North Carolina Libraries

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Fall 1997

Federal Depository Libraries In North Carolina:

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Hackney Library

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Carrie Rich Memorial Library

Catawba College
Corriher-Linn-Black Library

Davidson College
E.H. Little Library

Davidson County Public Library
Lexington, NC

Duke University
School of Law Library
William R. Perkins Library

East Carolina University
J.Y. Joyner Library

Elon College
Iris Holt McEwen Library

Fayetteville State University
Charles W. Chesnutt Library

Forsyth County Public Library
Main Library, Winston-Salem

Gardner-Webb University
Dover Memorial Library

Mount Olive College
Moye Library

North Carolina A&T State University
F.D. Bluford Library

North Carolina Central University
School of Law Library
James E. Shepard Library

North Carolina Department of Cultural Resources
State Library of North Carolina

North Carolina State University
D.H. Hill Library

North Carolina Supreme Court Library
Raleigh, NC

North Carolina Wesleyan College
Elizabeth B. Pearsall Library

Public Library of Charlotte and Mecklenburg County
Charlotte, NC

Queens College
Everett Library

Saint Andrews Presbyterian College
DeTamble Library

University of North Carolina at Asheville
D. Hiden Ramsey Library

University of North Carolina at Charlotte
J. Murrey Atkins Library

University of North Carolina at Chapel Hill
Everett Law Library
Walter Royal Davis Library (Regional Depository)

University of North Carolina at Greensboro
Walter Clinton Jackson Library

University of North Carolina at Pembroke
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Government Information

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Cover: A list of Federal Depository Libraries in North Carolina provided by Ridley R. Kessler, Jr., Regional Depository Librarian, University of North Carolina-Chapel Hill.

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From the President

Dave Fergusson, President

During the past two years, I have tried to serve N.C.L.A. well as President and have tried to communicate to the membership about relevant issues. The Executive Board has made great strides to strengthen our Association, and we have tried to make sure you, the members, get real value from your membership. I have enjoyed and appreciated the opportunity.

Now, if you think that my last column is going to be serious and insightful, then you have obviously Cuttered the wrong spine. I'm going to use this opportunity to jump into the old N.C.L.A. Time Machine to visit 2012 A.D. Join me if you will.

It's 2012. Let's Visit the Library!

You've finally come back to your hometown, Barbecue, North Carolina, for your 35th high school reunion. You can't wait to visit a few of your favorite libraries in town. When you left the library profession to become the archivist of North Carolina's newly formed American League Baseball Club, the Triad Y'all, you thought you'd never look back. But you kept up your membership in N.C.BB&TL A., and you miss libraries.

You want to visit the new Barbecue High School first, but your sister, who never left town, said they still had no school library. Years ago, they wouldn't pay for one since money was desperately needed for a stadium. They did finally hire a media center coordinator four years ago with an electronics major and degrees in systems analysis and marketing. Her six hours in librarianship actually led all candidates interviewed. The kids loved the way she kept the automated system humming, but it seems that recently a couple of them had apparently asked her to recommend some novels to read and really embarrassed her in public. Some parents actually complained at the next PTA meeting, but fortunately, as soon as the school's projector was fixed, the meeting quickly reverted to viewing a holograph on the upcoming fund raising campaign to buy the school heating oil. The incident died of neglect.

Anyway, the students accessed the school's collection of forty titles digitally. The parents loved the collection, not because certain other titles might prove objectionable, but because its small size made life so darn simple! The average parent was working six jobs now in order to meet expenses, such as buying Nike shoes!

Your visit to the grandiose and recently constructed Jesse Helms Library on the campus of the University is your first real stop. Because of the Senator's general opposition to public financing, the building was funded by the sale of "seat licenses," an idea made popular back when the old Charlotte Panthers football stadium was built, before the team moved to respectively, Houston, Cleveland, Mexico City, Branson, Mo., and their current home, Oslo, Norway. Since the old undergraduate library had become obsolete*, renovating that traditional building fit in with the plans of the Helms Library very well. This library would be immune to the fear of students' lawsuits for malpractice, a major factor in the elimination of the staffed undergrad library a few years back (the students-as-consumer's movement you know). With conservatives being opposed to frivolous lawsuits, the Helms staff felt quite secure.

Last stop today, the B.P.L., the Public Library where you cut your teeth shelf reading as a teenager. ***Shelf*** reading??! It's certainly different now. Nothing like the fiction kiosks, where you select digital novels, existed then. Now you insert novels into your personal, paper-like MSbook, select font style and size, and start reading — that is if you don't have the new "Content Projection Glasses" (CPG's) which project the words before your eyes as you jog, cook, or even drive.

Pat Folio, the new Library Director (real title: Library & Development Director) has been very successful since 2008. People love The Gap Kids Collection of Books (actual paper books)! Ben & Jerry's on the second floor has literally paid for *Biographies Online*, which has phone and video links to any actual subjects who are alive. Pat has even gotten corporate funding to renovate the decaying Microsoft Branches. Since the slight economic downturn in 2002, the Assistant Director spends all of her time supervising the 46% of the staff made up of workers assigned as a result of the latest welfare reform bill. You have kept up your membership in the Friends group, and the moneymaking Friends-Chilton Auto Shop on the ground floor is both impressive and lucrative.

At day's end, it's good that the changes in libraries impress you, because your employer, the Y'all, has been bought by a conglomerate in Madison, Wisconsin, and a recent job offer from Harry Tuchmayer, the "Old Man" of *North Carolina Libraries* is looking pretty good,

*Students accessed all information on the antiquated NCLIVE from their dorms or cars digitally. Naturally, all former library staff members were assigned to cater to the faculty, one librarian for every four professors.

U.S. Government Electronic Information Service Guidelines

by *Ridley R. Kessler, Jr.* and *Dan Barkley*

Prior to the electronic revolution, the world of the Federal Depository Library Program (FDLP) and the depository librarian was defined and controlled by regularly delivered boxes of paper and microfiche products. There was an orderly cataloging and classification system (the Superintendent of Documents Classification system) and a legal mandate to provide no-fee access to all citizens. The depository librarian was a confident and knowledgeable information provider whose chief complaints were wrinkled shipping lists, fugitive documents, and a lack of adequate funding to purchase privately produced, more efficient bibliographic indexes and their accompanying microfilm/fiche collections.

In 1988 this comfortable and routine world was altered forever with the introduction of Census Test Disk No. 2, the first CD-ROM to be included in a depository shipping box.[1] Since then, hundreds of CD-ROMs have been sent to depository libraries, and they continue to arrive almost daily in the depository shipments boxes. Another and more radical change in the FDLP occurred on June 8, 1993, when the Government Printing Office Electronic Information Access Enhancement Act of 1993 (Public Law 103-40) was enacted into law. [2] P. L. 103-40 revolutionized the Depository Program by requiring the U.S. Government Printing Office (GPO) to make available an electronic, online version of the *Congressional Record* and the *Federal Register*. The combination of these two events opened brand new and seemingly unlimited means of providing public access to federal government information. Electronic formats now have the potential of providing faster access to government information and to a larger number of resources. Now the public is able to capture this information and take it with them to use on their own computers should they possess the necessary hardware and software to acquire the information in an electronic format.

These new formats offered better means of expanding government information. Unfortunately, they also presented new problems to depository libraries. Most of these problems caused by the introduction of electronic formats were affecting all libraries — academic, public, special, and law — as well as the depositories which exist in all of these types of libraries. Costs were generally the major and most immediate problem. Depositories now had to purchase adequate computer hardware and software, CD-ROM drives, printers, cables, and the like for access to these new formats. Many libraries had little additional funding allocated to purchase this equipment. Additionally, there were the technical problems created with electronic files, their transmission, storage, capture, and dissemination.

Many librarians had little experience with computer technology, and few could provide new services required by the technological changes. There were learning curves to overcome as well, and in many cases libraries had to hire new or additional staff with stronger backgrounds in computer technology. All of this had to be absorbed and adjustments made by the depository library and librarian. At depository and professional conferences and workshops as well as on major listservs like GOVDOC-L[3] and state listservs like NCDOCS,[4] much of the discussion revolved around these problems and difficulties and how they should best be addressed and answered.

It would be safe to say that one of the major concerns of depository li-

... one of the major concerns of depository libraries was the service implications of electronic information; that is what public services could or should be offered to the general public and which ones would be the most effective, efficient, and yet practical and economical.

braries was the service implications of electronic information; that is what public services could or should be offered to the general public and which ones would be the most effective, efficient, and yet practical and economical. Public service and "no fee" access have always been the cornerstones upon which the depository system was founded and continues to be measured by. The Printing Act of 1895 states that:

> ...all Government publications delivered to designated depositories or other libraries shall be for public use without charge.[5]

Documents librarians have over the years taken great pride in the services they offer. It has been the mindset that depository libraries provide a vital link in the governing process because they serve as the disseminators of government information that has been generated by taxpayer dollars. Obviously, the impact of electronic information on services was an area of great concern to these librarians.

