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From the Editor

Plummer Alston "Al" Jones, Jr., Editor

As editor of *North Carolina Libraries*, I represent the North Carolina Library Association on the Editors' Interests Subcommittee of the Chapter Relations Committee of the American Library Association (ALA). I attended the meeting of this subcommittee at the ALA Midwinter Conference in Philadelphia on Saturday, 25 January 2003, from 2:00 to 4:00 p.m.

The meeting was convened by Frank R. Allen, University of Central Florida Libraries, who is editor of *Southeastern Librarian*, the journal of the Southeastern Library Association (SELA). State library journal/newsletter editors attending the session were Gloria Colvin, editor of *Florida Libraries*, Barbie Selby, editor of *Virginia Libraries*, Mary Cosper LeBoeuf, editor of *Louisiana Libraries*, Laurie Hews, editor of *Catalyst*, the newsletter of the Iowa Library Association, Patricia Tumulty, editor of *New Jersey Libraries Newsletter*, and Marie Jones, editor of *Tennessee Librarian*. Also in attendance was Beverly Laughlin, executive director of the Louisiana Library Association.

State Library Association Journals: Some Observations

Although the nine of us, representing four state library association journals (FL, LA, NC, TN), two state library association newsletters (IA, NJ), and one regional library association journal (SELA), enjoyed a free-wheeling discussion that touched upon frequency of publication, journal versus newsletter publication formats, electronic versus print versions, refereed versus non-refereed manuscript selection, and advertising. Producing the newsletter was part of the job descriptions of the directors of the Iowa and New Jersey Library Associations. The North Carolina Library Association was the only state library association represented at the discussion that publishes both an electronic journal and an electronic newsletter, *E-News*. Some of the publishers represented did not referee articles before publication as do *North Carolina Libraries* and *Virginia Libraries*. *Florida Libraries* referees articles for only one of the two print issues published annually.

All present have considered electronic publication of either journal or newsletter or both, but none but *North Carolina Libraries* has taken the plunge for both journal and newsletter. Most are on the verge of moving to electronic format and anxious to hear my praises of what we have done with our state library association journal. The main reason given for not going electronic was the fear of losing contact with state library association members, particularly trustees of public libraries, who might not have computer access. The group was very interested in knowing the success of our annual print version that cumulates the quarterly electronic issues. There was also some discussion about whether a print or an electronic publication would be read more. The prevailing thought is that print publications are read more because of the more convenient format. Although we will never be able to know how many actually read print versions of our journal, we will be able at least to keep a record of the number of hits or times that the journal Web site was visited.

By now I hope that you have received your annual print cumulation for 2002. I arranged for extra copies to be printed to share with other state library associations, library advocates, and political decision makers. I also would like to calculate the cost of a single copy of the annual.

Editors and library association directors in attendance at the Editors' Interests Subcommittee of the ALA Chapter Relations Committee meeting in Philadelphia were very enthusiastic about continuing to meet at annual and midwinter conferences in the future. Our next meeting will be at the ALA Annual Conference this summer, which will convene jointly in Toronto with the Canadian Library Association (CLA). I plan to attend and hand out samples of our first print annual with great pride.

From the President

Ross Holt, President

Ebbing Men Most Often Do So Near the Bottom Run

One of the finest bits of dialogue in any play occurs in Shakespeare's *The Tempest*, when evil Antonio seduces lackadaisical Sebastian into attempting to kill the king. Sebastian, the king's brother, would claim the throne and Antonio would reap the benefits of royal friendship.

Antonio must pull off three verbal feats at once: he must make Sebastian aware of the opportunity that has presented itself; he must secure Sebastian's cooperation; and he must leave himself an out if Sebastian balks. Although his aims are nefarious, his selling of the plot to Sebastian is a masterpiece of logic, intimation, and metaphor.

After laying out the facts of their situation, Antonio hints at an opportunity and asks Sebastian if he will entertain a suggestion.

"I am standing water," Sebastian replies.

"I'll teach you to flow," Antonio offers.

"Do so," Sebastian agrees. "To ebb hereditary sloth instructs me."

"... Ebbing men, indeed, most often do so near the bottom run by their own fear or sloth," Antonio observes.

However evil his intentions, Antonio's observation is valid. Inertia spawned by fear or sloth can keep someone from reaching his or her potential; so too can it keep an organization in the mire.

That's not to say that people and organizations don't — or shouldn't — experience an ebb and flow; sometimes a bit of introspection is necessary. During the 1990s, NCLA spent a lot of time looking inward; we continued our regular activities and initiated new ones, such as the Leadership Institute, but we also dealt with an assortment of procedural matters that concerned the health of the organization. To resolve many of these problems it was necessary to see to our organizational structure, policies, and procedures. It led us to ask questions with an internal focus: how can we make our organization more efficient; how can we alter our structure to make membership more attractive; what's our vision for the future; how do we pay for our activities.

Necessary questions to be sure, but I submit that we need to proceed from a grander question: what does/should/can NCLA accomplish for North Carolina's libraries and librarians? Then we should wrap all the other questions around that core. We know what we accomplish for librarians — we offer opportunities aplenty — and those accomplishments ultimately benefit our libraries. But I'm not sure we're complete as an organization until we explore our role at a strategic level on behalf of the libraries of our state. That's why I'm so proud of the lobbying effort upon which we are embarking. The more we build on our limited, but surprising, success of 2002, the more influence we wield on behalf of all types of libraries. Lobbying is not the only avenue of influence, but it's one that is clearly indicated right now.

We must apply the same strategic logic to our money. While we must take care not to be profligate, we also must take care not to be parsimonious. Recently I've heard assertions about various NCLA activities suggesting that when an activity doesn't cover its costs, we should eliminate it or just not undertake it at all. I'd rather look at our expenditures as investments both in NCLA and in libraries at large. So the primary question should not be whether the program or project covers costs, but whether it serves a cost-effective purpose.

If we let the ebbing part of normal ebb and flow consume us, we will most assuredly ebb near the bottom run.

Now is the time for NCLA to flow.

Children, Public Libraries, and the Internet: Is It Censorship or Good Service?

by Susan Colaric

The American Library Association (ALA), with its absolutist view of First Amendment rights, is doing a disservice to young library patrons. By insisting on open Internet access, regardless of age, the ALA is sending children into an information abyss that will most likely result in confusion, frustration, and poor research skills. ALA supports its position by saying that it is the parents' role to monitor their children's Internet use, but the problem of unaccompanied children in the library has been a concern of librarians for years.

While teaching critical thinking skills may be the best method to help children learn to find and review Web sites critically, there has been little research into whether children are capable of accomplishing this. In order to continue the tradition of protecting and assisting their younger patrons, librarians need to move the question of unfettered Internet access regardless of age from a legal issue to a moral one; is it the right thing to do?

The ALA has an absolutist view of the First Amendment and believes Internet access is included under the protections of the First Amendment, including unobstructed access by children.¹ Article 5 of the *Library Bill of Rights* states that "A person's right to use a library should not be denied or abridged because of origin, age, background, or views."² The question of age was reinforced in the 1991 document, *Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights*: "Library policies and procedures which effectively deny minors equal access to all library resources available to other users violate the *Library Bill of Rights*."³ In 1996 the ALA made clear that the *Library Bill of Rights* also pertained to electronic access to information: "Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users."⁴

While the principles stated above are supported by most librarians there is also considerable disagreement.⁵ Most of the concern stems from the unregulated nature of the Internet; anyone can post sites that are then available to anyone with World Wide Web (Web) access. While pornography is usually the issue that raises peoples' objections the Web is also replete with incomplete information, pranks, contradictions, out-of-date information, improperly translated data, unauthorized revisions, factual errors, biased information, and scholarly misconduct.⁶ Ann Symons, former ALA President, wrote in the April 1997 edition of *School Library Journal*, "The amount of useless content on the Web boggles the imagination. If you've spent even one

day surfing the Net, it's obvious that you would never select more than one percent of what's on the Web for your print collection As librarians who select and organize information, we know that evaluating information can be difficult."⁷

My contention is that if this task is difficult for trained information professionals then for children this task is not only difficult, it may be impossible. Children may not have the cognitive ability to do an evaluation of credibility. And when we have asked children and parents to trust that the library is a source for good information we have a problem when we present something that may not be reliable. We are, in fact, doing our young patrons a disservice by not providing them with a reviewed/evaluated version of the Web.

Children's Use of the Library

The library community has always welcomed children and developed specialized programming to introduce them to books and research in the library. Librarians have worked hard to develop the trust of children and their parents. This trust has taken two forms: the library is a safe place for children to explore and the library provides accurate information for its patrons.

The quiet, scholarly atmosphere of most libraries tends to give parents a sense of security. While this is essential to providing an atmosphere of relaxation and invitation it has resulted in some unexpected consequences. In the late 1980s the issue of "latchkey" children in the library surfaced in the professional literature. Numerous articles mentioned children as young as six using the library after school because they lacked supervision at home.⁸ While some of these children are there by choice, others are instructed by parents and guardians to go to the library until the parent picks them up after work.

A survey among large public library systems in 1989 found that 98.6% of librarians felt that parents perceived the library as a "safe" place for their children.⁹ Many librarians have, in fact, instituted after-school programs that support this idea of a safe haven for children.¹⁰ Diana Young, in advising libraries on developing "latchkey children" policies, states that the highest priority when stating the objectives of the policy should be "to communicate the library's concern for child safety and welfare to the community."¹¹

The other area of trust that is vested in the library is the expectation of accurate information. Professional librarians have been trained in and work with carefully designed selection development policies that assure that the money spent in the library is for factual and credible sources. "Our student and adult patrons have come to expect, when they walk into a library, to find accurate, balanced information because someone professionally trained has selected the materials there for currency, accuracy, and relevancy."¹²

The Internet threatens both of these areas of trust. By allowing children to search the Internet without mediation they are subject to information that is potentially very harmful as well as a great deal of information that is inaccurate. The fact that many children use the library unaccompanied by parents exacerbates this situation.

The Nature of Information on the World Wide Web

Traditionally libraries acquired the resources on their shelves through publishers who felt an obligation to review and edit books to ensure accuracy and reliability. The librarian then offered a second "review" of the material before it was purchased and made available in the public library. This second review included not only the accuracy and currency of the material but a determination as to the contribution the resource would make to the entire collection. Librarians also frequently review the items currently on the shelves and purge outdated, discredited, or damaged materials. This process

is the antithesis of the World Wide Web.

The freedom to post information on the Web is unlimited and there is generally no review process. Anyone can post a professional-looking site that contains biased, incorrect, or dangerous information. Stephen Kerr, professor at the College of Education at the University of Washington describes

it as “information by anyone, for anyone. There’s racist stuff, bigoted, hate-group stuff, filled with paranoia; bomb recipes; how to engage in various kinds of crimes, electronic and otherwise; scams and swindles. It’s all there. It’s all available.”¹³ While this can be seen as the democratic ideal in that minority and unpopular voices now have a venue for disseminating their opinions, it can also be confusing and misleading. And once a site is “posted” it rarely comes down, even when outdated. In order to find reliable information each Web site needs to be examined with a critical eye.

Evaluation of Web sites is a recognized concern in the library community. In an article written to assist librarians with this task, Nancy Everhart offers nine categories for review with a total of 40 checkpoints with which to evaluate Web sites; of these 17 deal with evaluating credibility.¹⁴

Carolyn Caywood, writing on the same subject, divides the task into three categories (access, design, and content) with 12 questions concerning the credibility of the content.¹⁵

Nicole Auer, a librarian at Virginia Polytechnic Institute and State University, maintains an on-line bibliography concerning this subject. She currently has listed over 60

sources dealing with how to evaluate Web sites.¹⁶ If trained information professionals need this type of guidance, can we really expect that children will be able to handle the task independently?

Children’s Information Seeking Skills

Little research has been done to shed light on the way children find and use information in their lives and even less has been done on the developmental aspects that affect their abilities as they mature. In a concept paper written for the National Commission on Libraries and Information Science concerning the role of the school library media program and how it needs to change in teaching information-finding/utilization skills to children and young adults, Mancall, Aaron, and Walker state: “Individual students’ fundamental mental processes, including their developmental aspects are often neglected, and the implications for both teachers and students of helping the young develop the ability to think about how they are using the information to solve problems are frequently ignored.”¹⁷ Although it is not possible to label children as being developmentally ready when, for instance, they turn 10, most developmental theorists agree that there are basic similarities in children’s behavior at different ages or points in their development.¹⁸

Carol Kuhlthau conducted two studies in the early 1980s to observe elementary and high school students as they used their school libraries to complete classroom assignments.¹⁹ She found that their information needs concurred with the developmental stages described by developmental psychologists, including Piaget, Erikson, Kohlberg, and Bruner. As children mature, their information-seeking skills improve and their ability to compare resources becomes evident. This process occurs as a result of maturation and learning. While Kuhlthau’s studies provided an opening for further research into the cognitive stages of information retrieval, very little has been done. In the few studies that have followed on children’s information seeking (print and electronic formats), four factors have been examined: selection of

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search terms, constructing effective search arguments, time spent searching, and credibility of information found on the Web. These factors correspond to the stages of the search process.

