accommodate requests for items from libraries on the patron's own campus, but because not all of the TRLN libraries offer an on-campus delivery service, this capability of the system has been blocked — at least for the present.

Requests next will be searched against the other TRLN member libraries' online catalogs. System designers are investigating different ways to load-balance among institutions, but because of TRLN's exceptionally low collection overlap, load-balancing probably will not be as important as it may be in other situations.

Requests for some types of materials may be searched in other databases before, or instead of, the online catalogs. As an example, government documents are for the most part not represented in member libraries' online catalogs; instead, TRLN maintains a separate database of government documents, tagged with each institution's holdings symbol. Requests for government documents therefore will be searched in that database, rather than the online catalogs, to identify the most likely supplier.

Journal articles may pose a particular challenge to the system, since many patrons will use abbreviated titles in their requests, which will not match against any fields in the online catalog record. Access to a separate database of serial title abbreviations may be necessary for accurate processing of these requests.

Regardless of the database, the system searches to find a bibliographic match, its next task is to locate an available copy; for a book request, this means finding a copy that is available to circulate but not already in use. Once an

available copy has been identified, the request will be routed directly to the branch or department which owns the item. In this case, the request will move from patron to staff at the lending library, without any assistance from the interlibrary borrowing staff of the patron's home library. Only requests that cannot be located by the system will be referred to local ILL staff. Once the ILL staff (or the patron) augment or correct the bibliographic data in the request, or supply a location within TRLN, the document delivery system will continue processing the request.

In addition to verifying and routing the request and handling communications with the patron, the system also automatically will capture information needed for statistical reporting, accounting, copyright tracking, collection development, and other management information needs. Since the core of the system is a Sybase database, standard query language (SQL) tools can be used to analyze and extract data in any way the libraries desire.

The description so far affects only the requesting or borrowing side of the process. Unfortunately, as long as most materials that patrons request are available only in hardcopy, less can be done to automate lending or supply activities. Some parts of the supply process can benefit from partial automation now, and libraries can look to electronic document repositories for fulfillment, which *can* be automated, as that becomes realistic. Lending processes that the TRLN document delivery system will automate initially include:

- Pull slips (paging slips) can be directed to, and printed at, each branch or department, as close to the stacks as possible, rather than at a single, central location where they must be distributed by hand.
- Patron data required to create a borrower record and circulate items will be uploaded into the lending library's circulation system automatically.
- Notice of an item's availability for pickup or delivery, and notices about problems with a request, can be formatted and sent to the patron automatically.

TRLN also is investigating the use of fax and other transport modes to deliver items directly from lender to patron. This may not always involve automation, but it is an aspect of re-engineering that will reduce the staff time required to get the requested item into the patron's hands.

Launching the New System

The first public test of the TRLN document delivery system is planned for this academic year, perhaps as early as October-November 1995. All TRLN libraries will participate in a two-month trial of the new system, with all faculty, staff, graduate students, and undergraduates eligible to place requests. Patrons may request materials from anywhere except libraries on their own campus, and materials will be supplied directly to the patron's office or lab (for faculty, staff, and graduate students). Requests for items that cannot be supplied within TRLN will be filled through existing interlibrary loan/document delivery channels.

To help assess the demand for long-term implementation of document delivery service, during the trial period, all fees normally charged to patrons will be waived for requests filled within TRLN. Any library-to-library fees that would normally be billed on a transaction basis will be logged and "settled up" at the end of the trial. Following the trial, document delivery project staff and library staff will evaluate the service, make necessary adjustments, and begin planning for full implementation.

... library staff and administrators continually must remind themselves to design services for the users, not the tiny percentage who may be abusers.

What will TRLN's new document delivery system *not* be able to do? Several important limitations should be acknowledged:

1. It will not be able to correct inaccurate or incomplete data. This is one area where experienced ILL staff will probably always outperform an automated system, although the system can be "taught" how to handle common error situations as they are discovered. Having patrons enter requests directly into the system should completely eliminate one existing source of error: illegible handwriting.

2. It will be unable to find items that are not in the online catalog or other databases. Requests for these types of items — which probably encompass many older imprints, collections of technical reports and government documents, audiovisuals, and special collections — will have to be handled manually by library staff who can recognize what is being requested and know where to look for it.

3. It will not always make accurate decisions about serials holdings. This is because of the lack of detailed holdings in the online catalogs for all participating libraries, the difficulties of parsing holdings statements accurately, and problems already noted concerning the use of title abbreviations.

4. It probably will have difficulty dealing with documents that exist in multiple formats, multiple languages, or multiple editions. When more than one online catalog record matches the search, which is the best one?

The document delivery system that will debut later this year certainly will not be complete. Future development plans include: the automated transfer of requests that cannot be filled within TRLN into OCLC's ILL system, DOCLINE, or to commercial document suppliers; importing requests from other libraries outside TRLN (via OCLC and DOCLINE) for processing by the expert system; giving patrons the ability to place requests from a wider range of databases; using full-image and full-text databases, such as UMI's PowerPages, as a supply source; and delivery of documents to patrons in electronic formats, possibly via e-mail, FTP, ARIEL, or other still-developing technologies.

Problems and Missing Links

Anyone seriously contemplating major changes in interlibrary loan and document delivery services should be prepared to deal with these or other "zombies" — images of abuse by patrons that never seem to die, despite the fact that there may be little or no data to support them:

- "If we deliver books to patrons, too many books will be lost. Patrons will say they never received the book we sent to them." This is a matter of policy, not technology. Request forms can include a statement acknowledging patron responsibility for all items delivered; delivery receipt procedures can be established. Exceptions to normal delivery policies — library use only, or library pick-up only — can be made for valuable items.
- "If we make it too easy for patrons to place requests, they'll waste our time on frivolous requests." If a faculty member requires only a quick glance at an article

to know it is not relevant to his research, is that a frivolous request? One of the unfortunate consequences of the "access vs. ownership" tradeoff is that patrons cannot browse before requesting an item. Some "frivolous requests" may be unavoidable to compensate for the inability to browse in the stacks.

• "The floodgates will open and we'll be overwhelmed with more requests than we can handle." When lines get too long at the reference or circulation desks, the library adds or re-assigns staff to handle the increased volume. Viewing established levels of document delivery requests as normal, and anything more as excessive, is a holdover from the days when libraries believed their collections could be self-sufficient.

• "If we allow them to place requests without talking to a staff member (or "...without showing proof of identity..."), students will charge documents to someone else's ID." Contrary to popular opinion, prank orders are not a big problem even for pizza delivery services.[9] Surely library books are not at any greater risk! If library patron ID numbers are not protected, requiring a PIN number or password, or asking patrons to visit the library to authorize and initiate document delivery service, can provide the necessary extra measure of security.

There is no question that to accept a new model that places much of the control in patrons' hands is a significant change and a challenge for overburdened staff — whose traditional role has been to retain control over materials while trying to keep a lid on demand. In the design of the TRLN document delivery system and the adoption of policies and services to support it, library staff and administrators continually must remind themselves to design services for the users, not the tiny percentage who may be *abusers*.

Missing Linkages

Most of the technical building blocks needed to transform document delivery services already exist. Several gaps in standards, however, could hinder efforts to implement the TRLN system on a wider scale. Solutions to some of these problems are already in progress.

• The TRLN system will be the first U.S. implementation of the international Interlibrary Loan Protocol (ISO 10160/10161). The ISO ILL standard is very powerful, and very complex. There is no established source for training or technical support for new developers, so prospective implementors should allow for long learning curves.

• No standards yet exist for the retrieval and transfer of holdings, circulation and patron data (though standard data elements have been defined). Some vendors have established proprietary schemes for transferring these data, but an extension to the NISO Z39.50 standard probably will be needed before different systems can interoperate.

• Location- and database-independent unique identifiers will be needed in order to automate the retrieval and supply of documents from electronic repositories completely. The SICI (Serial Item and Contribution Identifier) and developing URN (Uniform Resource Name) standards show promise, but are not complete.

• Through ARL's North American Interlibrary Loan and Document Delivery (NAILDD) Project, efforts are underway to define a set of minimal-level statistics for interlibrary loan and document delivery. Such an agreement would simplify efforts to automate the capture, analysis, and presentation of statistical data, and will make benchmarking and comparisons with other libraries more possible than they are now.

• Standards also may be needed for the various financial transactions associated with interlibrary loan and document delivery, similar to the work done on X12 transaction sets by SISAC and the acquisitions/serials community (e.g., purchase orders, invoicing, claims).

Take a Test Drive

A prototype of the document delivery system is available on the World Wide Web to anyone with a forms-capable browser (**http://152.1.139.32:8000/**). Comments, questions or suggestions can be submitted using the links on each screen, or may be e-mailed to the author. Technical documentation is also available.[10] The basic design of the TRLN document delivery system is vendor-independent and scalable, and the system is intended for implementation in other libraries or consortia.

References

[1] Patricia B. Dominguez and Luke Swindler, "Cooperative Collection Development at the Research Triangle University Libraries: A Model for the Nation," *College and Research Libraries* 54 (November 1993): 470; Joe A. Hewitt, "Cooperative Collection Development Programs of the Triangle Research Libraries Network," in *Coordinating Cooperative Collection Development* (New York: Haworth Press, 1986), p. 139.

[2] Triangle Research Libraries Network, "TRLN Database Overlap Study," unpublished data, May 1992. North Carolina Central University was not included in the analysis because it was not a member of TRLN at the time of the study.

[3] Joe A. Hewitt, "The Triangle Research Libraries Network," *North Carolina Libraries* 42 (Summer 1984): 68; Willy Owen, "The Triangle Research Libraries Network: A History and Philosophy," *North Carolina Libraries* 47 (Spring 1989): 43; Gary D. Byrd, et al., "The Evolution of a Cooperative Online Network: Lessons from the History of the Triangle Research Libraries Network," *Library Journal* 110 (February 1, 1985): 71.

[4] Triangle Research Libraries Network, "Reciprocal Borrowing Guidelines," August 1987; "Trial Cooperative Library Lending Agreement," April 1990; "Cooperative Library Lending Agreement," September 13, 1994.

[5] Unpublished data from member libraries. Reciprocal borrowing accounts for approximately 1-3 percent of annual circulation; more materials are circulated to patrons of other TRLN libraries via interlibrary loan than by reciprocal borrowing.

[6] As used here, "document delivery" includes interlibrary loan, on-campus delivery services, commercial document suppliers, or any related services that supply materials in response to a patron's request, regardless of source.

[7] Association of Research Libraries, "Supply and Demand in ARL Libraries, 1986-1994"(**http://www.lib.virginia.edu/arlstats/1994/graphs.html**).

[8] Marilyn M. Roche, *ARL/RLG Interlibrary Loan Cost Study* (Washington, DC: Association of Research Libraries, 1993).

[9] Bill Snodgrass, Manager, Pleasant Valley Pizza Hut and Pizza Hut Regional Office (Raleigh, NC), personal communications, July 10, 1995. Prank orders represent less than .05 percent (one-half of one percent) of total weekly orders and are relatively easy to detect based on ingredients ordered, items ordered, and the delivery address. CallerID service or a confirmation phone call can be used to eliminate the problem.

[10] Design documentation is available on the document delivery project's WorldWideWeb server at (**http://152.1.139.32:8000/docs/design.html**). Additional documentation is available on the TRLN gopher, with links from the WWW server at the same URL.

The Internet Comes to School

by *Judy LeCroy*

Media coordinators in school library media centers fight the same battle that taps the energies of many librarians — there is never enough money to go around. Each department in the school, each grade level, each teacher has resource needs that are valid but cannot be met because of financial limitations. The wise media coordinator enlists the help of a Media Advisory Committee when deciding how to spend funds, but frustration is inevitable. I believe that Internet access can be an answer to some of this frustration.

Resources on the Internet are so comprehensive that any school with good access effectively enlarges its collection of curriculum support materials. In addition, the capability of contacting experts in particular fields of study via Internet e-mail provides a new avenue for schools to access primary sources of information.

Of course, this rosy picture of Internet use in schools is not without its prickles. All educators and parents realize the potential difficulties presented by the entry of this powerful medium into the confines of the school building. While schools have used television resources for some time to tap current information, the ongoing revolution in computer technology now provides opportunities for *interactivity* with world resources that heretofore have been unknown. Educators must assure that even as all materials in a school library media center have the valid educational purpose of supporting the curriculum, so should the sites accessed via the school's Internet account serve the same purpose. Even though some commercial telecommunication services such as *America Online* and the *Scholastic Network* may offer features that limit student access to questionable information, all schools, regardless of their Internet provider, must develop an Acceptable Use Policy. The North Carolina Department of Public Instruction has developed guidelines toward the formulation of such a policy.[1]

Another issue to be reckoned with is the *cost* of gaining Internet access. This expense remains a roadblock to many schools' entry into the realm of the World Wide Web. The most fortunate schools are those with T1 or 56K lines that provide direct access. Here teachers and students can use the Internet wherever there are networked computers without the bother of modems and without the limitations presented when there is only one telephone line. This direct access remains financially out of reach for most North Carolina schools at this time.

Dial-up access becomes the next best alternative. To secure dial-up access, schools must connect via modem to an Internet service provider, requesting either a SLIP or PPP account. PPP is the preferable configuration because of the standards now being adopted by the telecommunications industry. To the end user there is virtually no difference between SLIP and PPP service.

As of March 1, 1995, the twenty-six Davidson County schools gained Internet access through dial-up connections. Getting to this point was not easy because five telephone companies and two area codes were involved. A contract has been implemented for Lexington Telephone Company to provide six "lines" into the Internet, twenty-four hours per day, seven days per week for a set fee. In the fall of 1995, these "lines" will be expanded to twelve. Just a few months of access already have proven the role that the Internet will play in providing needed curricular resources. Already, both teachers and students are turning to the Internet for the most up-to-date information on news events, legislation, scientific data, geographic information, and myriad other topics.

Assuming that someone has already jumped the hurdles necessary to get Internet access in a school, and assuming that the matters related to an

Resources on the Internet are so comprehensive that any school with good access effectively enlarges its collection of curriculum support materials.

Acceptable Use Policy are under advisement, what must be done in order to maximize use of the Internet in a school?

1) Train a few.

While it may be wise to preview resources on the World Wide Web at a faculty meeting to pique interest, it is impractical to plan a training program that will involve every teacher. While the Internet does offer information in every subject area, not every teacher will choose to be in the first wave of users. Also, if a school is using a dial-up connection, the number of concurrent users at the school will be limited to the number of available telephone lines. Choose a few staff members for training. As these teachers master telecommunication techniques and discover information, they will be able to spread the expertise among others who are interested. Naturally, the media coordinator and any technology personnel should be included in the training. Several classroom teachers who are open to integrating technology into the curriculum also should be trained. In the end, the teachers likely are the ones who will be most effective in recruiting their colleagues to Internet use.

Training itself becomes a problem in schools with dial-up access because of the limited telephone lines. A lab situation where many users can be online concurrently is ideal, but not many schools have the benefit of such a setting. It might be worth checking with a nearby college or university to see if a networked lab is available for this training.

Training should focus on the simple use of e-mail (which likely will become the most popular use of the Internet for teachers) and a general introduction to *Netscape*. *Netscape* is a graphical menuing program which allows easy navigation of the Internet. If teachers and other staff members are shown how to open a location for the first time and then how to bookmark that site for future reference, they can start exploring the world with Netscape. They will begin to notice World Wide Web sites in books, magazines, and newspapers that they will want to "visit."

Six Internet courses sponsored by Davidson County Schools provided training during the 1994-95 school year to approximately one hundred teachers and assistants throughout the county. In addition, DCS media coordinators have had several other opportunities for training. There is at least one newly-knowledgeable Internet contact person in every school.

2) Be sure that hardware for connecting to the Internet is accessible.

If teachers have to transport or send students to one particular place in the school in order to use the Internet, they are less likely to do so. If a LAN is not in place, however, there will be no choice except to establish Internet stations in convenient locations such as the media center and the computer lab. One telephone line can suffice for both sites if a line use indicator is installed to prevent disruption of connections. With a LAN in place, a networked modem will allow Internet use by any workstation on the LAN. A teacher who can use the Internet to find pertinent information without leaving his/her own classroom will become a quick convert to online searching.

A teacher who can use the Internet to find pertinent information without leaving his/her own classroom will become a quick convert to online searching.

In Davidson County, a telephone line is dedicated to telecommunication in every media center and in most computer labs. Those schools that have large LANs already in place will work toward implementation of a networkable modem during the 1995-96 school year so that Internet resources can be accessed from any workstation on the LAN.

As mentioned earlier, ideally all networked computers in a school would have constant Internet access with no modems involved. School personnel at all levels should work toward this goal.

3) Provide necessary Internet software in a convenient form.

In Davidson County, a technology educator downloaded the most up-to-date versions of necessary Macintosh software from the Internet and packaged it all on two high density disks. Every school was given these two disks along with some simple print instructions for getting started with the software. In the Macintosh world, all required software is free to educators except *Mac TCP/IP Connection* which is included on a disk that comes with the book *The Internet Starter Kit*.[2] This book was provided to each school, both because it contains the necessary software and also because it serves as an excellent introduction to the whole art of using Internet resources. Schools requiring Windows software were required to download *Netscape*, but the other necessary programs were furnished by the Internet service provider. *Netscape* is free to educators.

Schools using Macintoshes to connect to the Internet need the free program *MacPPP*. Other useful Macintosh programs that are classified as either public domain or shareware include *Eudora* (for e-mail), *NCSA Telnet, TurboGopher, FTP, SoundMachine, Blue Skies* (for online weather), *Stuffit Expander, JPEGView,* and *InterNews*. Windows-based computers use *Trumpet Winsock* to connect to the Internet. Other Windows applications include *Eudora, Gopher, FTP, NewsReader, Telnet, LView,* and *PKunzip*. The majority of this software can be downloaded from a variety of Internet sites.

4) Provide some print resources to help staff members gain skills and find Internet addresses of interest.

As mentioned above, in Davidson County we secured a copy of *The Internet Starter Kit* for each school. This book is available for either Macintosh or Windows environments and contains a computer disk with helper applications. There are also many other good guidebooks to consider. A media coordinator will find these titles to be very popular ones when the Internet has become available at school. They are also good choices for the district's professional library.

A number of magazines can be helpful in the school setting. *Classroom Connect*, subtitled "The K-12 educator's practical guide to using the Internet and commercial online services," is an excellent resource.[3] It contains lesson plans, articles to help hone surfing skills, and listings of educational World Wide Web sites, as well as an annual index for easy retrieval of information.

Publications for the commercial market such as *NetGuide* can prove helpful in locating good World Wide Web sites, particularly in the areas of science and social studies.[4] Additionally, two free ERIC Digests list education-related Internet addresses plus bibliographic information of interest on this topic.[5]

With the advent of Internet use in the school, what role does the school's media coordinator play? Although it may not yet be clearly defined, the role certainly will be critical to the ultimate success of this technology as it pertains to education. More than ever before, the competent services of a trained professional are required in order to meet the challenges set forth in *Information Power, Guidelines for School Library Media Programs,* the ALA/AECT publication which defines current standards for excellence.[6] Judicious use of the Internet can help to meet these challenges.

Challenge 1: *To provide intellectual and physical access to information and ideas for a diverse population whose needs are changing rapidly.* Information on the Internet reflects change in society. Minute-by-minute there are new sources, new data, new mind-sets to explore. The capable media coordinator will recognize the importance of this rapidly changing information while questioning its authenticity and applicability for the school setting.

In many schools, unless the media coordinator takes the initiative to secure Internet access, it is unlikely to get done. Once available in the building, the media coordinator must make every effort to ensure that access is as convenient as possible for both teachers and students.

Challenge 2: *To ensure equity and freedom of access to information and ideas, unimpeded by social, cultural, economic, geographic, or technologic constraints.* In times of limited budgets, the Internet can be an effective means of providing a school with diverse viewpoints on many subjects. One oft-touted benefit of communication via the Internet is its blindness to stereotypes. Whatever the clientele, the media coordinator can help students reach out to the world in a way that is bound to expand their perspectives and enrich their experiences. As this challenge addresses the dangers of censorship, the media coordinator must play a key role in determining the school's Internet Acceptable Use Policy.

Equitable access to information has become even more of an issue with the possibilities afforded via the Internet. Ironic as it may seem, the schools that already have more opportunities to broaden their world view are the very ones most likely to have easy access to the Internet. An example would be public schools located near universities. The equity issue will not be resolved successfully until all schools are fully connected to the Internet.