One of the concerns documents librarians needed to address was the technical standards that their libraries would be called upon to meet in order to provide access to multiple electronic formats. The development of technical standards and guidelines has occurred over several years. These standards, developed and implemented by the Library Programs Service (LPS)[6] of GPO, were transmitted to the Federal Depository Library Programs (FDLP) via *Administrative Notes*.[7] Naturally, these standards have evolved, as did the technologies which caused their development.

While attempting to remain as fluid and dynamic as possible, these new standards are having difficulties keeping pace with the technologies. The latest official Recommended Minimum Specifications for Public Access Work Stations in Federal Depository Libraries appeared in the June 15, 1997, issue of *Administrative Notes*.[8] These specifications are meant to serve as guidelines for depositories purchasing new public access work stations that would accommodate most text-based electronic products sent to the FDLP. In addition, these specifications also have integrated recommendations for cartographic data. These cartographic specifications replace those issued in June of 1996 dealing with "spatial data," i.e., "to run geographic information systems (GIS) software, or to print maps from electronic sources."[9] These were a supplement to the original Public Access Work Stations specifications. Needless to say, these recommendations have stirred a lively debate within the depository community and have required all participating libraries in the Program to review carefully their electronic equipment and their ability to service the new technology.

After these standards were established, the next concern was what services, both public and technical, were going to be necessary to meet the needs of patrons accessing government information. This issue assumed great importance as it became clear that the 104th Congress was going to mandate that the GPO and FDLP move toward the use of more electronic formats. This mandate was a result of more federal agencies migrating their information and making it available only in electronic formats, as well as the strong belief by a cost-conscious reform Congress that electronic information would be much cheaper for the government to provide. In July 1995, Senate Report 104-114, which accompanied the Legislative Branch Appropriations, 1996 (H.R. 1854), required the GPO to study the FDLP functions and services and to identify measures that would be necessary to ensure a smooth transition to a more electronically based program:

> The dramatic advances in technology provide new opportunities for enhancing and improving public access...the Committee directs the Public Printer to initiate a study, under the direction of the Committee, that: Examines the functions and services of the Federal Depository Library Program ...[10]

The first major depository library event held after the release of Senate Report 104-114 calling for the FDLP study was the Fall 1995 Depository Library Council (DLC) meeting held in Memphis, Tennessee, on October 15-18, 1995. The Depository Library Council is an advisory body made up of fifteen members whose chief duty is to advise the Public Printer of the U. S. Government Printing Office. The members are appointed by the Public Printer for staggered three-year terms. The September 15, 1995, *Administrative Notes* noted that technological developments were heavily impacting the Program and, therefore, the theme of the DLC meeting would be "The Role of Depository Libraries in a New Government Information Infrastructure." This issue also noted the Congressional request for a study to identify necessary changes to the FDLP to allow it to become more electronic and less dependent on paper and fiche and that much of the meeting time would be devoted to this study. This followed with an open invitation:

> The Depository Library Council hopes you will be able to join us this Fall, as we all work to define the role and responsibilities of depository libraries in the electronic information age.[11]

Most of the Fall DLC in Memphis did center around electronic information and its impact on the FDLP. The entire afternoon session of October 17 was an open forum meeting consisting of DLC members, GPO staff, and the at-large audience. The broad topic was "Defining Depository Libraries in the Electronic Information Age."[12] The discussions were very intense and broad ranging. Primarily discussion centered around three areas:

1. Legislative/Legal issues
2. Library issues
3. GPO issues.

The issues and the ensuing discussion are nicely summarized in the December 5, 1995, *Administrative Notes*.[13] Voiced throughout these discussions were many librarian concerns regarding the implications for public service in an electronic information environment. Concerns such as the difficulties in printing and downloading large-scale electronic documents, associated printing costs, provision of training for library staff and patrons, increased demands by patrons for in-depth assistance, and other issues were discussed by the attendees. The conference ended with more concrete ideas of the problems involved with government information in electronic formats, but no real answers for these concerns were ever presented.

In addition to the major discussions of the DLC, the GPO released its draft report requested by Congressional Senate Report 104-114 on March 29, 1996. It was entitled *Study to Identify Measures Necessary for a Successful Transition to a More Electronic Federal Depository Library Program*.[14] The implications of the report were that within two to three years the FDLP could assume that almost all government information would be available only in electronic formats, i.e., either as tangible electronic products (CD-ROMs/floppies) or via the Internet. The impact of this would be terrific on all libraries currently serving as depositories. It would affect computer equipment require-

ments, staff training and needs, library budgets, and especially library services.

The Fall 1996 Depository Library Council meeting was held in Salt Lake City, Utah, on October 20-24. Because service plays such a large and dominant role in depository libraries, and because service guidelines have never been officially established in the same way that technical guidelines have been for depositories, Jan Fryer, the Chairperson of the DLC, decided that the attendees in Salt Lake City should focus their attention on these issues. It was the intent and goal of these discussions to develop a set of guidelines for depository libraries for the provision of services for government information in electronic formats. Therefore, during the course of the meetings, two separate discussion sessions were led by Ridley Kessler, Documents Librarian from the University of North Carolina at Chapel Hill, in order for as many attendees to participate as possible. The topic of these focus groups was "Service Issues/Service Guidelines for Government Information in the Electronic Environment."[15] The purpose of the discussions was to flesh out what public services were possible in an electronic environment and which services depositories should be expected to provide to patrons. These discussions were summarized and presented as a draft report at the Spring 1997 DLC held in Washington, DC, on April 14-17. The report was presented by Ridley Kessler and Dan Barkley. It focused on the impact that electronic information has brought to bear on depository library services. Some of the major impacts highlighted in the report are:

- An increased necessity for training staff in electronic formats including both tangible electronic products (CD-ROMs/ floppy disks) and the Internet.
- Increased costs for computer technology necessary to use electronic formats.
- Increased assistance for patrons in using these more complex formats.
- Increased problems involved with copying electronic formats including: the need for larger hard disk space for storage of information; the need for guidelines governing printing; the need for FTP sites to store large documents; the need for methods to provide digitized copies of large document files or documents in a non-text format.[16]

Many of these concerns presented above have been well debated and documented over the past ten years not only at earlier Depository Library Council meetings but also in other state and national professional meetings as well as the literature aimed at document librarianship.

More important were the public service issues that surfaced during these sessions in Salt Lake City. Those highlights include:

- Importance of signage in the Library directing patrons to the government information area or department.
- Importance of publicizing the department's Web site.
- Provision of Web assistance via the telephone.
- Creating and updating printed and electronic guides and other tools useful for assisting patrons in Web browsing and navigating.
- Designing and continually updating training for staff and patrons and providing suitable resource areas which contain the necessary computer and audio-visual equipment to conduct such sessions.
- Provision of reference assistance via e-mail.
- Importance of Regional Depository Libraries to take the initiative in creating and maintaining electronic discussion lists (similar to the national GOVDOC-L listserv) and to be in the forefront of design and maintenance of Web pages through which their respective selective depository libraries can link.
- Providing dedicated technical and staff support for selective CD-ROM products issued by the GPO (due to the sheer volume of CD-ROMs being received currently, the librarians taking part in the discussion felt that it was impossible to provide "expert" support to each one — rather, librarians should have the flexibility to support fully only those products that are the most germane to their patrons' needs. However, it was deemed a necessity to be able to provide service for all of these CD-ROMs with 24-hour delays and/or circulation of the products either directly or through Interlibrary loan).
- Provision of multiple public access workstations. Included should be such services as downloading, printing, storage and retrieval, and perhaps offering access to multiple CDs through a local area network (LAN).[17]

Also included in the Kessler/ Barkley report were ten preliminary service guidelines to be used as a starting point for future discussions. These draft Depository Library Public Service Guidelines for government information are as follows:

1. Make computer terminals available for general public
2. Make tangible electronic formats such as CD-ROMs and floppies available to the public in a timely manner
   A. For non-supported tangible electronic products make available within 24 hours notice
3. Make Internet available for general public
   A. WWW access
   B. FTP, telnet
4. Where possible, depositories should mount homepages (or share with or use homepages from other depositories in state or from the Regional) linked to prominent or useful sites for general public
5. Make fax service available to general public with reasonable limits on number of pages
6. Maintain government information e-mail reference address for patrons
7. Allow reasonable amount of printing — may limit number of pages and/or charge reasonable amount per page (should be kept as low as possible)
8. Allow and encourage downloading to floppies
   A. Provide hard disk space on public access computers for this purpose and file compression and splitting software
   B. Provide FTP site where possible for downloading purposes and for short term storage of files for patrons
9. Allow users to e-mail government information to themselves
10. Provide adequate help guides and documentation of tangible electronic products and the Internet for the public. If a depository maintains a homepage, then it should provide or link to help guides from the page
11. Offer training in CD-ROMs and Internet resources for public in order for them to access government information[18]

At the end of the Kessler/Barkley presentation, the DLC decided to appoint a Service Guidelines Working Group to continue this work and report back to the Depository Library Council with a progress report for the Fall 1997 meeting and a final report for the Spring 1998 meeting.[19]

From the suggestions generated by those participating in the various discussions of the past 18 months, it is apparent that there is a very definite need for service guidelines to provide direction and consistency within the FDLP. The general public who pays for this system should have some reasonable expectations about the kinds of service they should expect to receive. It is for this reason that these guidelines are important so that the average citizen will be guaranteed access to government information in any format that is offered through the program and that that same citizen can know what his/her rights are when he/she walks into a depository library.

