Spring 1997
Regrowing Libraries

North Carolina Libraries

The fundamental question is not ownership or access. The real question is access or not.

— Robert Galbreath, page 19

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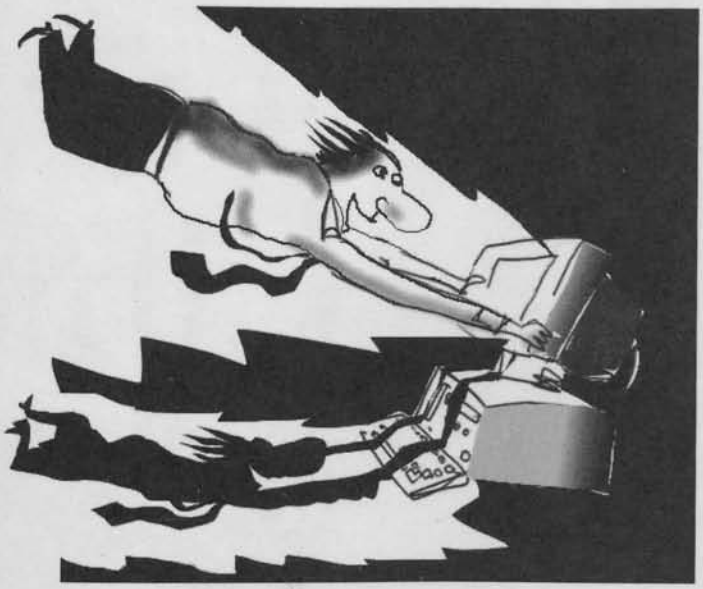

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North Carolina Libraries

Spring 1997

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Guest Editor, *Suzanne Wise*

Features

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From the President

Dave Fergusson, President

Having served over one year as President, I would like to comment on both the health of NCLA, the best state association top to bottom in the country, and the directions in which we find ourselves headed. I am having a good time working with everyone, including the Executive Board and administrative assistant Marsha Wells, and I would love to hear from as many NCLA members as possible. I try to respond to each one — but I do not hear from *enough* members, so please contact me if you'd like at 910 727-2556 or d_fergusson@forsyth.lib.nc.us.

The good news is that we have 1,765 individual members doing great things to improve libraries and our profession in North Carolina. The bad news is that we *only* have 1,765 members - and we need more to remain active and effective.

You probably know by now that NCLA's financial health has not been particularly good during the past few years. Why? Costs of operating have increased, including the administrative and personnel costs associated with maintaining an office. Even with the State Library's generous provision of office space, these costs have risen as we have instituted essential new accounting procedures and the software needed to facilitate efficient tax accounting. Income has decreased as membership has slipped, but certain costs, such as the cost of our award-winning journal *North Carolina Libraries*, do not decrease with membership. The initial cost of a print run is the main determinant of cost; the journal is actually being printed very economically. For these reasons and others, including the possibility that membership renewals have been affected by the recent switch to annual dues, operating expenses overtook operating revenue.

As a result, Dr. Robert Burgin of NCCU was asked to head a Financial Vitality Committee, charged with finding solutions. His committee, working very closely with the Finance Committee headed by Teresa McManus, came up with both short and long term solutions. They are outlined in detail in the minutes from the January 17 Board meeting printed in the back of this issue. Some may seem more palatable than others, but they are aimed at spreading costs around so that all segments of NCLA have a healthy structure upon which to build their activities. They are also aimed at increasing the importance of membership.

As a member, you really should receive value for your investment. In addition to receiving one of the best quarterly library publications in the nation, you gain access to groups of members working very hard to improve and contribute to specific interests and types of libraries. One of the new recommendations assures that members will receive a substantially lower rate when registering for any NCLA-sponsored workshop or training session, the quality of which has remained consistently high. NCLA members work diligently to arrange these opportunities, and for that reason Association members should receive real value. Without the benefit of our mailing lists, bulk mailing permits, our non-profit status, available office help, and the Association's name and reputation, these sessions would be harder to find and less likely to satisfy folks' specific needs.

Sure, there are cheaper professional associations. I did the research. You can join ISOH (International Society of Olympics Historians) for $15.00 a year. More typical are the $75.00 a year dues for YABA (Yacht Architects & Brokers Association) or even the IFEC (International Foodservice Editorial Council) dues of $225.00 a year. For $25.00-35.00 a year, NCLA looks *very* good.

In today's competitive climate, it has proven difficult to conduct an inexpensive public awareness campaign. I hope that you have seen the televised pro-library public service announcement featuring Tim Duncan and Tony Rutland of the Wake Forest basketball team. (We have learned much this year: Beta-SP tapes cost about $30.00, not the $2.99 VHS costs; local stations are reluctant to run PSA's that do not feature their own "talent;" telling a specific message creatively is not easy; and finally, one needs GOBS of MONEY.) I believe that we really have only scratched the surface in communicating the library "story" — explaining the potential value of all libraries to our users. As difficult as it will be, it must be done. No one else will do it, and getting the message out will affect the value realized by our patrons, as well as our own survival. You may be asked to do more in your area in the future.

Whew! I seem to have written a lot and left out a lot. The Association has finally taken judicious steps to alter its governance structure in the near future. The Biennial Conference in Raleigh, **Choose Quality: Choose Libraries**, October 8-10, is looking great. You will be voting on new officers and perhaps some changes in the Constitution and Bylaws soon. We can be proud of our inaugural Leadership Institute. I have cleaned out the treasury and bought a nice vacation condo in Aruba. *Just kidding* — were you paying attention? The Association is really making great progress. It only needs you and more like you. Convince every fellow librarian, paraprofessional, or trustee that you know to join. We need their ideas to keep growing. We do not want to lose anyone.

What's Wrong with Library Organization?

Factors Leading to Restructuring in Research Libraries

by *Joe A. Hewitt*

The library literature and discussion in the profession leave the clear impression that many academic librarians, particularly in research libraries, believe that the traditional organizational structures of academic libraries are becoming obsolete. Factors such as increasing automation, the growing availability of electronic resources, the changing fiscal status of libraries, evolving information needs of users, the need for staff to have more autonomy and control over their work, and a general reconceptualization of library services are forces that seem to call for more flexible and dynamic organizational structures. Carla J. Stoffle and her colleagues at the University of Arizona recently have stated the case for radical organizational change.[1] Others see the need for more gradual and evolutionary change.[2]

In spite of the widespread recognition that organizational change is needed, the predominant forms of organization in research libraries appear to be resistant to fundamental change in their underlying structure. Survey results suggest that, while automation and other changing conditions have caused organizational adjustments within divisions and departments in a number of libraries, basic structural change on a library-wide scale remains relatively rare.[3]

The study on which this paper is based sought to discover and analyze the factors that energized change in a small group of libraries that have experienced various degrees of restructuring.[4] The libraries studied were the University of Tennessee, the University of Texas, Vanderbilt University, the University of Wisconsin, and Yale University. At the time of the study in 1991, these libraries recently had undergone reorganization or relatively rapid periods of organizational transition within a traditional framework. The changes ranged from the elimination of traditional technical services departments and the use of self-management teams at Yale, to a general library-wide restructuring at Wisconsin, to a major but less radical change at Tennessee, to what might best be described as modest administrative realignments at Vanderbilt and Texas.

The structures in place at the time of the study have long since been altered by ongoing organizational development. It is not the purpose of this paper to analyze and evaluate the specific organizational structures in these libraries. Rather, the paper will attempt to show the common threads of motivation in vastly different examples of reorganization.

The study might best be described as a qualitative field study. On-site visits ranging from two days to one week were made to each library. Internal background documents generously were provided by all libraries, but the principal data consisted of transcripts of in-depth interviews with administrators and staff members at all levels. The study sought to elicit and organize the perceptions of key respondents in the libraries and to identify common themes, strategies, and insights abstracted from the context of specific libraries. Respondents had been participant/observers in the reorganization process from a variety of perspectives and offered their candid observations on the assurance of anonymity. As many as thirty respondents were interviewed in some libraries.

The observations reported here were chosen because they fell together as underlying themes when the observations from all of the libraries were aggregated. The precipitating causes or official rationales for reorganization varied, ranging from staff reductions due to budget retrenchment to the need to accommodate automation. These factors, however, would not have necessitated major organizational change had leaders in the libraries not already been inclined to restructure due to a sense of inadequacy in the existing organizations. When observations from the libraries were combined, considerable agreement existed on areas of organizational performance that needed improvement.

The observations constituting the "organizational diagnosis" in the subject libraries can be grouped into four clusters: those related to organizational rigidity, with a consequent need for more flexibility and adaptability; the need for a stronger external or client orientation; the need to improve the library as a work environment and to revitalize the staff; and the need to develop a structure that would improve various management processes such as communication and library-wide coordination. These concerns appeared to be the underlying motivations for organizational change, although other reasons, such as automation, were often given official prominence.

Need for Organizational Flexibility

A number of observations centered around the lack of flexibility, adaptability, or "responsiveness" in the organizational structure. The composite image of earlier organizational

structures was of organizations that were rigid, fragmented, and resistant to change. There was a perceived need for a freer and more open organizational environment. Listed below are observations relevant to this dimension as paraphrased from the interviews.

- The organization was biased toward the status quo; there was resistance to analyzing services, policies, procedures, and organizational structure to determine if they could be improved.
- The library had not adjusted adequately to major changes in emphasis or direction within the institution.
- Functional divisions were too rigid; it was difficult to coordinate priorities operationally or to respond quickly to acute changes such as budget shortfalls or reductions in staff.
- Problem-solving capabilities were underdeveloped, especially with respect to operational problems that crossed traditional functional divisions.
- The structure was a barrier to assignment of staff to cross-functional, interdepartmental, or interdivisional programmatic initiatives.
- The library was not oriented to the future and to changes that would be necessary to capitalize on new technologies; the library was "focused on the traditional" and not open to new technologies or new ways of doing things.
- Many staff held to beliefs in "time-honored myths" that had not been examined critically; the traditional organization reinforced this attitude.
- The "traditional walls" between functional units were too strong; there was a lack of "cross fertilization" among functions such as collection development, technical services, and public services.
- The value system was not centered on flexibility and responsiveness.
- The organization was stagnant; a "shake-up" was needed to demonstrate that organizational change is possible and desirable.
- The organization was "overly structured" and too formal; it did not encourage formation of informal working groups and problem-solving teams (e.g., setting up committees was a "major deal" including formal charges, elaborate schemes of representation, etc.).

A number of those interviewed, particularly those who were strong advocates for organizational change, perceived that previous organizations embodied values heavily oriented towards stability, maintenance of the status quo, and a lack of openness to change. The need to create an organizational structure that was more adaptable and flexible than previous forms emerged as the most prominent element in the underlying motivations for change.

The need for flexibility and adaptability frequently was described in connection with automation and the climate of fiscal uncertainty. The goal of reorganization was not merely to accommodate a specific new phase of automation, such as adoption of an integrated library system, but it was to devise an organizational structure that would be more receptive to technological innovation in general and facilitate the adoption of future technologies. Likewise, the goal of reorganization caused by retrenchment was not merely to absorb a new round of budget cuts, but to develop an organization that would be more responsive to continuously changing resource levels.

Greater flexibility and adaptability were seen as crucial to organizational effectiveness in a changing environment.

Flexibility and adaptability were discussed by interviewees as closely associated concepts, but with differing emphases. Flexibility implies the ability of the organization to deal with routine operational problems and program development issues in a non-bureaucratic and responsive manner; it relates to the ability to make graceful short-term adjustments that do not interrupt a long-term, unified thrust towards fulfilling established organizational goals. Interviewees often associated flexibility with "problem solving," balancing staff resources with priorities in short- and intermediate-term time frames, and responding effectively to operational crises and opportunities.

Adaptability, on the other hand, relates to the ability of the organization as a whole to adjust to a new set of environmental conditions. Adaptability implies flexibility in a more general and strategic sense — the ability to change directions, to incorporate major new technologies, and to reorient the organization as a result of new resource levels or institutional goals.

Problems of limited flexibility and adaptability were seen as having two primary sources: a rigid, functional segmentation of the organization that fostered bureaucratic management styles (a flexibility dysfunction); and the narrow and insular view of the library within the university (an adaptability dysfunction). Greater flexibility and adaptability were seen as crucial to organizational effectiveness in a changing environment.

Need for External or Client-Centered Orientation

A second group of observations revolved around the need for a stronger client-centered orientation, more effective ties with the institutional community, and an external rather than an internal focus; previous structures were described as tending toward insularity. Interviewees' observations in this category are transcribed or paraphrased below.

- The organization was too focused on internal procedures rather than externally on constituencies; an insular view prevailed both within departments in the library and in the library with respect to the institution as a whole.
- There was a need to develop service programs more responsive to the requirements of specific disciplines or clusters of disciplines or more specifically oriented to different levels of use — i.e., undergraduate and research.
- Insufficient attention was given to external liaison; more staff should be involved in this activity.
- An organizational structure (or management process) was needed to assist management staff at the departmental level to transcend focus on departmental concerns.
- The entire organization was focused on day-to-day activities; an organizational structure that would support a more strategic approach within the broader environment was needed.
- The library staff, management, and administration should be more aware of and responsive to "educational issues" on campus.
- The library administration should work more closely with the university administration and spend less time in internal management.

- Some units did not have goals that reflected users' needs; too many operational decisions were made "for the convenience of librarians."
- The library had a negative image as being unresponsive to certain constituencies.
- Some departments were "self absorbed;" units were "isolated within their own perspectives" and often worked at cross purposes with other units in the library.
- It was important to understand the needs of new constituencies that had not been served in the past.
- Operational decisions did not vary sufficiently according to disciplines; policies and procedures were too general and based on librarians' long standing assumptions about users; librarians were uninformed about changing information needs in various disciplines.
- Vital expertise in the library was isolated from both internal and external users by the organizational structure.
- The organization did not encourage strong "client relationships" between individuals in the library and individuals in the user community.

In comparison to the problems of rigidity described in the previous section, the perception of insularity was somewhat less pervasive among the various levels of staff interviewed in the libraries. This concern was expressed most strongly by administrators or change agents who had initiated reorganization. Staff at lower levels tended to feel that the library had always had a strong client orientation and did not agree that the library's general value system was insular and self-absorbed. On the other hand, some interviewees at lower levels observed that the organization did tend to make the establishment of effective relationships with constituencies and external units difficult. Some interviewees attributed this insularity to a lack of time away from internal responsibilities and a lack of information and/or delegated authority to act effectively as liaison with external units.

The realignment of a library or a major division such as technical services into a subject-oriented structure was the central theme in two of the libraries studied. Although user-centeredness was expressed as a concern in all libraries, varying perspectives existed as to whether it was primarily a matter of organizational value or of structure. A noteworthy sub-theme in this area of concern was the high degree of interest in better service to specific constituencies and equity of service across constituencies.

Empowering the Staff

A third category of dissatisfaction centered on the need to improve the library as an organization in which to work, both for reasons of staff morale and for operational improvement. Certain units under the previous organizations were seen as failing to provide staff with sufficient variety, challenge, and control over the immediate work environment. The structure provided neither motivation for growth nor opportunity for initiative and engagement in the broader mission of the library. Interviewees felt that the library needed an improved working environment in order to attract and retain energetic and committed staff. Empowerment of staff at the operational level also was expected to result in greater flexibility and more efficient use of staff resources. Observations related to this category are paraphrased below.

- The organization did not empower operational staff to make decisions directly affecting their work. As a result, decisions were not made close enough to the "point of use" and thus often did not reflect specific conditions and circumstances.
- Work assignments did not support staff growth by employing their full capabilities; flexibility was needed in the use of staff knowledge and skills.
- Approaches to supervision were too bureaucratic.
- The structure did not support a broad view of the library's mission among staff; staff needed to discern their contribution to the broader goals of the library and thereby enhance their sense of accomplishment.
- A "team environment" should be created in which staff performed their work in a less isolated way.
- Staff at operating levels needed to take more responsibility for day-to-day work; they needed to take initiative and become less dependent on management; staff tended to rely on the administration to "get things done" rather than take initiative at the unit level; they needed "organizational support" for adopting this attitude.
- Staff did not have access to the information required for planning, organizing, and performing their work.
- There had been little encouragement of staff to get involved in organizational problem solving.
- Some units were "micro-managed," with little or no staff participation.
- The organization encouraged staff to be more aware of the limits of the workplace than the possibilities.
- Insufficient contact among staff at working levels was made with staff in other departments and divisions.
- Staff were "in a rut," job satisfaction was low, and many staff did not feel that they were doing meaningful work.

Criticisms of the library as a work environment were not prevalent in all of the libraries, but, in the libraries in which this category of dissatisfaction occurred, it was fairly consistent throughout the levels of staff interviewed. While some criticisms of this type can be ascribed to dissatisfaction with management performance, in general interviewees tended to attribute the problem to the organizational structure itself or to an ingrained corporate culture.

It is also clear that some persons emphasizing this dimension of organizational failure were influenced by personal philosophical convictions that worklife in general needed to be more exciting and challenging. To them, the libraries' failures were merely symptomatic of general conditions in American life and they had been disappointed that the library "wasn't any different" from other organizations. In the case of some younger professional librarians, the library work environment had failed to live up to idealistic expectations. Many staff who were critical of the library work environment seemed to hold the view that it is the responsibility of administrators to improve the quality of the work experience for staff and that this goal should be a high priority for the library.

Need to Improve Management Process

The final group of issues leading to reorganization combines a variety of problems of management process, role definition, and communication, designated here under the general rubric of "management process." These observations occurred frequently with reference to highly specific conditions in the libraries and showed no clear pattern in the composite analysis except for the fact that each library had a collection of such problems. Some of these concerns had been addressed by changes at the administrative level that did not represent radical changes to general organizational structure. They were rarely a part of the central themes of major reorganizations and many of the concerns remained unaddressed by the changes that did occur. Thus, in addi-

tion to the three distinct categories of organizational weakness described previously, there were expressions of dissatisfaction with a variety of specific aspects of organizational performance. These observations are collected below. As can be seen, some of these points appear contradictory, suggesting that they came from different levels of the organization.

- More channels of upward communication ought to be opened, especially those by-passing the management hierarchy.
- Horizontal communication needed improvement, not only with respect to divisions and departments, but also among committees, task forces, and informal working groups.
- Administration and management needed to spend more time in library-wide planning in longer time frames, less time on management of divisions or departments.
- There was a need to provide coordination and a coherent thrust to spontaneous entrepreneurial activities such as user instruction and microcomputer-based automation.
- Management level group processes needed fuller development; team concepts were needed in management groups such as department heads.
- Role expectations at middle management level (especially department heads) needed better definition with respect to unit versus library-wide responsibilities.
- Specialists needed to be placed within the organization so that the staff in the various specializations could "mutually inform" each other.
- Better coordination across divisions and units was needed for certain library-wide activities such as bibliographic instruction, automation, and collection development.
- The organization needed to support a "more strategic" approach to decision making rather than "ad hocracy."
- A better "management forum" was needed for "deliberation of issues" rather than mere information exchange.
- No one in the organization was dealing with the "intellectual content" of issues (e.g., bibliographic control policy, collection development, preservation policy).
- More "accountability" in terms of goals related to the library service mission was needed.
- Some levels of management just "passed things up and down the line" without being involved in the decision process.

This miscellaneous collection of points related to perceived poor performance of the previous structure is difficult to classify thematically. It appears, however, that an underlying factor in many of these observations is discomfort related to role ambiguity at various levels in the organization. Examples of conflicting roles include: coordinating role versus directing role; communicating role versus decision-making role; external versus internal role; team member versus departmental or functional advocate; evaluative role versus performing role. These problems could reflect the stresses on an organization "absorbing" change without reorganizing — the gradual emergence of new demands on individuals that are not sanctioned or supported by the established structure nor by newly defined roles in a new structure. These underlying concerns were expressed by interviewees from at least two perspectives — implied criticisms that others were not fulfilling their appropriate roles in light of new challenges facing the library, and discomfort that they themselves were not able to function in appropriate roles as they conceived them due to limited support from the organizational structure.

Conclusion

Aggregating problems from several libraries tends to exaggerate their extent and severity. These lists should not be taken as negative reflections on the subject libraries. Issues of organizational performance in these libraries are no different from those faced by all research libraries. The point to emphasize, however, is that perceived inadequacies such as those described in the four categories above, sometimes coupled with acute situations or opportunities, are the underlying factors that impel leaders to initiate organizational change.

Other surveys have concentrated on factors such as declining resources, new patterns of scholarly communication, information technology, and user demand as factors contributing to reorganization.[5] While important, these factors are not sufficient cause for major reorganization unless there is an underlying lack of confidence in the capacity of the existing organization to handle these conditions. Another finding of the study, which will be analyzed in detail in a paper on the change process, is that staff respond most positively to organizational change aimed at correcting specific problems in the existing organization. Reorganizations based on the convictions of administrators that all libraries must change as a result of general conditions in the information or higher education environments have less credibility. There are also differences in perspective with respect to whether or not radical structural change is the preferred approach to changing the organization. Sound judgment in these areas requires a refined understanding of the strengths and weaknesses of the existing organization as well as the environmental challenges facing the library.

The four categories of organizational failure can serve to focus systematic assessments of organizational effectiveness. They also can provide a framework for defining areas that require ongoing attention in a library following a course of gradual or evolutionary organizational development rather than radical reorganization. New organizational structures also can be designed specifically to address issues of flexibility, user orientation, staff empowerment, and management process if improvement in these areas is established as a goal of reorganization. In short, a thorough understanding of these areas of potential weakness in our present organizations can be critical to developing successful approaches to restructuring research libraries.

References

[1] Carla J. Stoffle, Robert Renaud, and Jerilyn R. Veldof, "Choosing Our Futures," *College & Research Libraries* 57 (May 1996): 213-25.

[2] Two papers written specifically in response to the Stoffle article state a more moderate position on organizational change. Susan Lee, "Change: But Not So Fast and Not So Much," *College & Research Libraries* 57 (May 1996): 226-28, and Richard Hume Werking, "Changes and Continuities," *College & Research Libraries* 57 (May 1996): 231-33.

[3] Joanne D. Eustis and Donald J. Kenney, *Library Reorganization & Restructuring; ARL SPEC KIT* 215 (Washington, DC: Association of Research Libraries, 1996), 4.

[4] The study was conducted by the author with support from the Council on Library Resources. (CLR-851) A full report was submitted to the Council in July 1991 under the title *The Process of Organizational Review in Research Libraries.*

[5] Eustis and Kenney, 4.

A Holistic Look at Professional Development

by *Martha Kreszock*

The articles in this issue speak to the complexity of challenges facing libraries and librarianship. New technologies and increasing numbers and formats of resources, combined with decreasing budgets and the ever-present political issues associated with library services, create a challenging venue. This ever-changing landscape necessitates flexibility at every level of librarianship and in every type of library.

We know that library schools are faced with educating their entering students for a profession that may look very different ten years from now. In a recent article in *Southeastern Librarian*, Margaret Myers uses the term "mind-boggling" to characterize the list of desirable skills and attributes pulled from the library literature to describe libraries and library workers for the twenty-first century.[1] Her list of skills includes problem solving, critical thinking, team building, synthesizing, and fund-raising, as well as negotiation abilities, political savvy, and an awareness of multicultural and group process concerns. Desirable attributes include flexibility, lifetime learning, risk-taking, proactivity, service orientation, articulacy, self-confidence, curiosity, and adaptability. Being an innovator, possessing the ability to thrive on chaos, and tolerating ambiguity round out the list. What seems to be expected, notes Myers, is "a super-person or a Renaissance person."[2] Nor do we have to wait for the next century; Myers notes that current librarians need these skills as well. Indeed, we all face daily the need to learn new skills, new sources, new ways of navigating in and amongst these sources, and new ways of organizing and making information accessible. Patrons add another layer of complexity as we encounter a variety of capabilities and needs among our users. The formula is complicated further by the fact that, increasingly, these users are physically removed from us.

There are perhaps few other professions for whom the concept of "lifelong learning" is so important. A review of the literature, a look at the variety of continuing education and professional development opportunities available, an examination of the variety of workshop and conference offerings attest to that fact. We have come far since Williamson's 1933 conclusion that there was "a conspicuous lack of both opportunity and incentive on the part of library workers, including library school graduates as well as others, to seek continued professional growth and improvement."[3]

The best evidence of our commitment to continued professional growth is found in our library associations. The Continuing Library Education Network and Exchange Round Table (CLENERT) was incorporated into ALA in 1984. The unit evolved from The Continuing Library Education Network and Exchange (CLENE), established at the Catholic University of America in 1975, was for some time the only association in the profession which held continuing education as its sole mission. Other library associations have followed suit by focusing on continued professional education as a priority and providing a widened selection of opportunities for members. Some have hired professional staff to initiate institutes, workshops, and even self-study programs. A series of national seminars on continuing education has evolved into a competency-based certification system that is in place for the Medical Library Association (MLA). Each year the Office of Library Personnel Resources (OLPR) issues a brochure, "ALA Is Continuing Education," to provide an overview of continuing professional education opportunities available through the eleven divisions and sixteen round tables of ALA. In addition, participants can obtain ALA-awarded Continuing Education Units (CEU's) for many continuing professional education activities.[4]

Professional Development Is a Lifelong Journey

Our professional development begins the first time the image of self as librarian flickers in our mind. We enter the profession with a mental image of who a librarian is and what a librarian does. Library school provides the foundations, philosophy, and specialties of the profession. The education we receive presents the opportunity, the mandate, to take control of our own direction and professional development. Upon graduation we are immediately faced with a mass of continuing library education opportunities.

Looking at professional development programs for research librarians, Shaughnessy has observed a general lack of focus. The assumption, he says, is that "in offering a smorgasbord of staff development opportunities, staff development occurs."[5] This situation is not unique to any particular group of librarians. It is fair to assume that the notion applies to our profession as a whole.

That brings us face-to-face with the maze of opportunities out there. Building on the analogy of a smorgasbord, we are confronted with many decisions. Where do we start? In what order do we sample the offerings? How much is enough? Can we go back for seconds? There are broader considerations as well. What is the quality of each product? What are the costs? What is the return on our investment?

Several authors have attempted to sort out the mass of professional development opportunities for librarians. This is no small task given the different types of libraries, our specialties within the profession, the level of academic preparation a librarian brings to the job, and even the point at which the librarian may be in his or her career.