Challenge 3: *To promote literacy and the enjoyment of reading, viewing, and listening for young people at all ages and stages of development.* While school Internet use may

Some particularly helpful Internet sites for school library media centers in North Carolina are listed below. Please remember that World Wide Web addresses change often.

- *Books On-Line*
  http://www.cs.cmu.edu/web/booktitles.html
  The user can find the texts of hundreds of books by accessing this site.
- *Copyright Clearance Center Online*
  http://www.openmarket.com/copyright/html/lawinfo.html
  Here one connects with the U. S. Copyright Office as well as many other sources of copyright information.
- *DPI InfoWeb*
  http://www.dpi.state.nc.us
  North Carolinians should be proud of this service provided by the Department of Public Instruction. Here teachers can access the total curriculum and use a hyperlinked matrix to find support materials that complement teaching objectives. *InfoWeb* also serves as a gateway to educational Internet resources throughout the world.
- *EdWeb K-12*
  http://k12.cnidr.org:90/
  This site presents the world of educational computing and networking in a single, easy-to-use guide.
- *The Internet Public Library*
  http://ipl.sils.umich.edu/
  Organized like an actual library facility, this resource even offers a reference desk where the user can submit questions.
- *Library of Congress*
  http://www.loc.gov/
  This is one of the most comprehensive Internet sites available to schools. Such jewels as the Walt Whitman Home Page allow the browser to see original manuscripts. The Exhibits area is especially intriguing.
- *Newspapers on the Net*
  http://www.give.com/papers.html
  Here one can access U. S. and foreign newspapers that are online.
- Raleigh *News & Observer*
  http://www.nando.net
  Up-to-date news reports plus many extra features make this one of the best newspaper sites on the World Wide Web.
- *Reference Shelf*
  http://www.nova.edu/Inter-Links/reference.html
  This goldmine includes everything from area and zip codes to Bartlett's *Familiar Quotations* and *Roget's Thesaurus.*
- *State Library of North Carolina*
  http://hal.dcr.state.nc.us/ncslhome.html
  Among other interesting links, this site contains the *North Carolina Encyclopedia*, a valuable resource for information on North Carolina counties.
- *State of North Carolina — Public Information*
  http://www.sips.state.nc.us/
  Fourth- and eighth-grade classes will especially benefit from this WWW page which leads to a plethora of data about the state.
- *Thomas*
  http://thomas.loc.gov
  Here you will find information about the status of federal legislation and the full *Congressional Record.*
- *TimesFax*
  http://nytimesfax.com/
  Downloading and printing this resource daily will provide schools with an eight-page copy of the *New York Times. Acrobat Reader*, a free program from Adobe, is required.
- *U. S. Department of Education*
  http://www.ed.gov
  The National Library of Education can be accessed here.
- *Yahoo Education*
  http://www.yahoo.com/education
  This address provides an extensive menu of education-related sites.

not as directly impact this challenge as some others, it is still pertinent. The volume of accessible data provides the media coordinator with an opportunity to teach discretionary skills to students. Perhaps some of the most useful capabilities that a school can develop are those of critical reading, viewing, and listening. As the world bombards us all with more information than we can digest, the educated person must cultivate the ability to evaluate carefully and to recognize what is excellent.

Challenge 4: *To provide leadership and expertise in the use of information and instructional technologies.* Who in the school will be the expert regarding Internet use if not the media coordinator? While no wise media coordinator wants to be the fount of all knowledge on every subject, someone in the school must investigate new information technologies and initiate their use when advisable. Regarding Internet use, the media coordinator is the logical initiator. *Leadership* is the operative word. A good leader doesn't do it all; a good leader helps empower others to do for themselves. The media coordinator is that key player who can lead the entire team to the goal of curriculum enrichment that produces student success.

Challenge 5: *To participate in networks that enhance access to resources located outside the school*[6]. With the Internet's arrival at a school's door, the walls of that building effectively become transparent. Students and teachers can see and hear the world for themselves rather than being bound as in the past by the relatively few print and AV resources that have been available. In providing guidance in using this network of networks, the media coordinator is cultivating necessary lifelong skills. High school graduates not only need the ability to access, evaluate, and use online information, they also need sufficient technological know-how to make it work in their personal and professional lives.

Embracing the evolving Internet presents new challenges for media personnel in schools. After all, the job of school librarian/media coordinator was a full-time one long before the first computer entered the door. Capable media coordinators will view this new technology not as a burden, however, but as another powerful way to help equip patrons for the next century. While the obstacles to total use are very real indeed, the ultimate end is worth the fight. The world awaits North Carolina's students. Their most qualified Internet tour guides should be school media coordinators.

References

[1] See *North Carolina Libraries* 53 (Summer 1995): 58, for text of policy as reprinted from DPI InfoWeb.

[2] Adam C. Engst, *The Internet Starter Kit for the Macintosh*. 2d ed. (Indianapolis: Hayden Books, 1994). Also available in Windows version

[3] *Classroom Connect,* Wentworth Worldwide Media, Inc., P. O. Box 10488, Lancaster, PA 17605-0488.

[4] *NetGuide,* 600 Community Drive, Manhasset, NY 11030.

[5] Morgan, Nancy A. "An Introduction to Internet Resources for K-12 Educators, Part 1: Information Resources," *ERIC Digest* EDO-IR-94-3 (May 1994); Part II: Question Answering, Listservs, Discussion Groups," *ERIC Digest* EDO-IR94-4 (May 1994).

[6] American Association of School Librarians and Association for Educational Communications and Technology, *Information Power, Guidelines for School Library Media Programs (*Chicago: American Library Association and Washington: Association for Educational Communications and Technology, 1988).

A Vision Becomes Reality

by *Pamela Doyle*

The automation of the fifty-eight community college libraries in North Carolina has been a long, slow process, but now a vision of a statewide library automation system — begun in 1984 — may soon become a reality. Thirty-six of the colleges will join the Dynix Automation Center (DAC) this fiscal year. Over the next three to five years, as the DAC is moved from a host-based to a client/server environment, it is anticipated that more of the colleges will join this cooperative.

Background of Community College Libraries

Since the establishment of the community college system in 1963, the sharing of resources, ideas, knowledge, and cooperation has been a general theme of library services. In the days when community colleges were first getting started, there were few professional librarians to build library collections and define policies for library services. When librarians began submitting book orders to Library Services in Raleigh for centralized acquisitions and cataloging, copies of each title were ordered for all the libraries, the theory being that if it was needed by one college for a basic library collecffon, it must be needed by all. As more professional librarians were employed, fewer orders were duplicated and individual library collections began to reflect the curricula taught by the college.

The sense of cooperation was inherent in the life of the library. Librarians employed by newly established community colleges were often selected from the staffs of other community colleges, and those coming from other types of libraries were encouraged to visit neighboring community colleges libraries and to seek assistance from the librarian to understand the policies and procedures that must be followed. Because community colleges were a new educational entity in North Carolina, Library Schools were not prepared to teach the educational philosophy of the community college or to emphasize collection development specialities of the technical and vocational education programs that were offered there. Education for the early community college librarians came through trial and error. Education for the librarians who followed came from fellow community college librarians. Thus, community college librarians in North Carolina have a very real sense of cooperation and understanding of their common needs.

Early Resource Sharing Efforts

First efforts to automate the community college libraries according to some library standard came in 1984. Some libraries had begun retrospective conversion projects as early as 1979 in anticipation of closing their card catalogs and replacing them with Compute Output Microform (COM) catalogs. In 1983, several libraries joined a retrospective conversion consortium and contracted with General Research Corporation to convert to COM catalogs. By the mid 1980s, approximately one-third of the fifty-eight libraries were involved in conversions.

During the same period, the Department of Community College (DCC) administration made the decision to convert all college financial reporting to a single computerized hardware platform. The Request for Proposals (RFP) included requirements for a library component, but the specifications were minimal and very general, totalling less than one page in length. In 1984, the DCC administration accepted the recommendation to contract for the installation of Prime computers systemwide and to license several administrative software packages for statewide use. Responses to the RFP did not include library software.

In the spring of 1984, the Automation Committee of the North Carolina Community College Learning Resources Association (NCCCLRA) began writing specifications for a library software package that would meet the needs of the community college libraries. That fall, NCCCLRA presented to its membership an extensive 32-page listing of library software specifications that was used to critique library software packages exhibited at the Institutional Information Processing Systems (IIPS) conference that October. Among three vendors advertising library software for Prime computers, only one, Dynix, had a library software product that appeared to meet the specifications.

Over the next two years, efforts were made by NCCCLRA and Library Services personnel to gain support from the DCC administration to purchase the Dynix Library Software Package for statewide use. After numerous meetings and demonstrations, in 1987 the decision was made not to pursue a statewide licensing

of the Dynix software but to place Dynix software on a State Convenience Contract for any community college to purchase, if it desired.

Many factors contributed to the vision of a standard statewide library system. Community colleges were using the Prime computer for most local automation needs other than instructional. The community college system was implementing a new community college network, CCNET, using the LINCNet telecommunications facilities of the Educational Computing Services, University of North Carolina. By this time, 50 percent of the libraries had completed or were involved in retrospective conversion projects. They were ready for a better alternative to the card catalog than the COM catalog was offering.

Software and Hardware Issues

Over the next seven years, library automation in the community college system became a hodgepodge of library software systems. Dynix emerged as the library automation leader with twenty-three systems running on the Prime hardware platform and four running on microcomputer hardware. Highland Library Systems was also a major player, with thirteen microcomputer- based systems. Other vendors included DataTrak, Winnebego, DOBIS, Nonesuch, and Follett. As technological developments evolved in community college networking, the use of multiple library software packages offered little hope that library automation would become a single coherent bibliographic utility accessible by all community college libraries.

The original vision of having one standard library software package in use at all fifty-eight community college libraries would have enabled NCCCLRA and DCC to pursue developing a transparent meshing of the library collections within a given region or even on a statewide basis. The Triangle Research Libraries Network had successfully meshed the massive research collections of Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill. To library programming novices, this seemed a very plausible and worthwhile project for the community colleges.

The image of a community college libraries union catalog and library system, however, was not to become a reality. Instead, community college libraries used telecommunications resources available to them and began networking on a one-to-one basis. Libraries with the Dynix Library software installed on Prime computers shared login IDs and passwords and began using the online public access catalogs of other colleges for collection development, local cataloging, and creation of bibliographies. When new curricula were added to a college, librarians checked the collections of other colleges offering the same or similiar curricula. Dynix/Prime sites and one Highland site were the only library catalogs available online.

As library personnel became more accustomed to venturing into other library systems, access was broadened to include non-community college library collections in North Carolina and some libraries available via the Internet. DCC Information Services personnel, in cooperation with ECS personnel, set up the CC.LIBNET, menus of libraries and information resources available through the Prime computer and LINCNet. These menus included access to the North Carolina Information Network, which is administered by the Division of State Library, Department of Cultural Resources. Libraries gained access to DIALOG, Library of Congress, MELVYL, CARL, ERIC, NASA, and other databases and library services.

Even though the vision of a community college library network was not what had originally been hoped for, a library network was evolving and libraries were becoming more involved in local implementation of technology and telecommunications. Libraries often were the force requiring the colleges to move into untried technologies. They began expanding the networking and resource sharing concepts by developing local wide area networks with multitype libraries. They began marketing community colleges through library services to other libraries. Beaufort County Community College implemented the Down East Area Network (DEAN) with public high schools in rural areas of eastern North Carolina. Pitt Community College began the Pitt Education Program (PEP) with public middle and high schools. Wayne Community College coordinated the development of the Wayne Information Network (WIN), a more comprehensive multitype library network, which included public schools, a military library, a four-year academic library, hospital libraries, private school libraries, the public libraries, and others.

Libraries and Technology

In the ten years since the first thrust for a standard statewide library system, libraries had become significant players in the technological development at the community colleges. The North Carolina Information Highway, the Internet, and the National Information Infrastructure made libraries even more aware of how far some had advanced with automation, while others still had not begun a retrospective conversion process in preparation for library automation. With each advance in technology, bridging the gap between libraries with automation and those without became more difficult. Addressing library issues involving library automation was an issue within itself, because there were so many different systems. The absence of one standard library software system in place or planned for meant that the impact on all library systems had to be considered when decisions were made.

Acquisitions and the DAC

In 1993, the DCC administration decided to automate the centralized acquisitions functions of Library Services. An acquisitions committee began revising the library specifications written in 1984 in anticipation of issuing a Request For Bids. The committee decided to include specifications for all aspects of library automation. There was still a strong de-

The following advantages of becoming a part of the DAC were presented as part of the Dynix Automation Center Executive Summary:

1. The DAC will be an integrated, networked library software package in which any library user can have access to all the library holdings in the community colleges system. Sharing of library resources will be enhanced.
2. There will be one single library system to maintain rather than 58 systems.
3. ALS will provide the System Administrators (SAs) needed to man the DAC. Local Prime SAs will be required to maintain only the local network connections.
4. Library Services at the Department of Community Colleges will be uploading the OCLC bibliographic/cataloging records directly into the DAC, eliminating local uploading.
5. Migration to the DAC will resolve the local issue of migrating the library to Unix.
6. The DAC will provide an inexpensive way for non-automated libraries to automate.
7. Because of the way we are specifying how the colleges will be network compatible, they will also be Internet compatible.

sire to have a single library software package in use statewide. As work of the acquisitions committee progressed, its mission broadened to address technology issues that were arising and would impact the libraries.

The first of these issues involved hardware. After many years with Prime computers, the community colleges system made the decision to migrate administrative software packages to three different hardware platforms—IBM Risk 6000, Sun Spark Station, and Bull Intel SCO Unix. The Dynix software also resided on the administrative Prime computer, so migration of the Dynix system to another platform and the associated costs became an issue that the committee needed to address.

Secondly, the North Carolina Information Highway was coming to life in several of the colleges. With this new life came a desire to put into place as much of the hardware and telecommunications connections as possible to encourage the colleges to become involved in the NCIH.

Dynix, now known as Ameritech Library Services (ALS), received many calls concerning hardware that could be used with its software, the costs of migrating the Dynix/Prime sites to the new hardware, and the time frames for the migrations. In July 1994, ALS representatives met with DCC adminstrators and Dynix clients and proposed the implementation of a Dynix Automation Center (DAC) as an answer to all the issues. The cost of the DAC was based on a minimum number of user fees and annual fees for use of some software modules. ALS proposed providing the hardware and the personnel to run the DAC within the new network environment, if DCC would provide space for the hardware and office space for the DAC System Administrator. The proposal included migration and conversion costs for all community colleges, not just the current Dynix clients.

The DAC will be a centralized library system, housed in Raleigh and maintained by an ALS System Administrator. User fees include use of the Cataloging, Circulation, Public Access, Community Resources or Reserve Book Room, and Gateway modules. Other modules available for an additional fee include Serials, Media Scheduling, and Vista (a software that enables library users to access a variety of databases from many vendors). Because DCC's original intent was to have an automated acquisitions system, it will pay ongoing costs for the Acquisitions module for the colleges. Through the use of the Gateway module, many of the libraries and information resources currently accessed through CC.LIBNET will still be available both to community college students and individuals using services through local wide area networks, such as DEAN, PEP, and WIN. The DAC will be accessible via existing networks, the NCIH, or the Internet.

The major adjustment for library patrons and personnel will come in having a union catalog with merged bibliographic records. Theoretically, there will be one bibliographic record for each title, with all holdings attached to that record. Colleges will have some options in allowing local patrons to see holdings at other colleges. With the DAC, there is increased potential for more statewide cooperations in such areas as statewide licensing of information products and databases and improved statewide discounts for library purchases.

Planning for the DAC

The NC Community College Dynix Users Group liked the proposal and requested that the DCC investigate the feasibility of establishing the DAC and that it pursue, through required state government procedures, signing a contract with ALS for a DAC. Since the DAC had the potential to become a statewide library system, an awareness campaign was initiated. An executive summary of the DAC proposal and associated costs were distributed electronically to the college presidents, library directors, and Prime system administrators. In November, regional meetings were held. ALS representatives demonstrated the features of the Dynix software and discussed its use in the proposed DAC environment. DCC representatives talked about the procedures that would be followed to make the DAC a reality and addressed its operation in the networked environment. DAC sessions were scheduled at conferences and seminars to respond to questions and resolve issues that had arisen.

Following many months of presentations and education to potential system users, a letter was sent to each college president outlining local costs. As part of that letter, each president was asked to indicate a commitment to the DAC. Thirty-six of the fifty-eight colleges returned letters of commitment to the DAC. Having secured the minimum number of users required in the DAC proposal, the DCC administration began the process of obtaining approval for the DAC through the state government agencies that must review telecommunications/networking proposals.

Preparing for the DAC

Even though the DAC had not received official approval, the DCC and the Dynix Users Group (now expanded to include all the DAC participants) began organizing into committees to address the various aspects of systemwide cooperation that the DAC required. In March, DCC and ALS personnel met with library and system administration personnel from each of the DAC colleges. Staff from the DCC Information Ser-

vices outlined the network configurations proposed for the DAC and discussed hardware requirements. An ALS team of representatives gave an overview of the implementation and migration project; presented concepts to be considered when making decisions about mapping, indexing, and displays within the cooperative environment; and outlined the migration procedures and issues that needed to be considered.

Four committees were charged with addressing codes, indexing, display and mapping, and interlibrary loan for the DAC colleges. Each committee chair submitted draft and final reports, which were incorporated into installation manuals.

The committees have completed their work. Individual colleges will complete the pre-installation information, adapting or accepting the committee information as needed and providing other information specific to their library. The chairman of the Dynix Users Group, the chairmen of the four committees, the DCC Coordinator of Library Technical Assistance, and the DAC System Administrator will continue to serve on a DAC Steering Committee. As the need arises, other committees will be appointed to address specific needs. The original Acquisitions Committee that began the process of automating acquisitions will be replaced by another committee that will make decisions about setting up the DAC acquisitions module to best meet the needs of the colleges and DCC.

National Perspective

Currently, ALS has three other DACs in operation. The first began operation in Indianapolis, and now has two school districts and one public library (twelve sites). There are two other multitype DACs in Chicago and Michigan.

ALS sees a government trend toward out-sourcing. An automation center eliminates some of the political and governing issues that can arise with a consortium. Because equipment is leased, there are fewer worries about replacing obsolete CPUs. Costs are put in an operations budget rather than in capital outlays. Participants have the benefits of resource sharing without having to agree on as many issues as they would in a consortium arrangement. The fact that the participants in the North Carolina DAC are already part of the same governing structure made the initial establishment easier still.

Future Concerns

On June 29, 1995, the Dynix Automation Center contract with Ameritech Library Services was signed by the President of the North Carolina Community College System, almost exactly one year after the DAC proposal had been presented for the first time. There is still much to do. Guidelines for sharing bibliographic and serials databases must be addressed. Training for all modules must be carried out, with classes to be offered as colleges begin migrating in October. Equipment that meets all functionality tests in the ANCHORNet (A North Carolina Information Highway On Ramp) and DAC environment must be installed at each college. Some colleges that are converting from other library software systems must re-barcode their collections. Current procedures must be studied and revised for efficiency in the new environment.

Cooperation among the colleges will be the key to the success of the DAC, just as it has been the key to the success community college libraries have experienced throughout their thirty-year history. Training workshops, migration meetings, and pre-installation sessions will be blended with barcoding parties to meet deadlines and to get all libraries operating on the DAC — a vision of cooperation to make another vision become a reality.

Just Say No?:

Special Collections and Interlibrary Loan

by *Megan Mulder*

The caller on the other end of the line was an eager young graduate student at a school in Colorado, who was interested in the papers of a well-known author, which are housed in my department. The student seemed quite pleased as I described the scope and content of the collection.

"So how can I access this collection?" she asked. I described our reader facilities, our photocopying policy, our hours of operation. There was a pause.

"But can't I get these materials through interlibrary loan, or on the Internet?" the student asked. I replied that it was not our policy to send original manuscript materials out on interlibrary loan, and that legal restrictions and the sheer size of the collection in question made it unlikely that online access would be available any time in the near future. A longer pause, and a distinct note of incredulity in her next question:

"You mean, the only way I can use this collection is actually to come all the way to your library?"

I replied in the affirmative, and never heard from her again.

I regretted not being able to help that graduate student. Contrary to popular opinion, the average special collections librarian is not an ogre, jealously guarding her treasures from the grubby fingers of the general public. We are as eager as any librarians to provide the widest possible access to the materials in our care. But since these materials are often rare, valuable, fragile, or unique, we must weigh the need for access against the need to preserve and protect our collections for future use. It is this need for security and preservation of old and rare books, and of archival and manuscript materials, that prompts many special collections to adopt a "just say no" policy when it comes to interlibrary loan requests. Most special collections, whether academic, public, or private institutions, place restrictions on lending special collections materials, and some prohibit it completely.