The major question is whether the approximately 1,400 depositories nationwide will be able to meet whatever final guidelines are accepted. There are already depositories that are having difficulties in fulfilling the technical guidelines that GPO has created. Service guidelines have an even more immediate impact on depositories because they require a measurable yardstick for a more defined set of services. If the guidelines are to work, they must set some minimum services that all libraries should be expected to meet, such as being able to provide printing, downloading, and e-mailing of information by the patron. All libraries should be expected to be technologically sophisticated enough to help patrons with computer access and to provide adequate instructions and guides for their clientele. These types of guidelines will require the current depositories to study carefully their present practices and policies and to be able willingly to make the necessary changes to make the FDLP the best that it can be.

In North Carolina, the current 34 depositories have been very successful in making the transition to electronic formats. Megan Dreger's article in this issue of *North Carolina Libraries* shows that almost all of the libraries have adequate hardware to implement increased services. All but one of the libraries subscribe to NCDOCS and many have electronic homepages with Web access. At this point, North Carolina depositories should have no problems with any service guidelines.

It remains to be seen, however, exactly what form these guidelines will finally take. They may be more stringent than the draft guidelines or less so. They may be finalized only as suggestions or as policy guidelines for depositories to work toward. They could, on the other hand, be more exacting standards with tougher levels of services to meet. Not all depositories may choose to stay in the program if a higher level of service is required. There is also some debate over whether there needs to be 1,400 depositories in a more technologically open and accessible system.

Whatever the final outcome, official service guidelines are necessary for the current FDLP program. These guidelines must be fluid and dynamic, much as the technological environment is today. Revisions must be made quickly, whenever the changes dictate, and must be flexible enough to ensure not only adequate participation by as many depositories as possible but also to ensure that the needs of depository library constituents continue to be met in a timely, effective, and efficient manner, with the continued emphasis placed on no-fee access.

References

[1] Ridley R. Kessler, Jr., "A Brief History of the Federal Depository Library Program: A Personal Perspective," *Journal of Government Information* 23, no. 4 (1996): 374.

[2] "An Act to Establish in the Government Printing Office a Means of Enhancing Electronic Public Access to a Wide Range of Federal Electronic Information" (P.L.103-40, 8 June 1993), 107 *U. S. Statutes at Large*, 112.

[3] GOVDOC-L is an interactive e-mail discussion list for all persons interested in government information. Many of the subscribers are depository librarians.

[4] NCDOCS is a closed interactive e-mail discussion list for all North Carolina Federal Depository Librarians and their staffs.

[5] "An Act Providing for the Public Printing and Binding and the Distribution of Public Documents" (12 January 1895), 28 *U.S. Statutes at Large*, 620.

[6] The Library Programs Service is that part of GPO which directly manages the approximately 1,400 Depository Libraries and is responsible for the collection development and distribution of government information for the program.

[7] *Administrative Notes* is the newsletter of the Depository Library Program.

[8] *Administrative Notes* 18, 9, (1997): 4-8.

[9] *Administrative Notes* 17, 8 (1996): 14-15.

[10] U. S. Congress, Senate, Committee on Appropriations, Legislative Branch Appropriations, 1996, 104th Cong., 1st Sess., 1995, S. Rept. 114, 48.

[11] "Invitation to Fall Council Meeting," *Administrative Notes* 16, 12 (1995): 1.

[12] *Ibid.*, 4.

[13] "Report of the Depository Library Council to the Executive Working Group of the Study to Identify Measures Necessary for a Successful Transition to a More Electronically Based Federal Depository Library Program," *Administrative Notes* 16, 16 (1995): 11-22.

[14] Report to Congress: Study to Identify Measures Necessary for a Successful Transition to a More Electronic Federal Depository Library Program: as Required by Legislative Branch Appropriations Act, 1996, P.L.104-53. Washington, D.C.: U. S. Government Printing Office, 1996. (GP3.2: EL 2/3)

[15] *Administrative Notes* 17, 14 (1996): 3.

[16] Ridley R. Kessler, Jr. *Service Issues/Guidelines for Government Information in the Electronic Environment and Depository Libraries: A Report to the Depository Library Council.* Presented by Ridley Kessler and Dan Barkley at the Spring 1997 Depository Library Council Meeting: Arlington, Virginia. Available FTP: *ftp://sunsite.unc.edu/unc/davis-docs/KESSLER/service.txt.*

[17] *Ibid.*

[18] *Ibid.*

[19] *Administrative Notes* 18, 10 (1997): 32.

Thank You

to NCLA

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SOLINET

Public Service Issues of U.S. Government Information in North Carolina

by *Megan Dreger*

The United States Government produces an enormous amount of information that is useful to businesses, scholars, and scientists, as well as the general public. It is critical that this important information be accessible to the public, and the Federal Depository Library Program (FDLP) was established to this end. The mission of this program is to provide equitable, efficient, timely, and dependable public access to the federal government information within the scope of the program at no cost to the user. There are depository libraries in almost every Congressional District across the country.

Depository libraries are required to meet certain standards in order to be part of the FDLP. Selective depository libraries are those that elect to receive only a portion of what is available from the government and to keep these materials for a minimum of five years. Regional depository libraries are required to receive 100% of everything that comes through the FDLP.

Recently technology has brought changes to government publishing and the FDLP. Federal agencies increasingly are using new formats such as magnetic tape, computer disks, CD-ROMs, and the Internet for their publications. The Government Printing Office now is preparing to move materials in the FDLP to electronic formats. Because federal depository libraries are required by law to support this material, it is unclear what services should be offered, in terms of addressing technical difficulties, demands on staff and equipment, and other issues relating to electronic formats. Unless libraries are in a position to furnish this equipment and staffing, it will be very difficult for them to fulfill their mission as depository libraries. Thus, the advent of electronic formats has greatly affected the FDLP and the public services traditionally offered in depository libraries. This article describes the results of a survey of North Carolina selective depository libraries regarding these issues.

Methodology

The survey was sent out in December 1996 to the thirty-three selective depository libraries in North Carolina. It was designed to gather information that represents the current state of public access to electronic government information in those libraries. Thirty-one of the 33 returned the survey for a 94% response rate.

Selective Depository Library Profile

The majority of the selective depository libraries in North Carolina that responded to this survey are in academic institutions (N=28, 90%). This is further broken down by public academic institutions (N=12, 39%), private academic institutions (N=12, 39%), and law libraries within academic institutions (N=4, 13%). Other types of libraries include public libraries (N=2, 6%), and court libraries (N=1, 3%).

The collections of selective depository libraries vary greatly, since these libraries can choose from the thousands of items in the FDLP to meet the needs of their users. The percentage of federal depository items selected by the libraries in the survey ranges from 2% to about 86%, with the majority selecting less than 50%.

The arrangement of a documents collection can have an impact on its use and accessibility. The majority of libraries responding (N=25, 81%) have a separate documents collection. That is, at least 75% of the documents collection is kept together physically and kept separate from the rest of the collection. Four libraries (13%) have partially integrated collections, which means that a portion of the documents collection is kept separate and a portion is integrated into the rest of the collection. The two remaining libraries (6%) responding have an integrated collection, meaning that at least 75% of the documents collection is integrated with the rest of the collection.

Equipment

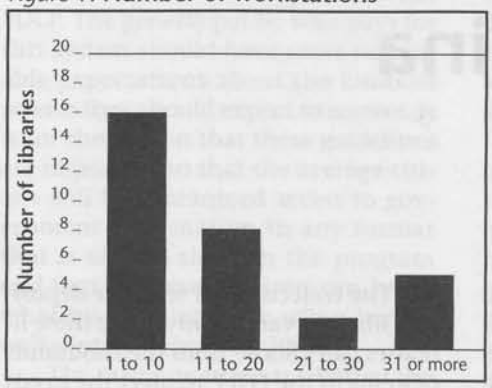
For questions regarding equipment, respondents were asked to include all machines (except Online Public Access Computers) available in the library for public use of government information,

The percentage of federal depository items selected by the libraries in the survey ranges from 2% to about 86%, with the majority selecting less than 50%.

including any staff machines used for mediated assistance to patrons. Because of the wide variety of library arrangements these instructions do not apply to all libraries, producing some inconsistencies in the answers given.

All 31 depository libraries in the survey have workstations available for public use. The number of workstations ranges from 1 to 153, yet most libraries do not have more than 20 workstations (see Figure1).