Typical purposes of continuing education, according to Heim and Myers, include the introduction of new techniques or the continued development of special skills. They note four designations — institutes, seminars, conferences, and workshops — terms often used with little distinction.[6] Sponsors include universities, professional and educational associations, and government agencies. The offerings that library systems, corporations, and educational institutions provide their employees, as well as formal doctoral or certificate of advanced study programs, can all be considered continuing education, as can the various regularly scheduled conferences sponsored by library associations. Along with formal programs and committee meetings, these conferences often include exhibits, workshops, and opportunities for professional networking. The training that commercial vendors supply for their products falls under the umbrella of continuing education as well.

Another approach has been to survey groups of librarians to identify preferences for types of professional development opportunities. In an early study of continuing education preferences, Elizabeth Stone found attendance at professional meetings, professional committee activity, and workshop attendance to be the preferred modes of continuing education for librarians.[7] In a study of special librarians, Fisher found that in order of preference these librarians relied on vendor workshops, workshops organized by professional groups (library associations), in-house training, and workshops sponsored by academic institutions.[8] A later study of special librarians found that self-study ran a somewhat distant third to workshops and in-house training in order of preference.[9]

Given the front-line positioning and attendant stresses faced daily by many librarians, one might be forgiven the tendency to let the sheer weight of so many opportunities and so little time (and money!) press us into a lethargy of sorts. While we pick and choose from among the many options, little long-range planning is involved in our individual journeys of professional growth. Something akin to "management by crisis" takes over as we frequently pursue new skills and learning on a spur of the moment, as-needed basis.

Seeing the Big Picture

This may not be so bad. It reflects, in fact, one of the most basic of adult education tenets. Adult learners have real-world problems and are in search of real-world solutions. We want applicability. We want to take our newly acquired information and immediately put it into practice. With that in mind, the "shotgun" approach to professional development might seem to meet our needs.

Indeed, this approach is in keeping with one school of thought concerning how adults go about their learning. This scenario depicts a process which, rather than being linear, emphasizes "opportunities that people find within their own environments or on chance occurrences. What is stressed is that adults do not sit down and plan exactly what they want and where and when they are going to learn. Rather, the process is more haphazard in nature and is often a series of trial-and-error occurrences. This does not mean that there is no pattern to their learning, but the patterns vary from person to person and learning project to learning project."[10] From this perspective, our maze of professional development opportunities might be viewed as a blessing of sorts. The abundant selection provides the arena in which we can assume primary responsibility for our learning experiences.

But there are some overarching issues to keep in mind. In a 1991 article, Paul Frantz considered the subject of how a reference librarian goes about developing his or her "repertoire of reference."[11] A process of bibliographic osmosis, a gradual accumulation of reference knowledge, will occur simply through time spent as a reference librarian. That is of little value, however, to the patron who needs an answer right now and is dealing with the librarian whose repertoire is not yet sufficient to meet this particular need. The scene is set for a frustrated patron as well as a frustrated and probably embarrassed librarian. This dilemma is not unique to reference librarians. Whatever the type of library or the job responsibility, a learning curve, an osmosis comes with time spent on the job. New technologies and the growing number of products ensure that we never reach the end of our learning curve. As Frantz points out, the challenge lies in finding ways to supplement and accelerate the process.

The second issue deals with transfer of training. In a thought-provoking chapter in *Developing Library Staff for the 21st Century*, Duncan Smith addresses "the educational ecology" of librarianship.[12] Smith, formerly the Continuing Education Coordinator at the School of Library and Information Sciences at North Carolina Central University, characterizes the nature of continuing library education as "event-focused" and occurring in organizational contexts that do not necessarily facilitate the transfer of the training back into the workplace. Shaughnessy, too, questions not only whether the learning that occurs at professional development programs is actually put into practice upon return to the workplace, but also whether new learning and ideas actually impact the organization itself upon one's return. Libraries, he maintains, "waste considerable sums of money on staff development programs that lead to zero growth for the librarian and have virtually no impact on the organization."[13]

To those of us who take advantage of professional development activities — who take classes, attend conferences, pre-conferences, workshops,

... little long-range planning is involved in our individual journeys of professional growth. Something akin to "management by crisis" takes over as we frequently pursue new skills and learning on a spur of the moment, as-needed basis.

even conduct them ourselves upon occasion, such judgments may sound harsh. Many of us partake of the smorgasbord, sometimes even at our own expense. We travel to distant locations; we allow travel time to encroach upon our personal time. We give up time with our families. I do not believe that anyone is implying that we do not gain from such activities or that our pursuits are not commendable. The issue, I believe, is how effectively all of this contributes to the overall context of our own professional growth.

Given the time and budgetary constraints under which each of us operates, we have a responsibility to ourselves and to our constituents to ensure that any professional development activity, whether experienced as a one-hour in-house training session or a week-long conference at the other end of the world, provides us with maximum mileage. It must be fully put to use.

This brings us to a third issue. Smith urges librarians to become informed consumers of continuing education.[14] Addressing a 1995 meeting of the Continuing Education Special Interest Group of the Association for Library and Information Science Education (ALISE), Mary Biggs, Dean of the Library at Trenton State College, urged her audience always to ask the question, "Was it worth it?" Biggs cited her own cumulative memory "of infuriating wasted days. Of unprepared or inept speakers. Bad handouts. Dreadful transparencies. Tenth-rate multimedia. Outdated notions. Promotional promises not kept. Courses pitched to the wrong level. Clichés, truisms, and greasy doughnuts. And yards and yards of white space in the form of late starting times, early ending times, long lunches, all designed to stretch four or five content hours over a whole day, or four days of content into a whole week."[15]

But, we conference-goers argue, what about the networking, the sharing of ideas and practices, the things we learn from each other between the formal sessions? Biggs noted her concern that we are so often willing to accept the learning that occurs between content sessions as sufficient. She decried "our readiness to admit that the events' supposed focal points are of comparatively little value."[16]

Again, this may sound harsh to those of us who attend or provide continuing education events, but the point is that by being discriminating consumers, and by offering constructive feedback to the providers, we serve as better stewards of our personal and professional investments. In Biggs's case, she was mindful of the taxpayers footing her bill. For all of us, no matter what type of library, there is a source of funding to whom we owe good stewardship, be it taxpayers, employers, or student tuition. There is another contingent of which we also must be mindful. When you attend a professional conference, what about those left behind to mind the store? Particularly with the increase of team-based organizations, we have an obligation to get maximum mileage from our professional development activities by ensuring the best use of our time away from the workplace.

How do we ensure maximum mileage? In order to do so, all three issues — accelerating our learning curve, transferring the learning back into the workplace, and actively ensuring high quality professional development activities, must be addressed.

A Learning Experience

I recently experienced first-hand an approach to professional development that I found challenging and effective. The opportunity presented itself in the form of the Training Skills Institute sponsored by the Association of Research Libraries (ARL) Office of Management Services. Prior to the workshop, I received several mailings which began to set the stage, providing not only the usual information about where and when, but what to expect as well. A statement about the Institute's theoretical base, drew from the adult learning theory of David Kolb. Information about what the organizers planned to provide (content, structure, and conducive climate) and what participants were expected to provide (interest, energy, and enthusiasm) also was spelled out.

As I read through the material, I realized that we would not just talk about a theoretical framework; we would incorporate theory into our practice. The presenters would model the theory and the participants then would do the same. It was going to be an opportunity on two levels — learning the content (training skills) and purposefully observing my own learning process.

The first order of business was a request for information. I was asked to respond to a brief survey in which I told the presenters about my current responsibilities, my expectations for the Institute, and needs that may be of particular interest to me. Also I was encouraged to meet with my supervisor prior to the Institute to discuss my goals, performance, and ways the Institute might apply to my work. By gaining feedback from participants prior to the Institute, the providers were indeed modeling adult learning theory. Content and format could be adjusted to respond to specific learner needs. Encouraging participants to focus on their needs and expectations prior to arrival ensured our active engagement in the process. The Institute itself was a lively blend of activities that provided opportunity for individual reflection, small and large group interaction, timely feedback, and active participation.

Of particular value was a closing discussion on the concept of transfer of training. A flip-chart activity resulted in a grid which delineated responsibilities of learner, trainer, and administrator to ensure that learning is successfully transferred back into the workplace. Stepping back to observe the learning process of the group, I was aware of the excellent timing of this activity, as in reality our next task would be to put our new knowledge into practice.

A final component of the Institute was a follow-up letter to participants mailed after the event. In this letter the presenters shared the results of the Institute evaluations. They also encouraged us to review and continue working on action plans we had designed for ourselves.

As promised, the Institute did model adult learning theory. The knowledge and experience of the participants served as a starting point for learning and discussion. Activities were designed in response to needs expressed by the participants. At the encouragement of the presenters, we had ample opportunity to reflect and experiment with our ideas. We were learning together. We were finding solutions to our real-world problems.

It also was an excellent example of addressing the three overarching issues mentioned earlier. Grounding the workshop in a theoretical base and facilitating participants' reflections on specific needs and expectations did, I believe, accelerate the learning curve. Self-evaluation instruments and readings offered a chance for self-analysis and self-reflection. The opportunity then to take these ideas into small and large groups for discussion and commentary also enhanced the learning curve by providing a context in which we could try out newly formed ideas.

The issue of transfer of training was built into the curriculum of this particular event by virtue of content. Having participants identify goals prior to the event, deliberately discuss goals and

expectations with supervisors and colleagues, and identify ways to incorporate new ideas once back on the job enhanced the opportunity to transfer the training back into the workplace. In my own case, I was able to select and articulate specific strategies to incorporate as goals for the coming year.

As for the third issue, actively ensuring high quality professional development activities, the presenters incorporated a cyclical feedback model which made it easy for participants to provide input and for adjustments to be made as needed. The final summary of participants' evaluations served not only as potentially useful feedback for the providers, but also as an incentive to participants to continue to apply new learning in the workplace.

Summary

For the moment, and in my estimation for the foreseeable future, librarians will continue to be faced with the challenge of making appropriate selections from the smorgasbord of professional development opportunities. A particularly promising trend is the assigning of responsibility for training and professional development to specific personnel within libraries. Once left to either individual motivation or administrative directive, we now see libraries not only actively encouraging professional development activities, but also working with personnel to ensure that the new learning and ideas actually do impact the organization. Some libraries are able to designate a position for this activity, although seldom full-time. Smith cites a 1991 survey of library continuing education officers in the southeast which found that a large majority of those surveyed devoted less than one-quarter of their time to these activities.[17]

Libraries sometimes charge personnel development committees or teams with facilitating access to professional development opportunities. Admittedly those libraries dedicating personnel and resources to continuing education and professional development are doing so in ways that are limited, and not every library is providing even this level of support. A beginning has been made, however, and happily the numbers continue to grow.

We are fortunate that North Carolina has been a leader in technology as the State Library migrated the North Carolina Information Network (NCIN), now known as the North Carolina Library and Information Network (NCLIN), to the Internet environment.[18] With NCLIN in place, the State Library has made continuing education for public librarians a prime area of emphasis.[19] Workshops and training sessions have already been implemented to respond to a statewide needs assessment conducted during 1995, and more are planned. Public library staff, trustees, and Friends also are eligible for continuing education grants, funded by the North Carolina Library Services and Construction Act (LSCA). The aim of the continuing education grants project is to improve public library services by supporting attendance at continuing education opportunities offered across the country.

The North Carolina Department of Public Instruction's Division of Instructional Technologies offers a broad variety of professional development opportunities for school media coordinators in the state. STAR Schools, a federal distance learning initiative, represents a three-year project aimed at integrating technology throughout the curriculum. Staff development delivery sites established in each school system provide access to a variety of satellite networks. The Department of Public Instruction's Video Conferencing Center targets both media coordinators and teachers, and the Staff Development Video Library houses materials that can be checked out. In addition, a number of publications and documents are produced regularly by the Department of Public Instruction, including *Infotech: The Advisory List,* a bimonthly magazine that reviews materials and provides updated information for school librarians.

The North Carolina Library Association also has addressed the issue of continuing professional education by encouraging sections and roundtables to offer programs throughout the year. In an effort to maintain the continuity and benefits of professional activity, these groups particularly encouraged to plan programs for the years between the biennial NCLA conferences. The conferences also offer excellent opportunity for professional development. *North Carolina Libraries,* the official publication of NCLA, provides yet another avenue for professional growth.

It should be noted that these opportunities and challenges apply to all library personnel, not just librarians. The profession has come to realize that professional development opportunities are important for all library workers. In 1990 the first national conference directed toward paraprofessionals was sponsored by the School of Library and Information Studies at the University of Wisconsin-Madison.[20] Again, North Carolina is fortunate to have the North Carolina Library Paraprofessional Association, an active round table within NCLA. Their vision statement notes that the group is "about promoting the development and recognition of the paraprofessional as an important and vital member of the library workforce."[21] The statement also includes the commitment not only to sponsor programs and training sessions on a regular basis but also to reach a larger number of paraprofessionals in the state by ensuring that each program or session is held in each of the four regions of the state. A fact sheet entitled "Who We Are, What We Do and Where We Are Going" promotes the round table's activities.

We are fortunate, too, that training and development opportunities provided are generally available to personnel from many types of libraries. While some offerings might be very specific and draw participants from only one type of library, many opportunities for us to pursue our professional growth together still exist. The combined perspectives of public, academic, special, and school librarians provide yet another source for our learning. In addition to NCLA, another example of this approach is found in the western part of North Carolina. The Western North Carolina Library Association (WNCLA) is a regional library association which promotes closer cooperation among librarians in 28 western counties. In addition to providing programs of interest to librarians, the group also has established a Paraprofessional round table and recently has published a regional directory of library services, resources, and staff.

In summary, there is indeed a dizzying array of options open to each of us, and it becomes an individual choice. We cannot and should not pursue them all, nor should we throw up our hands in confusion and simply choose randomly. As we select our activities, we can consider them with an eye to their potential for accelerating our learning curve. In addition to taking time to reflect on our expectations prior to an event, we can take a few moments at the close of the event, before we return to the demands of the workplace, to identify specific strategies that we will employ to make use of our new knowledge. And finally, we can carefully choose our activities based on our knowledge of the quality of products generally offered by the provider. When we are unfamiliar with the quality of providers, we can check with colleagues

who may know about them. This strategy is equally applicable when choosing resources for self-study activities. Once the activity is over, we can make the effort to offer genuinely constructive feedback to the providers.

The library continuing education ecology may indeed be fragile, as Smith notes, but I think it may not be endangered, as he suggests.[22] We are large and fragmented, and as such have experienced exponential and somewhat uncontrolled growth in our professional development activities. The growing commitment to continued library education is apparent, however, and gives evidence of our understanding not only of the importance it holds for us as individuals, but the importance it holds for our library organizations and services as well.

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Public Libraries:

An Important Piece in the Community Network Puzzle

by *Jennifer Seavy Pratt*

A community electronic network is much more than a gateway to the Internet and its wealth of global information. It is an electronic community center bringing citizens access to informational, educational, and social activities. "Each system is locally owned, locally operated, and designed to wrap itself around the information needs of the community. They are driven by the information and communications needs of the local community. Their governance and organizational roots are in the community itself. They are dedicated to bringing the benefits of the Information Age to as many people as possible."[1] The organization of a community network is like a jigsaw puzzle; each piece is necessary and each piece has its own place. Public libraries are emerging as key pieces in the community network puzzles that are being assembled all over the country.

The public library's unique history of providing equitable access to information and its broad service mission place it in the forefront of the planning and design of electronic community networks. The public library traditionally has served as the community's information provider. This role is enhanced by the library's centralized location and neutral ground. It facilitates public meetings, cultural events, and social opportunities for everyone.

Leadership

Many community networks exist because of the leadership and advocacy of public libraries and librarians. Public libraries are collaborating with other county agencies, citizens, businesses, and schools; forming alliances and partnerships to provide community Internet access. In a number of networks such as Charlotte's Web, Prairienet, and the Seattle Community Net, librarians have spearheaded the project or served in active roles during the initial stages of organization. For instance, the library director of Beamis Public Library in Littleton, Colorado, was directly involved in the formation of the original group, and the Web server is housed in the library. Phyllis Larison, head of adult services at Beamis, reports that she is "in charge of the government section and has developed web pages for all of the city departments as well as pages on our city council. The head of technical services has worked on the technical aspects of the network and was recently elected as chairperson of the board for the Littleton Community Network."[2] Jeffrey Krull, director of Allen County Public Library in Fort Wayne, Indiana, is the president of Infonet, the local network. The director of the Iowa City Public Library is the chair of the founding partners of the the Johnson County Community Network in Iowa, a community network in the planning stages.

The organization of a community network is like a jigsaw puzzle; each piece is necessary and each piece has its own place.

Local Information Provider

Respondents in a 1992 Gallup poll of community opinion leaders believed the two " most important roles of the public library in the community are to support the educational aspirations of the community and to provide the community with access to information."[3] Community members look to the library for the majority of their local information needs. They expect to find census data, tax forms, local budgets, town and county ordinances, and building codes. Librarians have developed a variety of databases to fulfill their community-based information and referral needs. These include files listing government services; social services and human service resources; answers to frequently asked questions; genealogy files; local newspaper indexes; reading lists; and local history. The next logical step is to make this information available electronically. The Carnegie Library of Pittsburgh noted that "despite the international scope of this online environment, the local information needed to galvanize our communities is missing from the Internet."[4] However, a growing number of libraries are taking the plunge. The Johnson County Public Library in Overland Park, Kansas, has developed and maintained a community organization database on their OPAC computers for the last four years. This database of nearly 4,000 organizations is a cooperative effort with the Kansas City, Missouri; the Kansas City, Kansas; and the

Johnson County libraries. Susan Bogart, a reference librarian at Johnson County Public Library, describes a new project on the Internet called the CLOUD database:

"[It] is in its infancy, but eventually expects to be an all-inclusive, statewide database of community organizations, social service organizations, avocational groups, local government groups, etc. It is mounted on a WEB-server housed at the University of Kansas Medical Center ... 'Blue Skyways' is the actual website name — http://skyways.lib.ks.us/kansas."[5] A community online information center is being designed by the Saint Paul Public Library, the Hamline Midway Coalition, and the Twin Cities Free-Net. This system will provide information about housing, government services, jobs, licensing and crime statistics. It will be available through Internet workstations at the library and through the Free-Net.

Access

One part of the National Public Telecomputing Network's (NPTN) mission statement sums up the importance of community networks: "At its heart, our business is empowerment. By providing people with affordable access to computerized information and communications services, they are able to function better not only as citizens of this nation but also as members of a global community in whose hands the future of this planet will ultimately reside."[6] Libraries are providing access to the Internet in every state in the country, offering information services to people who could not otherwise afford it: "A country that works smarter; that enjoys more efficient, less costly government — guided by a better informed citizenry; that supports job growth through small businesses; that promotes lifelong learning — will be a country laced with a high-speed infrastructure for information with civic purpose."[7] Citizens who lack access to electronic information will be left behind more rapidly the ever before. Poverty in America is accelerating, and one in five children is poor. "Libraries offer freely available sites for equitable access to the network, to the equipment and software needed to access it, and to the information resources available through it."[8]

An example of Internet access for the public is the CC Express project at the Cumberland County Public Library in North Carolina. Fourteen designated computers allow users to connect to the Internet from within the main library and from their six branches. The Albuquerque Public Library and the New Mexico Technet have begun an interesting project they call "Connections 21." This collaboration has placed computers in all school libraries and some community centers, providing direct access to the library catalog and the Internet. Students can search the catalog, apply for library cards, and check out books. The materials ordered are delivered to the school and distributed by school personnel. New Mexico Technet and the library carry the entire cost of the project.

Steve Milner in his book, *Civilizing Cyberspace*, says, "Libraries are a natural starting point. Being a universal service, libraries are open to everybody regardless of the level of their information seeking expertise."[9] Recognizing the need for patrons at public libraries to have easy access to the information on the Internet, the Washington State Advisory Council on Libraries and the Washington State Library made funds available for libraries to design a project that would simplify access to electronic information by providing a Web site tailored specifically for Washington citizens. The Seattle Public Library, with its strong relationship with Seattle Community Network, was selected to lead the project. Other active participants were the University of Washington Libraries, Ellensburg Public Library, and the Spokane County Library District. Librarians across the state provide ideas, review web pages, and develop homepages for their own collections. Librarian-designed and librarian-maintained Web pages facilitate and enhance the patrons' searching success.

Education and Training

Public library staff are trained to demonstrate and teach patrons the use of both traditional and electronic library resources: "A logical evolutionary step in the public library role is to provide training for the public in the use of networks and networked information resources, as well as point-of-use consultation, guidance, and technical assistance, as well as to develop online training and interpretative aids."[10] Buffalo and Erie County Public Library, part of the Buffalo Free-Net, has offered Internet training workshops to the public since 1993. The Montgomery-Floyd Regional Library, which has a strong relationship with the Blacksburg Electronic Village in Virginia, provides user training through their libraries. The Flint Public Library supports the Kellogg Community Networking Initiative in Flint: "Through Kellogg funding, they are training librarians and collaborating with neighborhood organizations to help prepare information for online resources."[11] The Community Networking and Training Center has trained many librarians and is beginning to train local volunteers. Their focus is to help community members to format, upload, and maintain data. The Boulder Public Library is working with the Access Colorado Library and Information Network to provide classroom-style public training sessions on Internet use.

Server hosts

Some public libraries are collaborating with local networks by physically hosting the server, modems, and the necessary hardware for the network. Providing a facility that has unlimited power sources, twenty-four hour access, and phone lines can be one of the most important pieces of the puzzle. Marian Mulla of the Tampa-Hillsborough County Public Library reports, "The Suncoast Free-Net is housed and operated out of the Tampa-Hillsborough County Public Library. All volunteers are coordinated out of our office. There are PPLC librarians on the SCFN executive committee. All Hillsborough County and most Pinellas County libraries provide public access computers at their sites."[12]

The Complete Puzzle

The impact of community networks upon local communities and libraries is growing. Librarians and public libraries are bringing tremendous skills and knowledge to the table, benefitting their communities and community networks. Citizens, schools, government, businesses, and organizations are prepared to use this technology to their advantage. A successful collaboration with the public library will help to focus the enterprise and organize the information so that emerging networks can fufill their promise and established networks can continue to prosper.

Guide to Resources

http://www.sils.umich.edu./Commumiyt/libraries.html

This page, a resource from the Community Networking Initiative, lists public libraries and the networks that collaborate. It gives a brief description and links to both library and network when available.

http://www.sils.umich.edu/Community/exampcns.html

These are examples of community networks in the United States.

http://www.scn.org/ip/comnet/abshome.htm
This page has the abstracts of 11 chapters from the book *New Community Networks — Wired for Change.*

http://www.laplaza.org/cn/local/cmcallp.html
This page provides the online documents from the "Community Net working 96" Conference.

http://ralph.gmu.edu/~pbaker/
Paul M.A. Baker from George Mason University has compiled a very useful "On-Line Guide to Resources."

http://www.inch.com/~lff/
Libraries for the Future direct you to the Civic Library, Innovative Uses of Technology, and Demonstration Projects.

http://state.or.us:8000/connect/con-resr
The Oregon State Library posts a "Libraries and Community Networks" page with links to some of the above addresses plus additional resources.

http://bcn.boulder.co.us/community/resourcesCommon_Ground.html#ch1
Kenneth Klingenstein,"Common Ground: Community Networks as Catalysts," (May 5, 1995).

http://duke/usask.ca/~scottp/free.html
This is an international list of community networks presented by Peter Scott at the University of Saskatchewan Libraries.

http://www.nptn.org:80/about.fn.starting.fn
This page is maintained by the National Telecomputing Network, a non-profit organization that serves the parent organization for Free-Net community computer network systems. It provides information and links to developing community networks.

http://www.atg.apple.com/research/proj/alot/alot96.html
Apple computers and the Apple Li brary of Tomorrow provide links to and information on many outstanding community network projects.

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Technology and Educational Standards:

Crossroads in the Media Center

by *Milton J. Warden*

"Because raising children is, in a sense, the reason the society exists in the first place. It's the most important thing that happens, and it's the culmination of all the tools and language and social structure that has evolved."[1]

According to *Information Power*, media specialists are expected to be on the front line "promoting effective use of instructional technologies," and many fill this role as well as implementing technologies to improve administration of the school library.[2] Automated circulation reduces the time spent on routine circulation chores. Indexes have moved from paper to CD-ROM, and full text that can be printed directly by the patron is becoming common. Electronic catalogs give students and teachers numerous access points to, and more information about, the collection. Media specialists have promoted laserdisc, cable television, integrated media systems, computer networking, and more, all in the name of increased access to information.

In staying current with the ever-changing technology, however, they often find themselves battling teachers who "are still reluctant to either use the technology themselves or to change their learning environments to encompass these new forms of information acquisition."[3] Rapid changes are reflected in new educational standards that embrace the need for students and teachers not only to be familiar with technology, but to grasp the effects of technological changes on everything we do, especially information gathering, analysis, and presentation. Technology, once a deterrent to collaboration between teachers and media specialists, will help motivate teachers to include the media specialist as a more active member of the curriculum team.

Technological Changes in the Media Center

Working media specialists don't need research to convince themselves of sweeping technological changes over the last few years. They can offer copious anecdotal evidence. For example, technology plans, required in North Carolina, have become common. In 1993, an *Electronic Learning* survey indicated that 64% of United States school districts had a technology plan.[4] More directly verifying the impact of technology on the media center, Miller and Shontz have published periodic reports showing how media centers have spent their money, including information on the availability of technology. In the 1988-89 school year, CD-ROM sources, which are common now, were found in only 4% of the responding schools. Twenty-one percent of respondents did have automated circulation while another 42% had plans to automate that aspect of the media center. Only 6% of the respondents had automated catalogs, while another 29% had plans for one in the future. The most common technology found by the survey was cable television (including television transmitted by satellite) which was available in nearly two-thirds of the schools.[5]

The follow-up study for the 1993/94 school year shows major changes in technology in the media center, not just by the survey responses but also by the questions on the survey. Cable television was still a popular technology (59.5%), but CD-ROM books/encyclopedias (77.7%) were now more often found in the media centers of the 635 respondents. Schools having both an online catalog and computerized circulation numbered 56.9%. Questions about videodiscs (laserdiscs), local area networks, library networks, telecommunications, Internet, and e-mail show how media centers have changed orientation and focus in just five years. However, some things never change: while over 25% of respondents had Internet and e-mail access, more than 18% did not have a telephone.[6] In the past, technology helped the media spe-

Technology, once a deterrent to collaboration between teachers and media specialists, will help motivate teachers to include the media specialist as a more active member of the curriculum team.

cialist deliver information to the school in varying formats, but usually the information resided within the school. Newer technologies are taking us outside the school to a broader range of information than can be maintained locally.