Selection of search terms can be a difficult process and the results from studies on children's selection of search terms are mixed. Gary Marchionini in researching elementary school children's use of a full-text electronic encyclopedia found that most students were able to identify key facts successfully and select search terms, although younger searchers (9 years old) used sentences and phrases rather than individual keywords.²⁰ Spavold's research with 9- to 11-year olds working with a database of census material supported this finding.²¹ However, Moore and St. George reported that the selection of search terms may be beyond the ability of many 10- to 12-year olds; although all students were able to identify what they thought was an appropriate term, more than one third of the words the children selected were inappropriate as judged by an adult rater.²² This supported Moore's earlier research where the children had difficulty generating alternative terms and 70% of those generated would not access any points in the Dewey Decimal Classification System.²³

The next step in the search process is to integrate the search terms into a successful search strategy. Here, the research is overwhelming negative as to children's abilities. Schacter, Chung, and Dorr found that children rarely employ systematic search strategies and spend little to no time planning their searches.²⁴ This supported earlier research that showed that children between the ages of 9 and 12 have difficulty constructing effective search strategies.²⁵ In fact, browsing may be a more developmentally appropriate strategy at this age, as it requires less cognitive load than query formulation.²⁶

Assuming that the child has been successful up to this point of identifying appropriate search terms and constructing a search strategy, with the Web the hard part is still to come. Now the child must choose the appropriate search engine and interpret the search strategy according to the syntax supported by that engine. Most likely, at this point, hundreds of references will be returned. Will the child spend the necessary time to get this far and start sorting through the returns? Possibly not. Borgman, Hirsh, Walter, and Gallagher conducted a study of children's use of a library catalog and found that children aged 9 to 12 would only spend approximately three-and-a-half minutes on a search before abandoning it; and this was conducted on a system where there were, in fact, several "successes" for the children to find.²⁷

Most alarming when it comes to letting children loose on the Web, however, is the credibility of the sites. Children will need to learn to analyze and challenge the authority of documents, not just assume the document is credible; yet we don't have any research that shows that children are able to do this. Schacter, Chung, and Dorr at the Graduate School of Education and Information Studies at the University of California, Los Angeles, conducted a study to examine children's performance and process analyses for finding information on the Web.²⁸ The results indicated that children had difficulty finding information on the Web and that they did better with ill-structured problems than they did with well-structured problems. Very disturbing, however, was the fact that children assumed what they found while searching the Web was accurate. "Children do not seem to be cognizant that false, inaccurate information is posted and that the information they find needs to be challenged and questioned. This finding should be

Children will need to learn to analyze and challenge the authority of documents, not just assume the document is credible; yet we don't have any research that shows that children are able to do this.

taken with caution as only one item asked children how true they believed the information they bookmarked was, yet, at the same time, this result sets a precedence that children need to be taught about the manipulative powers of media.”²⁹ Another disturbing finding from the same study was that few students bookmarked counter arguments to the solutions they found and even less pursued multiple solutions; they simply went with the first ones that “looked good.”

My first reaction when reviewing this literature is that more information is needed on children’s information-seeking behaviors and attitudes. The few studies presented here are not a clear enough picture to develop an understanding of their cognitive processes or abilities at various stages of development. Another concern is that these results may have been found because the abilities that the students need *have never been taught to them*. Perhaps the correct course of action is the development of a curriculum for finding and evaluating information. In fact, this step has already been offered as a solution by the introduction of the *Information Literacy Standards for Student Learning*.³⁰ Yet the pursuit of clear research will take a number of years before we see valid results. I believe we should act on the information that we have and move to protect children as they use public libraries.

While the ALA is to be commended for its support of adults having unfiltered access to the Internet, children are not “small adults.” As librarians we already provide age-appropriate seating, bookshelves, and wall decorations that support this idea. Our professional observations and the research have shown that children access and view information differently from adults. Why would we then ignore this information? The availability of the Internet in the library needs to be reviewed and its purpose made clear.

A very simple method can be used to protect children while still protecting adult First Amendment rights. If a terminal is available in the children’s room of the library, it should be set up to make it most useful to those patrons likely to sit down on the presumably small chair and do research. Pictures, large type, and browsing rather than search strategies are what is appropriate for this audience. The children’s librarian should treat the Internet as an additional resource that he or she locates, evaluates, and then decides to bring into the library and make accessible to his or her patrons. He or she can do this by bookmarking sites that are credible, entertaining, and educational and only allowing access to reviewed sites.

When an Internet terminal is located in the “adult section” of the library, why not locate it out of sight from the children’s area? I am not suggesting that librarians become policeman and ask children to leave the adult area, but by making the computers less obvious to children they are more likely to use the ones developed for them, leaving others for adult searchers. As children grow older and make the natural transition into other parts of the library, they may be better prepared for unfiltered access. This is the policy that many libraries have adopted when classifying adult and children’s books — why not for the Internet?

If we librarians, as a profession, value and choose to protect young patrons from “bad” information, then this is the least we can do until more is known about children’s use of the Internet. Or, if we believe so strongly in the unfiltered benefits of the Internet, why don’t we mimic its structure? We can just take all the books off the shelves, mix fiction, non-fiction, videos, children’s books, encyclopedias, and comic books in great big heaps on the floor and see how well a child can find what he or she needs.

Our professional observations and the research have shown that children access and view information differently from adults. Why would we then ignore this information?

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The School Library Budget: A Study in Power and Politics of Selected North Carolina School Library Budgets

by Carol Truett and Karen Lowe

Is local autonomy or site-based management in its purest form grounds for calling a school “naughty”? Some might say so. But does site-based management (SBM) result in power decisions being made by local school teams, or do principals still hold the budget purse strings in most schools? These are but a few of the questions we explored in this study of school library media center budgets in western North Carolina.

Power is defined as the ability to influence or coerce someone, something, or some action. Politics is a power that controls public education. Anyone who does not like politics or power will have a difficult time not only working in education, but in influencing educational outcomes, because they will most likely want to ignore the realities of the educational setting and process. One reality not to be ignored is that school libraries are constantly lacking funds, resulting in a scarcity of new materials year after year.

“Public education in the United States is no longer a democratic process. It has become a bureaucracy, with power centered at the top — in board rooms, administrative offices, and legislative houses. The schoolhouse itself has been muted.”¹ Power and politics are key factors in the annual allotment of money to school libraries.

One study found that principals and teachers differ on their views regarding changes in the educational power structures in schools.² Principals perceived their own influence to have increased slightly while teachers believed their influence to have remained the same over the past few years. Principals also perceived teachers to have more influence on school-wide issues than teachers perceived themselves to have. One suspects this is also true for school media specialists. And: “The discrepancies are even greater in regard to school budget, in-service programs, and teacher evaluation. Forty-one percent of the principals — but only 10% of the teachers — said teachers had a great deal of influence in determining how the school budget should be spent.”³

Michael Strembitsky, Superintendent of the Edmonton, Alberta, public schools for some 22 years instituted school-based management (another name for site-based management or SBM) in 1977. Seven schools were given autonomy in bottom-line budget authority with the money in their buildings. They made all decisions concerning staff, supplies, equipment, and services. They determined the following:

- How much money to spend on supplies, equipment, and services
- How many teachers, custodians, and support staff to be deployed

They had discretion over 80% of their resources, versus 2% for the average school in their district. Stembitsky considered the “experiment” an unqualified success and eventually extended it to the entire district.⁴

Two notable results he mentioned at the experimental stage were as follows:

- 1) One “NAUGHTY” school dared to buy an IBM Selectric typewriter (when only the Central Office was normally allowed to do so).
- 2) This same school “saved” enough money to fund and support a four-week summer reading program with no additional funding from the school district.⁵ This example proves alternate allocation of power, politics, and education to be a successful model where implemented.

One area where budget allocation is often lacking is school library media centers. We see the library media center emerging as the technology hub at an increasing number of schools, but media specialists still face obstacles such as tight budgets, time management problems, and friction with teachers. So what does all of this have to do with school media centers, you might well be saying at this point?

A media center with no budget is like a fish that can’t swim. Neither can perform its basic functions, let alone run or swim at optimum performance. In North Carolina, state guidelines developed by the State Department of Public Instruction and published in *IMPACT 2000* recommend that 60% of the per-pupil allotment allocated to each school based on the ADM, or average daily membership or attendance, be used for nonconsumable materials for school library media center.

But one suspects that many, if not most, principals have never heard of this recommendation. It appears that media budgets are being diverted to other purposes, especially equipment (technology) and utility bills. And ironically, North Carolina, the home state of Miller and Shontz (who have studied school library media center budgets longitudinally since 1983, and regularly publish the results in *School Library Journal*), appears to contain pockets of budget ignorance and even deprivation.⁶ In fact, it is strongly suspected that many school libraries may be much worse off than imagined. Miller and Shontz’s latest study, incidentally, reported similar findings to the above — technology was increasingly being funded at the expense of books (see their October 2001 *Library Journal* article cited above, entitled “New Money, Old Books”).

This situation is not peculiar to North Carolina. An article in the October 1998 issue of *American Libraries* was headlined, “Librarians Charge Schools Renege on Book Promise.”⁷ Apparently 30 school media specialists in Orleans Parish, New Orleans, Louisiana, went to a school board meeting complaining that although school board campaign literature stated that money from a school tax was supposed to provide \$23 per student to purchase library books, only 15 out of 103 schools were using any of the tax money in their libraries. Their current amount of site-based funding ranged from \$0 per pupil to \$5.61 per student. And in Portland, Oregon, district spending on library books dropped from \$12.28 per student in 1991-92 to \$2.13 in 1996-97.⁸

Because of school-based budgeting some media centers have *no* book budget at all. A major hypothesis of this research is that keeping school staff, *and in particular the media specialist*, ignorant of such basic information as school budget allocation is a power play on the part of many school administrators, and totally at odds with the philosophy, intent, and underlying premise of site-based or school-based management.

Stimson and Appelbaum state that, “A source of camouflaged power is unpredictability. When principals withhold information that would enable teachers [substitute “media specialists” for “teachers” here] to do their work

It appears that media budgets are being diverted to other purposes, especially equipment (technology) and utility bills.

more effectively, they are also using camouflaged power. As the 'gatekeepers' of information flowing from the central office, principals can influence or block decisions by selectively screening information or shutting it off altogether."⁹ Unfortunately ignorance is not bliss when it comes to the school library media center budget.

Rationale and Basis for this Study

The authors of this study both teach a course called "Management of the School Library Media Center" in the Appalachian State University Master of Library Science degree program. A major topic studied in this course is the school library budget and the budget process. One of the authors has fifteen years experience in working with media specialists not only in the study locale but across North Carolina and in other states as well. Several years ago it became apparent to the authors that many of our students, a large percentage of whom were already practicing school media specialists, either had no budget at all allocated to the library, or they had a very small allocation, and what they did have was doled out on an irregular and frequently somewhat erratic, if not downright whimsical, basis.

*... ignorance is not bliss
when it comes to the
school library media
center budget.*

Presently state funding provided to North Carolina public schools is based on a figure called average daily membership (ADM), a figure calculated according to a formula based on student enrollments in each school. When this enrollment figure is established, the state education budget for each school is figured simply by multiplying this enrollment number by the per-child allocation determined by the state. Furthermore, the "suggested" allocation to the school media center is 60% of the instructional materials budget, which for the school year 2001-2002 was set at \$48.30 per pupil. Sixty percent of this would be two cents short of \$29.00 per student.

It became evident that this formula was not being used when many of our students complained of little or no monies. When so many of them stated that they basically had no library budget, we began to suspect that some "interesting" things were going on in individual schools, and that this was happening regardless of whether there was a district media coordinator. We developed a number of hypotheses that we wanted to test by administering a simple survey to selected school districts in our catchment service area. While the majority of our respondents came from five large county school districts, there were several other districts whose employees provided survey responses as well. To preserve the confidentiality of these respondents and their districts, and in appreciation for their participation in the study, we will not name them. But suffice it to say that all are located in western North Carolina. In general, the study attempted to determine to what extent school districts empower local schools through site-based management teams, how principals use the school budget as a power tool for control, and how these factors affect school library media specialists in terms of the budgets for their library programs.

Our major hypotheses were as follows:

1. a) Many North Carolina school media specialists are kept in ignorance of the school's budget and their own library budget. This principle is in direct contradiction to site-based management, where all stakeholders know the school's resources and share in the important allocation of resources. b) Or, at the very least, the site-based management team makes important budget decisions.
2. a) Many principals are maintaining a tight control on the budget purse strings. For them, this is a power play which effectively negates empowering the site-based management or school improvement team (SIT). b) Keeping everyone, and especially the media specialist, igno-

rant of the total budget available also effectively keeps the principal in control.

3. Some site-based management teams or SITs have little real power to allocate resources in their schools.
4. Site-based management is not the school media specialist's best friend. In other words, we wanted to compare those school library budgets where there was a site-based management team or SIT with those who had no such group, as well as compare the budgets of school libraries where the media specialist sat on the committee with those where s/he did not have membership on it.