Figure 1: **Number of workstations**

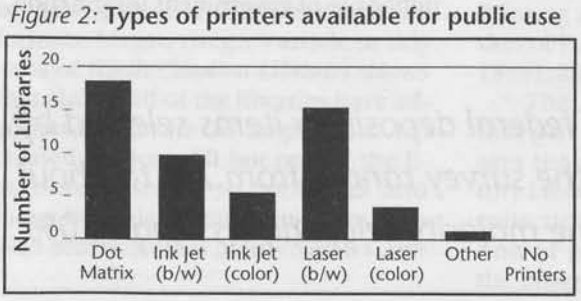


The majority of the libraries in the survey have workstations that are a version of Windows (N=29, 94%). There are also a small number of libraries with DOS (N=6, 15%) or Macintosh (N= 2, 5%) machines. In addition, most libraries (N=27, 87%) have at least one workstation that is networked in some way. In fact, there are only 3 libraries (10%) that have exclusively stand-alone workstations (i.e., not networked).

As might be expected, the majority of libraries (N=24, 77%) have at least one shared workstation for use with both government documents and resources from other departments within the library. Seventeen libraries (55%) have one or more designated documents department workstations that are primarily for use with government information.

Printers are important for use with electronic information. All libraries in the survey have printers available for public use. They include dot matrix, ink jet, and laser printers. Because many libraries provide more than one type of printer, the breakdown shows the number of libraries with at least one printer in the following categories: dot matrix, black and white ink jet printers, color ink jet printers, black and white laser printers, and color laser printers (see figure 2). It is interesting to see that laser printers are almost as prevalent as dot matrix printers.

Figure 2: **Types of printers available for public use**



Because of the demands on the workstation, it is important to have adequate equipment. In 1996 Library Programs Service of the Government Printing Office published "Recommended Minimum Specifications for Public Access Workstations in Federal Depository Libraries," stating that "computer equipment in depository libraries must be sufficient to allow timely and equitable public access to the government information products available via Internet, CD-ROMs, and should allow printing or downloading information selected by the user."[1] These specifications do not attempt to describe a universal standard or the ideal workstation. Instead, they are "intended to assist in the purchase of new public access work stations capable of using most text-based FDLP electronic information products."[2] It is important to remember that the guidelines are not intended to be applied retroactively and much of this equipment may have been purchased before the guidelines were issued. Budget limitations also may have affected the libraries' decisions regarding equipment.

The survey included questions regarding the number of workstations meeting the minimum guidelines for memory, hard disk drive, and processor speed.[3] Although more than half of the libraries (N=19, 61%) met the minimum specification for memory, fewer met the specifications for processor speed and hard disk drive. Only 8 libraries (26%) have one or more workstations that meet all 3 specifications. It is not clear whether there are any single workstations that meet all 3 specifications since the questions were asked separately. Although the survey did not address the specifications for printers, the results do show that 24 libraries (77%) potentially meet the minimum recommended guideline for printers because they have either an ink jet or a laser printer.[4]

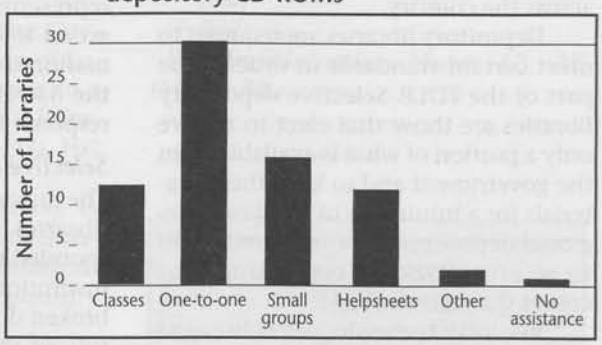
CD-ROM Resources

All but two of the libraries currently hold federal depository CD-ROM titles. The reported number of CD-ROM titles held ranges from 2 to 1200. Because fewer than 400 CD-ROM titles are available through the FDLP, some of the answers obviously have included the number of CD-ROM pieces rather than the number of CD-ROM titles. By eliminating the answers exceeding the number of possible titles (4 responses), the range is 2 to 253 CD-ROM titles.

Twenty-eight of the 29 libraries with depository CD-ROMs make the majority of their CD-ROMs available, through installation, installation by request, circulation, or some combination of these methods. Due to the differences in platforms, hardware and software requirements, and other inconsistencies between CD-ROM titles, it can be very difficult to maintain access to all titles. This is particularly true of libraries that hold a large number of CD-ROMs or do not have adequate technical support. With this in mind, it is encouraging to see that almost all libraries that have depository CD-ROMs are providing access to them.

The differences between the various CD-ROM titles also makes it difficult to provide assistance to patrons for all of the CD-ROM products. The librarian first must learn the contents and features in order to teach others or create help sheets. This is a very time-consuming task that is made even more difficult when the CD-ROM has no documentation. The librarian then must learn to use the product as well as determine its contents.

Figure 3: **How users are given assistance with depository CD-ROMs**



All of the 29 libraries that have depository CD-ROMs provide assistance with them to users within the library, with the exception of one library which indicated that there was no assistance available for some CD-ROM titles. This

assistance is given through user instruction classes, on a one-on-one basis on demand, to small groups on demand, with help sheets, or some combination of these options. The most common method of assistance is on a one-on-one basis as needed. This is not surprising given the one-on-one nature of reference work.

Internet Resources

The Internet has made enormous changes in the field of government information. In part, this is because it has made an enormous amount of government information easily accessible. The expense of equipment, keeping up with the technology, and the difficulties locating some information have brought new challenges to documents librarians however.

Four libraries (13%) do not provide Internet access. All of the 27 libraries (87%) that provide Internet access have WWW graphical access (e.g., Netscape, Mosaic, or Microsoft Explorer). In addition to graphical WWW, some libraries also provide WWW non-graphical access (e.g., Lynx). Other tools that are available include Telnet (an Internet protocol that allows users to log onto a remote computer), FTP (File Transfer Protocol, a tool for moving files from one computer to another), Gopher (a tool that allows users to access network resources through a menu system), WAIS (Wide Area Information Servers, allows users to search databases), and e-mail (see Figure 4).

All of the 27 libraries that provide access to the Internet also provide assistance. The majority of the assistance is done at the reference desk as needed. Other assistance includes help sheets, bookmarks, using the library's homepage, using other homepages, and "other." The "other" category included classes and workshops in the library (see Figure 5).

Library Policies

All libraries have printers available for public use, though printing policies vary between libraries. Due to the cost of equipment and supplies, many libraries have page limits or charge fees for printing. Interestingly, well over half of the libraries (N=19, 61%) reported that printing was free with no page limit. Three libraries (10%) provide free printing but with a page limit that ranged from 10 to 50 pages. Four libraries (13%) provide free printing up to a page limit and then charge a fee for all printing above that limit. For these libraries, the page limit is between 5 and 8 pages and then there is a fee of $.02 to $.20 per page. Three libraries (10%) charge a fee for any printing, and library (3%) answered "other," indicating that printing is done for free in the nearby computer lab. One library (3%) did not respond to this question.

Another important policy issue involves the options available for use with electronic files. All but one library provide some options. The majority (N=28, 93%) of libraries in the survey allow files to be saved to a floppy disk. Slightly more than half of the libraries allow the files to be e-mailed (N=16, 53%). Many libraries also allow files to be FTPed to a patron's account (N=9, 30%). A small number of libraries allow files to be saved to a machine's hard drive(N=2, 7%) and files to be compressed (N=2, 7%). No libraries reported allowing files to be copied to a removable cartridge drive or allowing files to be split using a file splitter.

Finally, commercial software frequently is used in conjunction with electronic government information. In some cases the commercial software actually is necessary to use the government documents, while at other times the software simply makes it more convenient. There is some type of commercial software available in 19 libraries (61%). (see Figure 6). This includes word processing software such as Word or WordPerfect, limited editing software such as Notepad or Write, statistical packages such as SAS or SPSS, database management tools such as dBASE, spreadsheet software such as Excel or Lotus, and Geographic Information Systems (GIS) software such as MapInfo.