The future, while never clear except in hindsight, does seem to offer the continuation of the same technological trends. If we assume that computers have driven the changes in the past ten years, then we would expect to see the power of computers continue to increase as the cost decreases. Moore's Law tells us "the cost of making a semi-conductor drops 50% every 18 months."[7] Therefore, we can afford twice the power we did just eighteen months ago. The same author sees the past ten-year trend of declining prices and faster microchips continuing for another ten years.[8] If these projections are accurate, and there is no reason to doubt them, then technology will continue to be linked inexorably to information and the role of the media specialist. At least one analyst believes "the power of technology is so pervasive in all forms of information — from news and entertainment to bank statements and junk mail — that to understand how current and emerging technologies work has become, to many educators' minds, an imperative for 21st-century teaching."[9]

Changing Standards in Education

Education is about change. The school reform movement, in combination with rapid changes in technology, has driven standard changes that recognize the impact of technology on information gathering and processing. What follows is a brief sampling of standards that relate to the media program's role in the school.

It has been several years since the United States Department of Labor released a report (sometimes referred to as the SCANS report) on what skills or competencies were necessary for students to learn in our changing economy.[10] While the report focuses only on work-related skills, the recommendations are relevant to education and especially to media programs. One competency addressed finding and using information, an activity that closely parallels the role of the media center. Two other competencies identified by the report, also relevant to media programs, were working as a team member and using technology to solve problems. One way working teams are created in the classroom is through cooperative learning. Using this practice, student teams are given more responsibility for their learning than in the traditionally structured classroom. This new responsibility calls for a broad base of resource materials, and a strong media center and media program are essential for students to learn to work successfully as part of a cooperative learning team. The media specialist can help students doing problem solving to learn how technology can quickly retrieve data and how multimedia presentations can be put together. The SCANS Report standards lead teachers and students directly to the media center.

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One of the more noteworthy sets of standards dealing with technology and ultimately the role of the media specialist in the curriculum comes from the National Association of Secondary School Principals (NASSP). Significantly, this document was generated by school principals and teachers to address the issue of changing schools in light of the accelerating demand for reform and the pace of change inherent in our society. This is not another call for change from outside the school or within our own profession; it is school leaders, the principals themselves, with an agenda for change, who ultimately recognize the role of the media program. At least three of the recommendations deal directly with technology and the media center role in the school. They are

> "The content of the curriculum, where practical, will connect itself to real-life applications of knowledge and skills to help students link their education to the future."[11]
>
> "Schools will make technology integral to curriculum, instruction, and assessment, accommodating different learning styles and helping teachers to individualize the learning process."[12]
>
> "Teachers will be adept at acting as coaches and as facilitators of learning to promote more active involvement of students in their own learning."[13]

These standards inherently recognize the role of the media center. Information skills taught in the media center are techniques that can be used in many settings, including public and academic libraries and on the Internet. Teachers seeking real-life applications will find that they abound in the media center. Statistics classes can use general almanacs, sports almanacs, or current periodicals to find data to analyze. History classes can study election campaigns from news reports and periodicals, while biology classes can read articles about current research relevant to their studies. Those media centers with Internet access can make more direct connections to the real world as later examples will demonstrate.

Different learning styles are recognized by media centers when students require information in different formats. The media center historically has promoted media in many forms, from books to video to electronic media. Just as cooperative learning requires more resource-based teaching, teachers serving as coaches or facilitators need many resources and an active media center. All these activities fit the NASSP guidelines and engage the media program as a partner in the learning process.

Individual subject standards recently have gone through a transformation as the effects of technology and school reform ripple through various professional organizations. National history standards, for example, focus primarily upon content knowledge. One author observed, however, that the standards can be met "only through systematic implementation of a well-designed curriculum; one that indicates what to teach and how to obtain the support needed to fulfill that responsibility."[14]

This support brings to mind the role the media specialist could play in history lessons. The author apparently agrees; he calls for using children's literature, various forms of media, and various activities that would involve the media center, including "historical simulations ..., historical craft and model-building experiences, in-depth National History Day projects, and the experience of constructing an oral history of some local 'big event.'"[15]

Luring Teachers to the Media Center with Technology

The media specialist has tried to keep the media center a modern place for information retrieval and technological applications. Teachers may be hesitant to visit the media center to do independent research, to bring a class to do research, or to share lesson plan ideas that could lead to a visit. Perhaps the technology we model so well in running our media centers and have implemented for information gathering discourages some teachers. The media specialist who keeps up with new technology and educational standards will have a tool to reach teachers. It won't be easy, but each technological advance and new standard offer a lure to bring one more teacher within reach of the media program.

One way to do this is to convince teachers that media center technology can give them and their students "access to a wide array of information (e.g., through Internet searches), capabilities for communicating with content experts and other investigators (e.g., through electronic networks), and representations that give tangible form to concepts that are otherwise difficult to visualize (e.g., interactive graphic representations of such variables as acceleration)."[16] While these descriptions seem somewhat limited as to what technology can do for us, they are certainly within the grasp of a well-equipped media center.

Good examples of connecting the media coordinator to the teaching team via technology abound, and the media specialist seeking ideas would be wise to check the professional literature. Searching the literature of the specific subject field and finding good examples of using the media center to integrate technology into the curriculum would be an effective demonstration for a teacher.

One area of great interest (but also caution) for media specialists is the Internet. A national demonstration project in New Jersey focused on using the Internet to supplement conventional information available in the school in the science classroom. As previously discussed, students are now expected to work in teams and collaborate with others. The Internet extends that exercise to students worldwide as partners in data collection and analysis. The New Jersey project used something as simple as temperature measurement compared to distance from the equator as a collaborative project for students. Students from each school sent information identifying their location, which was then marked on a map by all other schools. Temperature data for a particular time period was exchanged.[17]

When standards call for real-life applications of knowledge, the New Jersey project has an answer. Various other scientific laboratories also are putting information from their research on the Internet. For example, the Plasma Physics Laboratory at Princeton University is working to create energy from controlled fusion and is putting data on the Internet, letting students "enter one of the world's leading research facilities and gain access to the data that is being studied there as quickly and easily as its own scientists."[18] Similar projects could work at various school levels, teaming a media specialist with a science teacher to teach not only the subject area material, but information literacy skills. (Visit the project Web site at *http://k12science.stevens-tech.edu* or *http://njnie.dl.stevens-tech.edu* for more information and specific Internet sites used in the article.)

With the increasing interest in the Internet, new users easily can be overwhelmed by the amount of information available. A wonderful way to introduce Internet searching that is adaptable to any curriculum or grade level is the Internet Scavenger Hunt. A series of questions are asked, and after each question an Internet site address is given where the answer can be found.[19] Since the Internet offers so many sites, the questions can be structured for different subjects or even as an introduction to the Internet itself. The media specialist could use this tool to introduce teachers to the Internet resources or help a teacher structure a hunt in a particular subject area. This exercise brings the student into contact with the newest information technologies and offers ways for the media specialist to introduce other information skills to classrooms.

While changing technology and new educational standards will give us new ways to bring students and teachers into the media center, they are not a panacea. Regardless of what technology and standards we work with, there is a place for the media program in the curriculum. We support information literacy whether through books, television, or the Internet. The push for students to become active learners and have sources beyond the textbook is frequently called resource-based learning and the media center is at the heart of such a program. If our programs are to be successful, we must become more active partners in the curriculum using whatever tools we have at hand.

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Nailing Jell-O to the Wall?

Collection Management in the Electronic Era

by *Robert Galbreath*

When I was pursuing graduate work in history during the early sixties, a fellow student good-naturedly dismissed my specialty — intellectual history — as equivalent to "nailing Jell-O to the wall." It was the first time I had heard the expression. Now, decades later, I find my subsequent specialty — collection management — often described in the same terms, particularly with regard to electronic resources and digital (formerly "virtual") collections.

It is not difficult to understand why this should be so. If the library is traditionally understood to be a physical location housing an organized collection of selected materials (primarily on paper), then the advent of decentralized computer-mediated access to remote electronic databases and online resources clearly challenges the concept of a managed collection. Challenges — but does not negate. Collection management is now more complex, involving more factors, more decisions, and more participants in the decision-making process. It also entails reconceptualizing the nature of "collection" and some traditional components of collection managing, but the basic functions of selection/deselection, budget allocation, and user liaison have not changed fundamentally, and the need for collection management has not lessened. If anything, it is more essential than ever.

Based on a sample of recent administrative appointments and searches, collection management activity appears to be thriving within the University of North Carolina System. Chapel Hill is seeking to fill its long-established University Bibliographer and Head of Collection Development position. North Carolina A&T is searching for a new Collection Development Librarian. North Carolina State recently appointed an Associate Director for Collection Management, Organization, and Advancement, while East Carolina University formally established the position of Collection Development Librarian. UNC-Charlotte has expressed interest in creating a collection management post. Other collection management administrative positions exist at Appalachian State and UNC-Greensboro.

The need for continued collection management in the digital library has been emphasized by many commentators. At NCLA's 1994 College and University Section meeting on "Collection Management in an Electronic Environment," keynote speaker Merrily Taylor of Brown University made it clear that collection development is needed more than ever to navigate the surging river of electronic information.[1] Ross Atkinson, whose numerous essays constitute the most sophisticated analysis of collection management activities in academic libraries, has written that "the role of the library in general—and of collection management in particular—in a predominantly online environment can and should be more central and more vital to research and communication than in the era of traditional formats."[2]

Why is collection management still needed? If nearly everything is available electronically, or soon will be, why talk about collections at all? What role is there for collection management in this context? How do collection managers manage, and what is it that they manage? In addressing these questions, I want to draw primarily on my own experience at UNCG — and that of academic libraries more generally — not because I think it is paradigmatic ("we did it right") or remarkable, but because I think it is illustrative of the sorts of immediate, practical problems and questions that librarians are wrestling with throughout the state. Other important but less urgent issues, such as text mutability, archiving, preservation, and mediation or filtering of information, must be held for discussion at another time.

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The Collection

Writing in 1987, James A. Cogswell defined collection management as "the systematic management of the planning, composition, funding, evalua-

tion, and use of library collections over extended periods of time, in order to meet specific institutional objectives."[3] A decade later, while the principle is still sound, the practice no longer seems as neat as the definition implies. What, to begin with, now constitutes a library collection?

Traditionally, a library collection was a locally owned and organized cumulative selection of physical items intended to provide timely access to needed information. Today the library collection is no longer a *physical* phenomenon, an organized array of discrete physical containers in one physical location. Increasingly it is an intellectual phenomenon or construct, a mixture of local and remote, paper and electronic, basic and advanced resources not located in one place, but assembled to assist users in a particular location, institution, or community.

Regardless of location and format, a collection still exists. It is a collection because it has been selected for provision (access) from a far larger universe of possibilities. In making qualitative selection decisions, collection managers are saying to their primary users (those for whom the particular library has been established) that these selected resources are most worth their immediate time and attention; these are most likely to get them what they need with (we believe) the least expenditure of time and effort. This ongoing process of selecting, or what Michael Buckland calls "privileging some resources over others,"[4] is collection management at its most fundamental.

Ownership/Access

Some have objected that accessing is not collecting, that providing electronic access is not the same as building a collection. This view is correct, it seems to me, only if by "providing electronic access" one envisions laying down cables or turning on equipment. Otherwise, it is misleading to place ownership and access in an either/or relationship. Ownership has until recently been the preferred — because necessary — means of providing access. Items added to a collection once were called "accessions." Now there are numerous ways of providing access, of which ownership of physical items is only one and not necessarily the most cost-effective when rapid, multiple use of very current information is anticipated. Electronic access is itself a variable: do we choose to own a CD-ROM, pay licensing fees in order to network a product, purchase searches for using a remote access database, or provide on-demand commercial document delivery?

The answer to these questions depends on perceived demand. At UNCG we have adopted a tiered approach, devised by our Electronic Information Resources Librarian, in which the access mode is correlated with expected use. Remote database access is for resources which we believe will be used most heavily, networked CD-ROM access (with a limited number of slots available) stands at the second tier for those products next in demand, and stand-alone CD-ROMs are employed for the least frequently used resources. The resources themselves, however, are selected on the basis of quality and support for local instruction and research, among other factors. In other words, their provision is the result of collection management decisions on what to provide and what not, within the financial and technical limitations of our institutional environment. They constitute a dynamic collection that is constantly re-evaluated to ensure that it coheres and functions as well as we can make it for our users.

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The fundamental question is not ownership or access. The real question is access or not. Do we provide the resource or not? The next question then becomes: What is the best means of providing access for our users—paper or electronic, local or remote, owned, borrowed, licensed, or shared?

The Selection Process

The selection process in the online environment is much more complex. There is more to choose from: more formats, products, protocols; more possibility for duplication and overlap; more people involved; and more factors to consider, including equipment, technical compatibility, maintenance, and number of simultaneous users. Not all of these are collection management responsibilities in and of themselves, but they cannot be ignored, and no decision to add an electronic product can be considered final until these factors are weighed.

With the number and complexity of issues involved in adding electronic resources, we have found that we need a combination of talents to make informed decisions: the subject specialist, the electronic information specialist, the systems librarian, and input from reference and serials. In an effort to bring focus to the process, we established an Electronic Resources Subcommittee of the Collection Management Committee with responsibility for

> evaluating new electronic products, reviewing those already in place (especially at renewal time), proposing appropriate access modes, and making recommendations accordingly. The ERS consists of the electronic information resources librarian, the systems librarian, a reference librarian, and on occasion the serials librarian. The subcommittee's existence symbolizes the all-library significance of electronic resources, and illustrates the complex and multifaceted nature of electronic resources which cannot be encompassed adequately by any one person or department. Clearly Wendy Lougee is correct in saying that the selection process in the online era is no longer an individual matter.[5]

Two additional points about the selection process should be mentioned. The first is that even when a decision has been made and implemented, it is not final. (It is not final with regard to books, either — there are subsequent "reselection" decisions to be made about preservation, remote storage, weeding, repairing, replacing — but these decisions usually come much later.) In the electronic world, change is so rapid that new products, new technologies, new packages and pricing structures, new upgrades and releases, constantly assail us. What we decide today may require reconsideration tomorrow. Additionally, not everyone who has access to computers will necessarily have access to our online resources. We have discovered, for example, that Macintosh users currently cannot access our networked CD-ROMs. The other side of the coin is that some of these users request us to purchase Macintosh products which we cannot run on the Library's equipment.

I cite these examples not as insuperable obstacles, but as issues which further complicate the selection process.

Dematerializing Collection Management

Once the collection is viewed as a fundamentally intellectual construct rather than exclusively as an assembly of physical objects (even though that assemblage is itself the result of intellectual work), our perspectives on a number of issues begin to change.

1. Collection Evaluation.

Collection strength has less to do with collection size in the sense of holdings than ever before. While accrediting agencies seek evidence that the local collection is adequate to support programmatic and institutional objectives, this criterion is not restricted to owned resources. In my experience, evidence of generally available remote access databases, shared resources, and document delivery service is regarded as integral to providing adequate resources. We continue to prepare reports on library resources and services in support of academic units undergoing graduate program review or accreditation review. This is an important service which is as instructive to the academic units undergoing review as to the librarians preparing the reports. They provide snapshots of where we are and indications of where we must go.

2. Collection Development Policies.

While accreditation reports are important, written collection development policies are not. Collection development policies can be time-consuming to prepare, with their levels of collection activity and specification of linguistic, geographical, and chronological limits. They do not accommodate interdisciplinary research easily, they date quickly, and they tend to be regarded after completion as "fixed" or "final," defining an illusory status quo. The worlds of instruction, research, and information are changing far too rapidly for collection development policies to be worth the expenditure of staff time. "Wasted words," Richard Snow has recently called them.[6] Ultimately, it is the selection decisions themselves that determine collection development policy, not the reverse.

What we do find useful are guidelines, such as the tiered approach to electronic access or the urgent need criterion for paper subscriptions. We also need alternatives to formal collection development policies, such as profiles of departmental research and teaching, which can be updated quickly, provide guidance in selection decisions, and serve equally well, perhaps better, as communication links with faculty users.[7]

3. Materials Budget.

We still call it the materials budget at UNCG, but it isn't. It pays for subscription databases, *FirstSearch* searches, access to *InfoTrac*, and now UNC-System shared databases. It is properly a "resources and access" budget. In our case, however, it pays only for the subscription, access, searches, and licensing; it does not pay for the equipment. This separation raises further problems. It is not possible to fund electronic resources solely through the "materials" budget. Equipment and its maintenance are part of the cost of these resources. Equipment and operating budgets are as much affectedt by the provision of electronic resources as the materials budge. Other budgetary questions arise over transaction-based or on-demand resource services, such as a database search or an article provided through commercial document delivery. Are these "free," i.e., subsidized by the library, or is the cost passed on to the user? Which fund will be charged for the subsidy? Which fund will receive the fee?

... expenditures for electronic resources are escalating at least as rapidly as serials inflation.

Once again, these are not necessarily collection management decisions *per se*, but they must be settled, and they are part of the cost of doing business in the world of digital information. One aspect of budgeting for electronic resources is indisputably clear: expenditures for electronic resources are escalating at least as rapidly as serials inflation.

4. Serials.

Paper subscriptions increasingly are being restricted at UNCG to those which qualify as "urgently needed," that is, those that are so heavily used in the library to support the instruction and research conducted on the campus that physical ownership of paper copies is the most cost-effective means of providing access. In some cases, owned paper subscriptions are necessary because of general interest, local interest, unavailability through other means, or inadequate reproduction of illustrative matter through document delivery. For those titles that are needed only occasionally, there are other options: interlibrary loan, document delivery, and full-text electronic versions.

User Liaison

Liaison outreach to users, in this case the teaching faculty, becomes ever more central to collection management in academic libraries. We must stay informed about rapidly changing research interests and patterns of scholarly communication in the increasingly computer-dominated world of contemporary scholarship. What kinds of resources are needed in or through the library? What kinds of electronic resources are used or needed by faculty in different disciplines? We recently asked representatives in each academic department whether the library should provide electronic journals. Replies ranged from an emphatic Yes! to a cautious Perhaps (caution shaped, it appears, by fear of additional costs) to the negative (not interested; what are they?; I don't know of any in my field). The ability to order books electronically was strongly endorsed, but a few were satisfied with the current manual procedure.

Communication is a two-way process. Not only do we need to hear what users want; they need to hear what we have available already and what the online resources can do for them and their students. As the abundance of electronic resources grows, the need for guidance through their riches becomes self-evident.[8] Guidance, navigation, instruction, mapping, privileging — call it what you will — will be a vital necessity to users, and collection management will increasingly be part of this library-wide public service.

Conclusion

Collection management in the online era is not an attempt to nail Jell-O to the wall, although it may occasionally feel that way when collection managers struggle to keep their heads above the rising flood of decisions, factors, consultations, reports, and deadlines. There are tough decisions to make and difficult problems to solve, and what works

well for one library will not be acceptable to another.[9] Collection management has changed, not in its fundamental concerns with selection decisions, budget allocation, and user liaison, but in scope and complexity. Complexity in itself need not be negative. The complexity of electronic resources has had some positive consequences. By requiring the involvement of a much broader range of library staff, the provision of electronic resources is democratizing collection management and making it more collaborative. Other librarians are learning about collection management, while collection managers become increasingly knowledgeable about technology and user services. It is a learning experience for everyone, and it may well serve to bring more unity to library practice as lines blur and departmental responsibilities converge. Collection management has become a much riskier enterprise because the electronic environment is ever-changing and uncertain, but uncertainty and risk-taking provide greater potential for learning. Besides, if the digital world is removing walls, why try to nail anything to them anyway?

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U.S. Government Publications in Time of Change

by *Ann E. Miller*

Federal documents librarians quote to each other at conferences, "May you live in interesting times." Everyone in libraries is experiencing these times, but no area is nearer the "bleeding edge" than federal government publications. Government collections now include every format, from print and video to remotely accessible databases and Web sites. As bibliographic records for documents are loaded onto online catalogs, government publications convert into electronic formats, and agency sites appear on the World Wide Web, library users are exploring government information as never before. The combination of new awareness and changing formats has created challenges for libraries wishing to provide access to federal information.

Public Awareness

The initial change in public awareness of federal information began in 1976 when the Government Printing Office (GPO) switched to MARC format cataloging. The move provided standardized MARC records which could be integrated into online databases and used to create CD-ROM indexes for networking. This integrated method of searching for federal materials has increased demand for and awareness of "traditional" printed government publications.

The format in which government publications are and will be distributed has created the most drastic change in awareness and access. In the late 1980s and early 1990s federal depositories began receiving floppy discs and full-text CD-ROM products. Frequently these were the first full-text CD-ROMs in the library collection. The change brought a certain caché to federal information that had not previously existed. Libraries began scrambling to find equipment to support access to these products. Almost every product came with different hardware requirements, different software (or none at all), and instructions which could be overwhelming or nonexistent. It became apparent that libraries weren't prepared to run or support many of the products distributed. The explosion of remotely accessible federal resources on the Internet has provided additional challenges to libraries collecting government publications. The Web sites' ease of use and their graphic and interactive qualities make this type of government information more accessible and appealing to much of the public.

In August 1995, Congress required the GPO to examine what measures would be necessary to move the Federal Depository Library Program (FDLP) from a primarily print-based program to a fully electronic distribution system.[1] In June 1996, GPO released its final report, *Study to Identify Measures Necessary for a Successful Transition to a More Electronic Federal Depository Library Program.* Although this report addresses the Federal Depository Library Program in particular, the issues it raises and attempts to address will affect all libraries interested in providing access to federal materials. The report examines legal requirements for agencies to provide access to information and where those requirements are lacking; retention of and permanent access to electronic information distributed through FDLP; the effect of distributed dissemination on locator services; the need for standardization in electronic products; and methods of no-fee access for depositories to fee-based services.[2] Most of the issues are not new, but the plan envisions a transition from print to electronic format by FY 2001. Documents librarians now ponder with new urgency the collection development, service, and cost implications of this type of access for libraries.

Collection Development

Libraries collecting federal materials face a four-fold challenge: collecting in a decentralized distribution system, deciding what type of materials to collect, collecting publicly accessible materials, and retaining and archiving.

Historically, the Government Printing Office has served as the central printer and distributor of federal information. Non-depository libraries wishing to purchase government publications could identify materials in the *Monthly Catalog of U.S. Government Publications* and purchase publications through the GPO Sales Program. Scientific and technical titles not offered by GPO generally were available through the National Technical Information Service. In addition, libraries frequently have relied on GPO to provide them with information regarding title changes, cessations, and now format changes.

While "fugitive documents" always have existed, centralization in GPO has given libraries some assurance of continuity and responsibility for distribu-

tion. The advent of efficient agency desktop publishing and electronic distribution has fostered decentralized federal publishing. A growing number of publications are escaping the depository net. Others, once depository items, are dropping out of the system. So how will a library know of a publication's existence? Fugitive materials are lost to libraries unless identified by a customer request or serendipitously by a selector. A good individual example is *Competition Policy in the New High-Tech, Global Marketplace*, a Federal Trade Commission staff report which, at the time of writing, existed on the FTC Web server but had not been distributed to depository libraries and wasn't located in searches of two versions of the *Monthly Catalog*. A *WorldCat* search did reveal a commercial reprint. I discovered the report when using the FTC Web server for unrelated research.

The GPO transition plan acknowledges that there currently exists no requirement for an agency to notify GPO of changes in publication or distribution. Appropriate legislation must be written and passed to ensure that agencies notify a central agency coordinating the depository program so that bibliographic control can be maintained, and libraries notified of changes in distribution.

The transition to electronic dissemination of some products has forced libraries to create policies on collecting various formats. Each library must determine which available format is most useful to its particular set of users. In some cases, such as materials available on the *National Trade Data Bank* CD-ROM, it results in duplication of materials in both print and electronic formats. In others, the choice is made for the library, such as when materials are discontinued in print and only available electronically. In addition, librarians must decide not only what customers may want and need now, but also what they might need in the future. A product may not be available for long, and an interested library may need to select or purchase it, regardless of whether it can currently be supported. The CD-ROM *OTA Legacy* from the Office of Technology Assessment is an excellent example. It is a five-CD set which provides full-text, Adobe Acrobat Portable Document Format (PDF) image files for all OTA publications from 1972 until the closure of the office in 1995. These image files require a specific level of software and hardware for display and printing, software and hardware a library may not have yet. The OTA reports are heavily-used and -referenced items, and many libraries would be wise to have them. No longer in print, these publications are available only electronically. They are on the Web now, but will they remain accessible?

How is a library to collect accessible rather than acquirable electronic information? Most access to federal materials on the Web is not selective, unless the site charges a subscriber fee, such as for *STAT-USA*. How can a library be specific about what type of site it supports when users can find it on their own? If a user finds it, must we support it? No one really expects a law library to support access to large sets of weather data. Public and general academic libraries, however, will be faced with the challenge of supporting a wide variety of information on remote sites. Future collection development policies will need to define the collecting level for electronic resources. As with printed materials, the existence of a remotely accessible database doesn't mean that the library will purchase it. Libraries must consider usefulness, price, and technical requirements.

The retention and continued accessibility of electronic materials is of serious concern to all, though large research libraries perhaps feel it most. While the National Archives and Records Administration (NARA) has the ultimate responsibility of retaining federal records, the federal depository program through its regional libraries and large selective depositories has provided a working backup to NARA for published federal materials. Most electronic products distributed through the Federal Depository Program are retained just as paper publications are. Many electronic publications change from version to version. With changes in computer software and hardware, we are discovering that some new software is incompatible with the old. For instance, will a product which was issued to run in MS-DOS version 3.0 run on a PC which is running Windows 95? Good question. And how long will a CD last, anyway?

What happens to remotely accessible electronic information? Depositories and those using their resources have no control over what comes and goes on federal agency Web sites. How can libraries be sure that the Web information of today will be there for the researcher of tomorrow? So far, most agencies see the Web as a method of disseminating current information. They don't yet recognize the historical value of retaining that information, or they assume that paper or distributed electronic products will support historical research. The *Study to Identify Measures Necessary for a Successful Transition to a More Electronic Federal Depository Library Program* proposes that GPO and NARA provide long-term access to useful information.[3] But who determines long term, or useful, and just what would be acceptable access?

How can libraries be sure that the Web information of today will be there for the researcher of tomorrow?