There are many valid arguments to be made for a strict no-lending policy. The purpose of most special collections is twofold — to provide extra security and protection for rare, fragile, and valuable items; and to create in-depth subject collections to support research in selected areas. To some extent, both of these functions are compromised when special collections material is sent out on interlibrary loan. Anyone who has had a package lost or mangled in the mail knows that sending out a rare item, even one well packaged and insured, can be risky. And there is no guarantee that the item will be cared for properly once it reaches its destination. As Sidney F. Huttner, Curator of Special Collections at the University of Tulsa, observes in a recent article, "Best efforts notwithstanding, not all Interlibrary loan transactions are successful. Books are returned uninsured, poorly wrapped, sometimes damaged. Advance agreements to restrict photocopying are ignored."[1] And the second function of a special collection — the creation of coherent subject collections — also suffers when many items are loaned out of the institution. On-site researchers, who come to the collection because of their interest in its subject specialty, may not have access to important materials. Thomas V. Lange, Associate Curator of Rare Books for Early Printed Books at the Huntington Library (whose policy prohibits the loan of any material), observes that "Without a doubt the greatest virtue of our policy of not participating in any form of loan arrangement is that all Huntington Library materials are available at one time in one place. This can be said of few institutions containing scholarly material of any kind."[2]

Contrary to popular opinion, the average special collections librarian is not an ogre, jealously guarding her treasures from the grubby fingers of the general public.

Even lending of special collections materials for exhibitions, an established procedure among libraries and museums[3] is not without its dangers. A recent article in the *New York Times*[4] describes the unhappy experience of a private collector who loaned his prized collection of autographed

photos of jazz musicians to a California university for a Black History Month exhibit. When the collector arrived to view the exhibit, he found to his horror that the original photographs had been cut, trimmed, and pasted into a collage. Because of a miscommunication between library staff members, the person preparing the exhibit had not realized that the photos were originals. This is an unfortunate and, one hopes, a rare occurrence; but stories like these lurk in the back of a librarian's mind when he receives a request to lend rare or unique materials.

With all the problems inherent in special collections lending, one might well wonder why it is even an issue for librarians. Why not institute a "just say no" policy for every special collection, and insist that researchers use materials only on-site? The answer lies, in part, in the conversation I had with the Colorado graduate student — and in the many similar conversations that take place in special collections around the country every year, and in the ever-growing number of interlibrary loan requests for special collections materials. Decreased funding for graduate and post-graduate research makes it difficult for researchers to travel to distant libraries, while at the same time trends in scholarship demand more and more research in original source material. Meanwhile national databases like OCLC and RLIN, as well as Internet access to library catalogs, have made people more aware of the resources available beyond their own city or institution. Library users of today expect to have access to a national — indeed, a global — library of information, and they expect this information to be delivered to their desktop. Whether or not these expectations are always realistic, the special collections librarian must deal with them.

Even aside from patron expectations, most special collections librarians want to provide global access to their materials whenever possible. Librarians generally are quite happy when a researcher displays an interest in the materials that they have so painstakingly organized, cataloged, and preserved! This desire to provide access leads many librarians to explore alternatives to lending special collections materials.

Traditionally, the most popular alternatives have been photocopying or photographing materials, or, when facilities are available, microfilming of items or collections. In the past few years, electronic technologies, such as digital imaging and full-text databases, have emerged as alternative means of access to special collections materials. Many World Wide Web sites now exist to provide Internet access to documents previously available only in a limited number of copies (the University of Virginia's Electronic Text Center is a good example — you can find it at **http://www.virginia.edu/etext/ETC.html**). And even in cases where it is as yet impractical to provide electronic access to special collections material itself, it is often possible to make a finding aid available on the Internet. A good example is the inventory of the Walker Percy papers at UNC-Chapel Hill, available at **http://sunsite.unc.edu/wpercy**. By accessing an online inventory, a researcher at a remote site can determine whether the materials in question are applicable enough to her research needs to justify a trip to the collection.[5]

For many patrons of special collections, Internet access provides a perfect answer to their interlibrary loan requests.

... a blanket policy of refusing any and all loan requests for special collections material is not appropriate.

For others, a photocopy or microfilm can satisfy their needs. But there is not a practical alternative to every interlibrary loan request. Many items are too large or too fragile for photocopying or photographing. Microfilm projects require a great deal of time and expensive equipment; making texts, graphics, and other formats available on the Internet requires as much time and even more expensive equipment. Perhaps in the future all special collections material will be available in an alternative format. However, a patron who needs a book today is unlikely to be impressed by a librarian's assurance that it should be on the Internet sometime in the next decade. And there will always be those patrons whose scholarly endeavors require that they examine actual materials. For the foreseeable future, special collections librarians will still have to consider many interlibrary loan requests for which only the original item will suffice.

Concern about interlibrary lending in special collections prompted the Rare Books and Manuscripts Section of ACRL to form an Ad Hoc Committee on the Loan of Rare and Unique Materials. In 1993 the Committee put forth its guidelines for the loan of special collections materials.[6] The first basic assumption underlying the Committee's guidelines was: "Interinstitutional loan from special collections for research use is strongly encouraged but must be conducted in a manner that ensures responsible care and effectively safeguards items from loss or damage."[7] The guidelines themselves reflect this tone of cautious encouragement of special collections lending.

Detailing the responsibilities of borrowing institutions, the guidelines specify that the would-be borrower should make every effort either to travel to the collection for on-site access, or to find the item in another format. If the loan of original material is deemed necessary, the borrowing institution must demonstrate that it has appropriate facilities and staff to ensure the security and safe handling of the material. The borrowing institution must also comply with any photocopying or other restrictions specified by the lender. The guidelines conclude: "If a borrowing institution fails to comply with the conditions of a loan, including proper care and packaging of borrowed items, that institution can expect that future requests to borrow special collections materials will be denied."[8]

In setting forth the responsibilities of lending institutions, the guidelines urge prospective lenders to be "as generous as possible, consonant with their responsibilities both to preserve and to make accessible to their on-site user community the materials in their care."[9] Lenders should also be prompt in replying to interlibrary loan requests and should investigate the possibility of photocopying or other means of reproduction for items which cannot be loaned.

Perhaps the most significant point comes near the end, where the guidelines state: "Refusals either to lend or

copy a requested item should include a specific reason (e.g., fragile paper, tight binding, too large to ship safely, etc.) That an item is part of a special collection is not a sufficient reason."[10] In other words, a blanket policy of refusing any and all loan requests for special collections material is not appropriate. Rather, loan requests "should be considered on a case-by-case basis by the individual with curatorial responsibility for the requested material."[11] The special collections librarian must evaluate each requested item, weighing the pros (furthering scholarly activity, participation in the global library) and cons (possible loss of or damage to rare or unique material) of approving its loan. As James Wooley observes in an article on the topic, "It is true that there are risks associated with special lending. On the one hand, the risk of loss or damage in transit and the risk that the book won't be on the shelf when an on-site reader calls for it. On the other hand, a less easily quantifiable risk that the book will sit on its shelf unused and that the book and the library will not have contributed as they should to the advancement of learning."[12]

In many cases special collections librarians may conclude that the risks of lending an item or collection outweigh the benefits. It is not likely that large manuscript collections or priceless incunabulae will ever be routinely packed up and sent out on interlibrary loan! But what we can gather from the RBMS guidelines and from recent discussions of the topic is that the special collections librarian must be *prepared* to deal with interlibrary loan requests. She should be open to the idea of participation in the global library, should have a set of criteria by which to evaluate loan requests, and should be aware of the alternatives to lending original material. In this way we as special collections librarians can provide the best possible access to our collections, even when we must say no.

References

[1] "Generous but Responsible: The Unique, the Rare, and Interlibrary Loan," *Rare Books & Manuscripts Librarianship* 3 (Fall 1988): 2, 103-104.

[2] "Alternatives to Interlibrary Loan," *Rare Books & Manuscripts Librarianship* 3 (Fall 1988): 2, 108.

[3] Cf. "Guidelines for Borrowing Special Collections Materials for Exhibition: A Draft," *College & Research Libraries News* 49 (Dec. 1988): 11, 750-54.

[4] "Rare Photos are Mutilated by Library," *New York Times*, Sunday, 30 April 1995, 34.

[5] The development of electronic technologies has had a great impact on all aspects of special collections librarianship. The general implications of this are far too complex to examine here; however, the UVA E-text Center Web page provides useful information in its "Selected Articles" section on the implementation of an e-text project in a research library and the likely future effects of electronic technologies on libraries.

[6] "Draft Guidelines for the Loan of Rare and Unique Materials," *College & Research Libraries News* 54 (May 1993): 5, 267-269.

[7] Ibid., 267.

[8] Ibid., 269.

[9] Ibid.

[10] Ibid.

[11] Ibid.

[12] "Special Collections Lending: A Reader's View," *Rare Books & Manuscripts Librarianship* 3 (Fall 1988): 2, 123.

The Birth and Growth of Library Resource Sharing in Wayne County

by *Diane D. Kester* and *Shirley T. Jones*

This article chronicles the efforts of a rural county in North Carolina to provide extensive library services through a cooperative effort of all the libraries in the area.

The history of library cooperation and resource sharing spans sixty years. [For a recent bibliography of library networks in the state, see Jones' article.[1]] The earliest recorded library cooperation in North Carolina is the efforts of the libraries of the University of North Carolina at Chapel Hill and Duke University in the 1930s. Each institution accepted responsibility for collection development in specific subject areas. While there were several other successful cooperative programs in the state from this date, the earliest evidence of public library cooperation in the state is in 1941 when state aid was made available to public libraries. As a result of the legislative appointment of a Commission on Library Resources in 1964, a study of the libraries in North Carolina was begun.[2]

A Conference on Interlibrary Cooperation in June 1967 was one of the first activities funded under Title III of the Library Services and Construction Act (LSCA). This federal legislation provided grants for public library construction and multitype library cooperation. Recommendations from the Title III Advisory Committee led to the formation of the North Carolina Library Services Network in 1970. The concept for the network was to link all the significant information resources and services in the state to improve library service to the citizens of North Carolina.[3] However, it was not until 1977 that the General Assembly of North Carolina designated responsibility to the Department of Cultural Resources for coordinating cooperative programs among various types of libraries within the state and for coordinating state development with regional and national cooperative library programs (N.C.G.S. 125-2 (10)). Thus, the State Library Ad Hoc Committee on Multitype Library Cooperation began a mission to build multitype library cooperation in the state.[4]

In 1979 the Ad Hoc Committee on Multitype Library Cooperation merged with the North Carolina Library Association (NCLA) Networking Committee to form the North Carolina Library Network Steering Committee. The newly formed committee contracted King Research, Inc. to study the feasibility of establishing a statewide library network in North Carolina. The resulting report, distributed in August 1982, was comprehensive. It introduced the concept of Zones of Convenience, later changed to Zones of Cooperation (ZOCs), formed by libraries sharing a common geographic boundary, types of patrons, or special relationships among libraries or librarians.[5]

The North Carolina Library Networking Steering Committee held its first meeting in October 1982 and formed seven task forces on various aspects of a statewide library network. One of these task forces administered proposals for ZOC projects[6] and awarded grants from 1983 until 1985 as library groups and communities formed unique resource sharing projects. These pilot projects explored configurations and organizations for local library services cooperation.

Early History of Cooperation in Wayne County

Wayne County, located fifty-five miles southeast of Raleigh, is a rural community of farms, small businesses, and traditions. Within its boundaries are a community college, a private college, an Air Force Base, two hospitals, a public library, twenty-six public schools, and four private schools. All are providers of library services to Wayne County citizens.

When the State Library requested proposals for multitype library cooperation in 1983, Ed Sheary, then director of the Wayne County Public Library, shared the announcement with other librarians in the county. The librarians had been meeting informally for several years and frequently loaned materials or referred patrons to other area libraries. Dr. Shirley Jones, Dean of the Learning Resources Center at Wayne Community College (WCC) and a member of the trustees of the Wayne County Public Library, saw the potential for a more structured, formal arrangement in Wayne County. Diane Kester, then media coordinator at Eastern Wayne Junior High School and a doctoral student at the University of North Carolina at Chapel Hill, had been researching the use of computers to share information in libraries and provided the research base. In 1984 the group

wrote a proposal that envisioned a computerized network of all the Wayne County libraries. The administrative heads of the public library, the public schools, the Air Force Base, the local hospital, and both academic institutions endorsed the proposal. However, the time was not right and the "ZOC" grants that year provided funds for completing the North Carolina Health Sciences Union List of Serials.

The Wayne County librarians continued to meet informally two or three times a year, keeping the human network active. The librarians discussed common problems and worked on solutions to provide service to the citizens of Wayne County, while individual libraries moved toward automation. Wayne Community College computerized its records and prepared to move to a new facility, the Learning Center Building on the North Campus. Wayne County Public Library and the Moye Library at Mount Olive College started retrospective conversions, preparing to enter their holdings into the North Carolina Information Network (NCIN) Union Catalog.

The library professionals scrutinized activities in other rural counties in eastern North Carolina. Beaufort County Community College had started the DEAN (Down East Area Network) service that connects area high schools with Beaufort County Community College. Students in remote sites in Beaufort County use terminals that provide direct access to the online catalog of the college. Pitt Community College, working in cooperation with the Tech-Prep Program in the Pitt County schools, had formed PEP (Pitt Education Project). Schools can dial into the Pitt Community College catalog and request materials. Ideas gleaned from these grassroots efforts assisted in the building of the Wayne County Library Cooperative, later named the Wayne Information Network (WIN).

In addition, Kester, a member of the Wayne County Library Cooperative, was conducting research in the field of library cooperation, especially with schools. Her model, published in 1992, described a natural progression of human networking leading to formal library networking.[7] As in the Kester Model, local informal arrangements were evolving and in the spring of 1991, the loosely knit group became an official organization with bylaws and written cooperative agreements. Although the bylaws officially named the organization as the Wayne County Library Cooperative, members began to refer to the organization as WIN. In 1995 the name officially changed.

Initial Grant

The loosely organized group of librarians continued informal resource sharing without assessing fees or dues. With no operating capital for the cooperative, the librarians discussed a variety of funding sources to begin the networking project. Jones and Kester collaborated on a grant proposal to install dial-up access to the Wayne Community College campus. The grant request presented to the Foundation of Wayne Community College proposed three options for funding. The Foundation agreed to provide support at the WCC location only. WIN was born at this time, as this funding provided the phone lines and computer equipment at the community college to provide dial-up access by other libraries in the community. With the cooperation of the WCC Information Services Director, the members of WIN log into the PRIME computer system. Three options exist: the online public access catalog, the community college library network gateway (cc.libnet), and the electronic mail function of the Dynix Library System.

The phone lines and ports for the PRIME computer became operational on November 2, 1992. Joining in the initial usage were Wayne Community College (WCC), the WCC Business and Industry Center, the Wayne County Public Library (WCPL), Mount Olive

WAYNE INFORMATION NETWORK
INTERLIBRARY LOAN GUIDELINES

The purpose of interlibrary loan service in the Wayne Information Network is to provide patrons with needed materials not available from their most frequented library. Patrons are expected to exhaust the resources of their library before placing a request for interlibrary loan services.

WAYNE INFORMATION NETWORK
INTERLIBRARY LOAN AGREEMENT

The _____ Library and the Wayne Information Network agree to permit the library's participation in the Wayne Information Network .

I. The library agrees to honor North Carolina Information Network Loan Code and the Wayne Information Network Interlibrary Loan Guidelines. The above named unit agrees that its library may be utilized in network activities as a supplementary source.
II. The above named unit agrees to maintain local financial effort in providing library services and will not reduce expenditures for library operations because of membership in WIN.
III. The library agrees to provide interlibrary loan data as requested by WIN and the North Carolina Information Network.
IV. WIN agrees to provide access to the individual collections of member libraries for the purpose of interlibrary loan.
V. Each participating library agrees to abide by the following specific guidelines:
   1. Books
      A. Books will be loaned on a no-charge basis and there will be no overdue charges.
      B. The loan period will be 30 days.
      C. Libraries will be notified if books are overdue.
      D. Patrons will be allowed only five titles per request.
      E. Patrons will be responsible for payment for lost or damaged materials.
   2. Photocopies (Print or Microform)
      A. Photocopies will be made at no cost for 1-10 pages.
      B. A charge of 20 cents per copy will be charged for all pages over 10.
      C. Patrons will be allowed to request copies from only five titles per request.
      D. No additional charges will be made when materials are faxed.
VI. Each party reserves the right to cancel this Agreement upon written notice to the other parties to the Agreement.

_____
Library

_____
Address

_____
Phone

_____
Librarian/Media Coordinator Date

_____
Administrative Officer, Title Date

College, Seymour Johnson Air Force Base (SJAFB), the Professional Collection of Wayne County Schools, and Kester, the WIN consultant. As libraries added their equipment and installed phone lines, WCC library staff members provided training. The following libraries were able to access the system: Wayne Country Day School (November 15, 1992), Charles B. Aycock High School (November 10, 1993), Goldsboro High School (November 19, 1993), Rosewood High School (November 24, 1993), Southern Wayne High School (December 9, 1993), and Eastern Wayne High School (January 1994).

Because using telecomputing equipment was often a new experience for the librarians, initial training had three components: one-on-one directions for using the telecommunications software, training for accessing the community college computer, and experience in using the electronic mail (e-mail) function of the Dynix Library System. Users received supporting documentation, instructions, and training exercises to be inserted in a loose-leaf notebook. WCC library staff were also available to provide telephone support to new users.

Activities of WIN

1. Communication

E-mail. Of the four activities of WIN, electronic mail is the major component. The miles between libraries seem to decrease as electronic communications increase. Libraries announce special programs, communicate potential theft in specific subject areas, and arrange meeting dates and training schedules. Members also post holiday hours, closings due to unforeseen situations, and staff development workshops.

ILL. Another use of the communication function is to request interlibrary loan of materials and photocopies of articles. Wayne Community College, Mount Olive College, and Wayne County Public Library use fax machines to fill requests. With the installation of a fax machine in each public school, the ILL requests are growing. In response to the increased activity, a committee wrote an interlibrary loan agreement. Again, keeping the process informal, the members of the Wayne County Library Cooperative agreed to avoid charging for photocopies and fax service within its service area. First year records revealed that copying and faxing expenses did not overburden any library; therefore, the policy of free service is continuing.

Relocation. A third use of the communication function is the relocation of withdrawn materials from one library to another. When an older edition or an additional copy of a valuable reference book is of possible use to another library, users are notified by e-mail. The first respondent to the message receives the discard. This procedure has proved important as the libraries adjust to shrinking budgets.

Collection Development. The newest use of the communication function is for collection development. When preparing purchase orders, librarians are in contact with other librarians who might be considering acquiring the same or similar titles. The libraries form informal agreements in which they alternately purchase expensive reference sets. The strengths of the Wayne Community College collection include literary studies and technical education. Moye Library at Mount Olive College, a selective government publications depository, also has a strong history of religion collection. Wayne County Public Library houses a local history collection with an emphasis on genealogy. The Seymour

Johnson Air Force Base, with its military history collection and the recent acquisition of *ProQuest*, contributes extensively to meeting the information needs of the citizens of Wayne County. Cooperative collection development began with reference materials for business since WCC offers eleven programs in the Business Department and houses a Small Business Center, and WCPL has a Business Reference service.

2. Location of Resources in Wayne County

Dialing into the Wayne Information Network leads a librarian directly to the WCC Dynix Online Public Access Catalog. Users may perform searches just as if they were on campus. In 1994, the Wayne County Public Library initiated dial-up catalog access for members of the community as well as WIN libraries, while Seymour Johnson AFB Library began dial-up access to its holdings in 1995. Librarians request items from other sites through e-mail.

3. Location of Resources Outside the County

Upon dialing into the WCC computer, a member has the option of selecting access to the community college library network gateway (cc.libnet). The gateway menu provides a link to over fifty services. The North Carolina Information Network (NCIN) was the first service introduced to users. All libraries have an NCIN user ID. The North Carolina Division of State Library designated the schools as branches of the community college for OCLC code purposes.

In 1994, the North Carolina Division of State Library gave WIN an opportunity to be a pilot group for the new online database service from OCLC, FirstSearch. The Foundation of Wayne Community College funded initial searches for participating libraries. This procedure gave each library one year to adjust its budget request to include the cost for FirstSearch, which has now become an ongoing budget item for reference services. FirstSearch is also available through cc.libnet.