There were 81 respondents to the survey, and while this is certainly not a sufficient number to generalize the results on a nationwide basis, we feel that it was adequate for our purposes and to establish some budget patterns for Western North Carolina. Let us examine the results in detail.

It is very revealing to see the responses to the question, Does your school have a site-based management or a school improvement team? We made no distinction between the two, although if one really thinks about it, there is a world of difference in the two conceptually. In fact, the SIT is apparently the response of North Carolina's public schools to the mandate that all schools would have site-based management (SBM). As shown in Table 1, only 5 schools said they had no such committee.

Table 1:

Does your school have a site-based management team?			
	Response	Frequency	Percent
	No	5	6.2
	Yes	76	93.8
	Total	81	100.0

Over 90% (93.8%) reported that they had this committee or team in their schools. But as Table 2 clearly shows, two-thirds (66.7%) of the media specialists who responded were not on this team or committee. Further, when it came to determining or reporting what this group did, Table 3 shows that a quarter (25.6%) of those reporting said that this team did not make the important resource allocation decisions or curriculum decisions.

Table 2:

Are you on your school's improvement or site-based management team?				
	Response	Frequency	Percent	Cumulative Percent
	No	54	66.7	66.7
	Yes	27	33.3	100.0
	Total	81	100.0	

Table 3:

Does this team make fiscal decisions about the allocation of discretionary personnel, the emphases for educational programs (i.e., major curriculum decisions), and/or the budget allocations for the school?					
	Response	Frequency	Percent	Valid Percent	Cumulative Percent
	No	20	24.7	25.6	25.6
	Yes	29	35.8	37.2	62.8
	Only some	29	35.8	37.2	100.0
	Total	78	96.3	100.0	
	Missing	3	3.7		
	Total	81	100.0		

Only a third reported that their team made all three of these important decisions, and another third said they made only some of these decisions.

Table 4 indicates that while almost two-thirds of the respondents (64.2%) did know that there was a correlation between student enrollment and the school's budget, almost another third (29.6%) did not know or at least could not articulate this fact. Table 5 summarizes the responses to how the library media center money was allocated at the school level. While "by enrollment" was the highest response, with slightly over one-third (35.8%) reporting this, almost 15% reported the principal made the decision, while 16.2% simply didn't know. Almost 5% of respondents said no monies were specific to the media center. A very small percentage reported that the SIT or SBM team made the decision. Ironically, many of these answers do not make sense because the question asked was how is library money allocated to each school, not *within* the school. Additional questions regarding this allocation were asked later in the survey.

Table 4:

Briefly, how is money allocated in your school district among schools?			
Response	Frequency	Percent	Cumulative Percent
County decides	5	6.2	6.2
ADM/enrollment	52	64.2	70.4
Don't Know	24	29.6	100.0
Total	81	100.0	

Table 5:

How is the library media center money allocated to each school?			
Response	Frequency	Percent	Cumulative Percent
SIT or SBM Team	10	12.3	13.5
Principal	12	14.8	29.7
ADM/enrollment	29	35.8	68.9
None specific to LMC	4	4.9	74.3
By Site	7	8.6	83.8
Don't Know or No Response	19	16.2	100.0
Total	81	100.0	

When asked about their book allocations for the library (Table 6), over one-third (37.0%) indicated by omission that they had no book budget, while another 7.4% reported a flat-out \$0. If we combine these two figures (i.e., 30

Table 6:

Library budget allocation for the book collection				
Response	Frequency	Percent	Valid Percent	Cumulative Percent
\$0	6	7.4	11.8	7.4
\$500-\$1,500	3	3.7	5.9	11.1
\$1,600-2,000	7	8.6	13.7	19.7
\$2,500-\$3,500	11	13.6	21.6	33.3
\$4,000-\$5,000	8	9.9	15.7	53%
\$5,400-\$6,500	8	9.9	15.7	43.2
\$7,000-\$8,000	6	7.4	11.8	53.1
\$9,000 or over	2	2.5	3.9	60.5
Total Respondents	51	63.0		63.0
Missing	30	37.0		63.0
Total	81	100.0		100.0

plus 6), we see that almost 45% had no book budgets according to their responses.

A further study of Table 6 indicates that 53% of those actually reporting a budget figure had \$3,500 or less to spend on books. Assuming that the average enrollment of these schools was 250 pupils (a purely hypothetical and purposely low figure since we did not ask for enrollment data), even at \$3,500 for the “typical” book budget, this would amount to only \$14 per student, hardly enough at today’s book prices to purchase one book per student.

Budget allocations for various other media formats and equipment appeared to be so rare (i.e., most did not report having an allocation) that this data was simply combined in Table 7, which indicates whether or not a media specialist reported any monies for that budget category. However, an actual dollar amount of \$0 is reported in the table as no budget allocation for the category.

Table 7:

Budget Allocations for Selected Library Categories		
Budget Category	Responses	Percent
Book collection	No 36	44.4
	Yes 45	55.6
Computer software (includes CD-ROMs)	No 62	76.5
	Yes 19	23.5
Other software (videos, laser disks, etc.)	No 68	84.0
	Yes 13	16.0
Internet access (in the media center)	No 76	93.8
	Yes 5	6.2
Magazines/periodicals	No 39	48.2
	Yes 42	51.8
Supplies	No 61	75.3
	Yes 20	24.7
Equipment	No 66	81.5
	Yes 15	18.5
Other expenses (e.g., travel, dues, substitutes)	No 72	88.9
	Yes 9	11.1

One caution here is that a number of media specialists did report or indicate that they got their funds for some categories on a school-wide basis from technology monies, e.g., their Internet access was part of the school-wide budget. Note that we have inserted the category of book collection first in this table even though we have included that as a separate table above (Table 6). The intent here was to show that there were only two budget categories for which over half of the respondents indicated they had an allocation. This was, of course, books and periodicals. The only other categories for which nearly one-fourth of the media specialists had allocations were computer software (23.5%) and supplies (24.7%).

Reported amounts for other budget categories were minimal. Now it is possible that software was totally networked and the library did not need a separate budget, but how can a library be run with no supply budget? Many of the supplies needed to run a media center are highly library-specific and cannot simply be pulled off the shelves of a central supply storeroom. The point here is clear. Media specialists are not being given monies to fund even the most basic items needed to run their media centers efficiently, let alone

effectively.

Several questions were designed to determine the media specialists' knowledge of budget processes. For example, one question already examined and summarized in Table 4 indicated that although most of the media specialists realized there was a relationship between enrollment and money allocations, over one-third (35.8% combining the first and third categories) either didn't know (almost three-tenths) or felt the district pretty much decided the issue. Another question specifically asked about the relationship between ADM and school budgets. Responses to this question indicated that, despite their earlier responses where over 64% said ADM figures were used to allocate budget monies, the media specialists were really not at all clear about this formula. Two-fifths (44.4%) said they were not aware of this relationship.

Further evidence of ignorance about budget is indicated by the next three questions (Tables 8, 9, and 10) which inquired about the media specialist's overall budget knowledge and the portion of the school's total which he/she received for the media center's budget. Interestingly, over one-fourth (22 people or 27.2%) of the respondents claimed to know the budget total for the entire school as shown in Table 8. Conversely, and more significantly, almost three-fourths (72.8%) did not know this information. Only three people, however, reported knowing the amount of the budget that the media center receives (Table 9), an assertion that is inconsistent with the budget amounts reported in the table summarizing total reported budget amounts (Table 11). It would be impossible for the media specialists to report the data used to create the latter table if they did indeed not know the information of which they claimed ignorance. Also, from Table 10, we can see that despite this claim of ignorance, many of the media specialists at least tried to estimate the total percentage of the school budget that they received. Eleven media specialists (13.6%) attempted to do so, although one did claim to receive 0%.

Table 8:

Do you know the budget total for the <i>entire</i> school, excluding salaries?		
Response	Number	Percent
No	59	72.8
Yes	22	27.2
Totals	81	100.0

Table 9:

Do you know the amount of the budget the media center receives?		
Response	Number	Cumulative Percent
Don't know	65	80.2
No response	13	16.0
Knew	3	3.7
Total	81	100.0

Table 10:

What is the percentage of the total school budget that the media center receives?				
Response	Number	Percent	Cum. %	Valid %
No % given	70	86.4	86.4	—
Zero %	1	1.2	87.6	9.1
5-7%	2	2.5	90.1	18.2
10-15%	3	3.7	93.8	27.3
30-40%	3	3.7	97.5	27.3
60%	1	1.2	98.7	9.1
75%	1	1.2	100.0	9.1
Total	81	100.0	—	100.0
Total est. %	11	—	13.6	

Of those reporting, only 5 (adding the last 3 table categories) believed they received 30% or more of the total school budget.

Another interesting question asked how instructional materials *per se* were distinguished from library materials and equipment. Almost 15% reported library materials or equipment were cataloged and/or barcoded; that housing, or where the materials were kept, was a factor (over 10%); or that budget lines or accounts determined which materials were which (almost 30%). Only five respondents said no distinction was made.

Table 11:

Total Budget Allocation				
Response	Number	Percent	Valid Percent	Cumulative Percent
\$0	3	3.7	4.9	4.9
\$500-\$2,500	9	11.1	14.8	19.7
\$2,501-\$5,000	9	11.1	14.8	34.4
\$5,001-\$7,500	11	13.6	18.0	52.5
\$7,501-\$10,000	10	12.3	16.4	68.9
\$10,001-\$15,000	7	8.6	11.5	80.3
Over \$15,000	12	14.8	19.7	100.0
Total	61	75.3	100.0	
Missing	20	24.7		
Total	81	100.0		

At this time, it is appropriate to focus more closely on Table 11, indicating the total budget allocations reported by the media specialists in our study. The table data was calculated by adding the amounts reported for the various eight budget categories which are listed in Table 7.

Fully three-fourths of the respondents to our survey provided enough data to create this chart. Of those reporting amounts, less than 5% said they had a budget of \$0. Almost 30% reported a budget of either \$500-2,000 or \$2,501-5,000. Over half (52.5%) had \$7,500 or less for their library budgets. However, almost one-fifth of those with a budget reported that it was over \$15,000. In this latter group, the five highest figures reported were \$27,140; \$31,900; \$32,400; \$40,000; and \$50,800.

The mean or average for the total budget figure was \$10,155.75; the range, however, was from \$0 to \$50,800, with a median of \$7,450. It would appear that for school library media centers, at least within our study group, it was either feast or famine.

Types of Budgets Used and Budget Process

The media specialists were asked to report the type of budget they were using. Only 6 media specialists, or 7.8% of the total, said they had a formula budget, despite the fact that ADM is a type of formula, i.e., so much money per student (see Table 4). Over two-fifths (43.6%) said they had a line item/object of expenditure budget, which would appear at first to contradict Table 4, but which, in fact, is often the case since once the formula (ADM) is established, the monies go into school budgets by being placed into a line item. Thus there is overlap here in the type of budgets being used; they are not mutually exclusive. In regard to formulas used, one question asked respondents if they felt the formulas used made sense. While only 39 media specialists responded to this question, 54% said the formulas made no sense to them; ironically only six mentioned using a formula type of budget. Eighty-five percent of the media specialists (69) responded to a question asking what type of budget process was followed in the past two years. The most revealing response, which came from almost one-third of the media specialists (32.1%), was that the principal had the final say. Slightly more than 12% said that some budget process other than those listed in the survey was used, or they did not re-

spond (almost 15%), indicating they did not know. One actually stated that she “didn’t know.” Another group (almost 15%) stated that they turned in requests; almost 20% reported submitting a request to the SIT or SBM team. Others stated several other processes were used.

One of the survey questions further explored the budget process by asking the media specialists more specifically how they were involved in this budget process. Their responses are summarized in Table 12. Less than one-fifth (18.5%) of all survey respondents stated they were on SITs. Of those who responded to the question, over one-third (34.3% cumulative, combining the first two categories) turned in requests. However, twelve of the respondents claimed they had no involvement. But eight did state they ordered all items (for the school). Of course ordering materials and having a say in what is ordered or selected can be two entirely different matters. Six said they simply spent funds, presumably handed down from “above.” It does appear, then, that many are at least minimally involved in the budget process.

Table 12:

How the media specialist is involved in the budget process				
Response	Number	Percent	Valid Percent	Cumulative Percent
Submit request to SIT/SBM Team	5	6.2	7.1	7.1
Turns in requests	19	23.5	27.1	34.3
Other involvement	5	6.2	7.1	41.4
Spends funds	6	7.4	8.6	50.0
No involvement	12	14.8	17.1	67.1
On SIT	15	18.5	21.4	88.6
LMS orders ALL items	8	9.9	11.4	100.0
Total	70	86.4	100.0	
Missing	11	13.6		
Total	81		100.0	

Tables 13 and 14 probably reveal most clearly who holds the budget power or purse strings in the schools surveyed. Media specialists may submit their requests to the SITs or SBM teams, but Table 15 clearly shows that the principal has the final say in budget decisions in almost 80% of the schools surveyed.