As federal depositories have considered this issue, several aspects of the problem have become clear. Regional depositories cannot download and retain all this information; it is too much for one library, however large, to take on. A central government site for long-term access is a possibility, but it will need to be easily accessible. Many have experienced the frustration of being unable to access an electronic service due to heavy traffic. And what if the service is down, perhaps during a government closure? Just as one has the option of going to another library if a copy of a book is checked out, so mirror sites should be available for federal information. But who will create these sites and where the sites might be are issues still to be resolved.

Support and Service

Libraries have always supported federal collections administratively. We check-in and shelflist, catalog, bind, manage, and provide reference assistance for the materials we collect; however, we have been supporting traditional collections of print and microfiche. The promise of additional, if not total, electronic distribution poses new questions for libraries to answer.

Libraries will need to provide hardware and software to access and use these new products. GPO has provided depositories with a recommended minimum standard for the hardware for a stand-alone workstation (fig. 1).[4] As of Oct 1, 1996, these recommendations are to become requirements for depository libraries.[5] To be sure, the workstation configuration is daunting. Remember, this is a single workstation to support all federal products. As such, it is a highend workstation, capable of coping with almost every software

requirement which might present itself. Even as GPO supplies the standards, it also notes that:

> LPS cannot anticipate or address every possible depository library computer scenario. Rather, these specifications are intended to assist depository staff in making informed purchases which will best achieve the goal of providing public access to Federal Government information in a variety of electronic formats.[6]

Librarians need to assess what type of electronic materials they will be collecting, types of remote materials their users will likely encounter, and configure workstations to meet those needs. The outline of minimum requirements is intended to provide depository librarians with evidence to convince administrators of the need to purchase workstations that meet future needs as well as current ones. For non-depository libraries, the GPO guidelines provide a list of hardware requirements that will be encountered when using federal materials they might purchase.

It is likely that these minimum specifications will be difficult to meet. Libraries will not be able to purchase four or five workstations which conform to these guidelines. Electronic products will need to be distributed among several workstations, networked, or carefully selected so that the need for special support is minimal. For instance, Duke University doesn't have a single workstation which meets the minimum requirements, though our specialized GIS terminals come close. Rather, we've identified what the products we support require and have distributed the tasks among different machines. This distribution is possible at larger institutions with multiple workstations. For smaller libraries where one or two workstations support all federal materials, it will be necessary to purchase workstations close to or exceeding these requirements.

Software adds another wrinkle. It seems as though every CD-ROM the federal government has issued comes with a different software package. Even those that run on the same software, such as GO from the Census Bureau, require that additional files be loaded to provide access to the unique data sets on each disc. In the worst case scenario, the CD arrives with no instructions on how to install the software or even what is required to run it. Beyond the logistical problem of managing many software programs, there are serious staffing implications. Often one staff member will be responsible for installing and maintaining access to federal electronic materials. The "opportunity for growth" usually falls to someone with existing responsibilities.

Providing reference service for this new generation of federal materials will continually challenge librarians. Not only must the reference staff know content and location of materials, but also how to search, display, and download or print using a variety of software packages. In addition, new types of information are being released. Agencies are taking advantage of the new medium to issue data sets that were not available before.

Creating a tiered-service policy is one way many depository libraries are dealing with this issue. Librarians initially identify use patterns for electronic materials and those products which support the research needs of their customers. Those products with heavy use, or those that are networked, have a very high service expectation; those for which no software exists or little use is expected, have very low levels. Within the service levels, staff are given guidelines for what they are expected to know. At a high service level, for instance, the staff member is expected to know the content of the product, be able to access and search for information, retrieve and display it, and finally download or print the results. The lowest level of service may be to find the product in the *Monthly Catalog* and circulate the item to the user.

Duke has a four-tier service system which was instituted in Fall 1995. The highest level is expected for products loaded onto our CD tower (content knowledge, search, display, download/print), the second level for products loaded on individual machines in the department (locate, searching, display, download/print). The third level is for products that will need to be loaded. Users are required to allow two working days for the product to be installed and will receive only minimal support. Finally, we circulate some CD products for a week. I should note that circulating CDs is a controversial decision and may not be right for all libraries.

Training of staff and followup individual practice are essential. Unfortunately, with the exception of *GPO Access*, there is little formal training available for federal electronic products. Training sessions do turn up at the Federal Depository Library Conference, ALA, and NCLA Documents Section meetings. Yet these may not reach all staff. Many depositories have turned to internal cross-training. Cross-training ensures that at least one individual is knowledgeable about a product. We have taken advantage of light Friday morning reference traffic for our training time. Professionals and support staff alike have presented products. Cross-training provides an impetus for creating handouts that can be adapted for customers, and gives staff a chance to ask "stupid" questions in a safe environment. It is important then to allow practice time for everyone to reinforce their skills.

Our customers face both the loss of favorite publications and new information in new formats. Library users may be somewhat familiar with the use of a computer and associated hardware, but they certainly cannot be expected to cope with all the software packages and product options available. Having clear selection and service policies and goals will help to focus user instruction. Now, more than ever, customers need to rely on the advice and assistance of reference librarians.

We cannot discuss support for electronic products without looking at the price tag for libraries. While Congress may view the distribution of electronic information as a cost cutting measure for the federal government, libraries will see a number of increases in their local costs.

Consider the hardware and software costs. It will not be cheap to purchase machines that meet the minimum requirements. Libraries also will need to purchase complementary software to meet the requirements. Some software will be an extension of what libraries already use for administrative support, but other types, such as database software, will need to be acquired to support specific electronic publications.

While Congress may view the distribution of electronic information as a cost cutting measure for the federal government, libraries will see a number of increases in their local costs.

There almost certainly will be subscription fees for some remote services. While the Federal Depository Library Program is willing to broker free access for depository libraries, other libraries will need to subscribe to government services just as they do for commercial database providers. Unfortunately, it isn't certain yet that even depositories will have free access to remote services, despite assurances to the contrary.

An immediate and obvious cost is printing. Some customers will accept downloaded materials, but most still prefer to have printouts they can take home. Electronic materials ripe for printing range from one-page pamphlets to monographs hundreds of pages long. Libraries must decide whether to pass the cost along and provide hardware that can process and print large documents quickly, or whether it is wiser for the library to print out a master copy of a document for retention and checkout. Policies need to be established that both fit the needs of the customers and allow libraries to continue to provide effective service.

Conclusion

By the time this article goes to press the issues facing libraries collecting federal materials will have changed. Congressional mandates for electronic dissemination and the public's increased awareness of and access to federal information in all formats are driving much of that change. The type and method of collecting, the need for a state-of-the-art computing infrastructure, and the necessity of providing service to a variety of products are daunting challenges to libraries; however, I believe that we have the tools to address those challenges. The knowledge we all share for collecting, administering, and serving our collections will provide us with the basis for creative policies and decisions that will ensure our public's access to the wealth of information that government publications provide.

Lagniappe

I have had great difficulty in selecting only ten significant federal publications. So much valuable federal information is available for so many different purposes. In the final analysis, I chose products that will lead researchers into the literature; products that present traditional information in a new and dynamic way; and those publications that provide exceptional quality as a reference source.

Bureau of the Census. *Statistical Abstract of the United States*. Bureau of the Census. Department of Commerce. Washington, D.C., 1878 - . For sale by the Supt. of Docs., U.S. G.P.O.

> Familiar to librarians, the *Statistical Abstract* continues to be one of the most important and heavily used federal documents. Not only does it provide comprehensive and detailed statistics, but it includes international data and information gleaned from private sources as well. Available for purchase in paper and CD-ROM, selected tables are available at the U.S. Census Bureau web site: *http://www.census.gov/stat_abstract/*.

Bureau of Labor Statistics. *Occupational Outlook Handbook* and the *Occupational Outlook Quarterly*. Bureau of Labor Statistics. Department of Labor. Washington, D.C., 1949 - . For sale by the Supt. of Docs., U.S. G.P.O.

> The *Handbook* and its companion journal *Occupational Outlook Quarterly* provide information on jobs and job prospects. The *Handbook* provides information on what a job entails, prospects and salary, conditions and training needed. The *Quarterly* supplements the handbook, looking at trends in geographic movement of jobs, salary changes, and hot occupations.

Federal Research Division. *Area Handbook Series*. Library of Congress The Division. Washington, D.C. For sale by the Supt. of Docs., U.S. G.P.O.

> Once produced by the Department of Defense, now by the Library of Congress, each book in this series analyzes the culture, politics, security, history, and society of the country in question. Some are available in full-text on the *National Trade Data Bank*, and text and illustrations for one (as of writing) may be found at the Library of Congress web site (*http://lcweb2.loc.gov/frd/country.html*). All are available for sale from GPO.

Government Printing Office. *U.S. Government Printing Office Home Page*. Government Printing Office. U.S. Congress. Washington, D.C., 1995 - . *http://www.access.gpo.gov/*

> The GPO page enables searching of the *Monthly Catalog* for recent publications and locations of depositories selecting the item. It also provides access to *GPO Access*, and the *Pathfinder* service which identifies government Web sites. In addition, the homepage provides links to other federal agency homepages.

Government Printing Office. *GPO Access*. Government Printing Office. U.S. Congress. Washington, D.C., 1994 - .

> This WAIS-searchable database is available to the public from a variety of points on the Internet. Full-text material included on GPO Access include the *Federal Register*, *Congressional Record*, Bills, *GAO Reports*, House and Senate Calendars, the *Congressional Directory* and *Economic Indicators*. Citizens of North Carolina can access the service from several gateways, including UNC-Chapel Hill/Duke/NCSU online catalogs; NCSU's web site (*http://www.lib.ncsu.edu/stacks/gpo/*), GPO's web site (*http://www.access.gpo.gov/*), plus other gateways around the nation.

LaRoe, Edward T., ed. *Our Living Resources: A Report to the Nation on the Distribution, Abundance, and Health of United States Plants, Animals and Ecosystems*. U.S. Department of the Interior, National Biological Service, 1995.

> The monograph *Our Living Resources* is a exceptional compilation of articles on the status of U.S. animal species, ecosystems, ecoregions and special environmental issues. Each article provides an overview of the topic, challenges for the future, and a short bibliography. The volume is beautifully laid out and very accessible.

Office of Technology Assessment. *OTA Legacy*. Office of Technology Assessment. U.S. Congress. Washington, D.C., 1996. For sale by the Supt. of Docs., U.S. G.P.O.

> Between 1976 and 1995 the Office of Technology Assessment produced many valuable reports on science and technology issues. This five CD-ROM set contains OTA reports in PDF format. It is an excellent example of a product which poses one of the greatest challenges to libraries in access, reproduction, service, and retention. Viewing and printing of these image files requires hardware and software that can read and reproduce Adobe Acrobat PDF formatted files.

Platt, Suzy, ed. *Respectfully quoted : a dictionary of quotations requested from the Congressional Research Service*. Library of Congress. Washington, D.C., 1989.

One of the best reference books for quotations around. It is organized by topic with indexes for subject, author, and keyword.

STAT-USA. *National Trade Data Bank* and *STAT-USA*. STAT-USA. U.S. Dept. of Commerce. Washington, D.C., 1990 - .

The *National Trade Data Bank* was created in 1990 to provide one-stop-shopping for businesses interested in international trade opportunities. NTDB has expanded to two CDs a month which provide access to full-text and statistical files. *STAT-USA* (*http://www.stat-usa.gov/*) provides some of the same material, plus timely trade opportunities and detailed economic data; however, *STAT-USA* is a subscription service. Federal depositories may provide one free access point if they select the service.

U.S. Superintendent of Documents. *Monthly Catalog of United States Government Publications*. United States Government Printing Office. Washington, D.C., 1907 - .

Since 1907, the *Monthly Catalog* has provided access to federal materials printed and processed by the Government Printing Office. It now has expanded to include documents in electronic format at agency sites. Available for purchase in paper and CD-ROM, also available for searching on the World Wide Web at: *http://www.access.gpo.gov/su_docs/dpos/adpos400.html.*

United States. Congress. *Official Congressional Directory.* U.S. Government Printing Office. Washington, D.C., 1887 - . For sale by the Supt. of Docs., U.S. G.P.O.

Not only a biennial directory to members of Congress, this volume contains a guide to the executive branch, lobbyists, statistics on voter turnout, congressional district maps, and more. An electronic version of the directory is available via *GPO Access*.

References

[1] U.S. Senate Appropriations Committee, U.S. Senate, *Report to Accompany H.R. 1854 Legislative Branch Appropriations*, 1996, 104th Cong. 1st sess., 1995, S. Rept. 114, 48-49.

[2] U.S. Government Printing Office, *Study to identify measures necessary for a successful transition to a more electronic Federal Depository Library Program: as required by Legislative Branch Appropriations Act, 1996, Public Law 104-53: report to the Congress* (Washington D.C.; GPO, 1996), ii-iv.

[3] *Study to Identify*, 21-22.

[4] "Recommended Minimum Specifications For Public Access Work Stations In Federal Depository Libraries," *Administrative Notes* 17, no. 7 (1995): *gopher://una.hh.lib.umich.edu:70/00/socsci/poliscilaw/godort/gpo/1996/170796/an1707p*

[5] *Study to Identify*, 13.

[6] "Recommended Minimum Specifications."

GPO Recommended Minimum Specifications

May 15, 1996

Computer	IBM-compatible Pentium chip computer operating at 100mhz
Memory	16 megabytes (Mb) of RAM
Hard Disck Drive	1.2 gigabytes (Gb) capacity; 12 ms or less access time; IDE or SCSI interface
Floppy Disc	3.5" high density drive. Consider a 5.25" drive if you have a collection of 5.25" diskettes that have not yet been converted to 3.5"
Expansion	Three free expansion bus board slots; 1 or more additional hard drive bay(s) desirable; 2 serial ports and 1 parallel port
Monitor	Super VGA (SVGA) compatible, with at least 70 Mhz vertical refresh rate at SVGA resolution (800x600) non-interlaced, 0.28 or smaller dot pitch; display card which supports 800x600 resolution at 7-Mhz or faster. 15" monitor minimum, but consider 17". Consider 21" to display full page images.
CD-ROM Drive	For stand-alone use, single or multiple platter drive (ISO 9660 standard). 300 K/byte per second transfer rate, quadruple (4x) speed support. CD-ROM XA support.
Printer	Ink jet or laser printer which supports PostScript. 2 MB memory. Consider color.
Pointing Device	Microsoft-compatible mouse or similar pointing device to support programs and Microsoft Windows.
Network Connection	Direct Internet or SLIP/PPP connection
Modem	28.8 kbps data transfer rate, meeting V. 32, V. 42, V.42bis or MNP 5 standards and compatible with Hayes "AT" command set.
Operating System	Microsoft Windows 3.1 or later (requires MS-DOS 3.3 or higher). Device driver for CD-ROM drive and MS-DOS CD-ROM extensions.
Communications	Package which supports multiple file transfer protocols; several terminal emulations such as ANSI-BBS, TTY, VT-100. Data transfer rates up to 28.8 kbps. Supports Hayes "AT" compatible modems; manages telnet sessions. Consider ability to "script" log-on files.
Client Software	World Wide Web graphical browser with forms support. ANSI Z39.50 compatible, GILS-aware WAIS client. Consider EINet WinWais customized for GPO Access.
Viewers	PDF file viewer. GIF and JPEG graphics viewers.
Database	dBASE file format compatible or dBASE and ASCII comma delimited file importing database management software; useful to have fixed field format (SDF) import ability.
Spreadsheet	Lotus .WK1 file format compatible software; support for other formats such as Excel and Quattro Pro.
Word Processing	Software capable of importing major text file formats (Microsoft Word, WordPerfect, Multimate, etc.) and ASCII text files.

Barbarians at the Gate: *Civilizing Digital Information*

... An annotated bibliography

compiled by *Araby Greene*

Classic architecture, marble rotundas, sculptured lions, and gargoyles reflect the role of libraries as trusted guardians of the human record. The great libraries are public places of substance where history unfolds, and knowledge and truth may be discovered. The feminist writer, Germaine Greer, called libraries "reservoirs of strength, grace and wit, reminders of order, calm and continuity, lakes of mental energy, neither warm nor cold, light nor dark."[1] But what of digitized information? How authoritative is it? How do we adapt to, or influence, new ways of writing, publishing, and disseminating information? What is our reason for being?

Many books and articles that extrapolate the future of libraries in a world now labeled in library literature as "post-information-revolution." The best writings temper enthusiasm for a virtual future with common sense, and help us determine which technologies deserve our expenditure of time to learn and money to install and which are transitory and unworthy of either.

The selections in this bibliography are a small, personal sample of interesting scholarship and experience representing these concerns:

- Preserving scholarly publishing in a fluid electronic environment that indiscriminately mixes knowledge with mere information. Our self-inflicted role as preservationist has become a difficult calling, indeed.
- Providing better access to more expensive information with smaller budgets and fewer staff.
- Meeting the demand for equitable service to a multicultural audience and removing barriers to access for technological have-nots.
- Educating new library school graduates and retraining ourselves to be leaders and active participants in the politics of information. Necessity and the shadow of extinction produce a marketplace mentality.
- Maintaining awareness and respect for our collective ability to organize knowledge and deliver it in usable form to those who need it. We feel compelled to serve our patrons well, but the superbly crafted reference interview eludes anonymous cyberpatrons.

This list is divided into two sections: The first is about philosophy, theory, and planning; the second, practical electronic skills.

Philosophy, theory, and planning

Barron, Daniel D. "Staffing Rural Public Libraries: The Need to Invest in Intellectual Capital." *Library Trends* 44 (Summer 1995): 77-87. Rural library staff need continuing education that goes beyond occasional workshop training to education for problem solving and decision making. The vehicle will be distance education blended from teleconferencing, e-mail, the Web, discussion lists, books, and meetings. Distance education is no longer synonymous with correspondence school, but a way to create a "community of practice."

Birdsall, William F. *The Myth of the Electronic Library: Librarianship and Social Change in America*. Westport, CT: Greenwood, 1994. Explores alternative roles of the library in society. Birdsall accurately identifies the prevalent assumptions of the "myth" of the electronic library, but offers an alternative vision, the library as a "therapeutic" social institution. The prose is very dense, but the ideas are worth considering. Substantial bibliography.

Cheney, Debora. "Technology in Document Collections." *Management of Government Information Resources in Libraries*, 111-128. Ed. Diane H. Smith. Englewood, CO: Libraries Unlimited, 1993. Explains why GPO's headlong rush to electronic dissemination actually provides less access to more federal information. Should be required reading for library administrators and public services staff.

Crawford, Walt, and Michael Gorman. *Future Libraries: Dreams, Madness & Reality*. Chicago: American Library Association, 1995. According to the authors, progress is achieved through balance, by using appropriate technology appropriately. New technologies supplant the weak uses of older technologies, but also preserve and sustain their strong uses. Malicious wit exorcizes the vampires of "technolust" and skewers the "new Barbarians" of the information age.

Driscoll, Susan. "The Role of Publishers in the Digital Age." *Educom Review* 30, 3 (May/June 1995). URL: *http://www.educom.edu/educom.review/review.95/may-jun/driscoll.html.* Hopeful essay on the continuing role of publishers in quality control and editorial guidance. The *Educom* Web site is an important source of information on current developments in educational technology.

Futas, Elizabeth, ed. *Collection Development Policies and Procedures*. 3rd ed. Phoenix: Oyrx, 1995. While the influence of the Internet has just begun to appear in written policies, other issues have been resolved since the second edition of this book. The author has not abandoned "collection development" for the trendier "collection management." There are some excellent policy examples here, and the author's survey of academic and public libraries is revealing. Responses from 384 libraries reveal how they distribute resources with declining budgets and rising prices.

Johnson, Peggy and Bonnie MacEwan. *Collection Management and Development: Issues in an Electronic Era. Proceedings of the Advanced Collection Management and Development Institute March 26-28, 1993*. Chicago: American Library Association, 1994. Addresses the problem of making print and electronic information work together to improve document delivery and to achieve a balanced pace of electronic acquisition. Electronic indexes still "point to print materials," which are not easily transferred to the user. More networked electronic full-text and multimedia resources are needed, along with technology to readily convert print and electronic information back and forth.

Karp, Rashelle S. *The Academic Library of the 90s: An Annotated Bibliography*. Westport, CT: Greenwood Press, 1994. Unlike most annotated bibliographies, this one summarizes what is new in each source cited. Essential resources gathered in one well-crafted volume.

Kohl, David. "OhioLINK: A Vision for the 21st Century." *Library Hi Tech* 12, 4. (1994): 29-34. A model of statewide cooperation and high technology brings together over 40 Ohio libraries into a consortium of 8 million titles and 20 million volumes available for user-initiated circulation. OhioLINK, which has benefited from a creative funding arrangement separate from the State University system, includes the development of access to many non-catalog databases and full-text document delivery.

Lamolinara, Guy. "Metamorphosis of a National Treasure." *American Libraries* 27, 3 (March 1996): 31-33. The Library of Congress's National Digital Library Program (NDLP), endorsed by *both* Al Gore and Newt Gingrich, will digitize five million items from LC's "treasure trove of Americana" at a cost of $60 million over five years. This project is an attempt to put substantive, unique book and media collections previously available to only a few scholars out where everyone can appreciate and learn from them. Unfortunately, even if wildly successful, it's a drop in the bucket. Visit the *American Memory* Web page at http://www.nps.gov/management.

McNulty, Tom, and Dawn M. Suvino. *Access to Information: Materials, Technologies, and Services for Print-Impaired Readers*. Chicago: American Library Association, 1993. To give people with vision impairments access to print materials, libraries have used braille, computers that synthesize speech, large screen and printer fonts, and audiocassettes. The growing use of the graphical user interface (GUI) presents new challenges. This slim volume explains and evaluates the options. Appendices list helpful agencies and associations, product vendors, reference resources, and a bibliography.

Pitkin, Gary M., ed. *The Impact of Emerging Technologies on Reference Service and Bibliographic Instruction*. Westport, CT: Greenwood Press, 1995. Detailed and practical in its recommendations and historically rich with fascinating background material, this is a book worth reading. Levelheaded and grounded in real library work, it is an interesting companion for its evil twin, below.

Pitkin, Gary M., ed. *The National Electronic Library: A Guide to the Future for Library Managers*. Westport, CT: Greenwood Press, 1996. A pleasant book that seems to be bent on making the "vaporware" National Electronic Library a self-fulfilling prophecy. The chapter on library education endorses a somewhat chilling future of behaviorial studies, management techniques, and library patrons, including students as clients or customers. The antithesis of Crawford's, *Future Libraries: Dreams, Madness & Reality*, above.

Riggs, Donald E., and Patricia A. Tarin, eds. *Cultural Diversity in Libraries*. New York: Neal-Schuman, 1994. Cultural diversity is one of today's compelling issues of library planning and collection development. Serving a diverse community well is an art, a challenge, and an absolute necessity.

Shiller, Herbert I. *Information Inequality: The Deepening Social Crisis in America*. New York: Routledge, 1996. Impassioned, opinionated, and biased, but a real warning about the increasing control of information by media conglomerates and business interests.

Watson, Robert E. "On Gatekeepers and Librarians." *Public Libraries* 35 (January/February '96): 36-43. Watson inverts the library curriculum with the suggestion that library schools should first concentrate on ensuring the acquisition of broad cultural literacy before ever getting into practical "how-to" courses. This old idea would not seem fresh or radical if the current generation of college students seemed more driven by intellectual curiosity than job training, as Robert Bly also asserts in his curmudgeonly bestseller, *The Sibling Society*.[2]

Wood, Richard J., and Frank Hoffmann. *Library Development Policies: A Reference and Writers' Handbook*. Lanham, MD: Scarecrow, 1996. A library without a development plan is a library at risk. Frustrated users will go elsewhere for information; worse, they may cut the budgetary and political support that allows the library to build a community-responsive collection. The authors have collected successful policies from all types of libraries as examples that can be used to speed up the preliminary steps of policy-writing, and to serve as reminders of essential points.

Courtois, Martin P. "Cool Tools for Web Searching: an Update." *Online* 20 (May/June 1996): 29-36. An excellent summary of trends in Web services and search engines and services. A good companion article to "Web Searching: Tricks of the Trade," below. Both articles illustrate that choosing the right search service and knowing its characteristics are the key to locating information on the Web.

Graham, Ian S. *HTML Sourcebook: A Complete Guide to HTML 3.0*. 2nd ed. New York: Wiley, 1996. The absolute best book on the current state of HTML. Every librarian should know something about how World Wide Web documents are constructed. Discusses experimental developments in HTML, such as style sheets and JAVA applets. Includes two informative chapters on the Common Gateway Interface and CGI scripting. Web authors also will want to acquire the Musiciano book below.

Kovacs, Diane K. *The Internet Trainer's Guide*. New York: Van Nostrand Reinhold, 1995. Diane Kovacs has moderated professional electronic library discussion lists and edited the e-journal *Library Research*. This book is a guide to developing accurate but non-technical training presentations for novice to intermediate Internet users. Visit the Web site of Kovacs Consulting at *http://www.kovacs.com* for a link to the author's training support pages and more information.

Kuhlthau, Carol Collier, ed. *The Virtual School Library: Gateway to the Information Highway*. Englewood, CO: Libraries Unlimited, 1996. A praiseworthy book that explains the concept of the "virtual library" and how school media centers can integrate Internet resources into a "library without walls." Presents models of the "Information Curriculum" that prepare students to select and interpret information from a flood of resources. Includes examples of distance education programs and workshops in new technologies.

McClure, Charles, William E. Moen, and Joe Ryan. *Libraries and the Internet/NREN*. Westport: Mecklermedia, 1994. The National Research and Education Network is close to home for North Carolina librarians nurtured by the North Carolina State Library's network-based library services. This book is for managers in all types of libraries. The chapter "NREN and Library Education," by Christopher Tomer emphasizes that future librarians must understand the technical underpinnings of information systems for the purpose of becoming problem-solvers and decision-makers, not just well-trained users. An adequate curriculum would include basic network navigation courses, related and rigorous electives in data management, programming, and so on. Practicing librarians need to retrain continuously in order to keep up with the vision and direction of our profession in North Carolina.

Mellendorf, Scott A., "Working the Web with a No-frills 'Work Page.'" *Online* 20, 1 (January/February 1996): 21-24. Answers the question, "Where did I leave my Web tools?" This is a useful concept, easily overlooked in the excitement of building visually stunning Web pages. Mellendorf's work page is eminently practical and can be adapted to the needs of any library reference desk. It puts the most-often used resources and tools on one screen, allowing us all to use the "excellent work of others." One great Web site to include on such a page is Northwestern University Library's "Library Research on the Internet," with links to associations, major library studies, reference tools, online publications, and other goodies. The URL is *http://www.library.nwu.edu/library/*.