As librarians gain experience and confidence in using the system, they explore other cc.libnet options, including weather services, other library catalogs and databases, and links to additional types of gateway services, such as Learning Link (UNC Television).

4. Document Delivery

The fourth activity of WIN is the delivery of books, audiovisual materials, and periodical articles. Patrons may go to another library to obtain the desired item, pay for mailing, or wait for delivery of the item. The delivery system, at present, depends upon individuals willing to drop off items as they travel to and from work. This year, a local delivery service located in the county and its services are being investigated. The recent acquisition of fax machines in the school media centers greatly expedites the delivery of articles to patrons in the schools.

Training

Initial

As previously mentioned, librarians at WCC provided the initial training. Upon the scheduling of an appointment for training, the WCC computer systems administrator issued a user ID. The WCC librarians went to the new user to provide the training on site with the user's equipment and software. This procedure also provided the opportunity for the WCC staff to experience dial-up connections at off-campus sites.

Train-the-Trainer

After initial training of one or two persons at each site, the training function passed to the trainers. This procedure was especially true in the public schools. The high school media coordinators, having had a year's experience, became trainers for the middle school and elementary school media coordinators.

Continuing Education

Staff development has expanded beyond the initial one-on-one instruction in using the software and e-mail. At the WIN meetings, the consultant demonstrated NCIN and other available options. The Director of Media Services of the Wayne County Schools continues to include telecommunications training in the staff development program for media coordinators and teachers.

Evaluation Results

Evaluation of the services and activities of WIN has been both informal and formal. Jones has kept a record of each e-mail message sent to her or to all users. From these, she has made suggestions to individuals as well as advocated additional handouts and staff development. Meetings, which once were sporadic, now are scheduled quarterly, with called meetings as members find a face-to-face discussion necessary. During these meetings, members feel free to ask questions, make comments, pose problems or potential problems, and search for solutions. Members are free to make suggestions. Requests for expanded services reflect the benefits of WIN.

Electronic logs of activities provide quantitative data. Additionally, users of FirstSearch keep a log of activity next to the workstation. Librarians analyze these data as they consider additional budget requests. In the spring of 1995, librarians in the county completed a questionnaire. Planning and Research staff at WCC analyzed the data using Bubble Publishing and Scantron software.

In the survey, 54 percent of the respondents were from the public schools; 20 percent, academic libraries; 11 percent, public libraries; 6 percent, medical libraries; and the remaining 9

percent, other library categories.

Communications

Respondents indicated the frequency of their communication. The community college librarians, having had access to e-mail for several years, were the heaviest users, with three using e-mail more than once a day and the other two, at least once a day. Of all the users, 94 percent indicated that they read their e-mail at least once or twice a week. Of the total number of users, 80 percent check at least three times a week and 48 percent daily.

Frequency of E-Mail Use (n=35)	Percentage
Twice or more daily	14%
Once a day	34%
Once or twice a week	14%
Three or four times a week	32%
Only as needed	6%

Requesting magazine articles and books from other libraries has become a regular service, especially among the academic and school libraries. The WCC library serves as the interlibrary loan agency for those libraries without SOLINET service.

Location of Resources in Wayne County

To evaluate the use of WIN for locating resources within the county, participants indicated how frequently they searched catalogs. Fifty-one percent of the respondents search the WCC catalog at least once a week; 54 percent, the WCPL catalog at least once a week; and 7 percent, the SJAFB library catalog that recently provided dial-up access. The nature of the respondents' job responsibilities influenced this number. For libraries without dial-in access to their catalogs, users relied on e-mail messages. School media coordinators used the dial-up capability to demonstrate the use of telecommunications during staff development.

Location of Resources Outside Wayne County

Respondents indicated the frequency they used WIN to locate resources outside Wayne County. Sixteen percent used the system to search the library catalog of East Carolina University (available through cc.libnet). The schools are users of Learning Link, the telecommunications service of University of North Carolina Television. Survey results indicate Learning Link is used at least once a week by 13 percent of the respondents. The availability of this access is especially beneficial during times that the Learning Link toll-free number is busy or not in service. Twenty-one percent of the respondents access FirstSearch at least once a week; its use fluctuates as instructors make research assignments. All high school respondents use FirstSearch.

Other cc.libnet services selected were LaUNCpad, DIALOG, MEDLINE, the Internet, and NCIN (especially the State Library catalog and NCADMIN database).

Training

To identify continuing education needs, the respondents indicated specific areas or services for which they would like to have additional workshops and programs. Over 60 percent indicated they need additional training. Areas specifically listed include FirstSearch, searching the ECU library catalog, Learning Link, the Internet, Division of State Library catalog, LaUNCpad, cc.libnet, collection development, and assistance in cataloging. Each of the items listed involves resources beyond the county. With confidence gained in using one area, the members explore another resource.

For an overall rating of the activities and services of WIN, the respondents indicated how well WIN has met their needs. Most rated WIN as "Good" (50 percent) or "Excellent" (38 percent).

The open question in the survey asked participants to list services that they would like added to the WIN activities. The most frequent request was for complete Internet access and an online union list of serials for the Wayne County libraries. The latter will be an addition in the coming months.

Comments were complimentary and enthusiastic: "I have found the services to be very useful — love it!"; "I just wish I had the time to investigate more!"; "Excellent service — hope it will continue to expand"; "It is the greatest thing that ever happened."

Summary

Word of the success of WIN activities is beginning to spread. Most recently, the librarian at James Sprunt Community College (JSCC), located in adjoining Duplin County, visited WCC to learn more about the WIN logistics and organization. He received training and access to the WIN activities. By communicating with other WIN members, the JSCC staff will expand library services in Duplin County.

It has been over twelve years since the idea of establishing electronic communications and access to resources in area libraries was first discussed in Wayne County. Progress has been slow, but the interest has grown steadily as each new user accesses the Wayne Community College computer or the Wayne County Public Library catalog. The activities of the members of WIN are following the Kester Model of Networking as members adopt the innovation of multitype library cooperation.

Other communities exploring the feasibility of a local library cooperative should develop an awareness of the administrative organizations and policies of participating institutions, identify strengths of library personnel, share responsibilities for activities and cooperative policies, identify needs of the community, and investigate multiple resources for funding and support. The benefits of a local library cooperative extend beyond enhanced service to patrons. The librarians, as well as staff members, share ideas, solutions, and personal strengths, thereby providing professional growth to all participants.

References

[1] Plummer Alston Jones, Jr., "North Carolina Library Networks: A Bibliography on Library Cooperation Involving the Old North State," *North Carolina Libraries* 50 (Special Edition 1992): 32-36.

[2] Robert B. Downs, ed. *Resources of North Carolina Libraries*. (Raleigh: The Governor's Commission on Library Resources, 1965).

[3] North Carolina Library Services Network. *The Next Step for North Carolina Libraries: A Library Services Network*. (Raleigh: North Carolina State Library, North Carolina Library Association, State Board of Education, and State Board of Higher Education, 1971).

[4] Alberta Smith. *Access to Information for North Carolinians, Multitype Library Cooperation Working Paper No. 1*. Ad Hoc Committee on Multitype Library Cooperation and North Carolina Library Association Networking Committee. (Raleigh: Division of State Library, North Carolina Department of Cultural Resources, 1981).

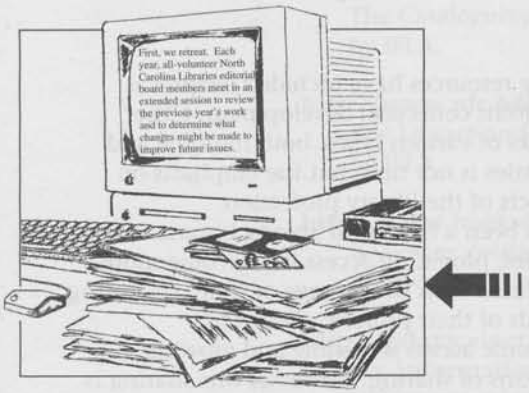
[5] Jose-Marie Griffiths and Donald W. King. *North Carolina Networking Feasibility Study*. (Rockville, MD: King Research, Inc., 1982).

[6] North Carolina Library Networking Steering Committee. *1982-83 Report to the State Library Commission*. Unpublished paper. 1983.

[7] Diane D. Kester. "School System Adoption of Library Networking," *Resource Sharing and Information Networks*, 7(2), 1992, 87-97.

North Carolina Libraries The Ultimate Resource Sharing

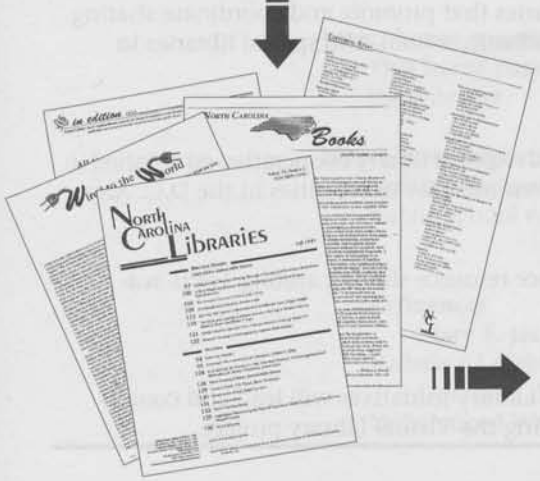
First, we retreat. Each year, all-volunteer North Carolina Libraries editorial board members meet in an extended session to review the previous year's work and to determine what changes might be made to improve future issues. They identify and schedule, up to two years in advance, issue themes, suitable guest editors, and potential authors.

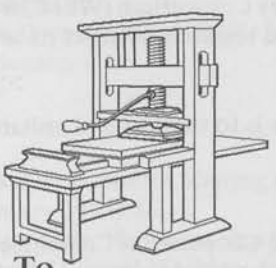


Guest editors coordinate topics and authorship of the theme articles, striving for variety in ideas and coverage to provide reading that will interest all types of North Carolina librarians. Authors submit their articles in time for jury review and revision before final selection is made for publication.

All members of the full North Carolina Libraries editorial board gather twice to work on each quarterly issue—once to edit manuscripts and once to edit galley proofs. Questions related to usage, particularly in an age of rapidly evolving information technology, lead to powerful group bonding!

The culmination of all the effort and cooperation: the H. W. Wilson Award! North Carolina Libraries has won this national award for "an outstanding contribution to librarianship" in both 1992 and 1995.





To Printer

Resource Sharing: *A Webliography*

— compiled by *Barbara Miller Marson, Guest Editor*

What is resource sharing? Traditional means of sharing resources have included reciprocal borrowing,interlibrary loan, shared cataloging, and joint collection development. Other methods include shared online catalogs and networks of various types, both national and local. We all recognize that cooperation among libraries is not new, but the emphasis on technology is a relatively recent phenomenon which affects all aspects of the library profession.

Access versus ownership — it's a never-ending battle. Access has been a buzzword among librarians for some time. In these days of downsizing and continuing budget battles, providing access has become more challenging. Therefore, the importance of resource sharing has increased with the passage of time. According to Jackson, "libraries can no longer fulfill all of the information needs of their primary clientele."[1]

Fortunately, this increased need has come at a time when electronic access is feasible and growing. Cooperative efforts among libraries now include technology as a means of sharing. However, this sharing is not without its problems — problems of money, staff, and time. The goal of resource sharing in the 1990s to allow us to meet the diverse needs of patrons more effectively and efficiently.

Resource sharing is a balancing act. We want to own; we want to share. Electronic access has added a new dimension to the balance; however, there is a human dimension to the process, and hopefully a commitment to develop a relevant and accessible library for our patrons, however we define them. Simpson discusses this balance, and warns of placing all hope on technology as a solution to all problems.[2] There is always the human element. In the final analysis, our most important resources are ourselves.

For those of you who are Web wanderers seeking additional information on resource sharing, the following sites might be of interest:

Current Consortia

gopher://lib-www.lan1.gov:80/hGET%20/alliance.htm
The Library Services Alliance of New Mexico is a cooperative organization which promotes the sharing of research among its members to enhance access to scientific and technical research information.

http://198.111.64.10/
The Metro Network Library Consortium is comprised of eight Detroit suburban public libraries at ten sites in Wayne and Oakland counties, Michigan.

http: //snoopy2.tblc.lib.f1.us/
The Tampa Bay Library Consortium has 82 member libraries that promote and coordinate sharing of materials, information and services among public, academic, school, and special libraries in West Central Florida.

http://www.wrlc.org/
The Washington Research Library Consortium (WRLC) is a regional library cooperative established in 1987 to support information and research needs of its seven member universities in the D.C. Area.

http://www.texshare.utexas.edu/
The stated purpose of Tex-Share is to support and enhance resource sharing among Texas academic libraries.

http://www.cic.net/cic/cli.html
The Committee on Institutional Cooperation Center for Library Initiatives will lead and coordinate the consortium's resource-sharing programs, including the Virtual Library project.

General Library-Related Sites

http://www.nlc-bnc.ca/ifla/services/ill.htm
ILL, Document Delivery & Resource Sharing Information contains web links provided by the International Federation of Library Associations and Institutions (IFLA).

http://www.nlc-bnc.ca/ifla/services/diglib.htm
The home page of Digital Libraries Resources and Projects provides links to documents, conferences, projects, and organizations dealing with digital libraries.

http://www.nlc-bnc.ca/ifla/services/catalog.htm
The Cataloguing and Indexing of Electronic Resources home page contains links provided by IFLA.

http://www.nlc-bnc.ca/ifla/services/libdoc.htm
The Library and Information Science Electronic Resources page contains Web links provided by IFLA.

http://www.bookwire.com/
Bookwire, owned by Individual, Inc., provides book information on the WWW, featuring book reviews, calendar of events, discussion forums, and electronic editions of bestseller lists.

http://galaxy.einet.net/galaxy/Reference-and-Interdisciplinary-Information/Library-Information-and-Catalogs.html
Galaxy provides links to various types of library information.

http://ltt-www.lcs.mit.edu/ltt-www/
The Library 2000 Group of the M.I.T. Lab for Computer Science explores the implications of largescale storage with the goal of a future electronic library.

http://www.sls.se/sls/newsO1.html
"Libraries Used To Be About Books" is a think piece by Richard Hudson, Chief Executive of SLS.

http://www.cs.colorado.edu/homes/schwartz/public_html/resource_location.html
The University of Colorado's Internet Resource Discovery Project is investigating the problem of discovering the existence of resources of interest on the Internet.

Public School Related Sites

http://www.ncrel.org/ncrel/
North Central Regional Education Laboratory is a non-profit organization devoted to researching and implementing the best practices in public schools, including the support of its regional networks.

http://scholastic.com:2005/
Scholastic's Internet Center provides resources and links for public school professionals.

http://www.marshall.edu/~jmullens /edlinks .html?
This home page is a starting point for educators interested in researching educational topics on the Internet.

http://www.dpi.state.nc.us
North Carolina's Department of Public Instruction home page provides information relevant to public school educators.

References

[1] Mary E. Jackson, "Resource Sharing and Document Delivery in the 1990s," *Wilson Library Bulletin* 67 (February 1993):35.

[2] Donald B. Simpson, "Resource Sharing = Access + Ownership: Balancing the Equation in an Unbalanced World," *Journal of Library Administration* 20 (1, 1994): 95-107.

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

All Volunteers Take One Step Forward:
The Management and Motivation of Library Volunteers

by *Arleen Myers*

A leader is best
When people barely know he exists
Not so good
When people obey and acclaim him
Worse when they despise him
But of a good leader
Who talks little
And when his work is done
His aim fulfilled
They will say
"We did it ourselves."

— Lao-Tse (c. 565 B.C.)

This poem, while applicable to managers in private corporations and public agencies, also is true of leaders in nonprofit groups. Many organizations have come to depend heavily on their volunteer work force, and the responsibilities shouldered by these unpaid workers have a great impact on the success of the company. Since volunteers operate out of a sense of personal obligation and not with the expectation of financial reward, managers must develop special techniques to harness the variety of talents and aspirations that come their way in the form of volunteers.

Church libraries are a unique type of volunteer organization in that there is usually no professional paid staff, and interested volunteers, while eager, are generally unskilled. The question "Why do you want to work in our library?" is often answered "Because I love books." This is not an inappropriate answer, but it calls for special training methods to organize volunteers into an efficient, consistent, and happy work force.

Management of volunteers in nonprofit groups

Before seeking out new volunteers, the organization should have clear goals and an understanding of what positions need to be filled. Recruiting techniques used in nonprofit organizations include speakers, social functions, media publicity (radio, television, and newspaper), paid advertising and direct mail, and person to person contact.[1] A March 1988 Gallup Poll revealing how volunteers found out about the positions that they would later fill shows the effectiveness of some of these methods:[2]

Asked by someone:	40.4%
Participated in an organization:	39.3%
Family or friend benefited:	27.6%
Sought on their own:	19.2%
Saw an advertisement:	5.3%

There are many ways to publicize volunteer opportunities in the library and call attention to the existence of the organization itself. According to the above results, there is no substitute for personal interaction with an organization or current volunteers to stimulate interest.

The personal and professional characteristics of the "typical" library volunteer have changed drastically in the past few decades. For this reason, libraries can no longer be passive filters of whatever volunteers float their way. They must rethink their strategies and become active recruiters, seeking out human resources in non-traditional locations. The Denver Public Library did exactly this. After two years of declining volunteer labor, the DPL began contacting senior citizens groups, linking up with judicial systems to obtain people doing community service work, and seeking out minority groups and people with disabilities. The library was able to obtain support from businesses who would supply teams of volunteers, and this liaison provided not only a valuable service to the library, but a sense of camaraderie within the volunteer group.[3]

Once an applicant pool has been created, interviews should be held to determine the potential volunteer's suitability and applicable skills. Turning down unqualified volunteers is a task requiring much grace and tact, but one that must be done. The volunteer coordinator must not feel pressured to accept all "free" labor simply because it is available. Agencies that operate according to the high standards for personnel and productivity found in most com-

mercial ventures have higher success rates than those which are run in a less professional manner.[4]

Training employees consumes a large amount of time in any organization, and volunteer agencies have become adept at getting new volunteers up and running in a very short space of time. One reason for this is that "Nonprofits must spend more time breaking down jobs into their component parts.... They draw up specific job descriptions for volunteers, hand them over, and then get out of the way."[5] Between the handing over and the getting out of the way, however, some sort of training must take place. This may take the form of a quick orientation, or a weeks-long course of formal instruction. Regardless of the length of the program, it must equip the new volunteer with the skills necessary to perform the assignment with comfort and accuracy.

Motivating volunteers is the most crucial aspect of volunteer management. Recruiting techniques will fail if volunteers project a negative image of their working conditions, and no amount of training will correct poor work practices that are the result of apathy. When the incentive is not a paycheck, the bonds that hold people in their positions are weaker; therefore, the personal benefits must be greater. In order to motivate their volunteers, leaders must first understand that each volunteer has a different reason for wanting to devote time to a particular cause. Some act out of the altruistic impulse to contribute to society. Other volunteers want a chance to sharpen or stretch job skills, or to try out a new career without the risk that a formal change entails. For others, volunteering is a way to get a jump on a new line of work by building up a resume and gathering recommendations[6] Other reasons include a desire to create new friendships, or to become a "watchdog" to investigate whether or not a group is operating according to its publicized purpose.[7]

Since none of the above reasons include monetary compensation, the volunteer manager should draw on motivational leadership techniques that foster feelings of personal satisfaction, using a combination of extrinsic and intrinsic rewards. The most important of the extrinsic rewards is recognition. This can be given in a variety of ways: positive feedback immediately after completion of a particularly difficult or important task, letters of appreciation, notation of volunteers by name in publicity materials, awards ceremonies and other events that honor volunteers, and small gifts.[8] "If volunteers don't feel appreciated, they have no reason to stay; their urge to serve humanity can be fulfilled just as well by another agency."[9]

Intrinsic rewards are created by the job itself. Volunteers want experiences that give them a sense of accomplishment and the feeling that they are filling a need. The barcoding project at Broome Community College contained both these elements. Over the holiday break, 95 retired and current BCC faculty, staff, and students barcoded 65,584 titles in preparation for automation. Factors leading to the success of the project included widespread publicity, incentives such as T-shirts and snacks, and achievement indicators such as progress charts and certificates of appreciation. Volunteers could see the results of their efforts.[10]

A good manager will ensure that volunteers are assigned tasks compatible with their aptitudes and interests. Worthwhile work and ongoing recognition are the two factors which most strongly influence volunteer satisfaction.[11]

Since the only rewards received by volunteers are emotional ones, their managers need to make the organizational climate as friendly as possible. In Motivation and Organizational Climate, Litwin and Stringer, as quoted in Wilson,[12] have identified nine factors that determine this climate:

- Structure – is the atmosphere rigid, or informal? how many rules are there?
- Responsibility – how much decision-making freedom is the volunteer given?
- Reward – how fair are the recognition practices?
- Risk – is the volunteer expected to "play it safe," or encouraged to take chances?
- Warmth – how much cooperation and good feeling is there in the group?
- Support – is there mutual support from above and below?
- Standards – are goals high and yet still realistic?
- Conflict – are problems brought into the open and dealt with immediately?
- Identity – is there a feeling of being a valuable member of a team?