Table 13:

Who makes the final budget decisions in the school?				
Response	Number	Percent	Valid Percent	Cumulative Percent
Principal	63	77.8	78.8	78.8
SBM Team	9	11.1	11.3	90.0
SIT	4	4.9	5.0	95.0
Other	4	4.9	5.0	100.0
Total	80	98.8		
Missing	1	1.2		
Total	81	100.0		

Table 14 further confirms the principal’s control over budget matters; in 92.6% of the cases here, the principal had final approval over budget expenditures. In other words, even though the budget expenditure may have been approved earlier, the principal could veto it at the last minute. And even if he or she *didn’t* make the original decision, the principal could approve or

reject any expenditure at this point in the budget process. This would appear to confirm one of our major hypotheses — that principals hold the power and control over budget decisions, despite the fact that SITs and SBM teams are virtually universal phenomena, with almost 94% of those surveyed reporting having such a team in their school. It also lends some strength to our third hypothesis, which was that these teams often have little real power, although one could argue that controlling the money is only one of the power issues in a school setting.

Table 14:

Who has to approve all expenditures before they are sent to the central office, vendors, or companies?			
Response	Number	Percent	Cumulative Percent
Other	1	1.2	1.2
School secretary or bookkeeper	3	3.7	4.9
Principal	75	92.6	97.5
SIT or SBM Team	2	2.5	100.0
Total	81	100.0	

Sadly, the majority of school media specialists appeared to see no problems with the budget process they reported. Over three-fourths of those responding to the question of whether they saw any problems with the budget process they had outlined said “no,” there were no problems with the process. However, almost one-fourth (23%) did see some problems with it. Their comments here tell us more than the simple checking of a yes/no answer.

“No say in anything...power monger.”

“Technology Committee may create Tech plan to spend funds. Principal may not approve.”

“Need a budget.”

“Not fully aware of need.”

“Principal spends beyond budget. Secretary is aware but feels it’s out of her hands.”

“It is hard to catch her sometimes...I don’t always ask for approval—tell her what I need.”

“No open discussions about needs; principal has complete discretion.”

“He supports our program (sort of). Only the fact that we don’t get 60% of any budget!”

“In some schools the principal will not allow expenditures even if there is budgeted \$\$.”

“Redundancy of purchases, not enough informed purchase decisions.”

But most merely accepted the status quo. It is unfortunate that more media specialists do not see themselves as change agents or at least employees who should question the “way things are done.” Perhaps they feel an obligation to be a team player, so they think that it is all right to have the principal make all the budget decisions.

Fairness or equity issues within the district did not, likewise, appear to concern the study group adversely. Over two-thirds of the media specialists did not know the budget of at least two other media specialists in their district. Only slightly more than half (54.3%) of the media specialists responded to the question that asked whether they thought their budget was fair in comparison to others. Over half (52.3%) of the respondents thought theirs was not fair. But, conversely, almost half (47.7%) thought theirs was fair.

One set of questions dealt with the role of district media supervisor. Ninety percent of respondents to this question reported having such a person

It is unfortunate that more media specialists do not see themselves as change agents or at least employees who should question the "way things are done."

and/or position in their school district, but less than two-thirds said this person was employed full-time to supervise school library duties or coordinate school library media center activities. Fewer than half (47.2%) of the respondents indicated this person had a library science degree. The media specialists were asked about the number of years of experience of their district media supervisors. Two-thirds (67.9%) had five or more years of experience and over half (53.1%) had ten or more years experience in this district position. This lengthy experience is not at all surprising given that most of them were probably tenured in their districts prior to obtaining the supervisory position.

A final set of questions asked the media specialists why the school media specialist should be informed about budget decisions. What were the benefits, both real and potential, to them of having knowledge about this process? Table 15 summarizes the responses related to this set of questions. It is apparent from the rank-ordered responses that the media specialists realized the importance of their participation in, and knowledge of, the budget process. All of the reasons given for being knowledgeable about the budget were cited by well over half of the survey respondents, and in some cases as many as 80-90% selected a reason. Only four people gave other reasons for the media specialist having this information. Accountability appeared less important than equity, planning, and student/teacher support issues.

Table 15:

Reasons that school media specialists should be informed about the budget process		
Reason	Number	Percent
Get a fair share for library media center	73	90.1
To plan better	68	84.0
To assure that monies go for student learning and teacher support	58	71.6
Accountability	53	65.4
Ensure that all monies spent in a timely manner	48	59.3
Other reasons	4	4.9

Other reasons included the following:

"The media specialist is often accountable to the county's purchasing agent/bookkeeper for keeping an accurate record of expenditures."

"To insure updated Media Center and curriculum alignment quality resources for students."

"Evaluated on planning for media center."

"Informed decisions."

Finally, the issues of fairness and possible political ramifications of the budget process were directly addressed in the final question which asked, "If you have no budget, or feel yours is not fairly allocated, can you think of any reasons why this is so?" Table 16 shows the responses to this question, and again it would appear that in general school media specialists are not questioning the system. Of course, many did have a budget, and in many cases, a very healthy one was reported; therefore they might be quite satisfied with the amount allocated, or simply happy to have anything. Probably the most significant finding here is that over two-thirds of those who responded to the question stated that they could not think of any reasons, while only one-

fourth of those who answered the question said yes, they could think of some reasons for inequity. Again, the comments often provide us with more information than the simple checking of a standard response.

Table 16:

If you have no budget or you feel that yours is not fairly allocated, can you think of any reasons why this is so?				
Response	Number	Percent	Valid Percent	Cumulative Percent
No	48	59.3	69.6	69.6
Yes	21	25.9	30.4	100.0
Total	69	85.2	100.0	
Missing	12	14.8		
Total	81	100.0		

Some of the written comments to this final question include the following:

“My school is very old and so are the books. Why don’t I get more money than the new schools?”

“We are a new school, still working on budget.”

“Principal controls the money.”

“Board doesn’t support media programs.”

“Earlier times, yes. Currently, no.”

“Actually we do not discuss budget. I am given a note with X amount of dollars to spend.”

“Money goes to departments, according to testing scores, etc. Math especially.”

“Emphasis has been placed on supporting the classroom teachers and their materials. LMC needs to have \$\$ because the LMC supports the entire school.”

“There is no democracy in education — only politics.”

Summary

At this point, we will summarize our findings regarding the school media specialists and their budgets in our group studied in Western North Carolina. First, virtually all of them had SBM teams or SITs in their schools; however, only a third of the media specialists were on these teams. There was a great deal of variance in the decisions made by these teams, and a fourth of them made no fiscal decisions.

Two-thirds of respondents did know there was a correlation between ADM (student attendance) and the budget. Over 44% reported having *no* book budget and 53% of those reporting a figure had \$3,500 or less. Only two budget categories out of eight had budget amounts reported from over half of the media specialists—book collection and magazines. The study group media specialists were for the most part *not* being given funds for such basics as supplies or equipment.

There was much evidence of general budget ignorance. Inconsistent responses on many questions and the fact that three-fourths did not know the total school budget are two examples. An example of the former is that while 80% said they did not know the amount the school media center receives, 75% reported budget figures (as summarized in Table 11). Only five media specialists believed they got 30% or more of the total school budget. Over half of reporting media specialists had \$7,500 or less for their total budgets. The mean total budget reported was \$10,156, but the median was \$7,450. Less than 5% of those responding had a budget of \$0. It appeared to be either feast or famine. Another example of inconsistency is that only six media specialists reported having a formula budget although two-thirds said there was a correlation between ADM and the budget (ADM budgeting *is*

formula-based). Moreover, 54% of respondents said the formulas used made no sense to them.

A wide variety of budget processes were reported. The involvement of the school library media specialist in the budget process was not universal and also varied widely from no involvement, to sitting on the SIT or SBM team, to ordering all items for the school. However, the most common response was that the principal had the final say. Almost 80% said the principal had the final budget say and over 90% said he or she had final approval of all expenditures.

Despite all of this, dissatisfaction with the budget process did not appear to be widespread; over 75% said there were no problems with the budget process. However, when compared with other school media budgets in their district, half thought theirs was fair but, conversely, half thought theirs was not fair.

Ninety percent had a school district media supervisor at the central office level, and two-thirds of these were employed full-time to manage library duties. However, fewer than half of these individuals had a library degree. Planning and student/teacher support were the most important reasons cited for media specialists being informed about budget issues. To a question asking if they could think of any reasons why they had no budget or had one that was not fairly allocated, over one-fourth said yes, they could think of reasons and nine respondents actually supplied comments ranging from "Principal controls the money" to "There is no democracy in education — only politics."

Conclusions

The hypotheses of the study are stated again below with our conclusions regarding each of them.

Hypothesis 1: a) Many North Carolina school media specialists are kept in ignorance of the school's budget and their own library budget. This is a principle in direct contradiction to site-based management where all stakeholders know the school's resources and share in the important allocation of resources decisions. b) Or, at the very least, the site-based management team makes these important budget decisions.

a) True. Few knew the total school budget and very few knew what percent of this total they received. b) False. In the study group, principals overwhelmingly made the budget decisions, not the SBM teams.

Hypothesis 2: a) Many principals are maintaining a tight control on the budget purse strings. For them, this is a power play which effectively negates empowering the SBM team or SIT. Keeping everyone, and especially the media specialist, ignorant of the total budget available also effectively keeps the principal in control.

a) True. The principals hold the purse strings and frequently keep everyone else ignorant of the total budget situation. Is this a power play or simply sound management practice?

Hypothesis 3: Some SBM teams or SITs have little real power to allocate resources in their schools.

Partly true. Although 94% have the SBM or SITs teams, only a little over one-third said they made all the budgeting decisions; another one-third said they made only some of these decisions. But this was in direct contradiction to the results of Tables 13 and 14 indicating the principals generally always made both the final budget decisions and the final approval of all purchases.

Hypothesis 4. a) Site-based management is not the school media specialist's best friend. In other words, we wished to compare those school library budgets where there was a SBM team or SIT with those who had no such group. b) A corollary analysis would compare the

budgets where the media specialist was actually on the team and where they did not have membership on it.

To make these comparisons, we had to create some new tables. Table 17 indicates total budget amounts for those with and without site-based management teams.

Table 17:

Does your school have a site-based management team?		
Total Budget Allocation	No	Yes
\$0		3
\$1-2,500	1	8
\$2,501-5,000	2	7
\$5,001-7,500		11
\$7,501-10,000	1	9
\$10,001-15,000		7
Over \$15,000		12

a) False. Since virtually all schools had SBM teams or SITs, the data includes too few numbers in the “No” category to make significant statistical comparisons between the two groups; however, the twelve schools whose media centers had the largest budgets did have site-based management. Therefore we cannot say that SBM teams or SITs are necessarily the media specialist’s worst enemy. As an examination of Table 17 clearly shows, many, if not the majority, of the best-funded libraries had these teams. Data from earlier tables, however, indicates the often limited budgetary responsibility of these teams.

b) The media specialist’s presence on the team, as indicated in Table 18, did not appear to be the overwhelming influence for the high library budgets which some schools reported. Of those with over \$15,000, half had a media specialist on the team, but half did not. Indeed, of those reasonably well-funded (i.e., those with over \$7,501 total budget), only twelve had media specialists on the SBM teams or SITs, while seventeen did not. Two final conclusions may be drawn after studying this data. SBM teams or SITs are neither friend nor foe, necessarily, of the school media specialist; therefore, school media specialists need to start speaking up more as members of these teams to secure better budgets for their libraries!

Table 18:

Are you on your school improvement or site-based management team?		
Total Budget Allocation	No	Yes
\$0	2	1
\$1-2,500	7	2
\$2,501-5,000	7	2
\$5,001-7,500	9	2
\$7,501-10,000	8	2
\$10,001-15,000	3	4
Over \$15,000	6	6
Subtotal over \$7,501	17	12

We did an additional analysis, comparing the total budgets where there was a district media supervisor and where there was none in place. Table 19 summarizes this data.

Since most had a district media supervisor, meaningful statistical correlations are not possible, but it can readily be seen that those with the highest

Table 19:

Total Budget Comparisons of Those With and Without District Media Supervisors		
Total Budget Allocation	No	Yes
\$0	0	3
\$1-2,500	1	7
\$2,501-5,000	2	7
\$5,001-7,500	1	10
\$7,501-10,000	1	9
\$10,001-15,000	0	7
Over \$15,000	1	11
Subtotal over \$7,501	2	27

total budgets generally always had a district media supervisor. A caution here, of course, is that those with more money in general (i.e., the richest school districts overall) are probably more likely to have both better library budgets and the ability to afford a district media coordinator’s salary.

Postscript

Finally, we admit that some of our suspicions posed as hypotheses were not found to be true. SBM teams or SITs are not necessarily the media specialist’s enemy. But we did find that great inequities do exist in terms of school library budget amounts, and that there are indeed media specialists who receive no monies for many, if not all, of the anticipated (and needed) media center budget categories. We do feel, however, that school media specialists should, after thoroughly educating themselves on the total school budget and on their own particular budget needs, continually make a case for increasing the library budget based on what will benefit the total school and its curriculum.