Figure 4: **Internet tools made available to the public**

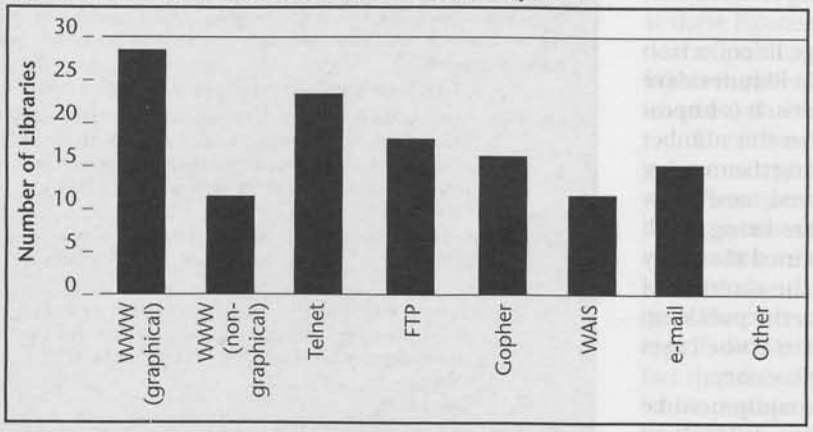


Figure 5: **How users are given assistance with the Internet**

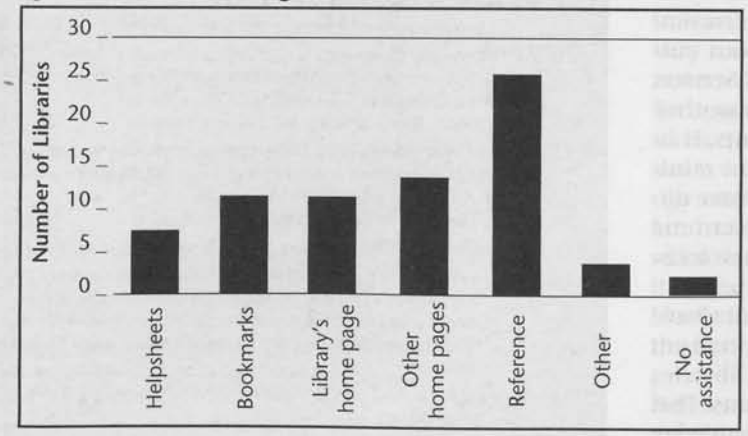
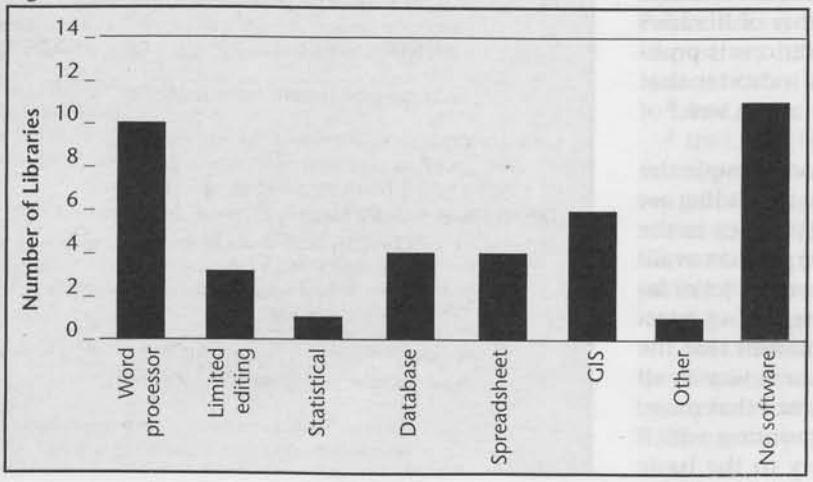


Figure 6: **Commercial software available**



Conclusion

As government documents are increas-

ingly being made available in electronic format, public access to electronic materials is a critical issue. In fact, many documents are available solely in electronic format, which forces libraries to have the necessary equipment and staff if they are going to be able to provide access to the information.

The results of this survey indicate that the selective depository libraries in the state are making great strides in providing access to material in electronic format. This is no small accomplishment considering the variety among 31 libraries in terms of staff size, budget, technical support, and other factors. In fact, the libraries overall show a remarkable level of public access to electronic government documents.

There is a wide range in collection size and equipment. Most libraries have fewer than 20 workstations. It is impossible to determine whether this number is enough without knowing the number of patrons being served and how heavily the machines are being used. Some respondents explained that they have plans to expand the number of workstations available to the public, so this may indicate that in some cases more workstations are necessary.

It is critical that the equipment be adequate, yet this is also difficult to measure without examining each situation. One measure is the recommended minimum specifications outlined by the Library Programs Service. These are useful measures because they describe minimum requirements. If libraries cannot meet the current minimum requirements, they may have difficulty providing access to electronic material and keeping up with new technology.

In fact, many libraries do not have workstations meeting the minimum specifications. Only eight libraries (26%) met all three specifications. This survey did not address other hardware components such as monitors and modems, and so the number of libraries meeting all the specifications is probably much lower. This indicates that these libraries perhaps are in need of new equipment.

What is more encouraging is the fact that printing and downloading are allowed in most of the libraries in the survey. All libraries have printers available, and most even have ink jet or laser printers. The policy regarding printing varies, but it is significant that the service is provided in some way in all libraries. It should be noted that many libraries charge fees for printing, which can be seen as contrary to the basic

Questionnaire:
Public Service Issues of Selective Depository Libraries for Government Information in the Electronic Environment

Section 1: Selective Depository Library Profile

1. What type is your library? (optional)
   [ ] Private academic institution [ ] Public academic institution
   [ ] Law library (within an academic institution)
   [ ] Public library [ ] Court library [ ] State library [ ] State agency library
   [ ] Other _____
2. What percentage of federal depository items is selected? _____%
3. What is the size of the federal depository collection in volumes? _____
4. What is the physical arrangement of your documents collection?
   [ ] Separate (i.e. at least 75% of the documents collection is kept together physically and kept separate from the rest of the collection)
   [ ] Partially integrated (i.e. a portion of the document collection is kept separate and a portion is integrated into the rest of the collection)
   [ ] Integrated (i.e. at least 75% of the documents collection is integrated with the rest of the collection)

Section 2: Equipment

Note: For all questions relating to the number of public workstations and other equipment, please include all machines (except Online Public Access Catalogs) available in the library for public use of government information. This includes any staff machines used for mediated assistance to patrons. Please consult any technical support staff you may have for questions regarding equipment.

5. Do you have workstations available for public use? [ ] Yes [ ] No (if no, please go to Section 3)
6. Please indicate the number of public workstations in the following categories:
   _____ Documents department workstations (i.e. primarily for use with government documents)
   _____ Shared workstations (i.e. workstations for use with both government documents and resources from other departments within the library)
   _____ Other _____
7. Please indicate the number of dedicated public machines in each category:
   _____ PC - DOS _____ PC- Windows 3.x _____ PC- Windows '95 _____ Macintosh _____
   Other_____
8. Please indicate the number of public machines in each of the following categories:
   _____ Stand alone workstation(s) (i.e. the workstations are not networked)
   _____ Workstations which are connected by a network
   _____ Other _____
   _____ Don't know
9. Aside from any designated Geographic Information Systems (GIS) machines, please indicate the number of your public machines that meet the recommended minimum specifications for memory, defined as 16 megabytes (MB) of RAM.*
   _____ Workstations which meet this specification _____ Don't know
10. Aside from any designated Geographic Information Systems (GIS) machines, please indicate the number of your public machines that meet the recommended minimum guidelines for the hard disk drive, defined as 1.2 gigabytes (GB) capacity.*
    _____ Workstations which meet this specification _____ Don't know
11. Aside from any designated Geographic Information Systems (GIS) machines, please indicate the number of your public machines that meet the recommended minimum guidelines for processor speed, defined as a Pentium chip operating at 100 MHz.*
    _____ Workstations which meet this specification _____ Don't know
12. How many CD-ROM drives are available via public machines? _____
13. Please indicate the number of workstations that fall into the following categories:
    _____ Workstations that are dedicated for CD-ROM use only
    _____ Workstations that are dedicated for Internet use only
    _____ Workstations that are used for both Internet and CD-ROMs
    _____ Other _____
14. Does the library own a CD-ROM recordable device? [ ] Yes [ ] No
    If yes, what do you use it for?_____
15. Do you have printers available for public use? [ ] Yes [ ] No (If no, please go to Section 3)
16. Please indicate the number of printers available to the public in each category:
    _____ Dot matrix printer _____ Ink Jet printer (black and white) _____ Ink Jet printer (color)
    _____ Laser printer (black and white) _____ Laser printer (color)
    _____ Other_____
    _____ No printers are available to the public

Section 3: CD-ROM Resources

17. Does your library currently select federal depository CD-ROMs?
    [ ] Yes [ ] No (If no, please go to Section 4)
18. How many federal depository CD-ROM titles do you hold? _____
19. How are the CD-ROMs made available for public use? Please indicate the percentage of CD-ROM titles that fall into the following categories:
    _____% are already loaded onto workstations or a network
    _____% are installed by request only
    _____% are circulated
    _____% Other_____
    _____% are not otherwise available to the public

* Library Programs Services, "Recommended Minimum Specifications for Public Access Workstations in Federal Depository Libraries," *Administrative Notes* (May 15, 1996): 6-8.