A volunteer's performance should be evaluated routinely. Empowerment occurs when the volunteer realizes that he or she can have an impact — positive or negative — on the organization. The sponsoring agency in return receives a source of feedback from a viewpoint that is somewhere between that of the general public and the full-time staff.[13]

Volunteers have traditionally received "kid glove" treatment, especially when working alongside paid staff members. These attitudes, however, are changing. Stay-at-home mothers no longer comprise the majority of the volunteer work force. Professionals who work full time are joining the ranks, and they will not spend what little leisure time they have on organizations that do not use their energies well. They prefer that the structure and standards found in their full-time jobs also be present in their volunteer work. Volunteers and salaried workers often list the same reasons for doing a particular job, with the only difference being "money" as a motivator for the paid workers.[14] In order to keep their unpaid work force happy and effective, managers must understand that volunteers desire the same discipline as do salaried employees.

Management of volunteers in church libraries

> "People find themselves living today in a demanding, yet uncertain, world. Hunger, unemployment, violence, environmental pollution, the spector [sic] of nuclear warfare, and disregard for the sanctity of life make this a time of anxiety, even fear. A carefully selected collection of materials, organized so as to be readily accessible, can offer parishioners the spiritual nourishment, inspiration, and motivation to better live the life to which God has called them, secure in His peace."[15]

This, then, is the raison d'être for church libraries. Many begin as resource centers for religious education and evolve into complex organizations that provide not only research materials but devotional guides, self-help books, and family entertainment that includes audio and video tapes as well as books.

Many organizations depend on volunteer labor to supplement salaried and wage employees, but few depend on it so completely as church libraries, which often are run completely by people with a desire to serve but no formal library training. As Hannaford says in "The Church Librarian: an Essential Volunteer."[16]

> "Even a very large parish rarely, if ever, budgets for the staff position of a trained librarian. Church funds are somehow stretched to provide for the utilitarian and the aesthetic. But there is no line-item

for a parish librarian; the service of volunteers is a necessity."

As this shows, the head librarian is usually a volunteer as well. He or she may be selected or approved by a board, committee, or minister chosen to oversee the library outreach. Responsibilities include planning for library needs, overseeing day-to-day operations, maintaining records, supervising and training assistants, and publicizing library programs. Many would refuse such a demanding job even with pay, and the stresses inherent in the position demand special tactics that supplement general nonprofit managerial techniques for recruiting, training, and motivating workers.[17]

Since the recruiting pool generally is limited to the congregation, person-to-person contact is the easiest and most effective way to solicit new workers. There is a tendency to want to accept all who express an interest in volunteering, in the name of being "nice." This concept is as deadly to a church library as to any other organization. Potential volunteers should be interviewed by the head librarian to assure that their goals and assumptions about the library are correct and that there are not other areas of ministry where they might be more effective.[18]

After volunteers have been recruited, they should be given a thorough orientation to introduce them to their fellow volunteers and the inner workings of the library. A handbook outlining expectations, responsibilities, and other information of use to a new volunteer should be provided. Questionnaires can be used to assess the new volunteer's current knowledge of standard library practices and terminology.[19]

Since the church library generally enlists workers who have little or no experience in the field in which they are volunteering, access to training materials becomes very important. The Church and Synagogue Library Association provides many publications to aid churches in organizing and operating their libraries, and Catholic libraries can refer to resources offered by the Catholic Library Association. Meetings with other church libraries are an effective means of information and support.[20]

Burson lists five major sources of ongoing training that should be made available to volunteer library workers: on-the-job training, in-house training clinics, reading programs, visits to other libraries, and library workshops offered by outside agencies.[21] On-the-job training allows the volunteer to learn tasks and responsibilities in a hands-on environment and to experience all aspects of library operations. During this time, instructions should be given clearly and job descriptions thoroughly defined. In-house training clinics provide more in-depth information in a group setting. Sessions may explain new methods or refresh old ones, discuss a particular aspect of library work, or provide a time of social interaction for volunteers. Reading programs are organized to encourage library workers to become familiar with materials available in their library. Visits to other libraries provide inspiration for new programs and procedures. Workshops are often offered by religious bookstores, college libraries, church denominations, and library associations. These provide an opportunity for more formal training and interaction with other library volunteers.[22] Correspondence courses are available from a variety of sources, including the University of Utah and the Philadelphia College of Bible Correspondence School, for those who desire in-depth and independent training.[23]

Workers should be given the opportunity to develop their skills and not be expected to remain uncomplaining in the face of continuous mundane work.

Motivating employees in a church library requires many of the same techniques used in other nonprofit organizations. Awards ceremonies, special dinners, and evaluation sessions all provide opportunities for recognition. If money is not allocated in the church budget for special events, volunteers can hold fundraisers such as bake and book sales to generate additional income. While a little attention goes a long way in keeping volunteers motivated, there are other aspects of volunteering that a manager should consider. Open communication allows workers to ask questions, express doubts, suggest changes, and resolve problems in a non-threatening atmosphere. Workers should be given the opportunity to develop their skills and not be expected to remain uncomplaining in the face of continuous mundane work. Routine tasks should be structured in such a way that the worker is able to see end results. Giving a volunteer responsibility over a particular area increases interest and skills. A manager who wishes to successfully lead his or her volunteers must be sensitive to personnel needs, committed to his or her role, informed about available resources, and open to ways to improve services.[24]

Church library managers need to be aware of situations which are unique to church libraries and affect efficiency and morale. These include the ties of volunteers to the organization (church) exclusive of their role in the library, and the temptation to use "inside information" concerning a book's circulation history or reference questions asked as a basis for gossip about members of the congregation.

Knowing library patrons on a personal basis outside the library setting may enhance the church library volunteer's abilities to answer reference questions and suggest appropriate materials, but it also provides an opportunity for unwelcome gossip in the form of "I wonder why Mr. X is checking out all these books on Y?" As part of their orientation and training, library volunteers should be informed that even as volunteers they are expected to maintain professional standards of privacy for library users. In any volunteer setting, the feelings of the volunteer must be given careful consideration. If a worker leaves or is asked to resign under adverse circumstances in a secular group, he or she simply leaves the community of the organization. With a church library, however, the ex-volunteer is still a part of the religious community, and care must be taken not to add strain to what may already be an embarrassing situation.

There are many ways that volunteers can be utilized in libraries, but their duties in church libraries often extend far into what would be the realm of "professional" duties in almost any other type of library. They select and accession materials, catalog, type cards, and read shelves. In addition to technical services work, church library volunteers can prepare bulletin boards, give book talks,[25] tell stories, and build bookshelves. This all-volunteer force need not worry about usurping the authority of any professional staff (as they might working alongside paid employees in a

larger organization) and so are able to cultivate a wide variety of skills in a nurturing environment. Many of the skills used by managers in major nonprofit corporations are applicable to the small church library, and proper use of such techniques creates not only satisfying volunteer experiences but a beneficial resource center for the congregation as well.

References

[1] Arthur Pell, Recruiting, *Training, and Motivating Volunteers.* (Babylon, N.Y.: Pilot Industries, 1989), 13-14.

[2] Philip Kotler and Alan Adreasen, *Strategic Marketing for Nonprofit Organizations*, 4th ed. (Englewood Cliffs, N.J.: Prentice Hall, 1991), 311.

[3] Bonnie McCune, "The New Volunteerism: Making It Pay Off For Your Library," *American Libraries* 24(October 1993): 822-824.

[4] Kotler, 312.

[5] Beverly Gerber, "Managing Volunteers," *Training* 28 (June 1991): 21-26.

[6] Ibid.,.22.

[7] Kotler, 309.

[8] Lorrain E. Burson, *Recruiting and Training Volunteers for Church and Synagogue Libraries.* (Bryn Mawr, Pa.: Church and Synagogue Library Association, 1986), 23.

[9] Gerber, 26.

[10] Wanda K. Johnston, "Barcoding: Tedious Project or Community Party?" *College and Research Libraries News* 54 (November 1993): 549.

[11] Burson, 24.

[12] M. Wilson, "The New Frontier: Volunteer Management Training," *Training & Development Journal* 38(July 1984): 50-52.

[13] Alice Sizer Warner, *Volunteers in Libraries II* (New York: Library Journal, 1983), 39-40.

[14] Gerber, 26.

[15] Claudia Hannaford, "The Church Librarian: an Essential Volunteer," *Catholic Library World 56* (December 1984): 218

[16] Ibid.

[17] Burson, 4-5.

[18] Ibid., 7.

[19] Ibid., 11.

[20] Hannaford, 219.

[21] Burson, 15-16.

[22] Ibid.

[23] Hannaford, 219.

[24] Burson, 23-24.

[25] Ibid, 29.

Sara Aull Student Paper Award Competition

The North Carolina Chapter of the Special Libraries Association announces its annual Sara Aull Student Paper Award Competition for 1995-96. The Competition provides an award of $200.00 for the best student paper of publishable quality relating to special libraries.

GUIDELINES

- Eligible papers include term papers, research papers, and essays of 5000 words or less written for classes or for this competition.
- The paper should not have been previously published nor should it be currently under consideration for publication.
- An independent panel of judges will evaluate each paper on its originality, professional significance, clarity of expression, and its relation to the field of special librarianship.
- Entrants must either be currently enrolled in a Master of Library Science degree program within the state of North Carolina or have graduated from such a program or any ALA-accredited program within 12 months prior to the submission deadline.

The deadline for submission of papers is February 1, 1996

Further information may be obtained from the representatives listed below:

Dr. Robert M. Ballard, School of Library and Information Science, North Carolina Central University, Durham, NC 27707
Dr. Larry Auld, Department of Library and Information Studies, East Carolina University, Greenville, NC 27858
Dr. Beatrice Kovacs, Department of Library and Information Studies, University of Carolina at Greensboro, Greensboro, NC 27412
Dr. Evelyn Daniel, School of Information and Library Science, University of North at Chapel Hill, Chapel Hill, NC 27599-3360
or call Ginny Hauswald, Sara Aull Student Competition chair, 910/727-7274 or FAX 910/727-4071, *Winston-Salem Journal* News Library, P.O. Box 3159, Winston-Salem, NC 27102-3159

POINT

Sharing is Better

by Barbara Miller Marson

If librarians truly have moved from a warehouse mentality to one of expanded access, one of the primary resources we have is our online public access catalog (OPAC). A shared OPAC provides us the opportunity to share and cooperate with other libraries. Why are more of us not establishing a shared system?

Certainly one of the advantages of a shared OPAC is the immediate expansion of materials available for patrons to search. A library can greatly enhance the amount of material available on most subjects with no increase in the book budget. This availability expands the horizons of patrons and forces them to think beyond the confines of a library building. In fact, rather than the library forcing patrons to expand beyond its walls, it is more likely to be the patrons themselves who clamor for more than traditional library services. The age of "information consumers" is here, and we can expect voracious appetites. Will these patrons really be satisfied by searching only one library's catalog? Can we serve such a small offering without becoming irrelevant to our patrons?

One might argue that people can search other library catalogs through the Internet. But sharing an OPAC with neighboring or regional libraries provides material that will probably be more accessible, due not so much to distance, but to pre-established cooperative arrangements. And it achieves this at one workstation, in one search session without having to log out and connect to another system or library or to learn a different protocol for another OPAC.

Of course this arrangement presumes some type of reciprocal borrowing agreement or interlibrary loan (ILL) among libraries of a shared system. Materials need to be available to the user as quickly as possible. Document delivery issues are important to a library with a vital and growing ILL department. In an age of access, isn't ILL as important as reference, cataloging, or circulation? Patrons want their information by the fastest means possible and are not concerned with organizational perceptions. A shared OPAC may force a close look at ILL that is long overdue and expand its role.

Such an agreement also might lead more easily to a policy of joint collection development, which would allow participating libraries to commit their financial resources more selectively and wisely. In addition, the possibility of shared cataloging could eliminate separate cataloging of materials that are owned by more than one library. Do we need a separate cataloging department in each and every library? Perhaps a regional consortium could provide the same, if not more efficient and accurate, level of service.

Sharing an OPAC, and thus the hardware and software, also relieves one library from the sole responsibility of maintaining and upgrading a system. Functions can be shared, or at the least, expertise does not have to rest upon only one library staff or person. Among our peers in-house or regionally, one person usually arises as the technological guru. In a cooperative setting, this designation can incorporate a number of libraries.

Besides the advantages of sharing responsibility and resources is a fundamental advantage of sharing costs. OPAC software and hardware can be expensive; splitting costs helps smaller libraries to provide the best system possible.

The benefits to be gained by sharing an OPAC should be investigated seriously by any library that is beginning to automate or to upgrade or change systems. Not to consider the option is to do a disservice to the patrons of one's library, to oneself, and to the library community at large. By recognizing the importance of other libraries' collections to us and to our patrons, we can remain relevant suppliers of information in a time when cooperation is not a luxury.

Sharing Defeats the Purpose

by Harry Tuchmayer, Column Editor

Trying to make a case against resource sharing in the age of information overload isn't exactly the smartest thing I've ever done. With interlibrary loan activity skyrocketing and patron demand for esoteric sources reaching all time highs, you would think that the best thing we could do to satisfy this insatiable demand for information is to empower the user! And what better way to do it than by giving them access to as many library catalogs as possible!

That's right, let's make every library catalog a union catalog! Lets do away with the archaic concept of individual libraries with unique collections and open up the world of knowledge to every library user! In fact, why limit it to just library users? Why not let the great mass of humanity dial-in from home to catalogs all over the world?

Sound familiar? Been talking to Bill Gates recently? Well it does to me, and I for one am sick and tired of finding new and better ways of inundating the average person with more information than they know what to do with. Why on earth do we want to expand access to materials we don't own, when most libraries in America can't even find half the books that the computer says are on the shelf?

It's not that expanding access is necessarily bad. It's just that it really doesn't mean very much to the average library user. Some people just want to come into their local library and walk out with a book — any book on the topic at hand. We don't need more access; we need more books!

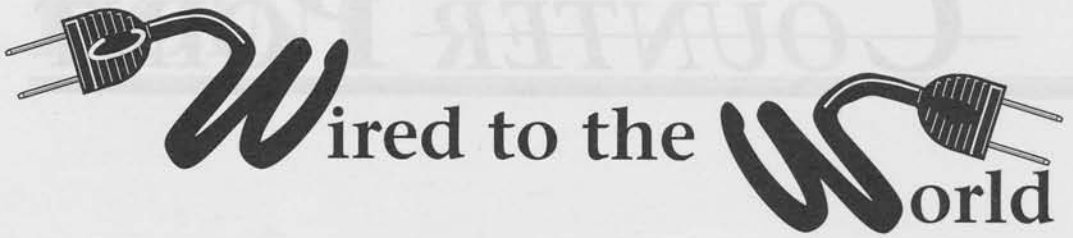
Time after time, I've heard branch library patrons say they want what's available here and now, not what can be delivered by tomorrow morning (even though many libraries offer daily courier service). And this demand for immediate results is by no means limited to public libraries. Undergraduates, who are notorious for waiting to the last minute, want sources now, not next week, three days after the paper is due.

Not everyone is writing a dissertation! Some people just need one or two good books to answer a simple question, solve a problem or write a short paper. They don't need a list of thousands of bibliographic citations to every book written on the topic. They want to be able to go to the shelf and choose a book that has already been preselected by a librarian. They want the implied assurance that what they selected represents the best examples of what is really available. They want help!

A shared catalog may be just what the bibliophile has always dreamed of, but for the average person, it's nothing but a nightmare. In fact, expanding access actually may be detrimental to good library service. Not only are many users left with the daunting task of selecting a title from a virtually unintelligible list, they have to do so without the slightest idea as to when (or if) they actually might get the book.

Furthermore, sharing may serve to reduce rather than enlarge collections. What incentive, if any, would there be to penny-wise funding agents to increase the book budget of a small college or public library, if the regional consortium consists of at least one good sized library? As it is, larger libraries are already lending titles that any reasonable library should have purchased. If we further formalize the ILL process by sharing costs and OPAC's, do you really think smaller libraries will be better off?

I'd like to jump on the bandwagon through hyperspace, too, if I didn't think it was headed in the wrong direction. If we are really interested in making libraries more, not less, relevant in today's world, forget enlarging our catalogs with nothing but blind references to works we don't own, and start expanding content access to the wealth of information we already house behind the four rather dull but sturdy walls of the library.



— by *Ralph Lee Scott*

Trying to locate information on the Internet can be a time consuming and frustrating experience unless you know the ropes. We all have had that experience of recalling information we found on the Internet, but not remembering where in the heck it was located. Internet addresses and URLs or Uniform Resource Locators are often written in advanced Sumerian and thus not easy to recall quickly as the patron paws at the carpet in front of the Reference Desk. We all have our little tickler files that we keep to help out in cases like this (This writer keeps important addresses on Post-it notes in his wallet!). Wouldn't it be nice if there were a fast and easy way to recall these Internet locations? This idea is not new, and several Internet computer sites now have tools for searching for information on the Net. These search engines enable the user to search for information in different ways, such as titles of home pages, files, headers, document text, and other indexes and directories. To locate a specific site or information, most search engines allow you to enter a key word or phrase, search on that word or phrase, and then receive a list of Internet computers that contain information on that topic. "Wired to the World," will explore in this issue, the most popular search engine called ***Lycos***.

Lycos, offered by Carnegie Mellon University (**http://lycos.cs.cmu.edu**) will allow you to search some 3.75 million descriptors and keywords in some 767,000 documents (as of mid 1995). Developed in Spring 1994, Lycos searches the document titles, headings, links, and keywords to find the Internet locations. According to developer Michael Mauldin of the Carnegie Mellon Center for Machine Translation, "Lycos is written in Perl, but uses a C program based on CERN's libwww to fetch URLs. It uses random search, keeps its record of URLs visited in a Perl assoc list stored in DBM. It searches HTTP, FTP, and GOPHER sites, ignoring TELNET, MAIL TO, and WAIS. Lycos uses a data reduction scheme to reduce the stored information about each document: Title, Headings and Subheadings, 100 most weighty words, first 20 lines of text, size in bytes and number of words."[1] In Spring 1995, Carnegie Mellon licensed Lycos to Microsoft. Under this agreement, Microsoft will further expand and develop the Lycos catalog to run on its Microsoft Network (MSN). Carnegie Mellon continues to license Lycos to other commercial information vendors such as NlightN division of the Library Corporation. Since its introduction in July 1994, Lycos has cataloged some three million documents and serviced more than nine million search requests. It is used by over 175,000 people each week and is a very popular site for people to search on.[2] Lycos is also a GNN (Global Network Navigator) Best of the Net Nominee for 1995. Lycos is updated daily with new net information.

Using net software, in this case Netscape, the Lycos user types in a keyword or phrase to search. Netscape provides a form for the user to fill in for most search engines. Clicking on the search box or pressing return at the end of the word or phrase causes the software to issue a search command to Lycos.

For this "Wired to the World," column the author searched under the keyword "rufus." Lycos found 249 documents matching the word "rufus" and related words as follows: 248 sites with "rufus" in a document, one site with "rufushniztle," one site with "rufusites" and one site with the spelling "rufuss." As you can see, Lycos tries to find variant spellings of the key search words. Lycos handles a large number of users on a daily basis, but it cannot always display all of the retrieved information at once. Lycos handles this by batching the responses and sending them to the user in groups of ten documents. After you look at the first ten, you can go on to the next ten, etc. The information is supplied in a frequency order, with the documents having the most occurrences of the word sent first. (In this case the most uses of the word "rufus.")