The SBM team or SIT is not the place to keep quiet about the media center’s needs, because in the final analysis those needs are everyone’s needs. Continual dialogue with both the administration and the faculty about the budget is critical to a healthy library media center, as is a strong public relations program that publicizes how the library meets the needs of students and promotes and fosters student achievement and academic goals. It is obvious that these teams are only one venue for getting or improving library budgets. The principal, still the major power player in the school, must be continually wooed and apprised of the library’s budgetary needs.

While some may say it is a stretch to consider the budget a power tool, we feel that in many cases, our perception of this is true. The comments our survey respondents made indicate that they are, for the most part, well aware of the relationship between power and politics in their schools and how it plays out in the budget process.

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[Note: The authors are grateful to Karen Rhodes for her assistance with their research and Dr. L. Arthur Safer for his enthusiastic support. Rhodes is a Graduate Research Assistant, and Safer is Chair of the Library and Education Studies Department, Reich College of Education, Appalachian State University.]

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³ *Ibid.*, 35.

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Library and Information Science Research 2002: *A Bibliography of Master's Papers from the University of North Carolina School of Information and Library Science*

The following master's papers were submitted in partial fulfillment of the requirements for the master of science in information and library science degree at the School of Information and Library Science at the University of North Carolina at Chapel Hill. The subject headings used to index them have been given. The numbers added to the citations will facilitate identification of master's papers requested on interlibrary loan.

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Career Resources for Librarians/ Information Professionals

by H. Jamane Yeager

While doing research for a presentation on "Librarianship as a Second Career," I discovered a cornucopia of wonderful career resources for librarians. This information is not just for new graduates coming to librarianship from other professions, but also for librarians who have been in the profession for a while. As a recent library school graduate, I was sometimes perplexed by the job titles listed, so I was ecstatic when I discovered "Real Job Titles for Library and Information Science Professionals" by Michelle Mach (<http://alexia.lis.uiuc.edu/~mach/realjobs.html>), an exhaustive and very helpful list.

Many of the Internet career sites that I visited have listings for both librarians and information professionals, so I used both of those terms in my search. Enjoy exploring these Internet resources. I have included a selected bibliography of career resources articles in print and electronic journals as well as a webliography of career sites on the Internet. The results of your search can be very profitable. I found my present position by using several of these resources!

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***Selected Weblibliography of Internet Sites on
Career Resources for Librarians/Information Professionals***

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|--|---|
| <p>Academic Position Network
http://www.apnjobs.com
Employment opportunities in higher education</p> <p>Access: Networking in the Public Interest
http://www.communityjobs.org/
Jobline for internships and career development opportunities in non-profit organizations</p> <p>Affirmative Action Register
http://www.aar-eeo.com/
Office of Equal Employment Opportunity publication directed to females, minorities, veterans, and disabled persons, as well as to other job seekers</p> <p>ALA Library Education and Employment
http://www.ala.org/education/
Career leads from the American Library Association (ALA), the Association of College & Research Libraries (ACRL), and the Library and Information Technology Association (LITA)</p> <p>American Association of Law Librarians
http://www.aallnet.org/services/hotline.asp
AALL jobline for law librarians</p> <p>American Association of School Librarians
http://www.ala.org/aasl/education_menu.html
AASL jobline for school library media specialists</p> <p>American Indian Library Association Newsletter
http://www.nativeculture.com/lisamitten/aila.html
AILA jobline for Native American librarians</p> <p>American Society for Information Science and Technology
http://www.asis.org
ASIS&T jobline for information professionals</p> <p>American Society for Training and Development
http://www.astd.org/jobs/
ASTD jobline for educators and information technologists</p> <p>American Theological Library Association
http://www.atla.com/member/job_openings.html
Jobline for librarians in ATLA member institutions</p> | <p>Art Libraries Society/North America JobNet
http://www.arlisna.org/jobs.html
ARLIS/NA jobline for art librarians and visual resources personnel</p> <p>Association for Educational Communications and Technology
http://www.aect.org/Job/search.html
AECT jobline for education and technology professionals</p> <p>Association of Independent Information Professionals
http://www.aiip.org/
AIIP jobline for information professionals</p> <p>Association of Research Libraries Career Resources
http://db.arl.org/careers/
ARL jobline for research library positions</p> <p>Black Caucus of the American Library Association
http://www.bcala.org/jobs.html
BCALA jobline for librarians and information professionals</p> <p>Canadian Library Association
http://www.cla.ca/careers/Careers.htm
CLA jobline</p> <p>Catholic Library Association
http://www.cathla.org/postings/jobpost.html
Catholic Library Association jobline</p> <p>Chinese American Librarians Association
http://www.cala-web.org/
CALA jobline</p> <p>Chronicle of Higher Education Career Network
http://chronicle.com/jobs/
Chronicle of Higher Education jobline for academic and research librarians and information professionals</p> <p>CRS
http://www.loc.gov/crsinfo/
Congressional Research Service positions in nonpartisan research and analysis</p> |
|--|---|

Current Job Opportunities at the Library of Congress
<http://www.loc.gov/hr/employment/jobposts.html>
Fellowships, volunteer jobs, and internships available
at the Library of Congress

EDUCASE
<http://www.educause.edu/jobpost/>
EDUCASE jobline, with a focus on positions in higher
education

Education Canada
<http://educationcanada.com/>
Jobline for educational positions in Canada

Employment Opportunities at the National Archives
and Records Administration
<http://www.archives.gov/careers/employment/employment.html>

NARA jobline of volunteer jobs and internships

Employment Opportunities for Archivists in North
Carolina
<http://rtpnet.org/~snca/employ.htm#bingham>
SNCA jobline for archivist positions in North Carolina

HigherEd Jobs.com
<http://www.higheredjobs.com/>
Jobline for faculty and staff positions at U.S. colleges
and universities

H-Net Job Guide
<http://www.matrix.msu.edu/jobs/>
Jobline for positions in history, the humanities, and
the social sciences

Job-hunt.org
<http://www.job-hunt.org/academia.shtml>
Jobline for positions in academic and education

LIBJOBS
<http://www.ifla.org/II/lists/libjobs.htm>
International Federation of Library Associations jobline

Librarians Information Online Network
<http://www.libraries.phila.k12.pa.us/lion/>
Librarians Information Online Network, focusing on
needs of K-12 school library media specialists

Library Job Postings on the Internet
<http://www.libraryjobpostings.org/>
Jobline for library positions across the country in
academic and special libraries

Library Mosaics
<http://www.librarymosaics.com/>
Library Mosaics is a bimonthly magazine with job
listings for library and information support staff

LisJobs.com
<http://www.lisjobs.com/>
Jobline for librarians and information professionals

LITA
<http://www.lita.org/jobs/postings.html>
Library & Information Technology Association jobline

Major Orchestra Librarians' Association
http://www.mola-inc.org/Job%20openings/job_openings.htm
MOLA jobline for orchestral librarians

MLA News
<http://www.mlanet.org/jobs/jobs.html>
MLA jobline for medical library positions

Museum Careers
<http://www.algonquincollege.com/museum/jobres/index.html>
Jobline for museums, science centers, and cultural
heritage organizations nationwide

Museumjobs.com
<http://www.museumjobs.com/>
Jobline for positions in museum, libraries, archives,
and galleries worldwide

Music Library Association
<http://www.musiclibraryassoc.org/>
MLA jobline for music librarians

REFORMA
<http://latino.sscnet.ucla.edu/library/reforma/burnsduffy>
REFORMA (National Association to Promote Library
and Information Services to Latinos and the
Spanish-Speaking) jobline

Research Library Residency & Internship Program
<http://www.arl.org/careers/residencies.html>
ARL jobline for residency programs and internships in
academic and research libraries nationwide

State Library Web Sites
<http://www.dpi.state.wi.us/dpi/dlcl/pld/statelib.html>
Register of Web sites for state libraries nationwide

The Private School Employment Network
<http://www.privateschooljobs.com/jobpage.html>
Job line for teaching, administrative, and library
positions in private schools

The Riley Guide
<http://www.rileyguide.com/info.html>
Jobline for positions in library science and informa-
tion management

The Society of American Archivists
<http://www.archivists.org/employment/index.asp>
Jobline for national and international archival positions

USA Jobs
<http://www.usajobs.opm.gov/a.htm>
Jobline for professional, administrative, and technical
positions nationwide

Photo-Sharing Web Sites

More and more library users are purchasing digital cameras these days and now wish to share their photos on the World Wide Web using free photo-sharing Web sites. Libraries, Friends groups, and civic clubs can use these free photo-sharing Web sites to promote their organizations, too.

Digital cameras are connected to computers by either a cabling or memory stick arrangement. Libraries will probably not want patrons uploading their cameras on library public computers. However, library staff can suggest to patrons that they go home and upload the photos onto these free photo-sharing sites for others to enjoy. Patrons can also burn CDs with the photos on them and then transfer these files to the photo-sharing sites of their choice.

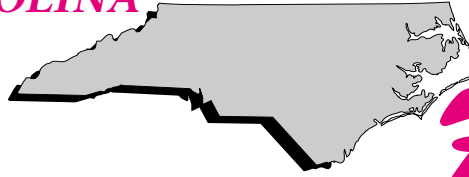
Arguably the largest of the photo-sharing Web sites is Webshots (www.webshots.com), which has for some time provided users with free screensavers and desktop photos and now provides a Webshots photo album feature. Currently this photo-sharing site has 33,070,231 photos available for immediate use and arranged by broad categories: Entertainment, Family & Friends, Scenery & Nature, and Sports. Webshots's feature called "My Photos Assistant" allows users to turn their photos into screensavers and desktop photos as well as make prints and greeting cards. Note that this is a system to *share* photos, so you would not want to upload any photos that you don't want others to access! Webshots will even give you a free homepage for your photos as well as providing news headlines, weather summaries, and horoscopes.

The Epson Printer Company offers another large photo-sharing Web site called the Epson Photo Center (<http://photo.epson.com>). Epson offers the same services as Webshots but with an additional security level that allows you to keep your photos top secret or shared with the world by allowing users to password

protect their photo albums. Users merely share passwords so that family and friends can look at their photos on the Epson site. The Epson Photo Center site is well-organized and user-friendly. Features allow users to send photos in a number of formats, from digital to traditional roll film to old photos ready to be scanned.

Some Internet service providers (ISPs) are now offering photo-sharing Web sites as part of their service packages. MSN Photos (<http://photos.msn.com>) and the EarthLink Photo Center (<http://www.earthlink.net/extras/photocenter/>) are two examples. Earthlink offers low-cost roll-film developing (\$2.99, plus \$1.99 shipping and handling fee), digital camera prints for twenty-five cents each, online photo albums, and online storage of photos. Earthlink also offers online tools to edit, organize, add captions, and correct red-eye in your photographs. The Earthlink service is offered by a partner called Snapfish, which is both a free and a fee-based service. With MSN Photos you can send cards, make T-shirts, and order prints from your uploaded images. MSN also features a fee-based service called MSN Photos Plus, which offers online film development, e-mail photo sharing, and high-resolution downloads.

Helping library users to get their prized photos shared with others via these photo-sharing Web sites is an excellent way to encourage and increase use of libraries. Helping Friends and civic and local interest clubs to publicize their organizations through sharing photos on these Web-based sites is yet another service that will make users think of the library as the very best place to start.



Dorothy Hodder, Compiler

In *God's Fool* Mark Slouka colorfully tells the story of Chang and Eng, the conjoined twins about whom the term "Siamese twins" was coined. Chang narrates the story of the twins' journey from childhood poverty in Siam (now Thailand) to their adulthood in Wilkesboro and Mount Airy, North Carolina. Unlike the other recent novelization of the twins' lives, *Chang and Eng* by Darin Strauss (Dutton, 2000) which is narrated by Eng, Slouka's novel is a lyrical tale that is based less on fact than the emotions and frustrations of Chang's life.

Mark Slouka.

God's Fool.

New York: Alfred A. Knopf, 2002. 272 pp.
Cloth, \$24.00. ISBN 0-375-40216-0.

As Chang describes the horrors of poverty and cholera in Siam, the lavishness of the palace of the King of Siam, and the drudgery and oppression of working as nearly enslaved performers for Abel Coffin and Robert Hunter, the reader is taken on a fantastic and fascinating journey through the lives of characters who are drastically different from "normal" people. Chang and Eng are eventually abandoned by Coffin and Hunter and left to live in poverty again, only to be taken in and showcased by P.T. Barnum. Gradually the twins begin to gain some self-respect and decide to retire from performing before crowds of derisive and cruel masses.

The most poignant elements of the narrative occur when the twins settle in North Carolina, marry, and have nearly 20 children between them. Eng becomes an almost incidental character as the twins age and become as estranged as two people attached at the abdomen can be. Their animosity forces them to live in two houses, and to spend part of the week in one house with one wife and family and the rest of the week in another house with the other wife and family. Chang's frustration drives him to alcohol as his brother becomes devoutly religious.

Chang and Eng's unbearable situation is complicated by the Civil War, when Chang's favorite son runs away to enlist and Chang (with Eng in tow) sets off to find him. As Chang and Eng search for Christopher they are confronted with fields of dead and bloating bodies, in a scene which directly mirrors their childhood horror of seeing masses of cholera victims in Siam.