Musciano, Chuck and Bill Kennedy, *HTML: The Definitive Guide*. 1st. ed. Sebastopol, CA: O'Reilly & Associates, 1996. Succinct and clearly written, this book will be an indispensable handbook for any Web author. Includes quick reference guides for HTML tags, special characters, and colors.

Simpson, Carol Mann. *Internet for Library Media Specialists*. Worthington, OH: Linworth, 1995. This is a very clearly written guide to basic Internet concepts for newcomers. Simpson includes technical hints that are left out of other guides by people who have forgotten what it is like to be alone and clueless with a modem manual. Leads the reader gently through the basics, then to many outstanding Internet resources in education and ideas for using them effectively. "Uses of the Internet in School Libraries" and "Uses of the Internet in Specific Content Areas" could be used as a basis for some very practical, self-directed learning projects for the school librarian. Unfortunately, the emphasis on gopher resources in this guide highlights the transitory nature of current technology.

Still, Julie, ed. *The Internet Library: Case Studies of Internet Management and Use*. Westport. CN: Mecklermedia, 1994. Each chapter presents a real, implemented library project involving practical use of the Internet. Organized into sections about services, various library settings (from the Bodleian to the one-person library), and training issues, the book satisfies an often ignored hunger for project details, such as setting up an FTP site or establishing electronic reserves. Includes teaching strategies and lesson plans for Internet trainers.

Zorn, Peggy, Mary Emanoil, Lucy Marshall, and Mary Panek. "Web Searching: Tricks of the Trade." *Online* 20 (May/June 1996): 15-28. This substantial analysis of Web search engines for the information professional clarifies the subtle and not-so-subtle differences among search services offered to everyone on the Web. Knowing the strengths and weaknesses of one search service over another will reduce fumbling at the reference desk.

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[1] Germaine Greer, "Still in Melbourne, January 1987" in *Daddy, We Hardly Knew You* (New York: Knopf, 1990), 70.

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➢ POINT

Raymond Chandler on Libraries

by *Suzanne Wise*

Raymond Chandler must have hung out in libraries because the master of the hard-boiled detective story captured their essence in the titles of three of his novels.

The Big Sleep:
Librarians have traditionally proclaimed the noble mission of getting the right information into the right hands at the right time. For most of our history this approach has meant collecting and housing as much published knowledge as possible, as well as organizing it through classification systems, catalogs, and indexes so that the public, guided by our expertise, might find and use it. When computer technology came along, we gradually adopted it to help accomplish our goal.

That same technology is rapidly eroding the public's reliance on libraries. We have diligently taught our patrons the skills to make them self-sufficient information seekers, and the timely and customized information provision we have championed is now within reach. The era of end-user information retrieval has arrived.

We are not pleased about being squeezed out of our niche as mediators. When the federal government decided a few years ago to disseminate information through kiosks in post offices, there was a loud outcry from the library community at being bypassed. When information seekers choose to sit home with their favorite beverage and surf the Net at 3 A.M. rather than trudge to a remote building with insufficient parking and restricted hours of operation, we feel somehow betrayed.

Libraries will serve for a time as warehouses for the poor, but information seekers will certainly opt for the comfort and convenience of access unfettered by location and time of day. We reassure ourselves that a society without libraries is inconceivable. The Internet is undisciplined, a chaotic black hole fraught with junk as well as jewels. Much of the substantive information there is fee-based, and the availability of full text to fill most needs is still light years away. Sleep on.

The Long Goodbye:
Every day there is better and easier access to the Net. Digital information is burgeoning, as illustrated by the Government Printing Office's plan to transfer most publications to electronic format by 1998. The public already pays for information through taxes and tuition. In fact, individuals subsidize services and information in which they have no personal interest in order to get the bit they want. Inevitably they will choose to access only what is needed and to pay for it in the same way they do for that other revolutionary medium, television — through interminable commercials, higher-priced consumer products, subscriptions for special programming, and voluntary contributions to support noncommercial offerings.

Will librarians all join the unemployment line? Not necessarily. We still have the opportunity to offer the customer a value-added product. This is not about technology, although the revolution is certainly driven by it. The issue we must confront is whether we have the nerve to put our services where our platitudes are and give customers what they want when they want it. Every one of us knows that a patron will wait an hour to use an electronic product when he could consult the print equivalent and be finished in fifteen minutes. Direct delivery of a periodical article beats slogging down to the library to find the volume containing it (if it is subscribed to and if it is on the shelf) and paying for photocopies (if you have the right change and if the copier is working properly and if the line to use it isn't too long). Libraries must shed the old philosophies and service concepts to embrace a customer-oriented mission. As the multitude of failed businesses emphatically illustrates, if consumers can't get what they want from one provider, they will go elsewhere. Without even a goodbye.

Farewell, My Lovely:
What do our customers really want? Let's ask them, and rather than trying to add a few new frills to traditional services, let's totally rethink the match of their needs and what we offer. For example: accept credit cards; deliver resources directly to the customer through electronic or mechanized channels of distribution (it works for the pizza guys); stop the insanity of massive duplication of rarely used material and establish cooperative depositories, which will gradually evolve from print to digital; eliminate rigid vertical hierarchies and make timely decisions; discard labor-intensive group library instruction sessions in favor of individual consultation on demand. The revolution in mail-order, television, and Internet shopping should convince us to begin planning for a "we never close" concept of information service based on e-mail and telephone, cooperatively supported by public, academic, and corporate affiliates, and divorced from a physical building.

Do I simplify? Grossly. But in the next decade the changes in information provision will make the move from horse and buggy to moon shot seem minuscule. The expectations of Generation X are high. Our historical response of pleading insufficient resources, rather than focusing on what must change to respond YES, RIGHT NOW!, is no longer viable. Unless we wake, a good and worthy institution will fade into irrelevance. Farewell, my lovely.

Libraries Do Not Need Resuscitation, Thank You!

by *Harry Tuchmayer*, column editor

Ok, so what if the millennium is just around the corner. There is still no need to bid farewell to a lovely institution.

Contrary to popular opinion, libraries are not in trouble. They are not irrelevant institutions bent on making life difficult for the average user. And as far as I know, there is absolutely no reason to hire Phillip Marlowe to investigate why "technology is rapidly eroding the public's reliance on libraries." Because, quite frankly, it's not!

I, for one, am tired of the constant predictions of our imminent demise. Those of you who know me know that I hate technology and constantly complain to anyone who will listen that computers will be the death of us all. But don't confuse these rambling's of a middle-aged librarian with an unwillingness to adapt and an inability to utilize the tools of a new age. It just is not so!

Libraries as institutions and librarians as individuals have adapted quit nicely to the technological revolution, and to suggest that basic changes have not occurred in the very nature of the services that we deliver and the assistance we provide is sheer nonsense.

Today, most librarians are well versed in the use of electronic resources, and there isn't a transaction that takes place in the library that doesn't somehow utilize the "fruits" of technological change. Everything from the card catalog to the index shelf has been replaced by the computer. To suggest that libraries in North Carolina (or anywhere else) lack the nerve or the wherewithal to "put our services where our platitudes are and give the customer what he wants when he wants it" is absurd.

Most libraries are already open seven day a week and most evenings until 9 P.M. In addition, libraries now provide dial-in access to the collection and other databases. How much more accessible do we have to be? I'm sorry if some insomniac may want a "we never close" concept of information services, but how reasonable is it to expect full library services at 3:00 A.M.?

Fundamental issues are, of course, at stake. We are faced with a rapidly changing world where people "believe" they need information NOW — regardless of its source or accuracy. We live in a world where society's expectations of services far exceed any individual's ability to provide those services, but we are unwilling to accept that as an excuse! Finally, we have created a world where nothing is constant except for change; yet we get angry and impatient with institutions that don't change fast enough.

What is remarkable is that, given all of this change, libraries continue to thrive. What is extraordinary is that, given the spread of individual access to information, libraries are more used and more relied upon than ever before to provide the public with information they need, when they need it. Yet most commendable of all is our belief that libraries can and should do more.

The truth of the matter is that not even the oldest library director has fallen asleep on the job. Nor has the most tradition-bound reference librarian failed to say goodbye to the printed periodical index. Nor as far as I know, have bibliophiles yet said their farewells to the library.

... information seekers will certainly opt for the comfort and convenience of access unfettered by location and time of day.

— Suzanne Wise

... given the spread of individual access to information, libraries are more used and more relied upon than ever before ....

— Harry Tuchmayer

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.*

Technology Use in North Carolina Public Schools:

The School Library Media Specialist Plays a Major Role

by *Carol Truett*

Editor's Note: The original research study referred to in this article was published in the May 1994 *Reference Librarian*, "New Technologies in Reference Services for School Libraries: How Their Use Has Changed the Teaching of Library and Research Skills in North Carolina," by Dr. Truett. That study focused upon school media specialists, the following one upon classroom teachers, and the update at the end of the article on both media specialists and teachers.

Rationale, Purposes, and Research Design of the Study

A major purpose of this research study is to build upon earlier research findings by including teachers and students, in addition to librarians, in a comprehensive survey of the use of new technology in North Carolina schools, and to examine its effectiveness on student achievement. The researchers were particularly interested in the role that the school library media specialist plays in providing technology in the media center, and in staff development and student instruction in use of technology. They were also interested in confirming whether or not teachers saw the technology as changing the role of the library media specialist in their schools.

Critical questions the researchers felt it important to ask included the following: 1) Are school districts in North Carolina actually providing the necessary access to technology required for both teachers and students to become computer literate? 2) Are sufficient and appropriate professional development opportunities provided ? Who is conducting professional development and is the school media specialist involved? 3) How adequate is the planning and budgeting for new technologies, especially in terms of allocation and coordination of technology resources? 4) In what ways and to what extent are computer skills integrated into instruction across the curriculum and, in particular, related to library information skills? 5) How are teachers in the content areas incorporating computer skills, databases, and information sources such as CD-ROM and laserdiscs into learning experiences? 6) To what extent are teachers and students using these technologies? How does teacher and student use compare? 7) And, finally what effect is all this technology having on student learning? How do teachers and students evaluate the effectiveness of these expensive and often very complex new learning tools? Are the new technologies really worth the enormously high expenditures in money, time, and training? This report will discuss those questions related directly to the role of the school library media specialist *vis a vis* technology in the schools of North Carolina.

The research was conducted in two parts. Part One consisted of a one-page mail survey sent to 500 randomly selected North Carolina public schools. The major purpose of this initial mailing was to identify a sampling of schools which actually have technology in place, and to ascertain if those schools have a library media specialist and/or a computer education teacher. Part Two was a follow-up to Part One. It provided an in-depth, on-site survey of both teachers and students in twenty-four schools randomly selected from respondents to the initial survey and identified as "high technology" because of the availability of a wide range of technologies.

Results of Part I:

Identifying High Technology Schools

Two hundred and twenty-one responses were received from the original mail survey, resulting in a return rate of 44.2%. Of this group, 215 schools (97.7%) had a library media specialist, but only 80 (36.2%) had a computer teacher. The librarian was almost universally (98.6%) a full-time employee in these schools, but only a little over a third (39.7%) of the schools with a computer teacher received services full-time from this person.

Schools responding to the original survey were categorized into high and low technology schools; a school had to have at least five of the technologies to be considered high tech. Table 1 summarizes the data regarding high versus low technology schools. Using this categorization, over two-thirds of the respondents were considered low technology and less than a third were "high tech."

Table 1
Part One Respondents Categorized into High Versus Low Technology Schools

Technology Level	Frequency	Percent
Low Tech	152	68.8
High Tech	69	31.2
Total	221	100.0

Only schools considered "high technology" during the initial survey were included in Part Two of the study. From each of 24 randomly selected schools, one intact group of students in either English, social studies, science, or any other traditional "academic" curriculum course (but *not* a computer education class) was surveyed along with a companion or corresponding group of 20-25 teachers.

Results of Part Two:

High Technoloy Presence, Low Integration and Use

The responses from the second part of the technology survey consisted of a total of 852 usable surveys, including 494 student and 358 teacher respondents. Two hundred ninety were from elementary schools, 326 from middle level schools, and 234 from secondary schools; 472 were from urban schools and 373 from rural schools. There was an average or mean number of 35.5 respondents per school. Faculty respondents included 309 (93.4%) who were classroom teachers, 16 (4.8%) media specialists, and 6 (1.8%) who were computer teachers.

Table 2 indicates which technology was reported to be in the schools by teachers and students, respectively. The presence of computers, VCRs, and CD-ROM was almost universal in these schools, and videodisc technology was quite common. Given this prevalence, it is surprising that two-thirds of the teachers reported never or infrequently using CD-ROM, and over four -fifths of them said they never or infrequently used videodisc technology. Students also reported a very low use of these technologies. Fifty-eight percent of students never or infrequently used CD-ROM and almost 85 percent of them reported likewise for use of videodisc technology.

Table 2
Types of technology present in high tech schools Teacher and student reports

	Teacher Frequency* and Percent	Student Frequency** and Percent
Have computers	339 (98.3)	481 (98.0)
Have VCR	339 (98.3)	476 (97.1)
Have CD-ROM	324 (92.8)	449 (93.0)
Have videodisc	282 (86.0)	379 (79.8)
Have modem	206 (59.7)	322 (65.6)
Have satellite/ distance learning	122 (35.4)	197 (40.1)
Have hypercard	118 (34.2)	181 (36.9)

*345 faculty respondents reported 1,124 total responses
**491 students reported 1,657 total responses

Table 3
Classes in which technology is used

Technology is used in:	Frequency	% of Responses*	% of Cases
All classes	210	20.1	66.0
Computer technology	146	14.0	45.9
Library media classes	144	13.8	45.3
Academic classes	112	10.7	35.2
Remediation classes	110	10.5	34.6
Average classes	104	10.0	32.7
Accelerated classes	90	8.6	28.3
Identified students	75	7.2	23.6
Fine arts classes	39	3.7	12.3
PE classes	14	1.3	4.4

*318 respondents provided 1,044 total responses
Missing: 42

Table 3 shows the reported use of technology with certain types of classes or student groups. Fully two-thirds (66.0%) said it was used in all classes. Usage varied slightly among intellectual content classes and was lowest in physical activity classes.

Twenty indicators, drawn from the research literature, were used to ascertain how teachers incorporated technology into instruction. Table 4 lists the indicators in rank order beginning with the most frequently cited. Teachers were encouraged to mark as many indicators as were appropriate for their instructional situation and an average of almost eight responses per person were given. In general, teacher responses regarding CD-ROM integration tended to be geared toward rather traditional research uses.

Table 5 summarizes responses to how teachers integrated videodisc technology into their instruction. The most frequent use, cited by almost three-fourths (74.8%) of respondents, was to add visual and aural components to presentations. The average number of methods for incorporating videodisc technology into instruction reflects its lesser use in general by teachers. Of the 18 possible methods, respondents used an average of less than six methods, which is less than a third of the possible uses.

Table 6 summarizes the number of minutes per day of technology use reported by teachers and

Table 4
How teachers incorporate CD ROM technology into instruction

	Frequency	% of Responses*	% # of Cases
Look up facts	209	10.9	85.0
Teach research skills	157	8.2	63.8
For personal curiosity or interest	146	7.6	59.3
Encourage students to explore library media resources	146	7.6	59.3
Meet a variety of learning styles	125	6.5	50.8
Help students produce research documents	120	6.2	48.8
Pique student interests	113	5.9	45.9
Integrate instruction	100	5.2	40.7
Develop lifelong learning skills	93	4.8	37.8
Incorporate into group projects	88	4.6	35.8
Provide learning flexibility	86	4.5	35.0
Meet the needs of the citizens of the 21st century	85	4.4	34.6
Add visual and aural components to presentations	85	4.4	34.6
Incorporate into individualized lessons	81	4.2	32.9
Stimulate critical thinking & reasoning	81	4.2	32.9
Use in the form of interactive instruction	65	3.4	26.4
Authentically develop thinking skills such as analyzing, interpreting, and synthesizing	64	3.3	26.0
Use in activity centers	50	2.6	20.3
Construct test items	17	.9	6.9
Redefine homework to include"video work"	12	.6	4.9

*246 respondents reported 1,923 total responses
Mean = 7.8 average methods per respondent

Table 5
How teachers incorporate videodisc technology into instruction

	Frequency	% of Responses*	% # of Cases
Add visual and aural components to presentations	113	12.7	74.8
Meet a variety of learning styles	91	10.3	60.3
Pique student interests	81	9. I	53.6
Integrate instruction	76	8.6	50.3
Provide learning flexibilitv to learning in the classroom	69	7.8	45.7
Meet the needs of the citizens of the 21st century	63	7.1	41.7
Use in the form of interactive instruction	61	6.9	40.4
Stimulate critical thinking & reasoning	52	5.9	34.4
Incorporate into group projects	42	4.7	27.8
Teach research skills	41	4.6	27.2
Encourage students to explore library media resources	40	4.5	26.5
Incorporate into individualized lessons	39	4.4	25.8
Authentically develop thinking skills such as analyzing, interpreting, and synthesizing	39	4.4	25.8
Use in activity centers	33	3.2	18.5
Help students produce research documents	21	2.4	13.9
Make hypertext presentations	15	1.7	9.9
Construct test items	8	.9	5.3
Redefine homework to include "video work"	8	.9	5.3

*151 respondents provided 887 responses. **Missing 209
Mean = 5.9 average methods per respondent

shows that two-thirds of them used technology 30 or less minutes a day in instruction. Almost 20 percent reported using it from one-half to an hour a day. Given the high use of technology in today's work and leisure world, education appears to once again fall behind expectations. Teachers do not appear to be modeling in their classroom the technology skills and concepts students need to have to be successful in the world of the 21st century.

Table 6
Minutes Per Day of Technology Use by Teachers

Minutes	Frequency	%	Cumulative %
0	52	18.2	18.2
1-10	31	10.7	28.9
15-20	35	12.1	41.0
21-30	69	24.9	65.9
31-60	56	19.3	85.2
61-120	24	8.3	93.5
2+ hrs.	19	6.3	98.8
Total	286		
Missing	74		

School Library Media Specialists Are Major Technology Instructors for Teachers and Students

Numerous questions addressed the issue of staff development, who was delivering it, and the extent and quality of the instruction provided. Table 7 summarizes teacher responses to the survey question, "Who taught you to use CD-ROM and videodisc technology?" It is apparent that library media specialists are the major providers of this technology training in their schools. About half of both teachers and students said their librarian taught them (tables 7 and 8). But many are obviously floundering around on their own, as 41.1% of teachers and 28.9% of students report they are self-taught. Teachers, not surprisingly, picked up the training slack for students; however, only about a fourth of teachers taught other teachers. Other trainers included outside consultants, technology specialists, district personnel, library classroom assistants, and students.

Table 9 indicates the nature of the staff development delivered. The most popular methods of staff development appeared to be on-site demonstrations, hands-on experience,

Table 7
Who taught teachers CD-ROM and videodisc technology

	Frequency*	Percent
Librarian	156	53.4
Self-taught	120	41.1
Teacher (another)	75	25.7
Outside consultant/ workshop instructor	67	22.9
Technology specialist	63	21.6
Student	18	6.2
Library/classroom aide	14	4.8
District personnel	33	9.6

*297 respondents reported 541 total responses
Missing: 68

Table 8
Who taught students CD-ROM or videodisc technology

	Frequency	Percent	Missing
Librarian	229	50.3	39
Teacher	199	43.6	38
Self-taught	32	28.9	38
Another student	42	9.2	38
Teacher's asst.	25	5.5	38

Table 9
Staff development methods

	Frequency*	% of Responses	% of Cases
On-site demonstrations	213	16.0	78.6
Hands-on experience	207	15.6	76.4
How to operate programs	187	14.0	69.0
Play time with the technology	151	11.3	55.7
Periodic training and updating	138	10.4	50.9
Equipment set up	110	8.3	40.6
How to integrate technology materials into the curriculum	104	7.8	38.4
How to search CD-ROM databases	79	5.9	29.2
Crash course in interactive video	65	4.9	24.0
How to team teach with the library media specialist	57	4.3	21.0
Designing interactive mats. through "repurposing"	20	1.5	7.4

Missing: 89

and instruction on how to operate programs. Several areas especially appeared to be slighted, including training on videodisc use and CD-ROM database searching. This is unfortunate since database searching is an excellent tool for teaching general search strategies, including Boolean theory, which carries over to online searching. These findings in regard to videodisc and CD-ROM training are consistent with the reported low use of these technologies by teachers despite their prevalence in the schools, and raises the question of whether lack of training in use of these two technologies contributes to their low use. Since they are both actually relatively easy to use, why is this training not taking place?

Unfortunately, although library media specialists play a major role in teaching technology to both teachers and students, team teaching with the library media specialist was reported to occur in only a fifth of staff development experiences. It appears that very limited effort has been given to teaching teachers how to integrate technology into classroom instruction.

Amount of staff development also can be considered an indicator of staff development quality. Table 10 summarizes this data. Almost two-thirds of all responding teachers received no more than one day's technology training, and half received far less than this. Only a little over one-third of respondents received as much as 2 to 3 days of technology training. Keep in mind that this data reflects what is happening in high technology schools.

Role of the School Media Specialist and Technology:

High Expectations Are Held By Teachers

Over half the teachers responding stated that the school library media specialist is a key figure in training teachers to use both CD-ROM and videodisc technology. Tables 11 and 12 indicate the role that teachers reported the media specialist plays in helping teachers use CD-ROM and laserdisc technology in instruction, and how the concept of the library media specialist has changed as a result of technology. We concluded that teachers held high expectations for their school library media specialist in terms of technology, and looked to the latter to play a leadership role in both implementation and training. Their expectations appeared lower, however, in regard to technology curriculum integration and team teaching with the librarian.

Most teachers apparently felt the concept of the library media specialist *had* changed as a result of technology; only 12% said it had not changed. The major ways in which the teachers felt the concept of the SMLS had changed were: guide for faculty in technology use, guide for student learning, supervisor of technology stations, and technical advisor of special student projects. This is consistent with the findings in Table 11. There was an in creasing awareness of the

Table 10
Length of staff development

	Frequency	%	Cum. %
No in-service	46	17.8	17.8
1-2 hours	50	19.4	37.2
1/2 days	32	12.4	49.6
I day	33	12.8	62.4
2-3 days	97	37.6	100.0
Total	258		

Missing: 102

Table 11
Role played by school media specialist in helping teachers use CD-ROM and laserdisc technology in instruction

Library media specialist:	Frequency	% of Responses*	% of Cases
Shows individuals how to use technology in the library	236	23.6	86.8
Provides technology in library for teacher use and checkout	218	21.8	80.1
Provides technology in library for student use	208	20.8	76.5
Provides teacher in service	140	14.0	51.5
Models curriculum use	104	10.4	38.2
Team teaches their use with subject/grade level teachers	94	9.4	34.6

*272 respondents provided 1,000 total responses
Missing: 88

Table 12
How concept of library media specialist has changed as a result of technology

	Frequency	% of Responses*	% of Cases
Guide for faculty in technology use	210	27.9	73.9
Guide for student learning	152	20.2	53.5
Supervisor of technology stations	144	19.1	50.7
Technical advisor of special student projects	129	17.2	45.4
Guide for community understanding in use of technology	57	7.6	20.1
Concept of SLMS has *not* changed	34	4.5	12.0
Active in remediation or makeup learning	26	3.5	9.2

*284 respondents provided 752 total responses
Missing: 76

importance of librarians guiding teachers in the use of technology. Apparently teachers felt the new technologies had a definite place in the school media center, and that the specialist should teach, promote, and assist in its use. It seems evident that school library media specialists have incorporated technology into their collections and centers and sold their constituencies on the appropriateness of this role.

Table 13 bears out the conclusion that school libraries are playing a major role in technology implementation and integration, as library skills are the fourth ranked subject in which teachers use CD-ROM technology, exceeded only by social studies, science, and English. It ranked *ahead* of computer education.

In terms of subject area uses of CD-ROM reported by students (Table 14), library skills ranked ahead of all subject areas except social studies and science. This same usage pattern appears in regard to videodisc use, as indicated by the student responses summarized in Table 15. Thus, technology appears to be well integrated into the teaching of library information skills.

Table 13
Subjects in which teachers reported using CD-ROM in rank order

	Frequency	% of Responses*	% of Cases
Social Studies	105	21.7	47.7
Science	105	21.7	47.7
English	76	15.7	34.5
Library Skills	48	9.9	21.8
Computer Education	43	8.9	19.5
Other	37	7.6	16.8
Math	29	6.0	13.2
Fine Arts	20	4.1	9.1
Business	12	2.5	5.5
Physical Education	9	1.9	4.1

*220 respondents provided 484 total responses
Missing: 140

Table 14
Use of CD-ROM in content areas — student responses

	Frequency	Percent	Missing
Social Studies	278	61.1	39
Science	256	55.9	36
Library Skills	225	49.1	36
All other subjects	209	45.7	37
English	153	33.4	36
Math	98	21.4	37
Fine Arts	82	17.9	37
Business	60	13.1	36
Physical Education	51	11.2	38

In summary, the following conclusions may be drawn from the findings of this research:

1. School library media specialists are playing a leadership role both in providing technology and in training teachers and students. This may be related to the fact that the position of school library media specialist is much more common in schools than that of computer or technology teacher. Almost 98% have a librarian, but only a little over a third have computer teachers.
2. Teachers almost universally agreed that technology has changed the role of their school library media specialist. Only 12 percent felt there had been *no* such change.
3. While we may identify schools where a lot of technology is available, its presence in no way ensures that it will be used either by teachers or students. Use of CD-ROM and videodisc technologies was reported to be extremely low for both groups. Judging by the amount of time they report using technology each day, teachers' use of technology even in high tech schools is extremely low.
4. Not surprisingly, technology integration into instruction is relatively low. Less than half of the possible CD-ROM integration methods are used by most teachers, and less than a third of the possible methods for videodisc integration generally were used. However, both teachers and students cited library information skills as a major vehicle for teaching technology.
5. Teacher integration of both CD-ROM and videodisc technologies into instruction tended toward traditional uses of technology, such as looking up facts and teaching research skills. Developing authentic skills, such as analyzing, interpreting, and synthesizing; stimulating critical thinking and reasoning; learner interactivity; or encouraging students to make their own hypertext presentations (i.e., the encouragement of active student learning), appears much less common for both technologies.
6. Student awareness of technologies in their schools was generally higher than that of teachers, except for videodiscs.
7. Despite their overwhelming presence in schools, both CD-ROM and videodisc technology have been virtually ignored in terms of instructional integration and in-service training. Thus, it is not enough for a school merely to have tech-nology available in the building. Teachers also must be trained how to incorporate it into instruction.
8. Currently, technology staff development is inadequate in terms of both methods being employed and the quantity of time provided.