The highest "rufus" site in the Lycos search was the "American Genealogical Database Index" with 256 links to textual information containing the word "rufus."[3] The second highest "rufus" score (0.8870) was the "5-College Discordians of Saint Rufus." Brother Pope states in the excerpt that this "may not be all the members of the 5-C D.S. o'St.R., but in the absence of a formal list, these are the most likely to show up at a meeting."[4] The third highest Lycos search retrieved referenced the "Rufus Rose Marionettes," a group of puppetters that performed in the mid 1940s in the New England states.[5] The fourth Lycos entry was a genealogical reference to "Rufus King Hoy" who lived from 1853 to 1932 and died in Clay County, Missouri.[6] The fifth entry was another one to the Five-College Discordian Society of Saint Rufus and provided the information that the Society is a group of Claremont College students who profess the Dicordian religion. Continuing down the Lycos list, the tenth entry details the believers of "St.Rufus, St. Bill and St.Ted In the future of the Bill and Ted movies, total Eristic Enlightenment ...[7] Number eleven in the Lycos list (at last!) was "Rufus Edmisten, Secretary of State" and a list of other N.C. Council of State members.[8] The final Lycos "rufus" entry I will bore you with is appropriately number 13 on the list, "Dormouse Floreat glis Downfall of Rufus Martin Oxford University Society...An unofficial society to

celebrate the purposeless and the illogical."[9] (Well, I said that was the last, but I cannot pass up the entry for the "Lost in Lawrence Home Page" where ... "Those of us stuck here in Lawrence, Kansas, USA have little to do but dream of other worlds....Browse around in Eques Rufus' Totus Orbis Tela for a Roman view of the Web. Be forewarned ..."[10]

To visit each one of the sites recovered by the Lycos search, most net browsers simply click on the URL highlighted in blue on their net web page. For example if you wanted to visit the "Lost in Lawrence Home Page," you would just click on the blue highlighted text in the Lycos entry. Of course you could enter the URL address in the "URL launch" pull down menu at the top of your web software. If you want to search the other two hundred or so "rufus" entries in Lycos give this search a try or use your own key words or phrases to try Lycos, the most popular of the net search engines. Using a web browser, you can find a wealth of information the Internet.

References

[1] Michael L. Mauldin, "Lycos Project Description," **http://lycos.cs.cmu.edu/lycos-post.01.html**

[2] Anne Watzman, "Microsoft Licenses the Lycos Catalog," **http://lycos.cs.cmu.edu/lycos-press-.01.html** and Anne Watzman, "NlightN Licenses the Lycos Catalog," **http://lycos.cs.cmu.edu/lycos-press-02.html**

[3] **http://doit.com/tdoyle/genweb/Austin/Austin14.html**

[4] **http://www.cs.hmc.edu/people/denis/members.html**

[5] **http://www-leland.stanford.edu/~roseage/puppetry/puptcrit/hist.rose.html**

[6] **http://www.xnwt.com/~mkshouse/shouse/D0000008/I1124.html**

[7] **http://www.cs.hmc.edu/people/denis/saints.html**

[8] **http://www.nando.net/triguide/almanac/legfiles/council.html**

[9] **http://sable.ox.ac.uk/~mert0135/dormouse.html**

[10] **http://ukanaix.cc.ukans.edu/~eickwort/cv/cvhome.html**

About the Authors ...

Pamela Doyle
Education: B.A., M.L.S., East Carolina University
Position: Coordinator for Library Technical Assistance, North Carolina Community College System, Raleigh

Gillian D. Ellern
Education: B.S., West Virginia Wesleyan College; M.L.I.S., Louisiana State University
Position: Systems Librarian, Western Carolina University

Shirley T. Jones
Education: B.S., M.A.Ed., East Carolina University; Ed.D., North Carolina State University
Position: Director, Library Services, Wayne Community College

Diane D. Kester
Education: B.A., B.S., Texas Woman's University; M.A.Ed., M.L.S., Ed.S., East Carolina University; Ph.D., UNC-Chapel Hill
Position: Assistant Professor, Department of Library Studies and Educational Technology, East Carolina University

Judy LeCroy
Education: B.S., Gardner-Webb University; M.L.S., UNC-Greensboro
Position: Director of Media and Technology, Davidson County Schools

Barbara Miller Marson
Education: B.A., UNC-Chapel Hill; M.L.S., UNC-Greensboro
Position: Librarian, Fayetteville Technical Community College

Margaret Martin
Education: B.S., North Carolina State University
Position: Director of Communications, North Carolina State Museum of Natural Sciences, Raleigh

Megan Mulder
Education: B.A., Calvin College; M.A., University of Virginia; M.S.L.S., UNC-Chapel Hill
Position: Special Collections Cataloger, Wake Forest University

Julie Blume Nye
Education: B.A., Duke University; M.L.S., University of Chicago; M.B.A., UNC-Chapel Hill
Position: Project Manager, TRLN Document Delivery System, North Carolina State University Libraries

Pat Ryckman
Education: B.A., M.S.L.S., UNC-Chapel Hill
Position: New Technologies Manager, Public Library of Charlotte and Mecklenburg County

North Carolina Books

Dorothy Hodder, Compiler

Lois Smathers Neal.

Abstracts of Vital Records from Raleigh, North Carolina, Newspapers, 1830-1839.

Raleigh, N.C.: North Carolina Genealogical Society, 1995. Volume III, in two parts, 655, 629 pp. $75.00 plus $5.00 shipping and handling. ISBN 0-936370-05-X and 0-936370-06-8.

Lois Neal (1912-1986) was a reference librarian in the State Library of North Carolina, director of the Alexander County Public Library, and supervisor of the Genealogical Services Branch in the State Library. Both her profession and her avocation led her to abstract marriage and death notices from Raleigh newspapers. Two volumes covering the years 1799-1829 were published before her death; a final volume in two parts now brings her work on forty years of Raleigh newspapers to 1839.

Entries are numbered consecutively and each includes the names of the persons involved, name and date of the newspaper, and the page. Where marriage bonds survive, that information is also supplied. Often additional facts known to Neal are included.

These three volumes in four are more than a simple index. They are detailed abstracts packed with information that all but defies description. Genealogists and descendants of North Carolinians seeking information on late eighteenth and early nineteenth century residents of the state will find here a treasure chest of obscure, even unique, information. Historians, biographers, sociologists, political scientists, statisticians, and a host of others will bless the name of Lois Neal for her careful work. Even readers whose interests do not fall in any of these categories may spend hours mulling over what they find in these pages.

Often the cause of death is given—diseases are cited, suicide and murder mentioned, accidents described, church membership recorded, and longevity related. Obituaries of dozens of Revolutionary soldiers are included, while military service or occupation of others is mentioned frequently. A few selected facts will suggest the variety of information to be gleaned from this interesting source. A centenarian of Franklin County (#778), a veteran of the Revolution who "professed religion a few days before his death" was "perfectly happy," and survived by thirty-two legitimate children. Another man (#63), a colonel, died when he fell from his boarding house window. One (#113) died at the bottom of his gold mine when the rope broke and a tub filled with 200 pounds of dirt being lifted out fell on him. On the other hand, one resident of Greene County (#6139) lived to the remarkable age of "126 years and 2 months." A 72-year-old man in Lincoln County (#6673), "perfectly composed" and knowing that he was going to die the following day, ordered his coffin made and laid out his burial clothes.

Personal traits were not exempt from comment. An elderly Rowan County man (#5523) had never in his life had more than a single tooth and he had no "perspiratory organs." A 75-year-old Nash County man (#1274) boasted that he had never taken a dose of medicine or a drink of brandy. A man in Burke County (#5168) was described as "of mixed Indian blood." Among the foreign countries from which some North Carolinians came were England, Scotland, and Ireland, of course, but also France, Germany, Poland, and Portugal.

These two volumes have the potential not only to inform but also to trigger the imagination. A wealthy man in Franklin County (#858) who lived on the road from Petersburg to Raleigh welcomed passing travelers of high quality into his home as over- night guests; to accomodate those of lower rank he built a small house nearby. The reader wonders what characteristics determined where one slept. When the son (#934) of John C. Calhoun was married in Cumberland County, what social events were triggered? Two encounters in particular beg for more information: in Halifax County in 1833 "an affray ... terminated in the death of" one of the participants, while in Pasquotank County in 1834, a man died of "wounds received in a contest with a large buck which had been raised and domesticated in his neighborhood." An *affray* and a *contest* — tell me more!

— William S. Powell
Professor Emeritus, UNC-CH

Ocracoke Island, washed by the Atlantic Ocean on one side and Pamlico Sound on the other, is part of the barrier island chain known as North Carolina's Outer Banks. This narrow, vulnerable strip of sand, marsh, and woods was a harbor for Sir Walter Raleigh's second expedition to the New World and a lair for the infamous pirate Blackbeard, and has largely escaped the indiscriminate development that characterizes most of the other East Coast islands. Ocracoke's fragile ecosystem is home to a variety of wild inhabitants, from magical dragonflies to frolicking whales and lumbering loggerhead turtles. *Ocracoke Wild* is a sensitive and informative look at these wild treasures and their uncertain future through the eyes of writer and environmental anthropologist Pat Garber.

Pat Garber.

Ocracoke Wild: A Naturalist's Year on an Outer Banks Island.

With illustrations and photographs by the author. Asheboro, N.C.: Down Home Press, 1995. 166 pp. $13.95 (paper). ISBN 1-878086-37-5.

Garber is a certified wildlife rehabilitator and volunteer with the National Park Service who lives on Ocracoke and writes an award-winning nature column, "From Sea to Sound," for the *Island Breeze* of Hatteras-Ocracoke. These stories, which originally appeared in her columns, are arranged by seasons and punctuated with the author's photographs and illustrations. In each story, Garber sketches a picture of one of the Island's natural treasures, weaving factual information gleaned from her extensive knowledge of wildlife with her imagination and poetic style. The result is an eloquent and informative portrait of Ocracoke's natural beauty and a sobering look at its tenuous future.

The stories can be enjoyed again and again. Each is a gift to the reader, blending fact and fantasy with joy in the simplicity and freedom of nature. Unifying them all is the author's respect for the magnificent mystery of nature and her recognition of the inexorable connection between people and their environment. In her eloquent style, Garber arouses in the reader delight in the beauty and wildness of nature and an appreciation for the soul and rhythm of the natural world, tempered with sadness at man's abuses and insensitivity. Always present, however, is an abiding hope in the ecological future as expressed in this poem by W. Carlington Demit: "A quiet sanctuary by the sea; Last frontier where free souls find surcease, Resisting all encroachment to the end, Stand bravely! Lonely, sandy land of peace. O' Ocracoke."

Ocracoke Wild is a valuable addition to the literature on the natural history and ecology of North Carolina. It is useful both as a factual resource on the Outer Banks and as a collection of delightful stories.

— Angelyn H. Patteson
University of North Carolina at Chapel Hill

Elizabeth Daniels Squire has successfully continued the adventures of her endearingly absent-minded sleuth, Peaches Dann, in this latest who-done-it.

Peaches and her family have been featured in two earlier books, *Who Killed What's-Her-Name,* and *Remember The Alibi* (both reviewed in *NCL*, Summer 1994). All of Squire's mysteries are set in western North Carolina, particularly around Asheville. The latest tale involves Peaches's cousin, Anne, and her new husband Sam, a struggling artist with a questionable past. Their relationship with a local retired stage actress, Revonda, and her troubled son Paul, becomes problematic when Paul's body, decorated with strange symbols and herbs, is discovered in a laundry chute. Is it suicide or murder? Is a local devil-worshipping cult involved? As always, Peaches's cantankerous, elderly father attempts to assist in solving the crime from the sidelines of his wheelchair. Her journalist husband Ted also reluctantly gets into the act.

All of Peaches's efforts to help are sidetracked by her outstandingly poor memory, which she overcomes with myriad coping devices. She has, in fact, become so adept at surmounting this impairment that she is writing a book on the subject. Woven throughout the mystery series are excerpts from her manuscript, *How To Survive Without A Memory*. This layering of a book within a book works well most of the time and actually includes helpful advice for the reader. Further, it enhances Peaches's character and is a uniquely creative feature of the series.

Elizabeth Daniels Squire.

Memory Can Be Murder.

New York: Berkley Prime Crime, 1995. 246 pp. $4.99 paper. ISBN 0-425-14772-X.

Memory Can Be Murder, while enjoyable, has a somewhat less plausible, dynamic plot than *Who Killed What's-Her-Name*. Still, the themes of magic, snakes, drug dealing, puppetry, and artistic aspirations all work together well enough to make an interesting story. The importance of family connectivity is strong in Squire's mysteries. Characters and sense of place are well-developed and believable, with modern Appalachian life depicted accurately. Personal predicaments of the characters are drawn and resolved realistically.

Mystery fans will find this series satisfying, as Squire's attention to forensic detail is generally well-researched. Plot details and clues are arranged and manipulated in a subtle fashion. No one is likely to guess the killer until the final revelation. This book and all the others in the series are suitable for public libraries, murder mystery collections, and Appalachian and North Carolina collections.

— Eleanor I. Cook
Appalachian State University

Arthur Mann Kaye, ed.

Good Country People: An Irregular Journal of the Cultures of Eastern North Carolina.

Rocky Mount, N.C.: North Carolina Wesleyan College Press, 1995. 144 pages. $11.95 (paper). ISBN 0-933598-4-6.

Arthur Mann Kaye explains that this new periodical "is founded on the notion that there is no trifle, that good writing can articulate and celebrate the cultures of tobacco and barbecue, of farmlands and factories." This first issue shows not just good writing, but also good photography and an intriguing set of topics.

Stan Knick's essay on Native Americans addresses their population, groups, activities, prehistory, history/ethnology, and current culture. Knick counters the common, unfortunate misconception that Native American culture is gone in Eastern North Carolina. He notes that elements of their culture such as extended family, the homeplace, spirituality, churchgoing, commmunity involvement, and storytelling are still very strong.

Chris Wilson's essay on architecture sets out examples of the Georgian, Federal, Romantic, and Italianate styles. He also describes North Carolina's oldest surviving frame dwelling (Edenton's Cupola House), church (St. Thomas at Bath), inland house (Old Town Plantation, Edgecombe County), and "probably the best visualization of a Colonial Governor's residence in the U.S." (Tryon Palace).

Alex Albright describes black traveling tent shows in North Carolina, focusing on *Silas Green from New Orleans* and *Winstead's Mighty Minstrels*. *Silas Green*, which lasted from 1907-1958, was owned, written, managed, and performed by blacks. Albright interviewed two former performers from *Silas Green*, who emphasized that the show was desirable employment. Work was steady (six towns a week, forty-four weeks a year), and pay was regular and in cash. Black minstrel shows also provided live entertainment to towns too small to support a theater, and showcased music composed by blacks.

Milton D. Quigless describes his unsettling experience as an adolescent working two weeks for the *Rabbit's Foot Minstrels*. He had to seek rooms (usually squalid) in lodging houses each night. Minstrels faced discrimination from both whites and blacks, and there was little opportunity for bathing. He concluded that even though Port Gibson held few employment opportunities beyond farming, segregation was strictly enforced, and blacks couldn't vote, home was better than minstrel life.

Tom Patterson's essay is on the Belhaven Memorial Museum, "a kind of funky, low-rent version of the famous Ripley collection." Roger Manley contributed photographs of the museum's cyclops pig, fleas dressed as bride and groom, and button collection. Patterson extols the museum's "crazy-quilt form and anything-goes content," which has been preserved even though a consultant's report recommended reorganizing the collection and labeling it consistently.

The advent of *Good Country People* brings a much-needed, quality focus to the many interesting aspects of Eastern North Carolina. Its varied, well-chosen topics, attractive photographs, and accessible writing styles make it suitable for all libraries.

— Glenn Ellen Starr
Appalachian State University

I. Harding Hughes, Jr.

Valle Crucis: A History of an Uncommon Place.

Valle Crucis, N.C.: Mast General Store, 1995. $14.95. (No ISBN. Order from Mast General Store, Highway 194, Valle Crucis, N.C. 28691.)

The Watauga County community of Valle Crucis lays claim to a number of "firsts," among them becoming the first legally established Historic District in North Carolina not located in a city or town. The rich history of this "uncommon place" is lovingly detailed by I. Harding Hughes, Jr., a lifelong visitor to Valle Crucis, whose parents built the community's first summer home. Hughes traces the evolution of Valle Crucis from the 1770s, when the first white settlers filed land grants for acreage along the Watauga River, through the early 1990s, as community leaders worked to protect and preserve the heritage of their home.

One of the most fascinating chapters in Valle Crucis history is the saga of Bishop Levi Silliman Ives, the zealous Episcopalian who gave the place its name. In 1842 Ives founded a mission, a "classical and agricultural" school, and, most remarkably, attempted to establish a monastic order, "the first monastic order for men anywhere in the Episcopal Church in America—in fact the first anywhere in the entire Anglican Communion since the Reformation." Ives's dreams ended in 1852 and he ultimately joined the Roman Catholic Church. The Mission, however, was revived in the late 1890s and exists

today as the Valle Crucis Conference Center.

Hughes does a fine job of illustrating the effects of Valle Crucis's isolation on its inhabitants. There is a dramatic account of a roller mill hauled by eight yoke of oxen from Lenoir, and a brief tale of 19-year-old George Shook, who walked to Atlanta to enlist for the Spanish American War. Such details prove that local history need not be a dry recitation of facts and lineages.

Throughout the book, Hughes follows four "Valley Families," the Masts, Bairds, Shulls, and Taylors, who shaped Valle Crucis. In addition to its genealogical aspects, the book features an interesting series of photographic sidebars: "Valle Crucis Re-Uses Historic Buildings." Each includes an early image of a Valle Crucis landmark along with a recent photograph. Thus, readers can compare an 1888 shot of Mast Store with a contemporary picture of the popular tourist attraction. An appendix, "Some Names Out of the Past," provides much information, including that the East Tennessee & Western North Carolina Railroad (ET&WNC) was first nicknamed "Eat Taters and Wear No Clothes." "Tweetsie" came later.

The book is well footnoted, indexed, and includes a bibliography. Public and academic libraries, particularly in the western part of the state, will want to acquire this handsome, readable book.

— Anna Yount
Transylvania County Library

Stephen Kirk.

First in Flight: The Wright Brothers in North Carolina.

Winston-Salem: John F. Blair, Publisher, 1995.
341 pp. $16.95 (paper). ISBN 0-89587-127-0.

How many books have been published under the title of a state's license plate motto? More importantly, how many states feel so connected to seminal technology that they celebrate that connection on millions of license plates for millions of tourists to see? Clearly, North Carolina will never forget the Wright brothers, whose invention, the first manned, powered, heavier-than-air craft, changed the world more than any twentieth century invention until the advent of the computer.

As we slouch toward the centennial of the Orville's twelve-second flight on December 17, 1903, we find the Wright publishing industry gearing up. With several titles published since 1990, including Thomas Parramore's *Triumph at Kitty Hawk* (North Carolina Department of Cultural Resources, Division of Archives and History, 1993), this title is probably far from the last we'll see in the near future. Still, this book should be seriously considered as a necessary purchase for all North Carolina libraries, except perhaps elementary school media centers, because of its unique North Carolina perspective.

Stephen Kirk, whose first book this is, retells a familiar story from three vantage points. First and most traditionally, this, like the story of any invention, is the story of a series of engineering problems and their solutions. In their race to be first, the Wrights had to answer such questions as: What shape airfoil cross section provides the greatest lift? How many square feet of wing area are needed to lift a certain weight? How many horsepower does an engine need to produce to turn airscrews to a sufficient speed to provide enough airflow to enable the wing to lift both engine and pilot? Finally, how can a flying machine be controlled about three axes?

Secondly, this is a story of personalities. The brothers emerge from the myth-making machinery as two distinct souls, something, the author admits, to which Orville would have objected. Their mentor, Octave Chanute, enters the story along with fellow experimenters Edmund Huffaker and George Spratt, and rival Samuel Langley, Secretary of the Smithsonian. Outer Banks residents noted for their contributions include Bill Tate, the brothers' first host; Alf Drinkwater, the local telegraph operator; and the rescue crew of the U.S. Lifesaving Service, who helped manhandle several Wright aircraft around the dunes of Kill Devil Hills.

Finally, this is a story of a time and place. The author conveys in workmanlike fashion, with the aid of over sixty period photographs, what life must have been like on the Outer Banks at the turn of the twentieth century — isolation and harsh climate combined to make a rather brutal existence, to our sensibilities.

— Jeff Cannell,
Wayne County Public Library

If you're the sort of reader who likes to speed through contemporary novels, you're going to have some problems with this one. But, then, why shouldn't you? Everybody else has problems — especially the protagonist, Carol Krasnow, who arrives home ("the sty") at the end of a long workday in the rain, with a headache, and everything goes downhill from there. Known as "Cee," this divorced mother of two teenagers is stranded in Winston-Salem among rednecks and their middle-class, Bible-thumping counterparts. She's living with a younger man (a WASP landscaper who also plays in a band), her Jewish parents have moved from Brooklyn to be near her in their unmistakably declining years, and she definitely does not have it together. Most significantly, she is unable to discern the nature and depth of her children's problems, even while consciously undertaking the redemption of her daughter's crypto-grunge/punk classmate, "Fauve."