God's Fool is expertly written by Slouka, who subtly uses the Civil War as an illustration of the predicament of conjoined twins. His Chang and Eng wish to be separated from each other but cannot, and fight ineffectually to secede from one another. Slouka also notices the irony of the fact that the twins owned slaves, mirroring their own "slavery" as performers in the freak shows. His development of Chang's character lends an uncensored point of view to the story, as his narrator goes through life literally linked to another human being. Eng's character is developed through Chang's view of him, which is appropriate for the first person point of view the narrative employs.

Slouka previously published *Lost Lake*, a collection of short fiction, and here proves that he is adept as a novelist. *God's Fool* is highly recommended for libraries with strong fiction collections. It is a superior companion to Strauss's *Chang and Eng*.

— Alice Mitchell

Appalachian State University

If the only knowledge you have of Bull Durham comes from the 1988 baseball movie starring Kevin Costner, you are a good candidate for a new book by B.W.C. and Snow L. Roberts. Written, published, and marketed by the authors, it is clearly a labor of love.

Durham native Ben Roberts took early retirement in 1988 from the American Tobacco Company, where he had worked as community relations coordinator. With his wife, Snow, he sets out upon a research project that would occupy them off and on for the next 14 years, scouring old newspapers and tobacco trade journals, driving thousands of miles to collect memorabilia, and interviewing

workers and managers of the company in an attempt to capture unique memories before they were lost. As a result *Bull Durham, Business Bonanza 1866-1940* offers a fascinating and readable account of a key player in what was once a vital American industry.

The book begins with a brief history of early Durham tobacco factories, including an intriguing account of an “unfortunate” theft from tobacco manufacturer John Ruffin Green during a historic meeting between Confederate Gen. Joseph Johnston and Union Gen. William T. Sherman at the home of James Bennitt (the correct spelling of what is now known as the “Bennett Place”), at which the generals negotiated a troop surrender. While troops waited for the outcome of the meeting a nearby tobacco factory belonging to Green

was plundered. Green viewed the theft as a disaster until he began to receive orders for Durham tobacco from many different parts of the country, and realized that his misfortunate amounted to a valuable, if unintentional, advertising campaign for his product. Shortly thereafter Green’s brand, “Genuine Durham Smoking Tobacco,” began to sport the trademarked label containing a side view of a bull.

William Thomas Blackwell purchased the company, including the trademark, from Green’s estate in 1870. Blackwell was himself an experienced tobacco manufacturer, and W.T. Blackwell & Company became a driving force in the growth of the town of Durham.

One of the strengths of *Bull Durham, Business Bonanza* is its coverage of the advertising, sales promotion, and distribution of “Bull Durham” brand tobacco. It was businessman and philanthropist Julian S. Carr who recognized that effective marketing of “Bull Durham” would be key to Blackwell & Company’s success. Until this time, no company had spent so much money on advertising, or advertised so extensively. The brand retained its value to the company through the period of Blackwell’s acquisition by the American Tobacco Company in 1899 and even beyond the dissolution of the tobacco trust in 1911 and subsequent reorganization of the industry. “Bull Durham” remained highly popular through the end of the First World War, after which machine-made cigarettes, introduced by James B. Duke more than a generation earlier, slowly gained ascendancy.

The hard times of the Depression actually caused some smokers of machine-made cigarettes to switch back to the cheaper “Bull Durhams.” The chapter concerning the Depression era is one of the richest in the book, detailing the manufacturing process and daily working conditions in the “Bull Durham” factory buildings during this brief period of the brand’s resurgence. In 1957 the “Bull Durham” production machinery was moved from Durham to American Tobacco’s Richmond branch. There, on August 15, 1988, “Genuine Durham Smoking Tobacco” quietly ceased production.

Bull Durham, Business Bonanza is attractively produced, containing numerous reproductions of advertisements, labels, postcards, and photographs from private collections not otherwise available to the public. Recommended for libraries collecting business history or North Carolina history.

— Bryna Coonin
East Carolina University

B.W.C. Roberts and Snow L. Roberts.

Bull Durham, Business Bonanza
1866-1940.

Durham, NC: Genuine Durham Press, 2002.
224 pp. Paper, \$21.95. ISBN 0-9721107-0-4.



From the first paragraph — from the first bars — of this edited collection of original essays concerning an important aspect of the Civil War, Professor John David Smith of North Carolina State University has crafted a major symphony with opening themes and thirteen recapitulations that orchestrate in steely prose a work of erudition and restraint. Dr. Smith and his contributors represent a new breed of Civil War historians from the United States, Canada, and Australia who have appeared in print, for the most part, in the last decade of the 20th century. Smith spent one year of the lengthy editing process as an exchange professor in Munich, Germany.

John David Smith, editor.

***Black Soldiers in Blue:
African American Troops
in the Civil War Era.***

Chapel Hill: University of North Carolina Press,
2002. 451 pp. Cloth, \$39.95. ISBN 0-8078-2741-X..

For the reader with limited time to spend reading such a tome on almost forgotten military and social history, Smith's opening essay is reason enough to own the work. In this theoretical beginning, he sets out a revolutionary approach to understanding both the American Civil War and President Abraham Lincoln's preliminary and final Emancipation Proclamation that went into effect on Thursday, January 1, 1863. Even the day of the week becomes important to modern readers when they mull over the social implications — truly a revolutionary and liberating date in the history of human beings.

To set the historical background for this work, it is necessary to remember that "some African Americans had fought in the American Revolution" and that "Andrew Jackson had employed black soldiers at New Orleans during the War of 1812." Yet "federal law since 1792 had prohibited blacks from serving in the state militias and the U.S. Army." Smith concludes (after an examination of contemporary documentation which charged that Lincoln's proclamation was "an abortion wrung from the Executive womb by necessity") that the president acted deliberately, in a planned, restrained, and political manner. Lincoln had to withstand overt criticism of his decision by Union officers, prejudice toward Blacks from the enlisted men in the ranks, and the refusal of slaveholders in the non-rebellious states (Kentucky, Maryland and Missouri) to free their human property. Smith states, and the following essays reiterate, that "Lincoln's proclamation had indeed transformed the war from a constitutional struggle over the maintenance of the Union to one of black liberation." Smith compiles data from sources as varied as the *Official Record* (1880-1901) and an article by Jacob Metzger of Hebrew University in Jerusalem (1981), and summarizes, "By war's end ... the army had raised 178,975 African American soldiers, organized in 133 infantry regiments" "Though most of the black soldiers in blue were ex-slaves, more than 15 percent of the 1860 Northern free black population joined the Union army." "African Americans accounted for between 9 and 10 percent of all Union troops who served in the war." "Sixteen black enlisted men received the Medal of Honor, awarded to U.S. soldiers for the first time in 1863."

Of importance to Carolina readers is A. W. Bergeron's account of the Battle of Olustee in Central Florida where the 1st N. C. Colored Infantry "suffered heavy casualties." E. S. Redkey's biographical sketch of Henry McNeal Turner, a free man from Newberry, South Carolina, chronicles the rise of a bishop of the African Methodist Episcopal (AME) Church. Beginning as a minister at Washington's (D.C.) Israel AME Church on Capitol Hill "near the heart of government," Turner was appointed as chaplain of the 1st U.S. Colored Troops, "becoming the only black officer" in the regiment. His journalistic accounts of life among Black troops on the battlefields were known for their "vivid descriptions of the action." Turner, like President Lincoln, sought "full rights and opportunities" for African Americans, not just freedom from slavery. When his regiment occupied Raleigh in April 1865, Turner preached and organized an AME Church in the city; later in November he visited Charlotte.

R. J. Zalimas captures the mood in Charleston, South Carolina, when Black soldiers of the 21st USCT liberated the city, February 18-19, 1865: "four square miles of the city had been burned" by the retreating Confederates. Zalimas should be commended for includ-

ing Major General Sherman's remark concerning Charleston: "Anyone who is not satisfied with war should go and see Charleston and he will pray louder and deeper than ever that the country may in the long future be spared any more war."

Richard Reid's treatment of U.S. Colored Troops in and around Wilmington and eastern North Carolina demonstrates that Black soldiers who joined the Union Army had become "free, a man." Some had achieved literacy, developed leadership skills, and broadened their personal worlds; they had "earned the rights of citizenship."

Smith should be commended for defining the experience of African American soldiers who served in the Union Army: "for men of talent and ambition, the army flung open a door to advancement and respectability." Recommended for academic and large public libraries.

— Stewart Lillard
University of North Carolina at Charlotte

Sheriff Will Alexander has spent close to twenty years trying to forget an unsolved disappearance that he *knows* was murder, clear as day. Secrets fester and grow wild in the Appalachian hamlet of Jocassee, South Carolina, in this tale of love betrayed and destiny fulfilled. Did Billy Holcombe murder Holland Winchester all those years ago? If so, where is the body? Was Billy's young wife Amy involved? The truth has bound the clannish families together through generations, but will it be revealed before a way of life is gone forever?

One Foot in Eden is poet Ron Rash's first novel, and it won the 2002 Novello Literary Award for its ominous lyricism and haunting themes of passion and guilt in a cloistered mountain world doomed by its own isolation. Rash is the author of collections of poetry including *Eureka Mill* and *Raising the Dead*, and short fiction including *The Night the New Jesus Fell to Earth*. He is the recipient of an N.E.A. Poetry Fellowship, and teaches English at TriCounty Technical College in Pendleton, South Carolina, and poetry at the Queens College M.F.A. program in Charlotte, North Carolina.

Ron Rash.

One Foot in Eden.

Charlotte: Novello Festival Press, 2002. 214 pp.
Cloth, \$21.95. ISBN 0-9708-9725-1.

The novel recalls Thomas H. Cook's tales of twisted transgressions, but what gives *Eden* its distinctive flavor is Rash's Appalachian ear. His regional nuances transform familiar motifs into a haunting southern tableau with a

singsong voice all its own. The mountain world of the Holcombes and Winchesters is already an anachronism as the story begins in the 1950s; it slips away piece by piece until a final rush obliterates its heritage and sends the families' tightly kept secrets bobbing to the surface.

Rash tells the tale in first person from the points of view of the sheriff, Billy, Amy, and a participant bound up in the web beyond his will. The voices are authentic in their desperation, and each supplies a piece of the gothic puzzle. If the novel has a weakness it lies with the final narrator, whose accelerated denouement feels somewhat forced after the careful layering of characterization and regional tone.

One Foot in Eden opens with a selection from Edwin Muir's 1956 poem of the same title, lamenting fields planted "with crops of love and hate." The novel is imbued with regret for a world ingrown with lies, and for the lives that suffer the consequences.

Recommended for public libraries and academic libraries with regional fiction collections.

— Susannah Benedetti
University of North Carolina at Wilmington

If you made minimum wage at a company like Loomis Fargo, where you handled millions of dollars each day, would you think about stealing some of that money for yourself? *Heist!* is the story of a group of people who answered “yes!” to that question. In Charlotte in 1997, a Loomis Fargo employee named David Ghannt and his accomplices stole \$17 million from the company’s warehouse. What followed was a comedy of errors, the story of ordinary people whose greed, passions, and vanity led them into a situation that quickly got out of control.

The original conspiracy consisted of Ghannt, a former Loomis employee named Kelly Campbell, and a small-time crook named Steve Chambers, who had been a high school friend of Campbell’s. The plan was that Ghannt would steal the money and then flee to Mexico, while his partners would hide the loot and keep a low profile until the investigation died down. Though Ghannt had never met Chambers he trusted that his partners would deliver his share of the money, and that Campbell would make good on her promise to join him in Mexico. The temptation of all that money was too much for Chambers and Campbell, however. They brought in spouses, friends, parents, and cousins to help hide the money, and each took their cut of the profits. No one could resist enjoying their new wealth conspicuously. They bought large houses, new

cars, diamond jewelry, even breast implants — and paid for most of it with cash. The reader will not be surprised that the FBI eventually caught up with the thieves, but the stupidity of the gang and the conclusion of the case make an enjoyable story.

Author Jeff Diamant is currently a reporter at the *Star-Ledger* in Newark, New Jersey. At the time of the crime and the trials, he was the lead reporter for the story at the *Charlotte Observer*. He interviewed almost all of the participants, attended the trials, and of course wrote and read the press coverage. This is his first book.

The story is told chronologically, and is occasionally difficult to follow because there are so many characters to remember, and so many events occurred concurrently. The author’s frequent reminders about who people are make for long sentences and some repetition—fewer details might have made for a clearer story. Nevertheless, this book is a readable contribution to the true crime genre. It will certainly be of interest to North Carolina readers who remember the news stories, especially those in the Charlotte area. Suitable for academic, public, and secondary school collections.

— Shannon Tennant
Elon University

Earl J. Hess, associate professor of history at Lincoln Memorial University in Harrogate, Tennessee, deserves a 21-gun salute for mustering the fortitude to write this extensive history of one of North Carolina’s most important units in the Civil War. No doubt seasoned by previous forays into the history of the war, including seven other monographs published by university presses, Hess marshals an impressive array of letters, diary accounts, memoirs, and other primary sources as he traces every step taken by the brigade from the time of its organization in 1862 until the end of the war and beyond. More importantly, perhaps, the author describes in great detail the day-to-day experiences of soldiers, their attitudes toward the war, and the relationships between the unit and the homefront.