Table 15
Use of videodisc in content areas — student responses

	Frequency	Percent	Missing
Social Studies	185	55.6	161
Science	182	54.5	160
Library Skills	160	36.6	161
English	78	23.4	161
Math	61	18.2	159
Fine Arts	49	14.7	161
Business	35	10.5	160
Physical Education	28	8.4	160

Recommendations Based on the Study Conclusions

1. Schools must provide more and better in-service for their teachers for technology to become an integral part of the teaching and learning environment. Methods of integrating the technologies should be a special focus of such training. CD-ROM and videodisc should be particular targets of curriculum integration in staff development because of their overwhelming presence in schools, their relative ease of use, and their current lack of use by teachers and students.
2. Because of their key leadership role in actually providing technology and training others in its use, school library media specialists should be given priority for in-service training outside the school and/or district. The fact that both school library media specialists themselves, as reported in the earlier study by Truett, and teachers report that the role of the school media specialist is changing as a result of technology adds further strength to the argument that these individuals need additional in-service training in technology use.
3. Administrators and other instructional leaders should explore a variety of means for ensuring technology use in their schools. The presence of technology does not mean it is being used, and integration into all curriculum areas needs to be a major focus of staff development and all teacher training in the future.

Technology Study Update 96

In 1996, a shorter, slightly modified version of the North Carolina technology survey was given to several groups of new respondents. These included attendees at a North Carolina Association of School Librarians conference; graduate students at Appalachian State University, including practicing teachers, who in many cases were also Master's in Library Science graduate students; and teachers who worked in the schools where these MLS degree students were employed as school media specialists. There were 49 respondents to the second study and the purposes of this update were twofold: 1) to determine if significant changes had occurred in the intervening period, and 2) to lend validity or credibility to the earlier study findings.

School library media specialists comprised 53.8% of this new group, while 41.7% were teachers. The original study contained only 4.8% media specialists, and less than 2% were computer teachers; the remainder were teachers. An even greater majority of the respondents (70.8%) were from rural schools while 29.2% were from city or suburban schools. A little over half (55.1%) worked in elementary schools, 16.3% in middle, and 26.5% in secondary. One respondent worked in a PreK-12 school. The average or mean student enrollment of their schools was 600, with a median of 526 students.

As Table 1 shows availability of technology improved during the time that elapsed between the two surveys. The availability of modems increased dramatically. While hypercard software availability increased 10%, it still was not available to the majority of respondents.

Table 1
Technology Available — Update Survey

Technology	# of Respondents	% of Respondents	Previous Survey
Computers	49	100.0	98.3
CD-ROM	48	98.0	92.8
Videodiscs	40	81.6	86.0
VCRs	49	100.0	98.3
Hypercard software	22	44.9	34.2
Modems	40	81.6	59.7
Distance learning satellites	15	30.6	35.4

Actual technology use was an important question asked in both surveys. Table 2 summarizes responses to the number of minutes the second group reported using technology in a typical day. With a mean or average number of 92 per day, and a median of 60 minutes of use, this group was comprised of much higher technology users than the original study. Over 70% of the current survey group reported using technology *over* half an hour a day, while only 33.4% of the original group, who were mainly teachers, reported using technology this frequently. The second group reported that almost one-fifth of them used technology one to two hours a day and over another fifth used it more than two hours daily. This is in contrast to the earlier survey results where only a *total* of 14.6% reported more than an hour's technology use per day.

Table 2
Minutes of Reported Technology Use Per Day

Minutes	# Reporting	%	Cum. %
0	1	2.1	2.1
10	1	2.1	4.3
15-20	3	6.4	10.7
21-30	9	19.1	29.8
31-60	14	29.7	59.5
61-120	9	19.1	78.6
2+ hrs.	10	21.3	99.9

Mean = 92 mins. Median = 60 mins.

Higher use of CD-ROM was also reported by the update group. In fact, their use was almost the reverse of the first group, two-thirds of whom had reported that they never or infrequently used CD-ROM, while over two-thirds of the predominately media specialist update group used CDs weekly or more frequently. Videodisc use for both groups was infrequent; only 7.3% of the earlier group used videodiscs frequently (defined as weekly or more often) while only 12.8% of the update group used videodisc frequently. Thus, even though videodisc might appear to be considered more of a teaching tool than a library resource, it is still used somewhat more by media specialists, although its lack of frequent use is still high considering its prevalence in schools.

Table 3
Role Played by School's Media Specialist in Helping Teachers Use CD-ROM and Laserdisc Technology as Part of Instruction

Role	Current Study Percent	Current Study Rank	Previous Study Percent	Previous Study Rank
Show individuals how to use technology in the library	81.6	1	86.8	1
Provide technology in library for teacher use and checkout	71.4	2	80.1	2
Provide technology in library for student use	69.4	3	76.5	3
Provide in-service	55.1	4	51.5	4
Model curriculum use	44.9	5	38.2	5
Team-teach their use with subject/grade level teachers	36.7	6	34.6	6

Table 4
How the Concept of Library Media Specialist Has Changed as a Result of Technology

How Changed	Current Study Percent	Current Study Rank	Previous Study Percent	Previous Study Rank
Guide for faculty in technology use	67.3	1	73.9	1
Guide for student learning	55.1	2	53.5	2
Supervisor of technology stations	49.0	3	50.7	3
Technical advisor of special student projects	42.9	4	45.4	4
Guide for community understanding in the use of technology	22.4	5	20.1	5
It hasn't changed	12.2	6	12.0	6
Active in remediation or makeup learning	12.2	6	9.2	7

Integration of technology was another important question in the original study. The incorporation of two particular technologies, CD-ROM and videodisc, was specifically examined in the update survey. In the earlier survey, only five out of a total of 20 possible methods for CD-ROM integration were reported to be used by half or more of respondents. The update group reported much higher CD-ROM incorporation into their teaching, with nine of the possible methods being used by over half of the group. In order of usage ranking, but including only those used by half or more of respondents, the latter group incorporated CD-ROM into instruction in the following percentages: 1) To look up facts (81.6%); 2) To pique student interests (77.6%); 3) To teach research skills (75.5%); 4) To meet a variety of learning styles (69.4%); 5) To encourage students to explore library media resources (67.3%); 6) To integrate instruction (61.2%); 8) To meet the needs of 21st century citizens (55.1%); and, 9) To help students produce research documents (53.1%). This higher integration for CD-ROM is borne out by mean or average number of integration methods used as well: for the more current group, the mean was 9.3 while for the earlier group it was only 7.8 methods, although this still was less than half of the 20 possible methods used by both groups on the average.

Videodisc integration by the mainly media specialist update group was, interestingly, lower than it was for the earlier group despite their reported higher use on a previous survey question. The librarians only used 3 of the 18 possible videodisc integration methods with any frequency, defined as over 40% or more of the time. These top three methods were: 1) To add visual and aural components to presentations (45.8%); 2) To meet a variety of learning styles (43.8%); and 3) To integrate instruction (41.7%). Their mean or average number of methods used was 3.9, with a median of 3. This is in contrast to a mean of 5.9 methods used to integrate videodisc by the earlier group, with 7 methods used by two-fifths or more of respondents. These results would tend to confirm the hypothesis that in general, despite low use overall, videodiscs are used more by teachers than media specialists.

Tables 3 and 4 compare both groups' responses to two significant questions asked on each survey; namely, what role does the school media specialist play in helping teachers use CD-ROM and laserdisc technology as a part of instruction, and how has the concept of library media specialist changed as a result of technology. The amazing, indeed startling, thing about these comparisons is how similar the results were for the majority of items. Indeed, rankings were virtually identical. Note, in particular, in Table 4 that both groups disagreed with the statement that the library media specialist role had not changed, thus *implying that both study groups felt (88% of each) that the role of the school librarian* **had changed** *as a result of technology.* The second group felt their in-service role to be somewhat more important than the teacher group, with showing individuals how to use technology, and providing technology in the library for teacher and student use, all ranking high by two-thirds to over three-fourths of the respondents.

Differences in percentage responses for the SLMS concept changes appear even less noticeable when the figures are shown side by side. It is interesting to note that the more current group, with its higher proportion of librarians, felt guiding faculty in technology use was somewhat less important. It is also somewhat discouraging that both groups ranked modeling curriculum use and team teaching technology use so low.

In terms of staff development, the current group reported less methods used on the average (3.2 versus around 5 methods) with a median of only 3 out of a possible 11 methods used. Only two methods were reported by at least half of respondents: 1) Hands-on experience (59.2%) and 2) How to operate programs (55.1%) in contrast to 5 reported by the other group.

The second group also reported an *increase* in shorter technology sessions: half-hour sessions increased by 11.1%, half-day sessions by 10%, and one day sessions by 4.5%. On the other hand, two to three day sessions, a preferred time frame for more effective in-service, decreased by 17.2%. However, those reporting no inservice in technology decreased by 11.7%. Once again, librarians were the highest group overall cited as delivering staff development—over two-thirds (69.4%) reported this was who taught them to use CD-ROM and videodisc technology. This was 15% higher than the 53.4% reported by the earlier group. More of the current group also cited they were self-taught—53.1% versus only 41.1% before. An increased percentage of technology specialists (30.6%) and district personnel (22.4%) taught this group than the earlier one. Once again, survey respondents appeared to be unaware of the percentage of their school budget which was spent on technology staff development despite the state mandate to set 20-30% of each technology budget aside for this purpose. Eighty-seven and a half percent said they *did not know* this figure; only four respondents said they knew (or at least they gave a percentage), while two reported zero percent.

Finally, it is interesting to compare the two groups' reports on student use of CD-ROM and videodisc technology. The initial group claimed that over half (56.4%) of students used these technologies infrequently or never. Slightly over a third (37.5%) of the second group felt this was still true; however, this group reported frequent use by students (weekly or more often) of these technologies almost twice as often as the earlier group (42.8% versus only 24.2%).

Summary of Update Findings

In conclusion, while a number of technologies would appear to have become more prevalent in North Carolina schools since the 1992 survey (e.g., modems, hypercard software), this has not necessarily resulted in greater use of these technologies if we look at both reported use and integration. While we see CD-ROM integration somewhat higher, media specialists are not integrating videodisc technology as much as teachers in general appear to be. Certainly this group of respondents appears to have a high reported use of technology overall, greater than 1 1/2 hours per day, but this perhaps reflects their changing role in regard to technology, not necessarily use or integration of the two technologies specifically studied.

Results of the earlier, more comprehensive, study largely appear to be confirmed by the results of the update in regard to both the roles and concept of the school library media specialist *vis a vis* technology. In fact, in terms of ranking these roles and concepts, the two studies produced virtually identical results. Overwhelmingly, one could say, teachers and librarians see technology dramatically changing the role of the school librarian.

Short technology sessions appear to be on the increase, as does technology in-service overall. Both faculty use, including that for media specialists, and reported student use of technology appear to have increased noticeably. And, once again, school library media specialists are the major group delivering technology in-service. Thus, in conclusion, while there are certain notable differences in the results of the surveys of the two groups — many of them quite positive in nature — the second study both validated and, in large part, corroborated the results of the original study.

Wired to the World

by *Ralph Lee Scott*

From the address and phone number of lost friends to the current restaurant scene in a faraway city, telephone directories have been used by librarians and patrons to answer many reference questions. Now the power of these directories is available over the Internet. In addition to traditional telephone directories, specialized directories that give information on liens, bankruptcies, judgements, lost family members, adopted persons, and skipped/lost/missing persons are accessible via the Internet.

It is fascinating to see the amount of information that can be found about an individual on the Internet. Personal privacy, it appears, is becoming a thing of the past if you have a telephone, e-mail account, or live in a semi-permanent place.

Probably the most familiar directory listing is located at *Yahoo!* in their People Search section. (*http://www.yahoo.com/search/people*) Here you can search their directories by name, address, city, e-mail or home address. *Lycos* has a similiar search service called ***PeopleFind***. (*http://www.lycos.com/pplfndr.html*) I have found that Yahoo! is often the faster place to go, but on occasions have found people listed in Lycos, that I could not find in Yahoo!.

Another neat directory site is ***WhoWhere?***. (*http:/www.whowhere.com*) *WhoWhere?* has additional search tables: e-mail name, phone number, address, Internet phone number, personal home page, company name, U.S. government agency name, toll-free number (800 & 888), yellow page ad, and Securities and Exchange Commission EDGAR listing. A community advanced search feature enables the searcher to specify a city, school, and interest profile.

Bigfoot (*www.bigfoot.com*) is another directory listing that offers a variety of additional services. The user registers by e-mail address to access (naturally) *Bigfoot* FOR LIFE: a listing in their directory, a *Bigfoot* privacy list to stop unsolicited junk e-mail (alas, did not work for me). The *Bigfoot* directory promises to follow you wherever you go (for life) and will deliver e-mail to you no matter how often you change your e-mail address or service provider. *Bigfoot* was created in 1995 to provide value-added services to users of Internet e-mail accounts.

Another service like *Bigfoot* is ***Four 11***, (*http://www.four11.com*) which allows you to register using personal parameters that are searchable by other users. Among the parameters you can specify are high school, college, fraternity, and military unit.

Another directory service is ***Switchboard***, (*http://www.switchboard.com*) which has become the official directory of America OnLine and has received its AOL Members Choice monniker. *Switchboard* offers two search options: Find People and Find Business. Like the other services, you must register your listing. *Switchboard* does have an interesting sidebar called "*Switchboard* Stories." Here you can find stories about people trying to find girls they dated in 1977, lost business associates, relatives, etc., and includes this month the story of a woman in Charlotte, N.C. who located her long lost half brother through a listing in *Switchboard*. This might be an interesting site to watch to find new uses for directory listings.

A Yellow Pages type of directory can be found at ***BigBook***, (that's "book" not "foot") (*http://www.bigbook.com*). Here you can search yellow page telephone and Internet directories by category (restaurants, florists, taxis, roofers, etc.) and specify a location by city and state. *BigBook* also provides "complete" commercial Internet Web home pages starting at $50 a month nationwide. On the day I checked their listing, new commercial accounts included: Park Avenue Motors, New Wave Rafting Co., Blue Chalk Cafe, Richard S. Durando DDS, Walnut Creek Cutlery & Shavers, Stanford Bookstores, Duplication Plus, Business Environment Cleaners, and Kathryn Dickson Fontaine, Esq. (lawyer listing?).

Some directory sites specialize in multiple directories. For example ***555-1212.com*** (*http://www.555-1212.com*) is a site that provides white, yellow, and blue (government) pages that are searchable for the United States, Canada, and "all countries," which searches both. *555-1212.com* also has a Canadian and United States Fax Directory and a Toll-Free Directory (800 & 888 numbers). *555-1212.com* has an interesting bar that I did not check out called ".com yourself - click here," which sounded rather inviting.

In addition to the listing, a number of these Internet directories have clickable map directions to the location of the address. These maps can be very detailed down to the individual streets, and are an excellent source of directions for patrons wanting to visit the address in person. Some sites also have links to reviews of restaurants, etc.

Some specialized directories provide searching/information services that go beyond the basic listing. For example ***KnowX*** (*http://www.knowx.com*) has a free listing by name and state of bankruptcies, liens, judgements, and UCCs (Uniform Commercial Code rulings), so if you skipped town in 1987 without paying for your banjo or owe money on your student telephone account, you will turn up here. This service has many uses, such as landlords checking the credit history of tenants, people wanting background information on individuals they are dating, nosey neightbors, etc. Detailed reports are available (for a fee of course) from *KnowX* and can be ordered online.

Directory services are being added to the Internet on an almost daily basis. Additional directory sites that you might want to search are ***Database America*** (*http:/www.databaseamerica.com*) and ***Infospace*** (*http://www.infospace.com*).

North Carolina Books

Dorothy Hodder, Compiler

Ellyn Bache.

The Activist's Daughter.

Duluth, MN: Spinsters Ink, 1997. 264 pp.
$10.95 paper. ISBN: 1-883523-18-4.
Distributed by InBook/LPC, 1436 W. Randolph St.,
Chicago, IL 60607, 1-800-243-0138.

Enter the closeknit, claustrophobic world of Beryl Rosinsky, the protagonist of Ellyn Bache's third novel. The time is the early 1960s and the setting is our nation's capitol, Washington, D.C., and Chapel Hill. The Rosinsky family are secular Jews for whom belief in the possibilities of man is as important, if not more so, as belief in God.

Beryl, a high school senior anxiously making applications for college, and her older sister, Natalie, are inmates in what they consider a crazy house. Their father, Leonard, was a prominent architect until the McCarthy hearings reduced him to managing a dry-cleaning establishment operated by deaf attendants in a neighborhood near Gallaudet College. Leah, their radical socialist mother, mortifies her daughters by traveling around the country organizing civil rights and feminist causes and getting her picture in *The Washington Post*; she has little time left over for family. Grandmother Miriam, a Russian immigrant, keeps house for the family in between caring for her sister Gussie, who has suffered from recurring crazy spells ever since losing her true love to a pogrom.

Natalie escapes by marrying — to her family's amazement and with the assistance of a rabbi even — a nice young religious Jewish man named Barry, and moving to New York. Beryl's chance comes when Bubby Tsippi, Miriam and Gussie's mother, comes for her annual summer visit. The Rosinsky household is far from orthodox, but they make a pretense of keeping kosher whenever Bubby Tsippi visits. Beryl, however, absentmindedly serves her great-grandmother cottage cheese on a dish intended for serving meat. When Bubby dies shortly thereafter, Beryl is naturally distraught. Her depression drags on until Miriam and Gussie, in Leah's absence, determine that Beryl needs to do what they did to escape unhappiness in Russia — emigrate to a foreign country. She has been accepted to attend the University of North Carolina at Chapel Hill, which might as well be a foreign country, but is thankfully only a six-hour ride by Trailways Bus from Washington. Although Beryl has realized that she did not kill Bubby Tsippi, she is all too happy to shock and punish her mother by attending a school in an area of the country unaffected by the racial and social progress to which Leah has dedicated her life.

What follows is undoubtedly a most credible example of autobiographical fiction. We are privy to the coming of age of Beryl Rosinsky (read, Ellyn Bache) during the fall semester of 1963 when she begins her studies at Chapel Hill. She has two Christian roommates who are actually cousins: Ashley, a devout Southern Baptist, who becomes pregnant, converts to Catholicism, and marries a South American diplomat's son (in that order); and Susan, a Whiskeypalian, who eventually confesses to Beryl that though she goes through the motions of dating, she's not sure she likes boys. She has a tortuous on-and-off-again romance with David, a victim of childhood polio with his own problems to sort out. As she confronts double standards for men and women, blacks and whites, Beryl becomes, albeit unwittingly, an activist herself.

Ellyn Bache makes her home in Wilmington, North Carolina. She has written two other novels, *Safe Passage* (Crown Books, 1988) made into a 1995 film starring Susan Sarandon and Sam Shepard, and *Festival in Fire Season* (August House Books, 1992), and a collection of short stories, *The Value of Kindness* (Helicon Nine Editions, 1993), for which she received a Willa Cather Fiction Prize. All four works should be in public and academic libraries throughout her adopted state.

– Plummer Alston Jones, Jr.
Catawba College

Patricia D. Cornwell.

Hornet's Nest.

New York: G.P. Putnam's Sons, 1997.
377 pp. $25.95. ISBN 0-399-14228-2.

Departing from her highly popular Kay Scarpetta series, Edgar- and Creasey-winning author Patricia Cornwell's newest novel, *Hornet's Nest*, takes aim at cops and crime in Charlotte. Cornwell, a native of Montreat and a graduate of Davidson College, is no stranger to the Queen City, having worked several years as a crime reporter for *The Charlotte Observer*.

Hornet's Nest effectively capitalizes on the author's familiarity with the inner workings of a big-city police department. Two of the central characters are Cornwell stereotypes: pretty, pistol-packing chiefs of police who are competent and strong-willed. They variously interact with a talented, upstart newspaper reporter who is a part-time volunteer cop. The three protagonists take the reader on a stupefying exploration of everyday law enforcement in a thriving Southern metropolis.

There is plenty of local color here. The reader will recognize names and places, including not only descriptions of sleepy North Mecklenburg communities but also the provincial obsessions with barbecue, basketball, and stock car racing.

The typical Cornwell novel is a tightly constructed drama that focuses on the commission of a single crime and the ensuing dissection of forensic evidence that eventually reveals the identity of its perpetrator. In *Hornet's Nest*, she departs from this formula and offers a less methodical and somewhat cumbersome narrative that lacks the focus and cohesiveness of her earlier fiction. The style is halting and episodic, vaguely reminiscent of the plethora of "real life" cop shows that clog the cable television channels. This approach certainly will ensure the novel's mass marketability, but will do little to advance the author's credibility as a serious literary talent.

Still, there is plenty to interest the general reader. Cornwell's writing is lively and fastpaced, and an almost Dickensian array of quirky minor characters moves the narrative along. Though shocking at times, the novel's depictions of violent crime are no more graphic than any standard evening news account. Ironically, it is the book's sheer mediocrity — laced with just the right amount of violence and melodrama — that will keep it circulating for months.

— Gayle McManigle Fishel
Davidson College

Art Chansky.

The Dean's List: A Celebration of Tar Heel Basketball and Dean Smith.

New York: Warner Books, 1996.
160 pp. $25.00. ISBN 0-446-52007-1.

Sanctioned by the master of college basketball himself, *The Dean's List: A Celebration of Tar Heel Basketball and Dean Smith*, is an illustrated feast of Carolina basketball history. Celebrating my 30th anniversary as a diehard Carolina fan, I enjoyed every page of this obvious tribute to the record-breaking master and his record-breaking teams.

Author Art Chansky is the publisher of the annual magazine, *Carolina Court*, as well as two books, *March to the Top*, a summary of the 1982 NCAA championship, and *Return to the Top*, the story of the 1993 title champions. In the acknowledgements he says, "For me, writing a book about the last 35 years of Carolina basketball under Coach Dean Smith was not as difficult as one might imagine. You see, I have lived this story since arriving in Chapel Hill as a student in the 1960s." His Carolina blue loyalty is apparent throughout the book, but not dishonest. He reveals Smith's human side, reporting comments such as, "I'm not taking the blame for this loss," after the disappointing 1971 ACC championship game with South Carolina. On the whole, Chansky portrays Smith as a fiercely competitive coach with a propensity to protect his players, which is summed up well in the foreword by NBA superstar and former Tar Heel Michael Jordan. New information also is brought to light. Charlie Scott, UNC's first black player, almost boycotted the East Regional final because he believed his name was intentionally omitted from five all-ACC ballots because of his race.

For longtime Carolina fans, the best material is the coverage of seasons past. Fond memories are renewed in the first final four team of 1967, the 17 Atlantic Coast Conference titles, the 12 ACC tournament titles, the Olympic gold medal, and the unforgettable NCAA victories in 1982 over Georgetown and in 1993 over Michigan. Fans also will enjoy reminiscing about former teams and players, 38 of whom have joined the ranks of the National Basketball Association.

After devouring this feast of Tar Heel basketball history, I passed it on to my Dukie husband, who flipped through the book in about ten seconds, handed it back and said, "Oh yeah, what's for dinner." Recommended for all Tar Heel libraries with at least one Carolina fan.

— Beverly Tetterton
New Hanover County Public Library

Bob Garner has provided his reader with a movable feast on the subject of barbecue. The author is well-known to public television audiences for barbecue reports on *North Carolina Now*. His book is a treasury of folklore, political and social, about North Carolina's meal of choice for the past three hundred years.

Garner traces the history of barbecue from the Caribbean to the Indians and settlers of Tidewater Virginia, but says "Eastern North Carolina barbecue is the original American barbecue." Some aficionados of southern foods suggest that western (Lexington-style) barbecue is the superior style, since it contains all three Southern primary food groups: sugar, salt, and grease, while the eastern style has only salt and grease. Whether it's eastern whole hog without ketchup or western shoulders smothered in sugar and ketchup, it's simply wonderful food.

Garner observes that in the tobacco towns of Rocky Mount, Wilson, and Goldsboro, the tradition of barbecue as a celebration of the tobacco harvest is still enjoyed. Today it is no longer cooked and eaten under the shed or shelter of the tobacco barn, but is prepared and served in state inspected restaurants. The cooking is still generally a male art form, but the eating is now enjoyed by ladies as well.

Bob Garner.

North Carolina Barbecue: Flavored by Time.

Winston-Salem: John F. Blair, 1996. 160 pp.
$19.95. ISBN 0-89587-152-1.

Barbecue is like religion, family, and politics; it's learned best and deepest when one is young. A true connoisseur of the "other white meat" (the politically correct name for pig) finds the best barbecue to be that from one's hometown, or at least nearby. Before the family farm disappeared in this state, every farmer who raised hogs had his own family recipe and tradition of barbecue.

Garner is correct when he writes that Tar Heel barbecue is unique because *meat* is the centerpiece, not smoke and sauces. It must be noted that the rich sweet taste of our pig meat is impossible to produce on a factory farm. The very best hog meat cannot be grown as a corporate product.

For those who are already partial to barbecue, Garner's book is like an old friend. Those who have not yet established a preference will enjoy trying out the recipes for barbeque and traditional side dishes in this book, and searching out the restaurants Garner describes. North Carolina barbecue lovers will appreciate his conclusion that here in North Carolina, "more than anywhere else, barbecue is food that bespeaks good times." Appropriate for public libraries.

— Lee Johnston
University of North Carolina at Wilmington

In a Men-are-from-Mars-Women-are-from-Venus kind of world, Fred Chappell has written a novel about women that will leave women readers feeling known and deeply appreciated. *Farewell, I'm Bound to Leave You* is the third in a planned quartet of novels tracing three generations of an Appalachian family, following *I Am One of You Forever* and *Brighten the Corner Where You Are*. While the first two focused on the antics of young Jess Kirkland and his father Joe Robert, this volume recounts the stories of the women in their extended family and community.

The framework for the novel is the deathbed of Jess's grandmother, Annie Barbara Sorrells. Her daughter, Cora, keeps watch by her bedside, while Joe Robert and Jess wait in the parlor. The opening and closing chapters are stream of consciousness, mostly unspoken dialogues between mother and daughter, taking leave of each other as death draws near. The intervening chapters are narrated by Jess, recalling the stories his mother and grandmother have told him about each other and various aunts and cousins, with the obvious purpose of raising him to cherish and look beneath the surfaces of the women in his life.