20. How are users within the library given help with depository CD-ROMs? (check all that apply)
[ ] Through user instruction classes [ ] On a one-to-one basis on demand
[ ] To small groups on demand [ ] With help sheets
[ ] Other _____
[ ] No assistance given

Section 4: Internet Resources

21. Do you provide Internet access in the Documents section?
[ ] Yes [ ] No (If no, please go on to Section 5)

22. What type of Internet connection do you have? (check all that apply)
[ ] Direct connection [ ] Dial up connection to the Internet via modem
[ ] Other _____
[ ] Don't know

23. What Internet tools are available to the public? (check all that apply)
[ ] WWW (graphical) e.g. Netscape, Mosaic, Microsoft Explorer
[ ] WWW (non-graphical) e.g. Lynx
[ ] Telnet (an Internet protocol that allows users to log onto a remote computer)
[ ] FTP (File Transfer Protocol: a tool for moving files from one computer to another)
[ ] Gopher (a tool that allows users to access network resources through a menu system)
[ ] WAIS (Wide Area Information Servers: allows users to search databases)
[ ] E-mail
[ ] Other _____

24. How are users assisted with using the Internet? (check all that apply)
[ ] With help sheets
[ ] With bookmarks prepared for the most common sites
[ ] The Documents Section has its own homepage with links to most common sites
[ ] By using the homepages of other universities or organizations
[ ] Reference assistance
[ ] Other _____
[ ] No assistance is given

Section 5: Library Policies

25. What is the policy regarding printing?
[ ] Printing is free and without any page limit
[ ] Printing is free, but with a limit of _____ pages
[ ] Printing is free up to a limit of _____ pages and then there is a fee of _____
[ ] Printing is allowed with a fee of _____
[ ] No printing is allowed
[ ] Other _____

26. What kind of public service is available to remote users? (check all that apply)
[ ] Phone reference [ ] Fax reference [ ] E-mail reference
[ ] Other _____

27. What options are available to patrons for electronic files? (check all that apply)
[ ] Files may be saved to floppy disk
[ ] Files may be saved to the machine's hard drive
[ ] Files may be copied to a removable cartridge drive (e.g. a ZIP drive)
[ ] Files may be FTPed to patron's account
[ ] Files may be emailed to patrons
[ ] Large files may be compressed
[ ] Large files may be split using a file splitter
[ ] Other _____
[ ] No options for electronic files

28. What statistics are kept of electronic documents? (check all that apply)
[ ] User assistance statistics [ ] Use statistics
[ ] Other _____
[ ] No statistics are kept of electronic documents (if no, go to question 29)

If statistics are kept, how are they gathered? (check all that apply)
[ ] Using an electronic metering system e.g. SiteMeter, App Meter, etc.
[ ] Recording by hand the number of questions
[ ] Other _____

29. Do you have commercial software available in the documents section for patrons to use in conjunction with electronic documents? (check all that apply)
[ ] Yes, word processing software such as Word or WordPerfect
[ ] Yes, limited editing software such as Notepad or Write
[ ] Yes, statistical packages such as SAS or SPSS
[ ] Yes, database management tools such as dBASE
[ ] Yes, spreadsheet software such as Excel or Lotus
[ ] Yes, Geographic Information Systems (GIS) software such as MapInfo
[ ] Yes, other _____
[ ] No, there is no commercial software available to patrons

30. What type of assistance with electronic resources and services do you expect from your regional? (check all that apply)
[ ] Technical computer help
[ ] Training
[ ] Helpsheets
[ ] Help with downloading large files
[ ] Help by making FTP sites available
[ ] Other _____

** Due to space contraints, part of the formatting of this questionnaire has been changed.*

principle of no fee access to government documents. Another option, downloading to a floppy disk, is allowed in 93% of the libraries. The ability to print and download information is included in the recommended minimum specifications of the Library Programs Service, and almost all libraries in the survey meet this guideline.

Another strength is the high level of support for depository CD-ROM products. Twenty-nine libraries (94%) select depository CD-ROMs, and provide access and user assistance for them. This is an impressive 94% of the libraries. All of the libraries that participated in the survey have CD-ROM drives available on public machines. Looking at these figures together, there is a great deal of public access to depository CD-ROMs in the selective depository libraries of North Carolina.

There was also strong support of government information on the Internet. Twenty-seven libraries provide Internet access and all twenty-seven provide assistance with the Internet. This is 87% of the libraries, which is lower than the percentage of libraries supporting CD-ROMs. Perhaps this is due to the fact that the CD-ROMs are tangible electronic products that are formally part of the FDLP.

The depository library community in North Carolina obviously is working very hard to provide access to government information in electronic format. Because this is a relatively new area of service, it remains to be seen how these issues will be dealt with as new technology emerges. It is not yet clear what kind of service can or should be provided. In spite of these difficult changes, it is clear that the depository libraries in North Carolina will continue to offer the best service possible.

References

[1] Library Programs Service, "Recommended Minimum Specifications for Public Access Workstations in Federal Depository Libraries," *Administrative Notes* 17 (May 15, 1996): 6-8.

[2] Ibid., 6.

[3] Ibid., 7. The recommended minimum specifications included in the survey are "16 megabytes (Mb) of RAM" for memory, "1.2 gigabytes (Gb) capacity" for hard disk drive, and an "IBM-compatible Pentium chip operating at 100 mhz" for processor speed.

[4] Ibid. The recommended minimum specification for printers is an "ink jet or laser printer which supports PostScript. 2 Mb memory. Consider color."

Documents Home Pages:

Questions of Beauty, Practicality and Simplicity

by *William Spivey*

During the last decade, the Internet has become an invaluable source for the most current government information both national and international. Every state in the United States now maintains a home page, typically providing access to state government information. Local governing bodies use the Internet for both marketing and public awareness. International organizations also are enjoying an increased presence on the Web. Documents librarians are pivotal in providing access to federal, state, local and international governments, agencies and organization sites, and information.

One way to organize and present the wealth of government information on the Internet is by creating and maintaining a documents home page. Many libraries already have done this; others are in various stages of planning or execution. Regardless of the stage of the process, there are a number of important things to think about as you begin to create or revise your documents Web pages.

Having recently been through the process of redesigning a Documents department home page, we learned several lessons about beauty, practicality, simplicity, and the Web. During the process of reevaluating the service we provided via the World Wide Web, we asked ourselves a number of questions to provide sound reasons for the level of service we wanted to provide. Several themes emerged from our discussion: 1) our user community; 2) our collection; 3) what we provide that is unique; and 4) finding a page design that fulfills all of our requirements. This article is not so much about how we are answering these questions; rather it seeks to pose the questions in a public forum. Our answers may not be yours, but the questions are helpful ones. We hope our experience will give you some things to think about as you consider the role of the Internet, and more particularly the role of a Documents home page, in the service that you provide.

Current Situation in NC

North Carolina depository libraries appear to be providing good access to government information on the Internet. North Carolina currently is home to 43 depository libraries, of which 33 are federal depository libraries. Nineteen of the federal depositories also provide access to North Carolina state depository items, and several are depositories for international organization publications as well. Ten North Carolina state documents depositories service exclusively, or at least primarily, state depository items. Of the 33 federal depositories, 16 maintain separate documents home pages, and 9 others provide access to some federal links through the library home page, or a reference department page. (Not all of the depository libraries have separate Documents departments.) Twelve of the thirteen libraries providing combined access to federal and North Carolina documents reflect this in their pages. There are also several instances in which access to federal, state, and international links is provided regardless of any official depository status.

Coverage of federal and state information sources varies widely from institution to institution. By far, the federal information pages are much more developed, although the depth and breadth of coverage varies, probably dependent on local needs and resources. North Carolina documents do receive some coverage, largely in instances where NC documents are at an institution that is also a federal depository. Coverage varies from a brief collection description to extensive agency, information, and data links. In most instances where a separate page was not maintained by a department, links have

Figure 1: **Depository Libraries and Documents Home Pages in North Carolina**

	Primarily Federal	Primarily State	Fed/ State	Total
Depository Libraries in NC	14	10	19	43
Documents Home pages	3[1]	2[2]	13[3]	18

1 – Four additional libraries provide access to some federal government links from the main library page or from a reference department page. Three of these four also provide links to other institutions with departmental pages.

2 – Most of these libraries have collection descriptions, but do not devote a home page to NC sources.

3 – Most of the libraries in this category not maintaining a departmental page do provide some links to federal and state information, and/or links to other institutions with departmental pages.

been provided to other institutions, local or otherwise, with a separate Documents page presenting a variety of links.

Whom Do You Serve?

This brief look into the presence or absence of Documents home pages in the State is not meant to encourage everyone to jump on to the documents-on-the-Net bandwagon. What it reveals is that a number of you probably are thinking about developing Web access to your collections, or revisiting the access that you provide, given the many changes that may have taken place since you first put up your pages. That you will or will not provide Internet access through your library may have already been decided. What you do, or do differently, with your Web space deserves some careful consideration and planning.

The first important thing to consider in the earliest stages of Web development is your audience. Recent trends in library literature reveal an ever-increasing focus on the user in library transactions. This includes library patrons visiting or interacting with the library via a home page. In her 1996 article "Government Web Pages: the Lights Are On But Nobody Is Home," Julie Johnson, while applauding the general principles driving the proliferation of government information on the Internet, laments the fact that many agency Web pages are designed from the agency's perspective, and seem to pay little attention to user needs.[1] Libraries can fall into this trap with their home pages as well. Finding out about your users is not an easy task. Much of the best information is derived from the one-on-one contact that takes place in a public service environment. The difficulty of assessing your Internet audience stems from the fact that Web access is not truly site dependent. In other words, having access to a computer and a Web browser is all that is needed for users from practically anywhere to be able to access your pages. An added level of difficulty for depository libraries that are part of a larger institution is that they have to take into consideration obligations to several user communities.

Stop and ask yourself what your priorities are with regard to your users. Is your target audience the students and faculty of a small liberal arts college or major research library? Is it the people in your community? The citizens of the state of North Carolina? All of these? What types of information do they typically ask for when they come to the reference/information desk or call you on the phone? How many of them have computers at home? at work? in their department? How comfortable are they using new technologies? Answers to these questions will provide the framework for selecting links, as well as for making page design issues.