Julie Edelson.

Bad Housekeeping.

Dallas: Baskerville, 1995. 265 pp. $21.00.
ISBN 1-8800909-31-6.

Two particular features of the book hold the reader's attention: the plot (What IS going on with those kids? Who's lying about what?) and the highly amusing dialogue, most notably the conversations of her parents and relatives. The first feature makes you want to read as fast as possible; but if you do, you cannot savor the clever absurdity of the conversations. Pay attention. These are funny!

Perhaps the most haunting aspect of the story is Cee's obvious need to identify with someone even more unconventional than herself. Her interest in Fauve derives from her acquaintance at Fauve's age with the eccentric but often savvy Elspeth, who always seemed to offer some glimmer of salvation. What comes as a complete (and still somewhat incomprehensible) surprise to Cee is that Elspeth had seen it the other way around. Cee is, in fact, one of those very bright people with constantly busy, well-educated minds (filled with smart-aleck images and tags from rock-and-roll songs), who do not walk this life's path with grace or confidence, but keep going anyway.

Bad Housekeeping is Edelson's second novel, following *No News is Good* (San Francisco: North Point Press, 1986). Teenagers, especially those who hate their parents, will love this book.

— Rose Simon
Salem College

Vicki Rozema writes in the preface, "this book began as a short, photographic guide to scenic drives and a few, select Cherokee historic and cultural sites. While working on the book, I kept discovering new sites and historical information (at least new to me) which were so interesting that I had to include them in the book." A wise decision, for it is this inclusiveness which gives *Footsteps of the Cherokees* its charm.

Rozema finally selected almost two hundred sites from Alabama, Georgia, South Carolina, Tennessee, and western North Carolina, grouping them into nineteen geographical sections for easy touring. As is the case with any good guidebook, there is something here for everybody: museums, petroglyphs, battlegrounds, waterfalls, mounds and townsites, gorges and gaps, and mountains and valleys.

Vicki Rozema.

Footsteps of the Cherokees: A Guide to the Eastern Homelands of the Cherokee Nation.

Winston-Salem: John F. Blair, Publisher, 1995.
396 pp. $15.95. ISBN 0-89587-133-5.

The site descriptions, clear directions, operations information, and clear black-and-white photographs would be enough for the Cherokee enthusiasist, life list of places in hand. But Rozema has done good research and come up with myths and legends, diaries, correspondence, travel accounts, and historical anecdotes that enliven the book. Legends of the *uktena*, a large, monster snake, accompany articles on Chimney Tops, in the Great Smokies National Park, and Tallulah Falls and Fort Mountain State Park, in Georgia. An excerpt from the memoirs of Lieutenant Henry Timberlake describes a skirmish between Cherokees and Shawnees in 1762 near present-day Vonore, Tennessee. William Bartram, the Philadelphia naturalist who visited the Cowee Townsite (Macon County) in 1775, tells of "a company of girls, hand in hand, dressed in clean white robes and ornamented with beads, bracelets and a profusion of gay ribbands," who performed a ceremonial dance before a stick-ball match.

What else? The historical overview which opens the book doesn't break new ground, but then it probably wasn't intended to. The bibliography is excellent in the variety of sources listed, but Rozema does not always connect the text to the bibliography, leaving the reader to do the legwork to identify a source. Librarians should appreciate the thoughtfully constructed index.

Special thanks to the author for omitting sites that are sacred or are susceptible to grave robbing or vandalism, and for scrupulously noting sites which are on private property.

All in all, a very good book for motor tourists, armchair travellers, public and academic libraries in the Southeast.

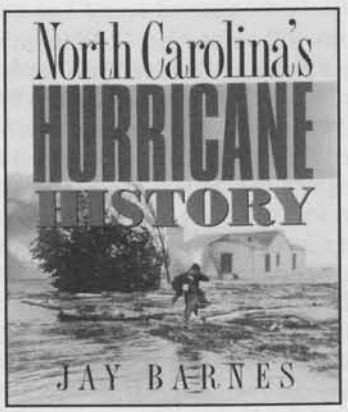
— Becky Kornegay
Western Carolina University

Every year for five months, hurricane paranoia grips North Carolina's coastal residents. We watch the weather reports for suspicious tropical weather developments and, if a major storm heads our way, tensely track its progress and pray it will stay out at sea or approach some other part of the coast. Perhaps August is both the right and wrong time for a Wilmingtonian to have read Jay Barnes's new book on North Carolina hurricanes — wrong because of the uncomfortable stimulation of anxiety, and right because in knowledge lies the power to prepare effectively for these terrible storms.

Jay Barnes.

North Carolina's Hurricane History.

Chapel Hill: University of North Carolina Press, 1995.
206 pp. $34.95 (hardback), $16.95 (paper).
ISBN 0-8078-2201-9.



Readers will learn how hurricanes form, the forces which govern their movements, how they unleash their power, and the calamities caused when they strike land. The main part of the book consists of a blow-by-blow description of the major storms to strike North Carolina from 1526-1993, with emphasis given to especially significant storms such as Hazel, Donna, and Hugo. Also included are sections on animals and hurricanes, nor'easters, forecasts and predictions for future hurricanes, and survival. An appendix contains tables showing the deadliest, costliest, most intense, and most notorious hurricanes, maps of evacuation routes, and that standard of hurricane paranoia, the tracking map.

Mr. Barnes is an excellent writer who manages to keep the accounts interesting even though, when reading about one hurricane after another, the stories of raw destructive power, tragedies, heroism, and survival begin to run together. The book is well-researched as outlined in the acknowledgments, and is illustrated with drawings, historic photographs, and simple maps showing the paths of hurricanes as they have affected North Carolina. *North Carolina's Hurricane History* is a must for all North Carolina libraries. Copies belong in circulation, in North Carolina history collections, and, because it is an encyclopedia of North Carolina hurricanes, in reference collections as well.

— Daniel Horne
New Hanover County Public Library

Other Publications of Interest

Newly available in paperback are *The North Carolina State Constitution with History and Commentary*, by John V. Orth, originally published by Greenwood in 1993 (1995; University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; xvii, 191 pp.; paper, $21.95; ISBN 0-8078-4551-5); *Revelation*, Peggy Payne's novel about a Presbyterian minister's close brush with spirituality in Chapel Hill, originally published by Simon and Schuster in 1988 (1995; Banks Channel Books, P.O. Box 4446, Wilmington, NC 28406; 314 pp.; paper, $12.95; ISBN 0-9635967-1-3); and *Sand in My Shoes*, a story about peach farming in the North Carolina Sandhills in the 1920s by Katharine Ball Ripley, originally published in 1931 and reissued as the first book in Down Home Press's Carolina Classic series (1995; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; 332 pp.; paper, $13.95 plus $2.84 shipping and sales tax; ISBN 1-878086-40-5.)

In good time for Halloween homework assignments and campfire ghost story sessions is *Haunted Wilmington and the Cape Fear Coast,* by Brooks Newton Preik. It includes not only well-known ghosts like those at Oakdale Cemetary, Thalian Hall, and Maco Station, but also details the hauntings of lesser-known sites like the New Hanover County Public Library and many private homes. Readers will absorb a great deal of local history with their chills in this volume. Illustrated by local authors. (1995; Banks Channel Books, P.O. Box 4446, Wilmington, N.C. 28406; 138 pp.; paper, $9.95; ISBN 0-9635967-3-X.)

Outdoorsmen will relish *Dogs that Point, Fish that Bite: Outdoor Essays* by Jim Dean, longtime editor of *Wildlife in North Carolina.* This volume collects fifty of his columns, written over the last seventeen years. While most of the pieces are about hunting or fishing, all celebrate the wild places and traditions that have become endangered species in our modern world. (1995; University of North Carolina Press, P.O. Box 2288, Chapel Hill, N.C. 27515-2288; 154 pp.; $19.95; ISBN 0-8078-2234-5.)

Michael S. Marsh attempts to answer the question "Why do you hunt?" in *Carolina Hunting Adventures: Quest for the Limit.* While mostly telling hunting stories, the author does intend to pass along responsible hunting attitudes and practical field information. He is Southeast Regional Editor of *Carolina Adventure* magazine. (1995; Atlantic Publishing Company, P.O. Box 67, Tabor City, N.C. 28463; paper, $12.95; ISBN 093786650-4.)

Deborah Vansau McCauley's scholarly *Appalachian Mountain Religion* will be of particular interest to sociology and religion collections. She distinguishes between "religion in Appalachia," "Appalachian religion," and "Appalachian *mountain* religion," defining the last as church traditions that exist almost exclusively in the region and making them the primary focus of her research. (1995; University of Illinois Press, 1325 South Oak Street, Champaign, IL 61820; cloth, $49.95; ISBN 0-252-02129-0; paper, $24.95; ISBN 0-252-06414-3.)

All North Carolina history collections will want Alan D. Watson's *Onslow County: A Brief History.* The volume is the fourteenth in a series of county histories being published by the Historical Publications Section, and the fourth to be written by Dr. Watson. Detailed notes, bibliography, and index are included. (1995; Historical Publications Section, Division of Archives and History, 109 E. Jones Street, Raleigh, NC 27601-2807; 184 pp.; paper, $8.00 plus $2.00 postage; ISBN 0-86526-263-2.)

The University of North Carolina at Chapel Hill has recently completed a three-year project to screen its records and develop schedules regulating their retention and disposition. Documents generated by this project of potential interest to other archives and local history collections are: *In the Course of Business: Records Management Manual of the University of North Carolina at Chapel Hill,* containing policies and procedures and governing documents; *A Guide to the Archives of the University of North Carolina at Chapel Hill,* a summary guide to the official, unpublished records of the University and the University system; and *Inventory to the William C. Friday Records 1957-1986.*

For a copy of any of the above, write to Manuscripts, Wilson Library, CB 3926, University of North Carolina, Chapel Hill, N.C. 27514.

The Institute of Government has issued updated editions of several useful legal guides, incorporating recent changes in state law. These include *North Carolina Marriage Laws and Procedures* by Janet Mason (Third edition, 1994; Publications Office, Institute of Government, CB# 3330 Knapp Building, UNC-CH, Chapel Hill, NC 27599-3330; 31 pp.; paper, $2.50 plus 6% sales tax; ISBN 1-56011-235-2); *A Legal Guide to Public Employee Free Speech in North Carolina* by Stephen Allred (Second edition, 1995; 58 pp.; paper, $12.00 plus 6% sales tax; ISBN 1-56011-239-5); *Open Meetings and Local Governments in North Carolina: Some Questions and Answers,* by David M. Lawrence (Fourth edition, 1994; 55 pp.; paper, $6.50 plus 6% sales tax; ISBN 1-56011-231-X); *Rules of Procedure for the Board of County Commissioners,* by James S. Ferrell (Second edition, 1994; 23 pp; paper, $7.00 plus 6% sales tax; ISBN 1-56011-236-0); and *Financing Capital Projects in North Carolina,* by David M. Lawrence (Second edition, 1994; 164 pp.; cloth, $15.00 plus 6% sales tax; ISBN 1-56011-234-4; paper, $12.50 plus 6% sales tax; ISBN 1-56011-272-5.)

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

Discovering the Natural Sciences in North Carolina: *A Video Review*

by *Margaret Martin*

North Carolina teachers and educators will find in the following four videos a wealth of information on the natural sciences to be used in classroom and workshop settings. Each video highlights many aspects of the natural sciences emphasizing North Carolina locales. All of the videos are available from the North Carolina State Museum of Natural Sciences.

Learning from Experience — Ecology of an Island [Videocassette]. Raleigh: N.C. State Museum of Natural Sciences, 1994. VHS. 30 minutes. Cost: video and manual, $28.75; manual only, $6.00. Audience: teachers/workshop leaders.

Video and accompanying manual are intended for anyone who would like to become more effective in working with groups as a teacher/leader, and for any educator who uses direct experiences as a teaching strategy. Although the process described in this workshop is designed for an educational experience that occurs over a week or a school year, many of the principles outlined are important to the success of any group educational experience. The video contains Ocracoke Island flora and fauna footage which can be used in classroom teaching.

Creating Butterfly Gardens [Videocassette]. Raleigh: N.C. State Museum of Natural Sciences, 1993. VHS. 60 minutes. Cost: $17.00. Audience: teachers/educators.

Learn about specific plants and animals that can be used in a butterfly garden, along with practical tips on garden design, plant selection, and successful gardening in a school setting. Fascinating details of the natural history of butterflies and moths that can be attracted to a garden are demonstrated using live animals, costumed characters, and close-up video footage. Suggestions are also given on how to raise butterflies and moths in the classroom and on strategies for using a butterfly garden in teaching various subjects.

Creating Mini-Ponds at Your Site [Videocassette]. Raleigh: N.C. State Museum of Natural Sciences, 1993. VHS. 60 minutes. Cost: $17.00. Audience: teachers/educators.

Produced during a satellite workshop, this video contains tips on creating mini-ponds on school grounds. Studio demonstrations show how native plants can be used to help maintain a balanced pond environment. Video clips and live animal demonstrations highlight examples of the fascinating creatures attracted to mini-ponds. Practical tips on using a mini-pond as a teaching resource are also shared.

Freshwater Wetlands — Life at the Waterworks [Videocassette]. Raleigh: Environmental Media, 1995. VHS. 30 minutes. Cost: video and guide, $24.95; guide only, $6.00. Audience: Grades 4-8.

Along with an accompanying teacher's guide, this video is an introduction to six of North Carolina's wonderful freshwater wetlands: freshwater marsh, river wetland, seasonal pool, mountain bog, pocosin, and savanna. Experience the sights and sounds of wetlands, including diverse carnivorous plants such as the Venus's-flytrap and the sundews. Visit each wetland type with a scientist as a guide to the wildlife and to the environmental issues concerning wetlands. The teacher's guide provides background information and activities to help teachers introduce freshwater wetlands into their science curriculum. It is also an introduction to the new Freshwater Wetlands exhibit at the N.C. State Museum of Natural Sciences.

All of these videos are available directly through the N.C. State Museum of Natural Sciences. Mail orders to: School Programs, N.C. State Museum of Natural Sciences, P.O. Box 29555, Raleigh, NC 27626-0555.

Make check payable to Museum Extension Fund. Price includes shipping and handling. Add 6% N.C. sales tax. Please allow four to six weeks for delivery.

For a teacher's guide to State Museum programs and materials, call (919) 733-7450 (fax: (919) 733-1573) or write to the above address.

North Carolina Library Association
Minutes of the Executive Board

July 21, 1995

The Vance Chavis Lifelong Learning Center in Greensboro was site for the July 21, 1995, meeting of the North Carolina Library Association Executive Board. President Gwen Jackson called the meeting to order at 9:30 a.m. and thanked the staff of the center for hosting the meeting. Lou Sua welcomed the group to the library which is considered the literacy center of the Greensboro Public Library system.

The following Executive Board members and committee chairs were present: Barbara Baker, Augie Beasley, Frances Bradburn, Joan Carothers, Wanda Brown Cason, Cynthia Cobb, Eleanor Cook, Bryna Coonin, Martha E. Davis, Kem Ellis, David Fergusson, Nancy Clark Fogarty, Dale Gaddis, Beverley Gass, Beth Hutchison, Gwen Jackson, Plummer Alston Jones, Jr., Judy LeCroy, Maria Miller, Christine Tomec, Patrick Valentine, John E. Via, Catherine Wilkinson, Cristina Yu. Also attending were Barbara Akinwole, Phillip Barton, Judie Davie, Carol Freeman, Phyllis Johnson, Leland Park, and Karen Perry.

President Jackson called for two corrections to the April, 1995, minutes: 1) The NCLA Biennial Conference dates are October 3-6, 1995, and 2) Hiram Davis's title is Deputy Librarian of the Library of Congress. There being no further corrections, the minutes were approved.

The written treasurer's report, presented by Wanda Brown Cason, showed total receipts for the quarter of $36,511.74, with total expenses being $49,662.01. Nancy Fogarty noted the amount reported as section/round table dues. Treasurer Cason responded that the figure also included conference fees. In future reports, dues and other receipts will be listed separately. President Jackson informed board members that the $4,070.00 fee shown as a penalty for late filing of 1993 taxes is being appealed to the Internal Revenue Service. Within approximately eight weeks, board members will know whether or not the late fee will be excused. The treasurer's report was accepted.

Administrative Assistant Christine Tomec reported that the association currently has 1,858 members. There have been 191 new memberships in 1995, and 69% of members have renewed this year.

In the absence of Marilyn Miller, Chair, the report from the Task Force to Study Governance of the NCLA Executive Board was presented by Barbara Baker. Other Task Force members were Judie Davie, Leland Park, and Pat Siegfried. Barbara Baker restated the charge that had been given by President Jackson in October, 1994: To "study the present structure of the NCLA Executive Board in light of equitable representation of the five library types (academic, community college, public, school, and special) representing NCLA and report to me the findings of your study, with recommendations."

Two observations were made by the Task Force – 1) The NCLA voting board is too large for effective administration of association business.
2) Communication among board members needs to be improved for the best flow of information and ideas regarding business, background, and team building.

In response to these observations, Task Force members made five recommendations –
1) The Board of Directors of the North Carolina Library Association shall consist of
(a) <u>thirteen voting members</u>
President
Vice-President
Secretary
Treasurer
Past President
Three Directors, elected regionally
Elected Chairs of sections (type of library)
College & University Library Section
Community & Junior College Library Section
North Carolina Association of School Librarians
Public Library Section
Public Library Trustees and Friends of Libraries Association
(b) <u>non-voting members with privileges of the floor</u>
Chairs, all other sections and round tables
ALA Councilor
SELA Representative
Editor, *North Carolina Libraries*
2) A comprehensive orientation should be developed and standardized.
3) A Task Force should be appointed to develop a plan for leadership training.
4) The Board should improve internal communication.
5) Conduct a self-study of the Board to look at various aspects of the way the Board conducts its work.

Discussion followed, addressing the issues raised by the Task Force report.

- When it was noted that orientation sessions for NCLA Executive Board members have been held for several years, members of the Task Force said they felt that a written recommendation would ensure continuation of this training.
- In response to the concern that round table chairs would not be voting members of the Board, it was stated that interest groups would be assured of a chance to express their concerns without affecting the fair balance of voting power. Task Force members believe that assuring every group of the option to speak and be heard but defining voting privileges by type of library would guarantee equal representation to all groups.
- A question was asked as to whether there would be follow-through to the Task Force recommendations ensuring that every NCLA member would be assigned to a voting section. If bylaws changes were required, the entire membership would have to approve such changes, but the intention of the Task Force would be that everyone who joins NCLA be a member of one of the voting sections. If the Executive Board approves the report, members would instruct the Constitution, Codes, & Handbook Revision Committee to assure a process whereby every member would be represented in voting procedures.
- In regard to concerns that round table chairs might be prohibited from making motions, it was stated that non-voting members would probably be able to make motions. Such motions would, of course, be subject to being seconded and would be submitted to a vote.
- The report recommended that SELA Representative, ALA Councilor, and the Editor of *North Carolina Libraries* be included as non-voting representatives because they are seen as appointees who carry out the Board's wishes.
- The Task Force recommendations would make governance more equitable for the largest sections. It was noted, however, that while equity in number of members is an important issue, equity of interests is also important. The possibility was mentioned of specifying a minimum number of section and round table members in order to bestow voting privileges on their chairs.
- The interests of special librarians were not addressed in the proposals. Even though special libraries have a separate association, Task Force members recognized that something needs to be done in this area.
- The concern was raised that morale among paraprofessionals might be affected if they no longer have voting privileges on the Board. Some voiced the opinion that all non-librarians could fit into the organization through the Friends section if this section were named more appropriately, e.g. Library Advocates.
- While it is possible that some members might stop participating if they do not have voting privileges, it was recognized that something must be done to ensure voting equity or the association is in danger of losing half its members. It was noted that there are already many NCLA members who work hard for the organization but do not have voting privileges.
- The possibility of apportioning directors by library-type membership rather than geographically was discussed.

President Jackson reminded Board members that the purpose of the Task Force was to report findings. She commended Task Force members for their work. Dale Gaddis moved that "Action on the Report of the Task Force to Study Governance of NCLA Board be postponed until the January (1996) Board meeting." Cynthia Cobb seconded this motion, and it was approved with one negative vote.