Fred Chappell.

Farewell, I'm Bound to Leave You.

New York: Picador USA, 1996. 228 pp. $21.00.
ISBN 0-312-14600-0.

Where Chappell has mainly portrayed his women characters as strait-laced upholders of morals and manners in earlier stories about male mischief, here he rounds out their personalities, giving them their own brand of humor, their own dreams and ambitions, their own flaws, and their own awe-inspiring, almost mythic insight and skill in managing unruly, unsuspecting men. One of the best stories is the one Annie Barbara told Jess about how she coached Cora as to how to capture Joe Robert's attention with a red silk petticoat and a shotgun — Joe Robert told it in *Brighten the Corner Where You Are*, but he didn't know all the details. Cora told Jess about Ginger Summerell, the Feistiest Woman, who fought off all attacks on her virtue until she was ready to pick her mate, and then won him by defeating him in a duel.

Aunt Sherlie Howes is called the Figuring Woman, because she can figure out mysteries in her neighbors' lives simply by asking the questions that they have neglected to ask themselves.

At the end of one story Jess asks his mother how she knows so much about what another woman was thinking and saying to herself. Cora replies, "She told me a lot and then I put myself in her place so I could tell her story to you. That's what storytellers do." Chappell has put himself in each character's place, finding dreams of beauty in unassuming farmwomen, revealing the tragedies that lead to madness, investing the plainest with the dignity of individuality. The end result is not so much a novel as a collection of stories demonstrating that every person has a story worth telling, and that the women of a family carry on much of the important work of noticing and remembering and retelling those stories.

Chappell is a noted poet as well as a novelist, and fills his novels with prose poetry, dreams, surreal interludes, Biblical language, tall tales, earthy humor, and farce. Readers who can keep their balance will be rewarded with a rich and loving portrait of life in the North Carolina mountains, not so very long ago.

The author teaches at the University of North Carolina in Greensboro, and is the recipient of numerous literary awards. All North Carolina libraries should collect his work.

— Dorothy Hodder
New Hanover County Public Library

Helen F. M. Leary, ed.

North Carolina Research: Genealogy and Local History.

Raleigh: North Carolina Genealogical Society, 1996. 2nd ed. 626 pp. $45.00 (plus $3.00 shipping & handling). ISBN 0-936370-10-6.

Anyone seeking genealogical, historical, or biographical sources in North Carolina will find this large book to be a treasure store. Italso lwill ead readers, writers, and researchers to unexpected sources on almost endless subjects. Intended primarily as a guide to those seeking their family history, it describes in detail many different sources for state and local records; for example, what to anticipate in the different census returns, how to search for abandoned cemeteries, where to look for military records, what might be found in certain archives and libraries, the meaning of many obscure and obsolete terms, how to try to read old handwriting, the duties of many local officials, sources of maps and photographs, how to make and keep notes, and even how to publish your findings.

Yet this is not strictly a how-to-do-it book. It is a genuine source book that will be useful for reference librarians in responding to a large variety of questions; lawyers undoubtedly will also find it informative; and students of all ages might expect to pick up hints for term papers and theses. Information pertaining to colonial and state history, the function of government and the duty of many officeholders, the jurisdiction of different courts, settlement patterns, mapping and land records, the settlement of estates, pensions, and criminals is here. Maps and diagrams illustrate and explain many of the points made.

The first edition of this title, published in 1980, has been cited as a model and has become the envy of researchers in other states. The current second edition is revised and updated. It has a new format and a great deal of very useful new material, including up-to-date information on finding aids and recently acquired resources at the state archives and elsewhere. A totally revised chapter on research techniques will serve both the new genealogist and those with experience. A new chapter on personal computers will delight those who already are sold on this speedy and convenient way of keeping track of research materials, and it will surely convert those reluctant to try it. The old chapter on newspaper resources has been updated with information on new guides and indexes and notes the continuing microfilming program in which North Carolina leads the nation. Many chapters have bibliographies of sources for related information or examples of the kind of work being disucssed. An analytical table of contents and a detailed index open the contents for quick use.

Among other features of this work sure to attract attention is a map showing the concentration of ethnic groups in North Carolina, a much more complete and accurate one than that published in 1908 in the first volume of Samuel A. Ashe's *History of North Carolina*. Another handy map shows the judicial and military districts in 1790. A time-saving list for quick reference is one indicating which counties have lost records by fire. There also are a great many illustrations— photographs or photocopies, drawings, and diagrams — to ease the researchers' way into finding and using materials.

— William S. Powell
University of North Carolina at Chapel Hill

Max Childers has written a novel of disconnection, reconnection, and understanding in a style that is droll and underplayed, and yet which moves its story inexorably toward wisdom.

Walter Loomis has all but forgotten his father, Edgar, whom he last saw at the age of 11 when his parents divorced. Moving through childhood like a sleepwalker, Walter drifts into the "pleasant, calcified life" of academia, never achieving tenure, always moving on to the next third-string college. A lawyer's letter changes his life: Edgar Loomis has died, leaving Walter half interest in his farm and land down in Helmsville, North Carolina, and liquid assets in excess of $800,000. Goodbye, English department.

Max Childers.

The Congregation of the Dead.

Charleston, SC: Wyrick & Company, 1996. 282 pp. $21.95 ISBN 0-941711-32-3.

Arriving in Helmsville, Walter takes possession of The Old Home Place, giddily buying new appliances and furniture and heaving out the rusty and mildewed relics. He meets Obie, the thoughtful and down-to-earth foreman who looks after the dozen horses the farm boards. And he meets the owner of the other half interest: Ricky Loomis, Edgar's son from his second marriage to Beatrice. The shock of meeting a half-brother Walter never knew he had is not assuaged by Ricky himself: exuberant, puppy-like, self-centered, clueless.

Despite the distractions of new relationships, Walter is nevertheless constantly aware of the undertow of Edgar, his unknown father. Who was he? How is Walter connected, truly, with him? In the aftermath of a calamity Walter later refers to simply as "The Event," he seizes the opportunity to understand his father and realizes that "I *am* connected, like it or not." But The Old Home Place has one more lesson to teach Edgar's first son.

Along the way toward understanding, Max Childers offers such social satire as the stunning intolerance of the truly ignorant: college students whose only frame of reference is themselves and their own ego-driven ideas. Similarly, Ricky's self-pitying rationalizations after "The Event" prompt Walter to dub him the completely modern man, expecting forgiveness and understanding if he only talks enough about how it wasn't his fault, really. Taking actual responsibility for one's actions, Walter reasons, involves more than simply adopting a TV talk show confessional mode.

The Congregation of the Dead tackles serious subjects and is thoughtful, beautifully written, and laugh-out-loud funny. Libraries — both public and academic — definitely should purchase this novel.

— Kristine Mahood
Rowan Public Library

Known in the Wilmington area as "Dr. Plant," Henry Rehder has produced a gem of a gardener's guide. Henry Rehder is uniquely qualified to write about gardening in coastal Carolina. In addition to managing a family retail flower shop (which first opened its doors in 1872 and is the oldest in North Carolina), he owns a horticultural management organization, serves as adviser for his family's nationally known garden, and hosts radio and television garden shows in the Wilmington area.

Rehder has selected 94 plants that epitomize the quintessential southern garden. From abelias through crepe myrtles to spider lilies, the descriptions call forth wonderful childhood memories of sight and smell. Introductory chapters cover basic topics like choosing plants, selecting a site for them, planting techniques, and combatting weeds, pests, and diseases. The discussion of fertilizers is outstanding — in a brief and simple manner Rehder explains how to read a fertilizer label and summarizes which types are appropriate for specific plant needs.

Henry Rehder, Jr.

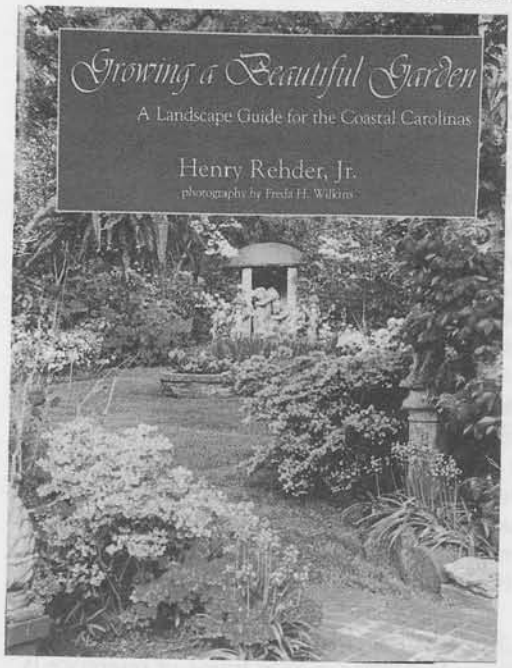
Growing a Beautiful Garden: A Landscape Guide for the Coastal Carolinas.

Photography by Freda H. Wilkins.

Wilmington: Banks Channel Books, 1997. 240 pp. $34.95. ISBN 0-9635967-9-9.

The heart of the book is the plant guide. Rehder makes plant selection and cultivation child's play with his clear and practical gardening tips. Each variety is clearly described — size, bloom and foliage, growing requirements, pests, good and bad points, pruning, best garden placement. The most wonderful thing about this book is that every plant description includes an annual calendar with month-by-month cultivation guidance. The text is accompanied by a full-color photograph (sometimes two, showing the entire plant and a closeup of the leaf or bloom). Only a sample of the illustrations were available to the reviewer, but, if they are typical, the results are outstanding.

Rehder admits a bias towards shrubs and small ornamental trees,



and these plants comprise the greater portion of the plant selections. However, he includes a few full-size trees, such as the live oak and tulip poplar, as well as sections on perennials and lawn grasses. The grass descriptions are especially valuable, as he describes the pros and cons of growing a number of warm season varieties. The volume concludes with an excellent index listing both common and botanical names, and cultivars. The only weakness in the book is the lack of a pronouncing guide to the botanical names. How do you wrap your tongue around *Cupressocyparis leylandii*?

Growing a Beautiful Garden fills a void in the gardening literature. There are many fine titles on southern gardening, such as *A Southern Garden* by Elizabeth Lawrence (UNC Press, 1991), *Successful Southern Gardening: A Practical Guide for Year-Round Beauty* by Sandra F. Ladendorf (UNC Press, 1989), *Carolina Landscape Plants* by R. Gordon Halfacre (Sparks Press, 1979), and *Gardening in the Carolinas* by Arnold and Connie Krochmal (Doubleday, 1975). There are also many excellent guides to coastal gardening, including booklets published by garden clubs and state agricultural extension services; however, this is the first full-length work to focus on the tidewater region of the Carolinas.

While the book is intended for coastal residents who enjoy a long growing season, it will be very helpful to gardeners throughout the state. Most of the plants included can be grown in the Piedmont and foothills, and a quite a number will thrive in the mountains. *Growing a Beautiful Garden* is an ideal guide for neophytes, a good quick reference volume for experienced gardeners, and a fine complement to the excellent bimonthly gardening magazine *Carolina Gardener* (Carolina Gardener, Inc., Greensboro). If you live in the Carolinas, aspire to a truly southern garden, and can purchase only one gardening book this year, this is the one. All public and academic libraries should buy it.

— Suzanne Wise
Appalachian State University

Other Publications of Interest ...

Absent-minded sleuth Peaches Dann is back to untangling the murderous messes her hapless relatives stumble into up around Asheville. ***Whose Death is it, Anyway?*** is the fourth installment of Elizabeth Daniels Squires's series, and Peaches delves into the ancient art of handreading as well as her store of memory tricks to locate a cousin's missing daughter. Earlier titles in the series are *Who Killed What's-Her-Name?*, *Remember the Alibi*, and *Memory Can Be Murder*. (1997; Berkley Prime Crime, 200 Madison Ave, New York, NY 10016; 249 pp.; paper, $5.99; ISBN 0425-15627-3.)

Life Wthout Water is Nancy Peacock's first novel, the story of a young woman whose life was tragically affected by her brother's death in Vietnam, as told by her daughter. A vivid portrait of hippie life in and around Chapel Hill in the sixties and seventies. (1996; Longstreet Press, 2140 Newmarket Parkway, Suite 122, Marietta, GA 30067; 182 pp.; $16.95; ISBN 156352-337-X.)

Becoming Rosemary is a young adult novel by Frances M. Wood, a librarian with the Durham County Public Library. Twelve-year-old Rosemary's story is set in a farming village in North Carolina in 1790. Her routine of chores and rambling in the woods in search of herbs for her mother is brightened by her friendship with a new family in the community. As she becomes aware of some of her neighbors' superstitious fear of witchcraft, however, she must decide whether to pursue for herself the healing powers that her mother and sister share. (1997; Delacorte Press, 1540 Broadway, New York, NY 10036; 247 pp.; $14.95; ISBN 0-385-32248-8.)

Blood Tells is a first thriller by Ray Saunders, author of the Fenwick Travers series of historical novels. Set on the Outer Banks, it features brutal murders and dismemberments, homosexual slavery and rape. Neither the setting nor the characters leap to life off the page. (1996; Lyford Books, Presidio Press, 505B San Marin Drive, Suite 300, Novato, CA 94945-1340; distributed by National Book Network, 4720 Boston Way, Lanham, MD 20706; 365 pp.; $21.95; ISBN 0-89141-588-2.)

Close to Home: Revelations and Reminiscences by North Carolina Authors is a collection of short essays about living in the Tar Heel state, by a selection of its better-known authors. These include the likes of Lee Smith writing about Chapel Hill, Fred Chappell on gardens, and Jerry Bledsoe on slaw. It was compiled by Lee Harrison Child, former editor of *NC Home* magazine, where about half of the pieces originally appeared. (1996; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 178 pp.; $19.95; ISBN 0-89587-154-8.)

Two Revolutionary War standards are back in print. Hugh Rankin's ***North Carolina in the American Revolution***, first published in 1959 and out of print since 1986, is available. (1996; Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27601-2807; 74 pp.; paper, $6.00 plus $3.00 postage; ISBN 0-86526-091-5.) ***Chain of Error and the Mecklenburg Declarations of Independence: A New Study of Manuscripts: Their Use, Abuse, and Neglect*** by V.V. McNitt, originally published in 1960, also has been reprinted. (1996; Mecklenburg Historical Association, PO Box 35032, Charlotte, NC 28235; 145 pp.; $25.00; no ISBN.)

Civil War collections will want to take notice of ***Divided Allegiances: Bertie County During the Civil War***, by Gerald W. Thomas (1996; Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27601-2807; 206 pp.; paper, $ 11.00 plus $3.00 postage; ISBN 0-86526-268-3) and ***Across the Dark River: The Odyssey of the 56th N. C. Infantry in the American Civil War***, a blend of history and fiction by Clyde H. Ray. (1997; Parkway Publishers, Inc., Box 3678, Boone, NC 28607; 247 pp.; paper, $18.95 plus $3.00 shipping and 6% sales tax; ISBN 1-887905-04-9.) Also back in print is ***North Carolina During Reconstruction*** by Richard L. Zuber, originally published in 1969, reprinted in 1975, and out of print since 1987. (1996; Historical Publications Section, Division of Archives and History, 109 East Jones Street, Raleigh, NC 27601-2807; 67 pp.; paper, $6.00 plus $3.00 postage; ISBN 0-86526-089-3.)

Dr. Patrick M. Valentine, Director of the Wilson Public Library, has written a very thorough history of ***The Episcopalians of Wilson County: A History of St. Timothy's and St. Mark's Churches in Wilson, North Carolina 1856-1995***. It is illustrated with over 90 black and white photographs, and is extensively indexed. (1996; Gateway Press; order from St. Timothy's Episcopal Church, PO Box 1527, Wilson, NC 27894-1527; 472 pp.; $30.00 plus $4.00 shipping; no ISBN.)

Charlotte and UNC Charlotte: Growing Up Together is a new history by Ken Sanford, published as part of UNC Charlotte's celebration of its fiftieth anniversary. (1996; University of North Carolina at Charlotte, 9201 University City Blvd., Charlotte, NC 28223; 356 pp.; $24.95; ISBN 0-945344-02-3.)

Frank Tursi has followed up on his *Winston-Salem: A History*, with ***The Winston-Salem Journal: Magnolia Trees and Pulitzer Prizes***, marking the newspaper's hundredth anniversary. (1996; John F. Blair, Publisher, 1406 Plaza Drive, Winston-Salem, NC 27103; 231 pp.; $28.95; ISBN 0-89587-156-4.)

Where ghost stories are in demand, see ***Haunted Asheville*** by Joshua P. Warren, a self-published collection of eight local tales, illustrated with black and white photographs. (1996; Shadowbox Enterprises, PO Box 16801, Asheville, NC 28816; 173 pp.; paper, $14.95; ISBN 0-9649370-2-6.)

Echoes of Topsail: Stories of the Island's Past is a very creditable local history by David Stallman. Since it went to press just before Hurricane Fran wiped out the island in the summer of 1996, hope for an early second edition. (1996; Rutledge Books, Inc., Box 315, 8 F J Clarke Circle, Bethel, CT 06801-0315; 276 pp.; $22.95; ISBN 1-887750-33-9.)

The final word is on ***Mayberry: The Definitive Andy Griffith Show Reference***, by Dale Robinson and David Fernandes, includes cast and production biographies and a guide to collectibles. (1996; McFarland & Company, Inc., Publishers, Box 611, Jefferson, NC 28640; 328 pp.; $45.00 plus $3.00 shipping; ISBN 0-7864-0136-2.)

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

The Search for North Carolina Audiobooks:

A Directory of Sources

by *Melody Moxley*

Audiobooks are becoming increasingly popular with the public, and libraries that provide them have proof that more people are listening, and people are listening to more ... and more. As with any materials that are popular, it can be difficult for libraries to keep pace with demand.

Establishing and maintaining a collection with a good mix of fiction genres and nonfiction subjects are fairly easy given adequate funding. Library vendors and audiobook distributors offer recently published mass-market titles (mostly abridged) which publishers produce for the retail consumer market.

A growing number of unabridged audiobook publishers offer a wide selection of titles. At the same time, increased competition among publishers has resulted in unabridged audio productions of high-demand titles being available much closer to book publication date than before. Now libraries can make either (or both) the abridged and unabridged audio versions of a popular title available to library customers, in addition to the print version.

Now titles often are available from more than one source in unabridged format, giving the selector a choice of narrators. Suppliers also are providing leasing programs, as well as a variety of standing order plans for both abridged and unabridged titles.

Assistance in identifying well-produced audiobooks is readily available in a variety of periodical review sources, including *AudioFile*, *Booklist*, *Kliatt*, and *Library Journal*. *AudioFile* is unique in that it is devoted solely to reviews of articles and information about audiobooks. *AudioFile* also publishes, annually, the *Audiobook Reference Guide: Information and Services Guide to Audiobook Publishers, Distributors, and Support Resources*, a source of extensive information about the world of audiobooks. *Publisher's Weekly* has a periodic review column and publishes an "audio bestseller" list.

Fine. But what about audiobooks by North Carolina authors? Or about North Carolina? Here the answer is not nearly as straightforward.

As far as this writer can determine, no supplier currently focuses on identifying and supplying a wide variety of North Carolina fiction and nonfiction audiobooks. Audiobook publishers select titles to produce based on a variety of factors, including rights availability and anticipated interest from buyers and renters — as, of course, do print publishers. Materials by North Carolina authors and about the state are available, but the selector must search review sources and publishers' catalogs for the desired titles. Additional sources of information include *Books in Print Plus* (on CD-ROM), which includes mass market titles, and *Words on Cassette*, which lists both mass market and unabridged titles. Both are published by R. R. Bowker.

Selectors who want to establish a North Carolina audiobook collection will find Broadfoot's of Wendell a good place to start. Broadfoot's maintains a small selection of North Carolina audio, with an emphasis on storytelling. These audiobooks provide a unique opportunity to hear gifted storytellers relate stories that capture the folklore and history of our state.

Building a broader collection of all types of books on audio is not an easy task. The information given below is intended to assist the audiobook selector in locating sources that can be consulted to determine if specific authors or subjects are available on audio and to provide a list of some audiobooks that may be of interest to selectors wishing to create a North Carolina "presence" in their audiobook collections. This list is neither exhaustive nor all-inclusive, but serves as a starting point. It is readily apparent that popular titles (as opposed to serious literary works) dominate; this is but a fact of life of all publishing, including the audio market.

Omissions and oversights are acknowledged, but not deliberate. Anyone fnding an author or area not included is to be congratulated on skillful detective work. Do not let the difficulty of this quest become a roadblock; diligence and an alert eye for those names close to our hearts as followers of all things North Carolina can make the task an uplifting, perhaps even enjoyable, quest.

In the directory which follows, North Carolina authors and titles are classified as fiction, nonfiction, or storytellers, with the producer and/or distributor given in parentheses. A selected list of producers and distributors, and review sources previously mentioned, all with telephone numbers, follows the list of North Carolina-related authors and titles.

Fiction:

Chappell, Fred (Recorded Books)
Edgerton, Clyde (Recorded Books)
Gibbons, Kay (Simon and Schuster)
Gurganus, Allan (Random House)
Karon, Jan (Recorded Books; Penguin)
Maron, Margaret (Recorded Books)
Pearson, T. R. (Recorded Books)
Price, Reynolds (Simon and Schuster)
Tyler, Ann (Books on Tape, Chivers, Recorded Books, Random House)

Nonfiction:

Brinkley, David. *Everyone is Entitled to My Opinion* (Random House)
By the Way: Welcome Home to North Carolina (Broadfoot)
Graham, Ruth Bell. *Legacy of a Pack Rat* (Christians Listening)
Howard, Fred. *Wilbur and Orville: A Biography of the Wright Brothers*. (Books on Tape; Recorded Books)
Kuralt, Charles. *Charles Kuralt's America; Life on the Road* (both available from Simon and Schuster)
Martin, Wiliam. *Prophet with Honor: The Billy Graham Story* (Dove)
McGinnis, Joe. *Fatal Vision* (Simon and Schuster)
Ride with Me, North Carolina (Ride with Me)
Valvano, Jim. *They Gave Me a Life Contract, Then They Declared Me Dead* (Simon and Schuster)

Storytellers:

Davis, Donald. *Jack's First Job and other Jack Tales; The Southern Bells* (both available from Broadfoot); plus several other titles available from August House
Hider, Sam. *The Rabbit and the Bear & Why the Hog's Tail is Flat* (Broadfoot)
Holt, David. *Mostly Ghostly Stories* (High Windy Audio)
Littlejohn, Kathi Smith. *Cherokee Legends 2* (Broadfoot)
Roberts, Nancy. *Six North Carolina Ghost Stories* (Broadfoot)
Ross, Gayle. *How Rabbit Tricked Otter and other Cherokee Animal Stories* (Harper Audio)
Smith, Kathi. *Cherokee Legends 1* (Broadfoot)
Torrence, Jackie. *Country Characters* (Earwig Music); *Legends from the Black Tradition* (Broadfoot); *My Grandmother's Treasure* (August House; Broadfoot); *Potpourri of Tales* (Rounder Records)

Publishers and Distributors:

Audio Book Contractors: 202-363-3429
August House: 1-800-284-8784
Books on Tape: 1-800-541-5525
Brilliance Corporation/Nova: 1-800-222-3225
Broadfoot's of Wendell: 1-800-444-6963
Chivers Audio Books: 1 -800-621-0182
Christians Listening: 1-800-522-2979
Earwig Music Company: 312-262-0278
Harper Audio: 1 -800-242-7737
High Windy Audio: 1-800-637-8679
Penguin Audiobooks: 1-800-546-0275
Random House Audiobooks: 1-800-733-3000
Recorded Books: 1-800-840-7433
Ride with Me: 1-800-752-3195

Review Sources:

AudioFile: 1-800-506-1212
Booklist: 1-800-545-2433
Kliatt: 617-237-7577
Library Journal: 212-645-0067
Publisher's Weekly: 212-645-0067

About the Authors ...

Robert Galbreath
Education: B.A., University of Michigan; M.S., Harvard University; Ph.D., University of Michigan; M.L.I.S., University of Wisconsin at Milwaukee
Position: Assistant Director for Collection Development, Jackson Library, UNC-G

Araby Greene
Education: B.A., M.A., UCLA; M.S.L.S., UNC-CH
Position: Associate Systems & Bibliographic Access Librarian, Ramsey Library, UNC-A

Joe Hewitt
Education: B.A., M.S.L.S., UNC-CH; Ph.D., University of Colorado at Boulder
Position: Director, Academic Affairs Library, UNC-CH

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Education: B.A., Emory and Henry College; M.A., Appalachian State University; Ed.D., University of Tennessee at Knoxville
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Carol Truett
Education: B.A., M.L.S., Ph.D., University of Texas-Austin
Position: Professor of Library Science and Program Coordinator, Department of Leadership and Educational Studies, Appalachian State University

Milt Warden
Education: B.S., Michigan State University; M.U.P., University of Michigan; Ed.S., Appalachian State University
Position: Media Specialist, T.C. Roberson High School

Suzanne Wise
Education: B.A. University of South Carolina; M.S.L.S., University of Kentucky; M.A., Appalachian State University
Position: Professor and Collection Development Coordinator, University Libraries, Appalachian State University

NCLA Candidates 1997-1999

North Carolina Library Association

Candidates for Vice-President/President Elect ...

John E. Via

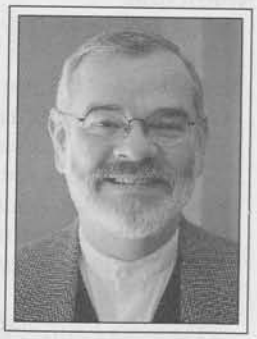
Aissistant Director for Systems, Z. Smith Reynolds Library, Wake Forest University, Winston-Salem

Education: B.A., University of Virginia; M.S. in L.S., UNC-CH

Professional Activities: ALA (ACRL, ALCTS, LAMA, LITA, RUSA, Library History Round Table); NCLA (CULS, LAMS, RASS, RTSS, T&T), Governmental Relations Committee, Chair; Piedmont Libraries Acquisitions Information Network (PLAIN), Co-Chair; Mid-Atlantic Customers of Dynix, Inc., Chair; Forsyth County Library Association, Past-President; Southeastern Library Association; Bibliographical Society of America; North Carolina Center for Independent Higher Education, Inc., Library Purchasing Committee, Past-Chair

Plummer Alston "Al" Jones, Jr.