Who Are We?

Once you have decided who your main audience is going to be, it is time to take a good look at what you have to offer. If you are going to put up a home page, why not create something unique to your institution? Questions to ask yourself at this stage are: What exactly do you have in your collection? What is most heavily used? What do you not have? What is unique about your collection? I emphasize uniqueness, because only you have the in-depth knowledge of your user groups, and know how your collection meets, or could meet, their needs. Consequently, only you can put together a Web package that directly addresses your particular users' needs. How you put materials together and present them, therefore, will be more or less unique.

One of the nice things about the proliferation of government information on the Internet is that you now have access to things that you do not own, and can use electronic versions of documents, data, and other government information to supplement your print/microfiche/CD-ROM collection. You may decide that a product on the Web provides more flexibility for your users than a print equivalent. A Web document or database may offer such handy features as keyword searching and/or data that can be downloaded and manipulated in a way that is more meaningful to a patron. You may decide to provide access to electronic versions of documents simply because it means that more people can have access to the same information at the same time. As such, the Internet allows you to expand your collection, as well as increase "circulation."

By far, the federal information pages are much more developed, although the depth and breadth of coverage varies, probably dependent on local needs and resources.

Back to Basics

At this point, you should have a good idea of who your users are and what their needs are, and some idea of the package you want to present. The next step is to look for and evaluate links. If you decide to find all of your links personally, you may feel a bit overwhelmed by the quantity of information that you find on the Internet. Be not dismayed. Experiment with different Web search engines and compare the results. Read the search help that these sites provide so that you know exactly what you are searching, and how to do a good search. Peter S. Morville and Susan J. Wickhorst have published an article entitled, "Building Subject-Specific Guides to Internet Resources," that provides a succinct and efficient method for locating resources on the Internet.[2] The article focuses mainly on the selection process for Internet sites, but also touches on design and publicity issues. It will give you more detailed information on how to do Web research, and where to find different types of materials, than space affords me here. Although Morville and Wickhorst approach Web searching more from a subject bibliographer's point of view, remember that what you are creating is essentially a resource tool or subject bibliography for accessing government information.

You do not necessarily have to start from scratch, however. You may choose to start from the documents home page of another institution to discover what they have already located that might be useful for you.

Grace York focuses particularly on government documents in her 1995 article, "New Media/Traditional Values: Selecting Government Information on the Internet."[3] York provides some insight into the application of traditional librarian roles to the use of the Internet, emphasizing our functions as selectors, evaluators, and organizers of information. She states that, "Documents Librarians have traditionally selected for their clienteles the best materials from a vast arena of print and microform sources. Selecting documents on the Internet is an extension of their role as navigators through the world of information."[4] The body of York's article outlines nine selection criteria including:

1) Projected use
2) Availability of explanatory documentation

3) How the information site is organized
4) Physical format of individual documents
5) Timeliness of updates to the site
6) Avoid duplication of effort
7) Is the site the best source
8) Is a Web document the best format and
9) Is a Web site the exclusive source.[5]

Keep the fundamentals of librarianship in mind as you navigate the Web and make decisions about what your community needs and wants, and how you want present it.

Design Issues

Your users' needs should be the force that drives your home page, and as Johnson goes on to state, "It is the content being delivered, not the technology."[6] Keep this in mind as you make content decisions, select your links, and organize your pages. Remember that your home page also will be a public face for your department or unit — a face that will be seen by a very wide audience, as well as a means of access to useful information. Later in her article, Johnson points out that, "At present the Web is most appropriate for public relations or for distributing information to an international market."[7] (I would disagree with her choice of the phrase "most appropriate," substituting "most often used" instead.) This concept should influence you as you make design decisions. Try to develop a design that will meet your users' needs and be pleasing to the eye, thus giving a favorable impression of your library. (I always say that I want my home pages to be practical yet beautiful, and that there is much beauty in simplicity.)

General Guidelines for Web Site Design

- Use small, simple graphics. Large graphics take a long time to load and can force important information out of view.
- Try to fit important information about content and navigation on one screen. This will be the first screen that your users see. Give them right away the tools and information they most need in order to use your pages effectively.
- Include a scope note and general content description on the first page of your site. Keep it brief, but let users know what you have to offer and what they can expect to find on your pages.
- Use brief annotations for links. Give users some idea of what they can find at other sites and, to some extent, indicate why the site is on your page. Annotations also clarify the context of the link to a page.
- Consider making your site searchable. Place your search mechanism in a place that is easy to locate.

Once you have seen the wealth of information that the Internet can provide, you may find yourself battling an initial tendency to put anything and everything up on your home page. Resist the temptation! Keep your collection in mind and remember to ask yourself if Web access is really the best form of access for an item. Just because it is "out there" does not mean that you have to put it on your page. Keeping this in mind will help you avoid unnecessary clutter and pages that are too long.

Address maintenance issues early in the process. Who will be responsible for the pages? How will you continue to locate, evaluate and add links? How will you decide when a link should be removed? Who is going to check links periodically to be sure that they are still active? How often will you check your links? Asking yourself these questions will help you limit the scope of your pages and really focus on the best information. Unless you have a database that allows you to keep track of a large number of links and their locations on your pages, having too many links on your site becomes a maintenance nightmare. Try to keep it simple and concise — but thorough.

Some Notable Examples

Several documents sites provide excellent examples of the kind of finished product you can have by investing a lot of thought, planning, and the fundamentals of librarianship. These examples have been chosen because they are good examples of well-developed, individual approaches to maintaining a documents home page. The first of these is the University of Michigan Documents Center (*http://www.lib.umich.edu/libhome/Documents.center/index.html*). Of note on their main page are the simplicity of the layout, the sparing use of graphics, the inclusion of a scope note, and the fact that their main navigational links appear on the first screen. Further down on the main page, additional links are available, providing access to basic contact and service information for the Documents Department, collection overviews for the Documents Center and main campus library, access to related campus libraries with documents collections, and access to documents on the Internet. Federal information on the Internet has been organized by broad subject and branch of government. The sub pages include bulleted links with brief annotations. Most of the pages are only three to seven screens in length, with a few being slightly longer. To facilitate navigation on each page, "Quick Jumps" have been provided to take you to a section of interest without having to scroll. Throughout the pages, the use of concise text improves legibility.

The Federal Web Locator from Villanova's Center for Information Law and Policy (*http://www.law.vill.edu/Fed_Agency/fedwebloc.html*) uses a different organizational scheme for the presentation of its government information. Again on the first screen, a relatively simple graphic is used, and although it is large, the basic information still appears on the first screen. This information includes the basic navigational tools and a brief statement about the purpose of the site. The second screen provides more information on the purpose of the site, stating that the site is "intended to be the one stop shopping point for federal government information on the World Wide Web."[8] A link to a page explaining the structure of the site indicates that its organization "matches the structure found in *The United States Government Manual*, which is published by the Government Printing Office of the United States Congress."[9] This organizational structure essentially groups links by branch of government or type of agency or organization within the governmental structure. Very few of the links on these pages are annotated, as they are mostly direct links to agency and organization home pages. The first page is rather long, but each section contains useful links to access the information on the subpages, e.g., "Quick Jumps," a section for latest additions to the site, and a search engine. What follows is a listing of the direct links by branch of government. This site is thorough in its coverage of federal government sites, but does not offer an explanation of governmental structure, or assistance from someone with that knowledge.

Larry Schankman's "US Government and Politics" page (*http://www.clark.net/pub/lschank/web/gov.html*) takes yet another approach to providing access to government information. Schankman provides a variety of ways to access different types of government information. Most of Schankman's pages are organized by the format of the information, including starting points

and guides; directories and locators, with additional access by agency; level of government (for state and local resources); and a few broad subject headings (international and area studies, government in general, legislation and regulations, etc.). Although Schankman does not offer a scope notes, he does provide excellent annotations with embedded links to take you to still more information sources. His content analysis of the sites included is unique and enriches the quality of his service.

The University of Virginia Library's "Government Information Resources" page (*http://www.lib.virginia.edu/govdocs*) is unique in that it not only offers access to government sites and publications, but also provides direct links to the Social Sciences Data Center and the Geographic Information Center, other institutions at the University that collect and disseminate bodies of federally produced (and non-federally produced) data. The "About" page states that, "The Social Sciences Data Center and the Geographic Information Center are affiliated with Government Information Resources. The Social Sciences Data Center assists researchers with the location and analysis of data from both government and nongovernment sources. The Geographic Information Center offers both electronic and print versions of a variety of maps and other cartographic products."[10] As such, Virginia's page provides a good example of collaboration among campus institutions to provide more in-depth access to government information. The pages maintained by the Government Information Resources staff provide good examples of brevity and clarity in their annotations. Almost every page and section include brief scope notes indicating the type of information or document(s) you can expect to find. These pages are not long, but there is evidence that this is because the links have been closely examined for content and usability before being added to a page. Access to federal, state, and local information is available from the main page, and all of the links on Virginia's pages are browseable from an alphabetical list of titles. The federal information is made accessible on subpages by branch of government with selected sites, and through "Gateways to Official U.S. Government Information Sites."[12] A list of non-governmental sites relating to government and politics is provided as well. Virginia also maintains a "U.S. Government Information Reference Shelf," that is a "selected list of Internet sites ... based loosely on titles in the print reference collection in the Government Information Section of the University of Virginia Library. It is a mixture of both government and nongovernment sites,"[12] which provides us with an example of providing additional electronic access to titles in a print collection.