Earl J. Hess.

Lee’s Tar Heels: The Pettigrew-Kirkland-MacRae Brigade.

Chapel Hill: University of North Carolina Press, 2002. xvii, 437 pp. Cloth, \$39.95. ISBN 0-8078-2687-1.

Organized by Brigadier General James Johnston Pettigrew, a native of Tyrrell County, North Carolina, the brigade included the famous 26th North Carolina Regiment commanded at various times by Zebulon Baird Vance, Henry King Burgwyn, and John Randolph Lane. The Moravian brass band recruited by Vance for this regiment served until the

end of the war. Pettigrew's brigade spent a number of months protecting supply lines in North Carolina before moving north to participate in the Battle of Gettysburg as part of Robert E. Lee's Army of Northern Virginia. There Pettigrew's men suffered horrific losses. During Lee's retreat from Gettysburg, Pettigrew was wounded at the Battle of Falling Waters on July 14, 1863, and died three days later. Subsequently commanded by William W. Kirkland and William MacRae, the brigade participated in major battles in Virginia until Lee's surrender at Appomattox. The unit's massive losses during the war underscore the tragic nature of the conflict.

Thoroughly documented and well-indexed, *Lee's Tar Heels* includes 19 useful maps, 30 photographs of varying quality, and an appendix that profiles the men who served in the Pettigrew-Kirkland-MacRae Brigade. Of particular interest is a chapter that describes the subsequent lives of survivors and their roles in perpetuating the memory of the brigade's service.

Although it addresses a subject of great interest to many students of the Civil War, Hess's book is by no means popular in tone or content. It is recommended for academic libraries with strong collections pertaining to this sad period of American history.

— Maurice C. York
East Carolina University

North Carolina has more than its expected share of mysteries and legends, ranging from the Brown Mountain Lights to the Devil's Tramping Ground to the disappearance of Theodosia Burr off the coast. None are more compelling than the mysteries associated with the treacherous coast of the state. One of the most celebrated of these coastal mysteries is that of the "ghost ship" *Carroll A. Deering*, found wrecked on Diamond Shoals off Cape Hatteras in January 1921. The *Deering*, a five-masted schooner built in Maine in 1919, had left Barbados en route to Hampton Roads, Virginia, when it ran aground on Diamond Shoals. When found, the vessel had all sails set and a meal in the galley, but there was no sign of the captain or crew of ten.

Bland Simpson.

Ghost Ship of Diamond Shoals: The Mystery of the Carroll A. Deering.

Chapel Hill: University of North Carolina Press, 2002.
256 pp. Cloth, \$24.95. ISBN 0-8078-2749-5.

The investigation of the wreck of the *Carroll A. Deering* eventually involved the daughter of the captain, a North Carolina fisherman, a federal investigation, countless newspaper articles, a note in a bottle, and speculation of pirates and involvement of foreign governments. It was a whale of a story. Remains of the shipwreck long lay half-buried at Ocracoke, but in 1955 hurricanes pushed the "ghost ship" from Ocracoke across the inlet to Hatteras

Island, where the owner of a gas station arranged the capstan and timbers as a tourist attraction at his business.

Bland Simpson, native son of the coast, head of the Creative Writing Program at the University of North Carolina at Chapel Hill, professional musician, and author of *The Great Dismal*, *Heart of the Country*, *Into the Sound Country*, and *The Mystery of Beautiful Nell Cropsey*, tells this fascinating story in a "nonfiction novel" using the voices of the captain's daughter, a fisherman who claimed to find a note in a bottle, and a newspaper editor from Elizabeth City, as well as official reports, ship's logs, newspapers, and correspondence. It's a grand tale, and a compelling way of telling it.

The book includes illustrations, maps, a chronology, and acknowledgements. It will appeal to readers who love the coast, who are interested in mysteries and legends, and who are interested in sailing and the sea. School libraries could use this "nonfiction novel" to help students learn to distinguish fact from fiction—the epilogue tells about students at Cape Hatteras High School doing research for a school magazine in 1973, including interviewing a local man who remembered seeing the wreck. Recommended for public libraries and for school libraries, and for any library with a North Carolina collection.

— Alice R. Cotten
Chapel Hill

A

realtor who advertises a home to a prospective out-of-state client may forget to mention that North Carolina claims 19 of the 27 orders of birds in the world. Instead the agent mentions North Carolina's affordable colleges and universities or high tech jobs. Yet diverse natural resources are some of the valuable features that make North Carolina a desirable place to live. Margaret Martin, the Director of External Affairs for the North Carolina Museum of Natural Sciences within the North Carolina Department of Environment and Natural Resources, provides a portrait of the wealth and complexity of animal species and geologic resources available here in her book *A Long*

Look at Nature. She fascinates readers with attention-grabbing stories such as the acquisition of Mayflower, a 50-foot long right whale skeleton and the first specimen in the Museum's mammal collection. She carefully interweaves scientific data, historical explanations, and accounts by key collectors and curators with spectacular color photos of animals in nature and museum specimens to create a story that brings these organisms to life.

Margaret Martin.

A Long Look at Nature.

Chapel Hill: University of North Carolina Press, 2001. 174 pp. Paper, \$19.95. ISBN 0-8078-4985-5.

Although the book is divided into various chapters based on the rocks and minerals, fossils, and animal species indigenous to the state, Martin shows how all things are connected. She comprehensively describes

how human activities such as stream channelization, urban development, and pollution, as well as environmental factors such as geologic change, have impacted specific animal species. She acknowledges the role hunting played in obtaining original museum specimens but also notes hunting's effects on diminishing species. By including paintings, photos, and historical descriptions of now-extinct animals such as the passenger pigeon, she offers readers an intimate look at these creatures and the loss of their species to entire habitats.

Interspersed throughout the book are quotes and examples of research by museum curators, including C.S. Brimley and H.H. Brimley, so that readers have a sense of the enormous contributions the Brimley brothers and other curators, collectors, and conservationists made to museum collections and to preserving the state's natural wildlife. Martin also acknowledges the roles of hunters, fishermen, legislators, universities, and everyday citizens in accumulating scientific research and developing the museum's previous and current collections.

Martin uses a balanced approach to explain the basis of early museum collections and animal research. Early exhibit collections promoted natural resources for commercial and entertainment purposes. Gradually the focus of exhibits moved towards a natural science perspective, showing animals in natural habitat dioramas to help visitors learn about animal adaptations and behavior. The museum exhibits have continually adapted to reflect state attitudes about natural resource conservation.

A Long Look at Nature is as an excellent choice for North Carolina collections in libraries. School and university librarians would consider it an essential component of their science materials. Whether they consider themselves naturalists or novices, readers will also seek this book in public libraries to explore North Carolina's natural history.

—Melanie Buckingham

North Carolina Department of Environment and Natural Resources Library

Additional Item of Interest

Now available: CD-ROM of transcripts of census and tax records with maps to accompany *Shuttle & Plow: A History of Alamance County, North Carolina*, by Carole Watterson Troxler and William Murray Vincent, which was reviewed in *North Carolina Libraries* 58 (Fall 2000): 78. All proceeds go to the Trading Path Preservation Association (TPPA), a non-profit corporation whose purpose is to preserve, promote, and study the Trading Path of the Southeastern Piedmont. Send check for \$50.00, payable to TPPA, to Dr. Carole W. Troxler, 2748 Amick Road, Elon, NC 27244.

NORTH CAROLINA LIBRARY ASSOCIATION

MINUTES OF THE EXECUTIVE BOARD

Friday, October 18, 2002

Davidson College,
Davidson, North Carolina

Attending: Ross Holt, Martha Davis, Vanessa Work Ramseur, John Via, Jim Carmichael, Mel Burton, Jenny Barrett, Laura Weigand, Paula Hinton, Sandra Cooper, Jean Rick, Terry Brandsma, Priscilla Lewis, Catherine Wilkinson, Mark Pumphrey, Mike Sawyer, Elizabeth Laney, Jan Blodgett, Euthena Newman, Linda Hearn, Lisa Sheffield, Teresa Wehrli, Peggy Quinn, Suzanne White, Phillip Barton, Caroline Walters.

(Full reports from the President, Treasurer, Community and Junior College Libraries Section, Documents Section, Library Administration and Management Section, NC Association of School Librarians Section, Public Library Section, Reference and Adult Services Section, Round Table on Special Collections, Round Table on the Status of Women in Librarianship, Technology and Trends Round Table, Development/Endowment Committee, Governmental Relations Committee, Literacy Committee, Membership Committee, Operations Committee, Scholarships Committee, Finance Committee, Nominating Committee, and *North Carolina Libraries* can be accessed from <http://www.nclaonline.org/ExBd/meetings/agenda/mtg021018> .)

Call to Order and Welcome: President Ross Holt called the meeting to order at 10:25 a.m. Dr. Leland Park, Director of the Davidson College Library, welcomed the NCLA Executive Board to Davidson College and shared some history of Davidson College and the Davidson College Library. President Holt thanked him and Jan Blodgett for working with Caroline Walters to plan the meeting for today.

Minutes, July 19, 2002 Meeting: With two corrections received via e-mail, the minutes of the July 19 NCLA Executive Board Meeting were approved unanimously on the motion of Jan Blodgett, with a second by Paula Hinton.

President's Report:

President Ross Holt reinforced his report on the Web by urging members to stay loyal to NCLA. As a result of the support that NCLA and public library directors lent to the effort, state aid to public libraries was fully funded in a state budget year in which all other state agencies, except public schools, sustained an 8% cut.

The North Carolina Library Paraprofessional Association recently conducted a workshop on library support staff certification at which President Holt moderated a panel discussion.

Mike Sawyer and President Holt will soon have the opportunity to talk with a group of Russian visitors.

Sawyer will talk to them about intellectual freedom and Holt will discuss access to information.

President Holt also congratulated Al Jones, *North Carolina Libraries* Editor, on the content and nice color graphics in the latest online issue.

Treasurer's Report:

In Diane Kester's absence, President Holt reported that the Treasurer's reports are available on the Web, and that the NCLA financial situation looks good.

Old Business

Annual Conference Study- Centennial Conference:

John Via presented a handout which contained a three-part motion on having a NCLA Centennial Conference in conjunction with the Southeastern Library Association in Fall 2004. As this is a SELA request, the motion is already made and seconded, so President Holt opened the floor for discussion.

Considerations included the possibility of having the 2004 conference in Winston Salem or Charlotte; gaining vendor support by offering a 2-year conference package at a lower total cost; and whether or not library budgets can afford sending staff to yearly conferences. Positive reasons for having an annual conference included the fact that NCLA sections have many of their off-year workshops in the fall, and that

other southeastern state library associations have annual conferences.

The following motion from John Via passed without opposition:

"I hereby move that the Executive Board of NCLA schedule a NCLA Centennial Conference to be held in the fall of 2004 to celebrate the founding of the association in 1904.

I further move that the Executive Board extend an invitation to the Southeastern Library Association to hold the 2004 SELA Biennial Conference in conjunction with our Centennial Conference, so that librarians from other southeastern states can join in celebrating NCLA's Centennial.

I further move that, in order to expedite planning of this conference, the President, in consultation with the Vice President/President Elect, designate a conference chair or co-chairs to lead the effort. "

Commission on Charter/Home Schools:

No report.

Lobbying Task Force – Tax Exempt Election:

Sandy Cooper reported that this task force has surveyed state library associations as to whether or not they have lobbyists. Of the twenty-six returns, twenty-one associations have lobbyists. Another survey will be sent to ask about the size and budget of the associations, interactions with their lobbyists, and how their lobbyists are made accountable. Results of this survey should be in by November. Catherine Wilkinson reminded the Board that only 20% of the NCLA budget, about \$18,000, can be allocated to lobbying.

The following motion made by the NCLA Lobbyist Task Force was passed without opposition:

"That the NCLA Executive Board authorize 501 (h) election via IRS Form 5768, 'Election/Revocation of Election by an Eligible 501 C (3) Organization to Make Expenditures to Influence Legislation.'"

Marketing and Publications – Logo:

Chair Suzanne White presented color variations of three new designs for the NCLA logo. After discussion and several suggestions, she was charged to pursue with the designer some variations on the starred logo on the first page of the handout she provided Board members.

Section/Round Table Reports

Children's Services Section:

Chair Mel Burton reported that this section is having a retreat next week which focuses on bilingual services, especially Spanish/English programming.

College and University Libraries Section:

Chair Jim Carmichael reported that there will be no off-conference year workshops sponsored by this section because of its involvement in the ACRL Conference to be held in Charlotte in Spring 2003. President Holt asked how NCLA might get a display that conference.

Community and Junior College Libraries Section:

Chair Peggy Quinn said that CJCLS had a successful workshop in August on library disaster planning. The CJCLS Executive Board is preparing a "fact sheet" of information to be mailed to all CJCLS constituents in November 2002.