Director of Library Services and Professor, Catawba College; Visiting Lecturer, Department of Library and Information Studies, University of North Carolina at Greensboro



Education: B.Mus., East Carolina University; M.S., Drexel University; Certificate, Educational Leadership Program, Center for Creative Leadership; Ph.D., UNC-CH

Professional Activities: NCLA: Executive Board; College and University Section, Past Chair; *North Carolina Libraries* Editorial Board and Column Editor; NCLA Biennial Conferences: 1993 Conference Committee, Program Chair; 1997 Program Committee; ACRL: Chapters Council; ALA: Library History Round Table (LHRT), Dain Dissertation Committee, Ad Hoc Committee on the Preservation of Library Records; North Carolina Center for Independent Higher Education (NCCIHE): Library Directors' Group; Charlotte Area Educational Consortium (CAEC): Library Directors' Group

Awards, Honors: ALA LHRT's (First) Phyllis Dain Library History Dissertation Award; Beta Phi Mu; Phi Kappa Phi; Pi Kappa Lambda

Candidates for Secretary ...

Jeanne W. Fox

Director, H. Leslie Perry Memorial Library, Henderson

Education: B.A., UNC-W; M.S. in L.S., UNC-CH

Professional Activities: ALA (PLA, PLSS National Conference Committee), NCLA (Literacy Committee); NCPLDA

Liz Jackson

Media Coordinator, West Lake Elementary Year Round School, Apex

Education: B.A., Florida; M.L.I.S., UNC-G (Dec. 1997)

Professional Activities: ALA; NCLA; Delta Kappa Gamma; 1995 Recipient NCAECT Scholarship; 1996 Recipient NCLA Memorial Scholarship; Follett Technical Support Team, Wake County

Candidates for Treasurer ...

Catherine L. Wilkinson

Coordinator, Access/Information Organization, Belk Library, Appalachian State University

Education: B.S., Tulane University; M.L.S., Louisiana State University; Ed.S., Appalachian State University

Professional Activities: NCLA (LAMA; RTSS, Past-Chair;); ALA (Life Member; LITA; LAMA); SELA; Beta Phi Mu; Phi Delta Kappa; *Patchwork*, newsletter of the ASU Chapter of PDK, Editor

Diane D. Kester

Associate Professor, Dept. of Library Studies & Educational Technology School of Education, East Carolina University

Education: B.A./B.S., Texas Woman's University; M.A.Ed./M.L.S./Ed.S., ECU; Ph.D., UNC-CH

Professional Activities: ALA; AASL (NCATE folio review committee); ASCLA; LITA; AECT; DSMS; DOT; NCLA; TNT (representative to the NCL Board and Webmaster); NCASL; NCAECT board member and newsletter editor; ASCD; Phi Delta Kappa; ISTE; AACE; Friends of Wayne County Public Library; Quiz Bowl judge

Candidates for ALA Councilor ...

Jackie Beach

Director, Craven-Pamlico-Carteret Regional Library, New Bern

Education: B.A., Wake Forest University; M.L.S, East Carolina University

Professional Activities: ALA (SMLS, Secretary; PLA, Rural Services Committee; LAMA; NMRT); NCLA (Executive Board, Director); SELA; NC Public Library Directors Association (Past President; Vice-Chair, Legislative Committee).

Shirley B. McLaughlin

Director of Learning Resources, Asheville Buncombe Technical Community College

Education: Ed.S., M.A.Ed., Appalachian State University; B.S. Ed., Western Carolina University

Professional Activities: ALA; NCLA, director 1983-85; NC Community College Learning Resources Association; Western North Carolina Library Association; Mountain College Library Network; Associate Professor, Graduate School of Educational Media, Appalachian State University.

Candidates for Director ...

Karen Gavigan

Media Specialist, Westchester Academy, High Point

Education: B.A., UNC-CH; M.L.S., U. of Tennessee-Knoxville

Professional Activities: ALA, AASL, NCLA, NCASL (Membership Chair, Past Legislative Chair), N. C. Association For Educational Communications and Technology, N. C. Reading Association, Delta Kappa Gamma, Beta Phi Mu

Carol Truett

Program Coordinator and Professor of Library Science, Appalachian State University, Dept. of Leadership and Educational Studies

Education: B.S.Ed.; M.L.S., Ph.D., The University of Texas at Austin.

Professional Activities: Pacific Association for Communication and Technology (Hawaii), Past-President; Nebraska Educational Media Association, VicePresident/President-Elect; Hawaii Association of School, 2nd Vice President/ Membership Chair; Co-Chair Research Committee, AASL/ALA; NCATE Folio Reviewer, AASL/ALA; Scholarship Committee, NCLA; Research Committee, NCLA; NCASL, Legislative Committee; Mystery Genre Committee, Young Adult Library Services Committee, ALA; Education Committee, Young Adult Library Services Committee, ALA.

Ross A. Holt

Head of Reference, Randolph County Public Library, Asheboro

Education:
MLIS, UNCG; B.A., Davidson College

Professional Activities:
NCLA (PLS, LAMS; Director, Public Library Section; *North Carolina Libraries* Editorial Board; chair, NCLA Constitution, Codes and Handbook Revision Committee; member, PLS Governmental Affairs Committee). 1996 Snowbird Leadership Institute; ALA (MPLSS, PPPLS)

Vanessa Work Ramseur

Hickory Grove Public Library Branch Manager, PLCMC Charlotte

Education: M.B.A., Queens College; M.L.S., North Carolina Central University; B.A., Barber-Scotia College

Professional Activities: ALA, (Public Library Association, BCALA, Conference Planning Committee, BCALA Literary Award Jury), SELA, NCLA, (Public Library Section, Secretary, Past President, REMCO, 1996NCLA Leadership Institute).

Nominees Needed for Technical Services Awards

The Executive Board of the Resources and Technical Services Section is seeking nominations for two awards. The winners will receive plaques and $200 cash awards during the awards presentation at the NCLA Biennial Conference.

The Student Award is open to students actively enrolled in library education in North Carolina as of July 1, 1997. Recent graduates who are North Carolina librarians are also eligible. Nominees must show a strong potential for contributing to technical services with an intent to pursue this area of library work as a career. Self-nomination is permissible.

The Significant Contribution Award is open to North Carolina librarians who have made important contributions to technical services, either in their institutions or more widely. At least part of the nominee's current work must involve some aspect of technical services. Applicants must be nominated by a current member of NCLA.

The nomination deadline for both awards is June 30, 1997. To submit nominations, contact:
Janet L. Flowers, Chair/NCLA RTSS Executive Board, CB 3902, Acquisitions, Davis Library, University of North Carolina at Chapel Hill Chapel Hill, NC 27514-8890 janet_flowers@unc.edu

North Carolina Library Association
Minutes of the Executive Board

January 17, 1997, King Public Library

Members and Guests Present: Dave Fergusson, Steve Sumerford, Peter Keber, Pauletta B. Bracy, Beth Hutchison, Teresa McManus, Beverley Gass, Carol Freeman, Martha Davis, Frances Bradburn, Karen Perry, Sue Ann Cody, Kathryn Crowe, Barbara Levergood, Betty Meehan-Black, Nancy Fogarty, Renee Pridgen, Susan Smith, Ross Holt, Robert Burgin, Marsha Wells, John Via, Janet Freeman, Sheila Core, Lou Bryant, Susan Adams, Elizabeth Laney, Ginny Gilbert, Ann Miller

President Fergusson called the meeting to order at 10:00 am. He asked for a motion that the minutes from the November 1,1996 meeting be approved. Robert Burgin made the motion, which was seconded by Teresa McManus. The motion passed unanimously.

President's Report
President Fergusson reported that the grants committee has been fully formed. He also informed the board that ALA has requested funds for Communication Decency Act appeal. He reported that there was a complaint about dates of the conference coinciding with Yom Kippur, which begins on Friday evening. President Fergusson asked Beverley Gass to consider ending the conference earlier on Friday in order to avoid conflict.

Treasurer's Report
Marsha Wells reviewed the financial report format produced by our new accounting software. While the report shows about $2,600 in the checking account, some checks were written after the report, but we actually have shortage of about $3,000.

Beverley Gass asked when we would have the final report for the year. Marsha said that it would be done at the end of the 1st quarter. Karen Perry asked if we could have a format that would show a detailed breakout of the actual budget and expenses. Marsha said that the software would not do that, but that she would be able to prepare a report monthly. There were questions about whether or not everyone wanted to have copies of every section's report. Teresa McManus said that the financial procedures that were adopted (F24 in the *NCLA Handbook*) mandate such reports. Beverly suggested that this report should also be sent to officers.

Nancy Fogarty would like to see the operating expenditures of the Association separated from the sections' expenditures. Beverley suggested that we ask the Finance Committee to clarify this at the next meeting.

Administrative Assistant's Report
Marsha Wells reported that current membership is 1,867 while 502 members have not renewed. She had recently mailed 1,692 renewal notices.

Sections and Roundtables

Children's Services Section
The board of CSS has held four meetings this biennium. Preliminary plans were made for the upcoming conference. They will sponsor two sessions and will seek cosponsorship with other sections and round tables. The Bylaws representative, Marikay Brown, had to step down from her post. Jenny Barrett has agreed to fill the position. The NCASL/CSS North Carolina Book Award booklets are being distributed.

College and University Section
Kathryn Crowe reported that the board met on December 9, 1996 and discussed plans for the biennial conference. The section plans to do a program on the North Carolina Alive project. The BI Interest Group plans to have an open discussion meeting. The Academic Curriculum Librarians will hold a discussion on accreditation criteria with representatives from NCATE and the Department of Public Instruction.

Community and Junior College Libraries Section
Sheila Core reported that the Executive Committee of the section met on November 22, 1996 and discussed the proposed merger with the College and University Section. It was decided to survey both present and potential members of CJCS to see how they felt about the proposal. Due to the lack of program grant funds, the section decided not to attempt to present a program at the Learning Resources Conference, but plans are being made for the NCLA biennial conference.

Documents
Barbara Levergood reported the board met on December 9,1996. The section feels that the treasurer needs a more detailed report of the section. Barbara also reported that a survey is being done of NC depositories electronic public access capabilities. She reported that the section's board felt that charging non-members $25 more than members for section workshops was too great a difference and would result in lower attendance. The section has plans to develop a Documents Section Home Page. The written report from the Documents Section indicated that the section had sent a letter to the NCLA Financial Vitality Committee responding to the issues raised by that committee. Members of the Documents Section feel that the NCLA should not begin holding annual conferences. They also feel that *North Carolina Libraries* seldom includes articles of importance to the Documents Section, and that the Association should consider a number of options for dealing with the costs of *North Carolina Libraries*. The section feels that the sections should not share more of their money with the Association, because the section is basically self-supporting.

Library Administration and Management Section
Robert Burgin reported that the board met on November 21, 1996. They held a fall workshop November 21-22 at Midpines attended by 41 people. Topics for workshop sessions included team building and becoming a better coach. The section is considering a pre-conference entitled "Staffing Issues for the Year 2000."

North Carolina Association of School Librarians
Karen Perry reported that the board hasn't met since last NCLA Board meeting. She noted that there had been much discussion of the issues related to NCASL and NCLA.

NC Public Library Trustees Association
There was no report.

Public Library Section
Ross Holt reported that the *Trustees Handbook* has been mailed to all trustees. The section met recently and discussed

plans for the conference.

Reference and Adult Services Section
Sue Ann Cody reported that about 100 people attended the RASS program "Providing or Policing: Internet Access Dilemmas in Libraries." She also reported that the RASS board decided to try to offer two programs at the upcoming biennial conference.

Resources and Technical Services Section
Ginny Gilbert reported that the section is planning a program and three table talks for the biennial conference. One table talk will focus on increasing user input into developing and managing collections; another one the Web in technical services and a third on Passport for Windows.

New Members Round Table
Carol Freeman reported that the round table met on November 22, 1996. The proposed bylaws passed. The new version of Article III of the NMRT Bylaws now reads: "Individuals joining the North Carolina Library Association for the first time will receive free membership in the New Members Round Table for each of the first two years of paid membership in the Association. In addition, individual membership shall be open to any other member for the North Carolina Library Association who has been an Association member for more than two years and ten or fewer years, and who states a preference for this Round Table at the time of payment of Association dues."

NC Library Paraprofessional Association
Renee Pridgen reported that the round table is in the final stages of designing a promotional poster for NCLPA. They would like to recommend Margo Jarvis as the *NCL* Editorial Board representative. They also offered opinions on two of the recommendations of the Financial Vitality committee. They thought that while changing the Bylaws to make chair of the Membership Committee an appointed position, the person could remain in the position too long and become stagnant, but if the vice chair rotated to the chair, it would assure enthusiasm. As for adding a non-codified policy, an alternative to the recommendation is to return to a biennial budget system and any grant money given to a section/round table that is not spent in the biennium reverts back to NCLA. NCLPA feels the current financial proposals would hurt smaller sections and round tables because workshop participant fees would have to be set higher. NCLPA is supportive of all other recommendations.

Round Table for Ethnic Minority Concerns
REMCO is planning a spring workshop called "Cultural Diversity in Our Lives," which will be lead by Willie McIver.

Round Table on Special Collections
Plans are proceeding for the biennial conference

Round Table on the Status of Women
Betty Meehan-Black reported that the roundtable was making plans for upcoming workshops.

Technology and Trends
Susan Smith reported that the round table is making plans for the conference.

Committee Reports

AIDS Materials Awareness
Dave said that Helen Tugwell said that she could not longer serve as chair. It was suggested that perhaps the original charge had been met and the group should be dissolved. Frances said that school libraries were not getting materials they need. Dave suggested that perhaps the committee should be an NCASL one rather than an NCLA one.

Constitution Codes and Handbook
The committee met December 13, 1996. They modified wording of a proposed amendment to the bylaws that would grant sections and roundtables more voting representation on the Executive Board if they reached certain membership thresholds.

Ross presented the new version of the amendments to the Bylaws (Article IV, Section 5):

> 5. Sections and Round Tables whose paid membership on the last day of the preceding biennium exceeds 350 members shall name one additional representative to serve as a voting member of the NCLA Executive Board. For every 200 members above the initial 350, the section or round table shall name one additional representative to serve as a voting member of the NCLA Executive Board.

The board discussed the phrase "on the last day of the preceding biennium" and agreed that there was a need for specificity, adding that the determination of additional membership should be calculated "on March 31." Robert Burgin moved that we approve the amendment to the constitution, with the following change: "Sections and Round Tables whose paid membership on March 31 prior to the Biennial Conference exceeds 350 members ...." It was seconded by Sue Ann Cody. The motion passed.

Ross Hold also presented the language that the committee proposes to address the board's request regarding a statement about religious holidays. "The NCLA shall schedule biennial conferences at times that do not conflict with religious holidays." Kathryn Crowe moved that we adopt it and Sue Ann Cody seconded. Motion carried.

Ross reported that the committee had modified the *Handbook* by replacing the membership form with the new form devised by the Membership Committee (E:I); replacing the old budget with the new budget adopted by the Executive Board (F:1): and changing the requirement that the organization maintain a biennial reserve fund to an annual reserve as per board action (Non-codified policies, Section 2.2.5.H:4). The committee also added the NCLA Web site address to the publications page (F:23).

Finance Committee
Teresa McManus thanked the board for its input.

Financial Vitality Committee
The committee met on January 8, 1997 and reviewed the status of the committee's recommendations from its September 19, 1996 meeting. Robert Burgin reviewed the responses he had received from members of the Executive Board to his request for feedback on the issues being addressed by the committee. Responses indicated that there was much disagreement about holding an annual rather than a biennial conference. There was widespread support for *North Carolina Libraries*. About half of the respondents favored sharing of section funds with the Association as a whole. Based on these findings, the committee made the following recommendations to the Executive Board:

Recommendation #1: Change Non-Codified Policy 2.1.3 to specify that registration fees for all conferences, workshops, seminars, symposia, and other events sponsored or co-sponsored by the Association and its committees, sections, and round tables shall be reduced by at least the second lowest rate of regular NCLA membership (currently $25) or 50 percent of the registration fee for the event.

Robert Burgin made motion that we adopt this recommendation. Beverley Gass seconded. The motion carried.

Recommendation #2: Add a Non-Codified Policy to specify that in the budget cycle following each conference, the Finance Committee shall make a recommendation for the allocation of the Conference net funds, to include a conference start-up reserve. Robert made a motion that we adopt. Renee Pridgen seconded. John asked how quickly we could get report from conference. Robert said in the future the administrative assistant would keep the books of the conference and thus the reports would be more timely. The motion carried.

Recommendation #3: Change the By-Laws to make the Chair of the Membership Committee an appointed position (I:26) and remove those duties from the duties of the directors-at-large (1:19). According to the Constitution, Codes, and Handbook Revisions Comrnittee, this would require a bylaws amendment to change the job description of the directors-at-large in Article II, section 5(1:11) Robert made a motion that we adopt the recommendation. Kathryn Crowe seconded. There was discussion about what directors would do if they did not have responsibility for membership. President Fergusson said that this was a valid point, but not relevant to the Financial Vitality Committee. Since this one is a bylaws change, it will be voted on by the membership.

Recommendation #4: Add a Non-Codified Policy to specify that each section, round table, and committee contribute $5 to the Association for each individual attending one of its conferences, workshops, seminars, or other events. An exception would be made for NCASL, which would contribute $5 to the Association only for each individual

attending its biennial conference. Robert Burgin made a motion that we adopt this recommendation. Beverley Gass seconded. There was extensive discussion of this recommendation. The motion passed.

Governmental Relations Committee
John Via informed the board of plans for national Library Legislative Day which will take place in Washington on May 5-6. NCLA will sponsor a luncheon for North Carolina's congressional delegation at noon on May 7. He also reported that President Fergusson has written letters to each NC member of Congress alerting them to key legislative issues.

Nominations Committee
The committee offered the following slate of nominees for election in 1997:

Vice President/President-Elect:
- Plummer Alston Jones, Jr.
- John Via

Secretary:
- Elizabeth J. Jackson
- Jeanne W. Fox

Treasurer (4-year term)
- Diane D. Kester
- Catherine L. Wilkinson

Directors-at-Large (2):
- Karen W. Gavigan
- Ross Holt
- Vanessa W. Ramseur
- Carol Truett

ALA Councilor (4-year term)
- Jacquelyn B. Beach
- Shirley McLaughlin

The motion to accept the slate was made by Janet Freeman; seconded by Robert Burgin. The motion carried.

Conference Committee
Beverley Gass reported that the plans for the conference are going well. Conference program planners will meet on January 24. She also reported that the committee had decided there will be a vendors' reception at the conference on Wednesday evening, 5:00-6:00 pm. The keynote speaker is Marshall Keyes; the Ogilvie Lecturer is Judith Krug, and there will be an All-Conference Friday buffet breakfast with North Carolina storytellers.

Beverley Gass made a motion that the registration fees for the 1997 biennial conference be set as follows:

Pre-registration
- Members: Full Conference $50
- Members: One Day $40
- Non-members: Full Conference $75
- Non-members: One Day $65
- Library School Students $25

Registration
- Members: Full Conference $60
- Members: One Day $45
- Non-members: Full Conference $85
- Non-members: One Day $70
- Library School Students $25

The motion was seconded by Robert Burgin. The motion carried.

North Carolina Libraries
The winter issue has been sent to the printer. Upcoming issues include:
spring 1997 - Regrowing Libraries
summer 1997 - Library Construction & Design
fall 1997- Government Information
winter 1997 - Conference Issue

Scholarship Committee
Edna Cogdell sent a written report, indicating the scholarship winners for the 1996-97 academic year. Scholarship applications have been sent to North Carolina colleges and universities. Committee members have been asked to submit strategies to increase awareness and interest in NCLA scholarships.

SELA Report
Nancy Fogarty reported that following the SELA biennial conference in October, SELA officers and staff met to provide a listing of minimum services necessary to operate SELA. The Executive Committee of SELA will review the proposal. Teresa Johnson, *Southeastern Librarian* editor, has agreed to complete Vol. 46 of the journal. President Summers is in the process of appointing committee chairs and members for a leadership meeting in March. Conference planning for the 1998 fall conference has begun.

ALA Report
Martha Davis reported that the ALA midwinter conference will be held in Washington in February.

President Fergusson adjourned the meeting.

— submitted by Steve Sumerford

American Library Association
1997 Midwinter Conference Report

February 14-19, 1997, Washington, D.C.

— submitted by Martha Davis
ALA Chapter Councilor for North Carolina

Also see future issues of *American Libraries* for the official report and voting record

ATTENDANCE
As of Monday, February 17, 1997

	Washington, D.C. 1997	San Antonio 1996
Paid on Site	1,247	1,403
Total Advance Registration	4,617	4,530
TOTAL PAID	5,864	5,933
Exhibitors	4,756	2,803
Exhibits Only Passes, Comp. Exhibits Passes, Guests, Staff, Press	3,449	2,043
GRAND TOTAL ALL	14,069	10,779

PRESIDENT'S PROGRAM: On Sunday, February 16, ALA President welcomed U. S. Secretary of Education Richard W. Riley, and Susan Ness, Federal Communications Commissioner, who discussed the importance of library service to children.

AWARDS: E. L. (Elaine) Konigsburg won the 1997 Newbery Medal for *The View from Saturday*. David Wisniewski won the 1997 Caldecott Medal for *Golem*. These two authors along with ALA President Mary Somerville were featured on the *Today Show* on Tuesday, Feb. 18.

TOPICS: Topics at Chapter Relations, Council Caucuses, and Council Meetings were a mixture of professional issues and concerns surrounding the structure and management of ALA. Related to professional issues, Council decided not to bring a class action suit (or take any other action) against Baker and Taylor, now under investigation by the U. S. Department of Justice for not giving contracted discounts on books to libraries on the grounds that ALA does not have all of the facts, does

not order books from Baker and Taylor, and cannot assume that Baker and Taylor is guilty until proven guilty. The matter will be reconsidered at ALA Annual Conference when further information is available. Council also decided not to take action to reprimand the Hawaii State Librarian for his decision to outsource 100 percent of book selection in Hawaii due to severe budget cuts because there were not enough facts from both sides and because it is not appropriate for a professional organization to reprimand a member of its own profession. Likewise, the Intellectual Freedom Committee did not bring to Council a resolution addressing Internet filtering in Florida. ALA legal council will review the resolution before presentation at ALA Annual Conference. Such proposed actions need to be reviewed carefully for their effect on ALA litigation regarding the Communications Decency Act.

Regarding structure and management of ALA, discussion centered around full disclosure of the salary package offered to Elizabeth Martinez, ALA Executive Director, and the issue of a bonus that was paid to her shortly after she agreed last summer to stay on until the end of her contract. As the Search Committee announced that it had already received applications for the new Executive Director, Council members expressed concern about hiring a non-librarian and the effect it might have on the integrity of the degree, on hiring practices in individual libraries, and the implication that MLS librarians cannot effectively direct the organization. Candidates were sought both in the association management and library world. ALA Structure Revision Task Force proposed changing the terms of ALA Councilor, Treasurer, and Executive Board from 4 years to 3 years. The proposal was initially approved but later reconsidered and tabled for discussion at Annual Conference. Effects on ALA committee appointments and bylaws changes by the state chapters need further examination. Council also began discussion regarding electronic participation on committees and Council in order to widen the possibilities for member participation and to reduce personal and institutional travel expense. This task force will once again address the makeup of council at ALA Annual Conference.

The announcement was also made that the Hewlett Packard advertisement which portrayed libraries in a negative light has been pulled "due to the excessive number of letters received."

ALA continues its focus on the ALA GOAL 2000 initiative and litigation concerning the Communications Decency Act. The U. S. Supreme Court has set March 19, 1997 as the date for oral argument in the challenge to the Communications Decency Act of 1996- ALA vs. U. S. Dept. of Justice. It is expected that the Supreme Court will rule on the matter by the end of its current term. Satisfaction was expressed at the recent FCC endorsement of significant discounts on a wide range of telecommunications services for U. S. libraries and schools. ALA is developing a Spectrum (diversity) Initiative during which two or three library schools will be chosen to train and graduate 150 professionals of color in three years and to develop a program of recruitment to meet the diversification needs of the 21st century.

ALA CHAPTER RELATIONS MEETINGS: Chapter Relations Committee meetings remain a forum for the consideration of ALA issues as they relate to chapters. President-Elect Barbara Ford visited to explain her Presidential initiatives and solicit ideas. Presidential candidates Ann Symons and Kenneth Dowlin delivered campaign speeches and opened the floor for questions from Chapter Councilors, Chapter Relations Committee members and other conference delegates. Chapter Relations is pleased that the diversity recruiting initiative that they have been promoting for the last three years has now become an ALA initiative. The committee continues to explore ways that ALA can partner with chapters to strengthen state and national membership and participation in ALA. Plans are underway to produce a brochure regarding the benefits of belonging to a professional association that can be used in state membership drives. Chapter Relations continues to establish procedures for consultation with state associations when nearby national conference sites are being considered.

ALA COUNCIL DOCUMENTS DISCUSSED AT THE 1997 MIDWINTER CONFERENCE- The following Council Documents (CD) of interest to state associations were discussed and acted upon during the 1997 Midwinter Conference. Copies of the Council Documents are available from the ALA Councilor at any time. A complete list of CDs considered will be published in one of the spring editions of *American Libraries*. The documents are presented in order of consideration in Council.

CD #39 - 39.1 - Resolution presented and APPROVED to provide council with salary and compensation information of the ALA Executive Director and the top five employees of ALA. This information was presented in council III.

CD #4 - -Resolution presented and APPROVED to change the term of ALA Council, Treasurer, and Executive Board from a four-year to a three-year term. This motion was later reconsidered and tabled for discussion at ALA Annual Conference.

CD#35- Resolution presented and DEFEATED that a task force be established to consider the movement of ALA Headquarters from Chicago to Washington, D.C.

CD #20.2 and 20.3- Resolutions regarding the ALA Legislation Agenda were APPROVED by consent.

CD #40- Resolution from YALSA/AASL/ALSC to begin Council meetings at 9:30 a. m. so that interested council members could attend the Book Awards press conference. This and a request to extend the length of council I were REFERRED by consent to the Administrative Subcommittee of the Executive Board.

CD #41-Resolution made and DEFEATED for ALA to take a stand against the decision to outsource 100% of the purchase of library collection materials in the state of Hawaii.

CD #18.1- Resolution made and APPROVED that ALA support the re-establishment of the Library Fellows Program which has been recently dropped.

CD #18.2- Resolution made and REFERRED back to IFLA (International Federation of Library Associations and Institutions) for clarification that ALA work with other associations and institutions that belong to IFLA to develop positions and programmatic plans of action in support of human rights and freedom of expression.

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