Committee Reports

AIDS Materials Awareness Committee:

Frances Bradburn said that the committee met July 6 to prepare their conference program. Members continue to work on the bibliography of AIDS materials. President Jackson asked whether or not the bibliography is being distributed, and Chair Bradburn stated that it is distributed at conferences and at other times upon request.

Archives Committee: On behalf of the committee, President Jackson reminded section and round table chairs that their biennial reports would be due to the President at the October meeting.

Conference Committee: Conference Chair David Fergusson distributed postcards promoting the conference which are to be mailed within a week. The logo for the conference was developed jointly with the Publications & Marketing Committee. Presently 88 vendor booths have been sold. Fergusson distributed a form to Board members asking that sections and round tables indicate any awards to be given at the Conference Awards Gala. The form also provided for requests for exhibits and for speakers' hotel reservations. The form was corrected to indicate a September 1 due date.

Keynote speaker for Session One will be Richard Preston, author of *The Hot Zone*. On Wednesday evening there will be a casino night and on Thursday night, school reunions. Exhibits will be open on Wednesday and Thursday. Preregistration packets will be mailed soon, and President Jackson encouraged all to make plans early. The Biennial Executive Board Dinner is scheduled for Tuesday evening, October 3, at Guilford College. There will be no business meeting.

Constitution, Codes, & Handbook Revision Committee: Kem Ellis distributed two items: handbook updates and a committee report including amendments to the bylaws that will be voted on by the general membership at the Biennial Conference. Since proposed changes to bylaws must be mailed thirty days ahead of voting, these will be included in preregistration packets. The major amendment to be addressed concerns the method of dealing with amendments. If approved, the Executive Board will have a more efficient procedure for presenting proposed amendments to the membership.

President Jackson reminded Board members that one of their duties is to keep their NCLA Handbooks up to date. The handbook should be brought to the October meeting and delivered to the new Board member replacing each present member.

Finance Committee: Beverley Gass reported that committee members have met twice since the April Board meeting. Revision of the draft *Financial Procedures—Operating Funds* has been completed. This revision was mailed to Board members prior to the meeting. Chair Gass read four motions that came from the Finance Committee at their June 15, 1995, meeting:

1) That the NCLA Executive Board be informed that the accounting software purchased does not have fund accounting and cash management functions recommended by the Finance Committee.

2) That, on the basis of the new Operating Fund Procedures and the increased responsibility of the Administrative Assistant for fiscal operations, the Finance Committee strongly recommends that an accounting firm be identified in Raleigh to work with NCLA.

3) That the NCLA Executive Board be informed that the NCLA Finance Committee, in keeping with the recommendations of the Long Range Task Force and the Special Committee on Financial Management Practices, recommends that no separate checking account be established for any conference funds.

4) That the NCLA Executive Board be asked to vote to approve the Operating Fund Procedures developed by the NCLA Finance Committee.

Dale Gaddis inquired about the nature of the software deficiency reported by the Finance Committee. Wanda Brown Cason responded that the Peachtree software, while not true fund accounting software, should do what is required for the association at a savings of several thousand dollars. President Jackson approved the purchase of the software based on several issues including training costs. Beverley Gass said that the new software may work out well and that since an accounting firm is working on this, the committee is not particularly alarmed. It was felt wise, however, to go on record as stating that the software did not meet the committee's original recommendation.

Nancy Fogarty stated that new duties of the Administrative Assistant necessitate that the holder of that position be bonded. President Jackson stated that the current Administrative Assistant has already been bonded.

The Finance Committee requested that the Board approve a $1,272 expense for relocation of the Administrative Assistant's office at the State Library during the upcoming asbestos removal project with funds to be taken from the Salary account. Dale Gaddis moved that "$1,272 be moved from the 'Salary' account to establish a new budget line within the Administrative Assistant fund called 'Repairs and Alterations' for the purpose of covering moving in and out of office space during the removal of asbestos." Nancy Fogarty seconded this motion and it was passed.

At their next meeting, Finance Committee members will consider the issue of charges billed to sections and round tables for "labor" when availing themselves of the Administrative Assistant's office services. Chair Gass also reported that an extension has been granted by IRS for the late filing of the association's 1994 Form 990.

Members of the Finance Committee were commended by the president for their diligent work.

Governmental Relations: A written report by Carol Southerland told of National Legislative Day in Washington, D.C. on May 9, 1995. The platform carried to all of the North Carolina delegation focused on the simplification of the Library Services and Construction Act, funding library programs at $1.00 per person (versus the current level of $.57), and supporting the Snowe-Rockefeller-Kerrey-Exon Amendment to ensure telecommunications access to schools and libraries at affordable rates.

Membership Committee: John Via reported that while membership renewals are not presently doing as well as hoped, the Biennial Conference should do much to increase numbers. Nancy Fogarty called attention to the problem of the date for dues renewal as related to qualification for reduced conference registration fees. Gwen Jackson said that the Finance Committee is in the process of making a recommendation to propose jointly with the Membership Committee about how this problem can be addressed. One issue to be discussed is the suggestion that continuous membership be a requirement for reduced conference registration fees. President Jackson inquired as to whether there had been a transfer of funds from the Membership Committee to the New Members Round Table. John Via responded that this is in process.

Nominating Committee: Barbara Baker was congratulated by President Jackson for a good election. New officers of the association for the 1996-1997 biennium are:

Vice President/President Elect: Beverley Gass
Secretary: Steve Sumerford
Director: Barbara Akinwole
Director: Jackie Beach

Publications & Marketing Committee: Co-Chair Eleanor Cook reported that the combined committee had met for the first time in April. Next meeting will be August 11 at Livingstone College in Salisbury. At the Biennial Conference, a Wednesday session sponsored by the committee will focus on the ways individuals can "market" themselves. The next newsletter will include publicity about the conference.

Special Projects Committee: Patrick Valentine stated that fifteen grants have been awarded for the Biennial Conference for a total of more than $16,000, leaving $6,000 to be used next year. Two groups have qualified for awards of more than $1,500, NCASL and the Technology & Trends Round Table. Chair Valentine expressed concern that the committee's charge needs clarification. Members have not judged the quality of proposed programs but have only considered finances.

Catherine Wilkinson asked whether a speaker who purchased an airline ticket must wait until after the conference for reimbursement. While there has been some precedent for paying ahead, discussion indicated that NCLA may need to consider written contracts for all speakers.

Gwen Jackson asked Patrick Valentine to make suggestions relating to the work of the Special Projects Committee in his biennial report.

Reports of Work Groups

Personnel: Martha Davis presented no formal report but said that the group will be working on the scholarship plan which has previously been outlined. A program co-sponsored with REMCO at the Biennial Conference will address the need to attract women and minorities to North Carolina library positions.

Technology: John Via had no formal report but stated pride in two accomplishments of the group: formation of the Technology & Trends Round Table and increased participation in NCLA-L. He expressed concern because of lack of information concerning the North Carolina Information Highway. Karen Perry reported that the current NC General Assembly has decided to support those video conferencing sites that are already in use but not to establish new educational sites. Patrick Valentine said that some other governmental agencies are being added to the NCIH. There was discussion about NCLA support for a resolution or a petition that would state the Executive Board's and/or the NCLA membership's support for public access to Internet resources.

Dale Gaddis told Board members that State Librarian Sandy Cooper is working to provide SLIP accounts for all public libraries. Discussion ensued as to whom a resolution or petition would be addressed. Kem Ellis said it would be appropriate for the Technology Work Group to formulate a resolution or petition and present it at the Biennial Conference. Chair John Via was asked by President Jackson to work on this proposal with the intent of distributing the document to Board members via NCLA-L prior to the conference.

Other Reports

North Carolina Libraries: Frances Bradburn requested that all chairs send duplicate copies of their biennial reports to her for their inclusion in *North Carolina Libraries*. Reports should be limited to 250 words because of budget restrictions. Chairs were asked to discuss the section and round table positions on the *NCL* board with incoming chairs and with the editor. President Jackson again congratulated Editor

Bradburn for winning the H.W. Wilson Award for the 1994 publishing year.

ALA Councilor: Martha Davis presented a report on the ALA Conference in Chicago. There was a record attendance at the conference. The proposed dues increase of $25 over several years time was approved as members gave a vote of confidence to ALA Goal 2000. ALA has already taken action to expend these additional funds for expansion of the Washington Office and the establishment of an Office for Information Technology Policy. The proposed Code of Ethics which the Executive Board voted to endorse at the April meeting was approved. The 1996 conference site has been changed from Orlando to New York. Betty Turock took office as the 1996-97 ALA President and Mary Somerville is President-Elect.

SELA Representative: Nancy Fogarty asked that members send information for inclusion in *The Southeastern Librarian.* John Via, Chair of the Recruitment Subcommittee of SELA, asked for signatures on a petition to establish a new SELA round table similar to NCLA's REMCO.

Section and Round Table Reports

Children's Services Section: Beth Hutchison reported on the section's May 15, 1995, meeting. There was wrap-up of the spring conference where Frances Bradburn and Roger Sutton were presenters. Final plans were made for the Biennial Conference, and a proposed slate of officers was presented. Winners of the 1995 Book Awards are (K-3 level) *The Rainbow Fish* by Marcus Pfister and (4-6 level) *The Boys Start the War* by Phyllis Naylor. The section will meet August 28, 1995, in Raleigh.

College & University Section: Al Jones stated that the Bibliographic Instruction Group had a successful workshop on May 19, 1995, at Davis Library, UNC-Chapel Hill. Both this group and the Academic Curriculum Materials Librarians' Interest Group will have sessions at the Biennial Conference.

Library Administration & Management Section: Dale Gaddis gave details of the section's plans for the Biennial Conference. Activities will include a preconference—"A Leadership Survival Kit," a session entitled "Internet Resources for Library Managers," a session entitled "Managing in a Networked Environment," plus networking dinners on Thursday evening. Plans for the Leadership Institute which will be held in 1996 are progressing. Goals, objectives, and a target audience for this institute have been established. Next meeting will be September 8, 1995.

NC Association of School Librarians: Augie Beasley stated that the NCASL Executive Board met on July 15, 1995, in Hickory. New officers have been elected for the coming biennium:

Chair Elect: Melinda Ratchford
Secretary: Freeda Holladay
Treasurer: Claudette Weiss
Director from the Piedmont: Sue Spencer
Director from the Coast: Kay Small
Affiliate Assembly: Jane Parker

Membership in NCASL has been dropping, partly because of the strength of another organization for school librarians. Dues for this organization are approximately one-half of NCASL's dues. Another problem involves timing of conferences. Chair Beasley has continued to emphasize to members that NCASL is the only organization that addresses all aspects of the school media coordinator's job. David Fergusson suggested that one service that NCLA can provide that may not be otherwise available is help with censorship issues. Both Chair Beasley and Karen Perry who is Chair-Elect stated that they believe it important that NCLA be aware of these issues since NCASL membership seriously impacts NCLA membership.

Reference & Adult Services Section: Chair Bryna Coonin reported that RASS presented a successful spring program on April 28, 1995,with more than 100 attendees. Sandy Cooper was keynote speaker on the topic of "Tool or Toy: The Role of Internet in Information Services." Orson Scott Card, Karen Gottovi, Tammy Worthy, and Elfreda Chatman will participate in a panel discussion sponsored by RASS at the Biennial Conference. Next quarterly meeting will be August 4, 1995.

Resources & Technical Services Section: Catherine Wilkinson presented a written report. The section has arranged for two programs at the Biennial Conference along with a table talk. Committees have been appointed to solicit nominations for and identify the winners of the Student Award and the Significant Contribution Award. Deadline for these nominations is July 31, 1995.

New Members Round Table: Maria Miller told Board members that the round table will host a reception on Tuesday evening, October 3, 1995, prior to the beginning of the Biennial Conference.

NC Library Paraprofessional Association: Joan Carothers said that the association met July 13, 1995, in Boone. Members worked on plans for the Biennial Conference. A reception will be co-hosted at the conference with Children's Services. More than $700 profit has been earned from workshop fees.

Round Table for Ethnic Minority Concerns: Cynthia Cobb reported that members met on March 31, 1995, and the next meeting will be July 27, 1995. Plans are finalized for the Biennial Conference. Several events are planned, including an author luncheon with Joyce Hansen. Thursday's program will be entitled "Stop Talking and Start Doing."

Technology & Trends Round Table: Cristina Yu stated that the May teleconference on copyright was a success. Two programs and a reception are planned for the Biennial Conference.

Old Business

President Jackson said that Kem Ellis had studied the recommendations of the Finance Committee and found that they would require procedural changes but not changes in bylaws. Dale Gaddis made the motion that the recommendations *NCLA Financial Procedures — Operating Funds* be approved by the Board. Dave Fergusson seconded this motion.

During discussion, Nancy Fogarty asked for clarification as to why item number three under "Incomes" stated that NCASL interest on operating funds would be prorated when other sections and round tables did not retain prorated interest. Wanda Cason responded that because the NCASL operating budget is quadruple that of most sections, it was decided not to combine their funds with those of other sections. Beverley Gass stated that the association needs NCASL and the section has managed its own funds for years.

Nancy Fogarty expressed concern that the reconciling of each month's bank statement necessarily be performed by the past president. She offered the motion that the wording in "Expenditures" number 5b be changed to "delete 'the past president' and insert in their place: 'a third party appointed by the president'." David Fergusson seconded this motion. The motion was carried.

With this change, the original motion to accept the guidelines prepared by the Finance Committee was approved unanimously by the Board.

President's Report

President Jackson thanked Board members for the part each has played during the 1993-1995 biennium. She stated that many challenges had been turned into opportunities. The difficulties faced by the association with the IRS have led to better-defined financial procedures. The resignation of the first Administrative Assistant has led to a new job description which will include day-to-day bookkeeping activities. Budget limitations have led to a leaner *North Carolina Libraries.* In addition, there have been opportunities for collaboration through work groups, and projects have produced better communication. Two "births" have occurred—NCLA-L and the Technology & Trends Round Table. Also, work has begun toward a new scholarship.

There being no further business, the meeting was adjourned.

— Respectfully submitted,
Judy LeCroy, Secretary

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@SUNBELT.NET

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: 910/373-2269
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
Nancy Clark Fogarty
UNC-Greensboro
Greensboro, NC 27412
Telephone: 910/334-5419
Fax: 910/334-5097

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@DPI.STATE.NC.US

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)
Christine Tomec
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.
Corriher-Linn-Black Library
Catawba College
2300 W. Innes St,
Salisbury, NC 28144
Telephone: 704/637-4448
PAJONES@catawba.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
Richard Fulling
Hackney Library
Barton College
Wilson, NC 27893
Telephone: 919/399-6504
Fax: 919/237-4957

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

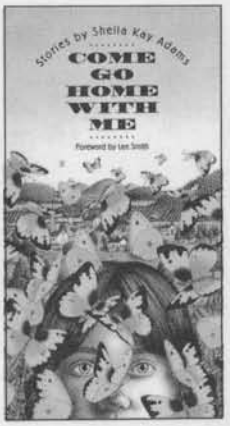
ROUND TABLE ON SPECIAL
COLLECTIONS
Sharon Snow
Wake Forest University Library
P.O. Box 7777 Reynolda Station
Winston-Salem, NC 27109-7777
Telephone: 910/759-5755
Fax: 910/759-9831
SNOW@LIB.WFUNET.WFU.EDU

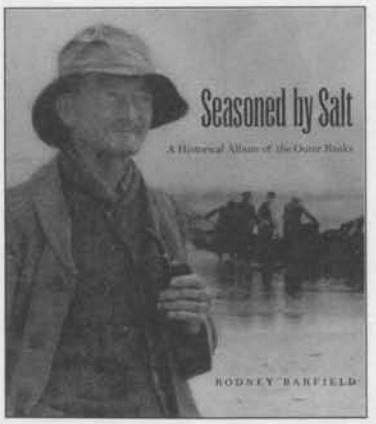
ROUND TABLE ON THE STATUS
OF WOMEN IN LIBRARIANSHIP
Anne Marie Elkins
State Library of North Carolina
109 E. Jones Street
Raleigh, NC 27601-2807
Telephone: 919/733-2570
Fax: 919/733-8748
SLAD.AME@NCDCR.DCR.STATE.NC.US

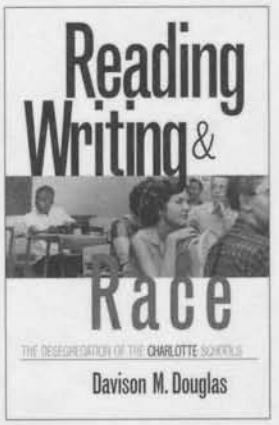
NCLA
North Carolina Library Association

Editorial Staff

from the MOUNTAINS *to the* SEA







ISBN PREFIX 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

Come Go Home with Me

Stories by Sheila Kay Adams
Foreword by Lee Smith
Seventh-generation ballad singer and storyteller Sheila Adams provides a rare portrait of a distinctive North Carolina mountain community. "By turns hilarious and deeply moving, always lively, Sheila's stories paint the portrait of a whole culture, from the past to the present day."—from the Foreword by Lee Smith
-2243-4, Sept., $19.95 Tr cloth
-4536-1, Sept., $10.95 Tr paper

Seasoned by Salt

A Historical Album of the Outer Banks
by Rodney Barfield
A portrait of late 19th-century livelihoods on the Outer Banks.
-2231-0, Sept., $34.95 Tr cloth
-4537-X, Sept., $18.95 Tr paper
approx. 160 halftones

The Nature of the Outer Banks

Environmental Processes, Field Sites, and Development Issues, Corolla to Ocracoke
by Dirk Frankenberg
An environmental guide to sites on the northern Outer Banks where one can see in action the forces that shape and reshape the coast.
-4542-6, Aug., $14.95 Tr paper
30 halftones, 37 drawings

Dogs That Point, Fish That Bite

Outdoor Essays by Jim Dean
Personal observations from the longtime editor of *Wildlife in North Carolina* on the pleasures and frustrations of outdoor pursuits. "Earthy, intimate, brilliant, and always wise, these outdoor essays spring from the heart and mind of a replete hunter and fisherman. Jim Dean is among the top few writer-sportsmen in America . . . I *love* this book."—Nick Lyons, author of *Confessions of a Fly-Fishing Addict*
-2234-5, Sept., $19.95 Tr cloth

Poquosin

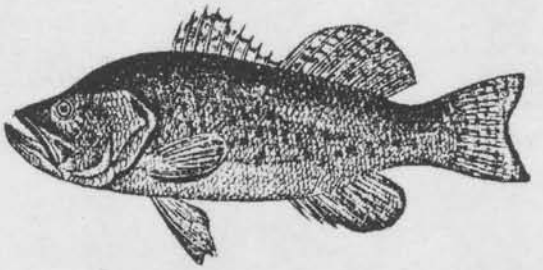
A Study of Rural Landscape and Society
by Jack Temple Kirby
Charts the history, geography, and culture of the low country between the James River in Virginia and Albemarle Sound in North Carolina.
-2214-0, Aug., $39.95 Tr cloth
-4527-2, Aug., $17.95 Tr paper
41 illus.

Town Creek Indian Mound

A Native American Legacy
by Joffre Lanning Coe
Foreword by Leland G. Ferguson
An illustrated record of archaeological research conducted at one of the few surviving earthen mounds built by prehistoric Native Americans in (Montgomery County) North Carolina. "Town Creek Indian Mound State Historic Site attracts tens of thousands of visitors annually, and this book helps us understand why."—William S. Price, Jr., North Carolina Department of Cultural Resources
-2176-4, Nov., $45 Tr cloth
-4490-X, Nov., $18.95 Tr paper
Oversized, 234 illus.

Reading, Writing, and Race

The Desegregation of the Charlotte Schools
by Davison M. Douglas
Analyzes the desegregation of Charlotte's public schools from the 1954 *Brown v. Board of Education* decision through the mid-1970s, when the city embarked upon the most ambitious busing plan in the nation.
-2216-7, Aug., $39.95 Tr cloth
-4529-9, Aug., $15.95 Tr paper
16 halftones



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

Winter 1995	Conference Issue
Spring 1996	School Libraries *Diane Kessler, Guest Editor*
Summer 1996	Leadership in Libraries *Robert Burgin, Guest Editor*
Fall 1996	Community of the Book *Rosemary Aronson, Guest Editor*
Winter 1996	Managing Technology *TBA*
Spring 1997	Regrowing Libraries *Suzanne Wise, Guest Editor*
Summer 1997	Library Construction and Design *Phil Barton, Guest Editor*

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.