Documents Section:

Chair Paula Hinton reported that the Documents Section will have its fall workshop on Friday, November 8, 2002, at the McKimmon Conference Center, North Carolina State University. The sessions will address the North Carolina State Depository System, Log Into North Carolina (LINC) and the 2002 Census, and North Carolina organizations on the Internet. This section contributed two hundred and fifty dollars toward a scholarship for the NCLA Leadership Institute.

Library Administration and Management Section:

LAMS member Martha Davis shared that LAMS has successfully presented two sessions of "Dazzlement: Providing Quality Customer Service to Library Customers" during the month of October. One session was held at the Wayne County Public Library in Goldsboro, and the second was held at the Wilkes County Public Library in Wilkesboro. Congratulations to Mary Ellen Chijioke, LAMS Vice-Chair for coordinating these off-conference-year offerings.

North Carolina Association of School Librarians:

NCASL has awarded a scholarship to Robin Boltz, a practicing school librarian, to attend the NCLA Leadership Institute. Diane Kester and Al Jones will serve as the NCASL representatives to the American Association of School Librarians Affiliate Assembly at both the midwinter and summer conferences of the American Library Association.

North Carolina Public Library Trustee Association:

No report.

Public Library Section:

Vice-Chair Priscilla Lewis reported that the Public Library Section held a successful preservation/disaster preparedness workshop in May Memorial Library, Burlington, on September 12. Lewis thanked Robert James for donating his time to conduct the workshop and Caroline Walters for the time and effort she put into helping with the workshop.

Reference and Adult Services Section:

Vice-Chair Lisa Sheffield reported that this section conducted a successful workshop with the Round Table on Special Collections on outreach and exhibits in Lenoir on September 13 and Kinston on September 27. Plans are already made for a spring workshop on new modes of reference and preliminary discussions have been held on conference programming.

Resources and Technical Services Section:

Vice-Chair Euthenia Newman announced that a report for this section will be placed on the NCLA Web site.

New Members Round Table:

On behalf of Chair Jennie Hunt, Martha Davis reported that the NMRT "Big Adventure" will take place in Raleigh on October 24, 2002. Brochures for the event were sent to NCLA members.

North Carolina Library Paraprofessional Association:

Chair Linda Hearn reported that this section sponsored a successful workshop on support staff certification on October 7, 2002, at the NC School of Science and Math in Durham. Forty-three people attended this workshop, which featured an afternoon panel discussion led by NCLA President Ross Holt on the pros and cons of support staff certification. This topic is also the subject of a session at the ALA Midwinter Conference in Philadelphia. NCLPA will also offer a scholarship for a paraprofessional to attend the 2003 NCLA conference. Work has already begun on a program for the conference.

Round Table for Ethnic Minority Concerns:

No report.

Round Table on Special Collections:

Chair Jan Blodgett mentioned the success of the two workshops held in September with the Reference and Adult Services Section. Most of the evaluations rated the workshop at "Excellent" or "Very Good."

Round Table on the Status of Women in Librarianship:

Chair Laura Weigand introduced Jenny Barrett as the Vice-Chair of this section. The September 27 workshop with Dr. Arabelle Fedora on "Effective Presentations for 1 to 1,000" was very successful. RTSWL is proceeding with plans to issue an award at the 2003 conference furthering the status of women in librarianship. The award will be named in honor of Dr. Marilyn Miller.

Technology and Trends Round Table:

Chair Terry Brandsma said that a goal of this round table is to establish a TNT listserv in the near future. This listserv will support the information dissemination needs of the TNT Round Table and will provide another means of communication for North Carolina librarians working with technology.

Committee Reports**Archives:**

Chair Jean Rick thanked section and round table chairs for sending their current workshop fliers for the NCLA Archives files. Due to a change in State Library hours, time to visit the NCLA Archives is limited. Before the next meeting, the Archives Committee will gather some materials concerning NCLA's history for review by John Via and the committee to plan the 2004 Centennial Conference.

Conference:

Conference Committee members met last Friday. No other report at this time.

Commission on the Future of Libraries and the Book:

No report.

Constitution, Codes, and Handbook Revision:

Chair Phil Barton is now in the process of comparing the 1990 edition of the *Handbook of the North Carolina Library Association* with the 2000 edition, which is the current electronic version. He will then construct a report of the "missing parts" and bring it to the NCLA Board for decisions on inclusion in the 2000 *Handbook*. He is also reviewing minutes of the Executive Board meetings from 1997 to the present to determine if any actions taken by the Board should be noted in the constitution, bylaws, or other parts of the *Handbook*. A problem with the electronic *Handbook* is the inability to do searches for lack of enumeration. Caroline Walters volunteered to assist him with creating enumeration and tabs for the electronic *Handbook*.

Continuing Education:

No report.

Development:

Chair Elizabeth Laney noted that, to the present date, contributions have been made to the Endowment Fund by 69 persons. Of those, ten people have made more than one contribution. The current fund balance is \$17,967.12. She passed around the current Endowment brochures. Solicitation for the Endowment will be published in the next issue of *Tar Heel Libraries*.

Fundraising Liaison Committee:

No report.

Governmental Relations:

Report is on the Web. John Via mentioned that the ALA Teleconference on "Safeguarding Our Patrons' Privacy: What Every Librarian Needs to Know About the USA Patriot Act and Related Anti-Terrorism Measures" will occur on December 11, 2002, from noon until 3:00 p.m. The Governmental Relations Committee is sponsoring a viewing at Guilford Technical Community College.

Intellectual Freedom:

Chair Mike Sawyer distributed a form on which to report any challenges to intellectual freedom in the state. He looks forward to the challenge of talking to the Russian visitors about intellectual freedom. He encouraged Board members to let others know of the importance of reporting challenges to the Intellectual Freedom Committee. A collective record of these challenges should be kept.

Leadership Institute:

As the 2002 Leadership Institute concludes today, Robert James and others involved are not at this meeting. President Holt received a preliminary report that the participants are finding the Institute to be very beneficial.

Literacy:

Chair Mark Pumphrey thanked Caroline Walters for

her help with the "ESL at the Library" workshop held at the Glenwood Branch of the Greensboro Public Library on October 4, 2002. This successful workshop was attended by 32 librarians, literacy staff, and volunteers working in library and community ESL programs.

Membership:

As of October 15, 2002, NCLA had 875 members. Chair Teresa Wehrli is working on three types of updated brochures: a general information brochure, a brochure to be mailed, and a brochure that contains a membership application.

She attended a Career Fair at UNC-Chapel Hill to promote student membership in NCLA to library school students. She has also drafted a letter to go to deans and chairs of library schools to ask if she can come to speak or to put information about NCLA membership on their listservs or library school Web pages.

Operations:

Caroline Walters reported for Chair Irene Laube, who is at the Leadership Institute. Walters passed around photos of the NCLA office, past and present. New furniture has been purchased and Caroline has arranged the office more efficiently and aesthetically. She continues to organize files, keep the membership database up to date, assist with workshop mailings, and manage claims for *North Carolina Libraries*. The office also has a new HP LaserJet 4100tn printer with extra paper trays, which has made printing much faster and more efficient.

Scholarships:

The \$1000 Appalachian Scholarship has been awarded to Donna "Susie" Holland from White Lake, a student in the graduate program at East Carolina University. The NCLA Memorial Scholarship for \$750 was awarded to Miranda Cude-Grindstaff from Winston-Salem, a student in graduate program at the University of North Carolina at Greensboro.

Other Reports

North Carolina Libraries:

Electronic issues of *North Carolina Libraries* are available on the Web at <http://www.nclaonline.org/NCL>. Manuscripts on any topic of interest to librarians are still needed for upcoming issues. Send articles to be considered for publication via e-mail attachment to Al Jones, Editor, at jonesp@mail.ecu.edu.

ALA Councilor:

Councilor Vanessa Work Ramseur had nothing new to report. Some issues are up on the ALA Council listserv but nothing has been resolved. She looks forward to attending meetings of the ALA Council at the ALA Midwinter Conference in Philadelphia.

SELA Councilor:

Councilor John Via has posted information on the

NCLA listserv about the SELA Conference in Charleston which begins next Thursday. He is presenting a program on new library buildings in the southeast, and Terry Brandsma is also participating in a SELA program.

State Library:

State Librarian Sandy Cooper has begun to post overviews of grants available this year for projects to be implemented next year. The Master Trainer program is going to be offered again. Software is being selected for the Virtual Reference Project. The State Library may be able to fill several vacant positions that have been frozen until recently.

New Business

Finance – Eligible Expenditures for Committees:

Chair Catherine Wilkinson reminded all committees and commissions to submit proposed 2003 budgets to the Finance Committee by January 10, 2003. When developing the proposed budgets, committee chairs were reminded that the amounts indicated for each committee in the approved budget may not be exceeded by more than 5% without prior Finance Committee recommendation and Board approval. She reported that a policy decision needs to be made on whether or not travel and/or meals/refreshments can be included. The Finance Committee made a motion "that the following items not be eligible for inclusion in committee budget proposals, and thus not paid from NCLA funds: (1) meals/refreshments for committee meetings; (2) travel to/from committee meetings." After some discussion as to the effect on participation of committee members and the effect on the NCLA budget, Priscilla Lewis made a friendly amendment. The following amended motion passed unanimously:

"That the following items not be eligible for inclusion in committee budget proposals, and thus not paid from NCLA funds: (1) travel to/from committee meetings."

At the next Board meeting, the Finance Committee will pose the following questions: Is there a dollar amount that can be approved for expenditure by either an individual Board member or by the Administrative Assistant without having to go through the Finance Committee and the entire Board? If so, can one individual approve it or should it require at least two? Should the Board approve a maximum amount for miscellaneous expenditures? Who signs to approve the use of NCLA money in an emergency?

President Holt asked Wilkinson to bring a list of eligible committee expenditures to the next Board meeting.

Nominations Committee:

Chair Beverley Gass reported that committee members have successfully completed the process of preparing a list of NCLA members who have agreed to have their names placed in nomination for the offices of the

North Carolina Library Association for the period 2003-05, except for the SELA representative, which is a four-year term. Following the "tradition of rotation among the different types of libraries," the candidates for Vice President-President Elect are both from community college libraries. The slate is as follows:

Vice President-President Elect

Carol Freeman,
Forsyth Technical Community College
Robert James,
Wake Technical Community College

Secretary

Connie Keller,
Elon University Library
George Taylor,
Forsyth County Public Library

Director-At-Large (2)

Dale Cousins,
Wake County Public Library
Joline Ezzell,
Duke University Library
David Paynter,
New Hanover County Public Library
Eleanor Cooke,
Appalachian University Library

SELA Representative (four-year term)

Evelyn Council,
Fayetteville State University Library
Priscilla Lewis,
Durham County Public Library

The motion to accept this slate of officers passed with no opposition.

Credit Card Payments Via NCLA Web Site:

President Holt reported that credit card payments can be provided to members via Ibiblio, but needs to get some consensus as to whether or not to provide this service. Some issues include the startup cost of \$3,000 for the software, whether or not many members will risk submitting their credit card numbers via the Web, and if NCLA would possibly be open to suit if a member claims his credit card number was revealed. The discussion was tabled until the next Board meeting and sent back to Bao-Chu Chang for further development.

Announcements, Other Business:

With no other business, President Holt announced that the next NCLA Board meeting will be held at the King Public Library on Friday, January 17, 2003.

Adjournment:

The meeting was adjourned at 1:40 p.m.
Respectfully Submitted,
Martha Davis, Secretary

Approved by the North Carolina Library Association
Executive Board on Friday, January 31, 2003.

**Instructions for Manuscript Preparation for
NORTH CAROLINA LIBRARIES**

1. *North Carolina Libraries* seeks to publish articles and reviews of print and nonprint materials of professional interest to North Carolina librarians and the worldwide library community. All manuscripts solicited or unsolicited are forwarded to two editors from the NCL editorial board to referee and make recommendations regarding whether they should be published. Editors are not aware of the authors of the manuscripts they are refereeing.
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3. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page. Each page should be numbered consecutively and carry the title (abbreviated, if necessary) in the upper left-hand corner.
4. Notes should appear at the end of the manuscript in a section called "References." The NCL editors will refer to *The Chicago Manual of Style*, latest edition. The basic citation formats for books and periodical articles are as follows:
 1. Keyes Metcalf, *Planning Academic and Research Library Buildings* (New York: McGraw Hill, 1965), 416.
 2. Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (Sept. 1970): 498.
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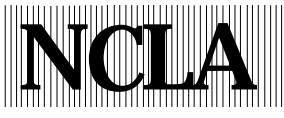
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North Carolina Library Association

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North Carolina Library Association

NCLA Endowment

Affiliate Fund of the North Carolina Community Foundation

The North Carolina Library Association established the NCLA Endowment Fund with the North Carolina Community Foundation in 1999. The purpose of the Endowment is to support the NCLA Scholarship Fund for library school students, to provide funding for out-

standing speakers at the NCLA Biennial Conference, and to enhance continuing education of North Carolina librarians.

yes!

I want to contribute to the NCLA Endowment.

Name(s) _____

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