Conclusion:Looking Back and Planning Ahead

Even though the format has changed, librarians are still in the business of contributing to a more informed citizenry. Creating a home page for government documents quickly and easily provides a wealth of government information to your patrons. There are a number of important issues to think about and discuss before you undertake or revisit the service that you provide through access to government information on the Internet. Who your users are, and what their needs are, should be the driving force behind any decisions that you make about your home page. Use the basic skills of librarianship — selecting, evaluating and organizing — to help you present information in a way that serves your patrons thoughtfully and effectively. Throw a little marketing savvy in your design (but keep it simple!), and you will have a quality educational and promotional site for your institution. Wrestling with the answers to the important questions that you need to ask, and continuing to ask those questions as you develop a documents home page, are all part of the creative process. Taking the time to think through these questions carefully will result in a better product and more satisfied users.

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"Support North Carolina Libraries"

Federal Web Resources for High School Teachers and Students

by *Nancy Kolenbrander* and *Linda Reida*

The purpose of this article is to provide high school librarians with information about federal Web sites that they may find useful in providing information to teachers and students. The main criterion for inclusion was information which supports the North Carolina high school curriculum. Identifying sites that matched this criterion was not a difficult task.

There are numerous federal Web sites that list resources for teachers, including lesson plans and learning activities. Several sites, including the National Aeronautics and Space Administration and the Peace Corps, also offer videos and a speakers bureau. Curricular information is most readily available in the fields of social studies and science. Teachers of other disciplines, however, will find Web sites of interest listed below, particularly in the General category. It is hoped this list with specific addresses will save time for users of the information. Special attention was given to sites with lesson plans and learning activities. The following information demonstrates the breadth of federal information available on the Web for teachers to integrate into their teaching.

Education

Department of Education (*http://www.ed.gov*)

From the main page, click on FAQs & Guides to locate *A Teacher's Guide to the Department of Education*. This leads to information on grants, department services, and resources.

Publications for Parents (*http://www.ed.gov/pubs/parents.html*) offers many publications. Scroll down the page to find "Preparing Your Child for College," which covers types of colleges, how to choose, financing, and links to other useful resources. "The Student Guide: Financial Aid From the U.S. Department of Education" is available from *http://www.ed.gov/prog_info/SFA/Student Guide*. The stated purpose of the guide is to make financial aid easier to understand.

And then there's ERIC: Educational Resources Information Center (*http://www.aspensys.com/eric*) with hot links to the 16 Clearinghouses. ERIC lesson plans for teachers are available from Ask ERIC Virtual Library (*http://ericir.syr.edu*). Click on Virtual Library to reach Ask ERIC Lesson Plans. Lesson plans range in grade level from K-12 and are listed by title.

General

National Park Service (*http://www.nps.gov*)

There is much in this Web site to support both science and social studies courses. Each national park, monument, and historical site is detailed with photos and descriptions; often links to individual Web pages are provided as well. Air and water quality at natural sites is examined in text and graphs and cogent essays on causes of pollution are provided. The geologic explanations are sometimes thin, but could serve as steppingstones to deeper research. Historical and archeological information on historic sites can be accessed by name or place; some are also arranged thematically. This site contains learning pages for science and social studies as well as information on grants.

Occupational Outlook Handbook (*http://stats.bls.gov: 80/ocohome.htm*)

This address takes the user directly to the complete handbook prepared by the Bureau of Labor Statistics. The page may be searched by keyword(s); Boolean searching is available. Entries for occupations include nature of work, working conditions, employment, training, job outlook, earnings, and related occupations. English and vocational students are likely to find this Web site very useful.

Peace Corps (*http://www.peacecorps.gov*)

This is, of course, the page for any student considering entering the Peace Corps, but it

includes lesson plans that are designed for high school students of geography as well. Maps and Country Fact Files provide the basic information. Interviews, Letters from the Field, and Volunteer Views provide human interest. Foreign language students studying various cultures will find items of interest as well.

Smithsonian Institution (*http://www.si.edu*)

A clickable map of the Mall takes the user to home pages for each of the 16 constituent museums of the Smithsonian. The biggest appeal will be for art students and teachers, but other subject areas are supported as well. Foreign language students can find welcome messages in French, Spanish, and German. The National Zoo, the Natural History Museum, and the Air and Space Museum have good science information; American History Museum is a natural for social studies. Depending on what exhibits are current, English students may find information at the National Portrait Gallery. For example, an essay on Rebel Poets of the 1950s accompanies their portraits. Art students will enjoy visits to the National Gallery, the Freer and Sackler Galleries, the African Art Museum, the Hirshhorn Museum, the American Art Gallery, and the Renwick Gallery. Most include pictures of the art accompanied by biographical sketches of the artists or information about the school of art.

United States Information Agency (*http://www.usia.gov*)

This site is a source of information concerning American history, politics, and international diplomacy. USIA has two home pages, one for the United States and a second for international information. Through the home page for the United States (*http://www.usia.gov/usa/usa.htm*), you can click on Fundamental Documents that provides full-text access to the *U.S. Constitution*, *Bill of Rights*, and *Declaration of Independence* in English, French, and Spanish. It also offers "Basic Readings in U.S. Democracy," an incredible source of primary material on American history. This main menu links to multiple databases on the topics of U.S. History, U.S. Politics, U.S. Economic System, Geography, and Weather. Under U.S. Culture there is an extensive Outline of American Literature. A second home page (*http://www.usia.gov/usis.html*) is the International home page. Click on Index to this Site for access to U.S. Agency's Foreign Press Centers, further linking you to documents on upcoming international conferences.

The White House (*http://www.whitehouse.gov*)

Students interested in current events will find press releases and Presidential statements here. A tour of the White House and its art is available. American history students will find brief biographies and portraits of Presidents and First Ladies. Select Briefing Room from the main menu and then scroll down to Latest Federal Government Statistics to find links to economic and social statistics, which include such items as crime, health, employment, transportation, and demographics. Select Commonly Requested Federal Services from the main menu, then select Education to find student financial aid information and to download an application form. From Education scroll down to find a "Social Security Teacher's Kit," which may be downloaded. It contains a six-lesson unit for high school students.

Health

National Institutes of Health (*http ://www.nih.gov*)

At the main menu click on Institutes and Offices to retrieve hot links to the Institute's 24 divisions. At one division, the National Institute on Drug Abuse, click on Information on Drugs of Abuse to retrieve full-text access to publications on that topic. Scroll down the page to Marijuana to find "Marijuana, Facts for Teens" as one of its full-text documents. Another division of NIH, the National Institute of Mental Health, offers information on Depression and Panic Disorder through Quick Time Videos. To locate, select Public Information from the main menu, then scroll down to Educational Programs. Health Information, at the main menu, leads to resources such as "Cancer Net," a searchable bibliography with treatment information for patents and physicians. Reach this by scrolling down from Health Information Cancer Information. Health Information also provides access to NIH Information Index, a subject-word guide to diseases and conditions under study by NIH.

Science

Environmental Protection Agency (*http://www.epa.gov*)

The Students and Teachers section of this site includes many documents designated as teaching aids, with classroom activities, rationale, and suggestions for teaching about the environment. There is also an extensive list of documents with facts about environmental problems. Very readable information on such subjects as ozone depletion, pesticides, acid rain, clean air, clean water, and other related topics are available here. This page is not as glitzy as some, but the information will be valuable to students of environmental science.

Forest Service (*http://www.fs.fed.us*)

Retrieve a clickable map of United States National Forests by selecting Enjoy the Outdoors from the main menu and then select A Graphical Guide to Your National Forests. Click on a forest

and you will receive information on the forest, the land, recreation opportunities, ecosystem management, and names and addresses for additional information. Some forests give more information such as planning a trip to that forest.

GLOBE Program (*http:llwww.globe.gov*)

The GLOBE Program, sponsored by several cooperating government agencies, invites students from all around the world to collect data and report it via the Internet. Areas of research include weather, hydrology and water chemistry, land cover, soil moisture, and other measures that will aid scientists in painting a global picture of our planet and how it may be changing. This Web site will lead teachers through the necessary steps to involve their students in the GLOBE Program.

National Aeronautics and Space Administration (*http://www.nasa.gov*)

There are so many educational resources available from NASA that it is difficult to limit information from this site. Perhaps the richest site for educators is OER Online Educational Resources (*http://quest.are.nasa.gov/OER/EDRC22.html*). OER's main page lists links to NASA K -12 Internet Project Home Page, Space Colony Design Contest for Grades 6-12, PLUMAS: The On-line Journal of Math and Science Examples for Pre-College Education, and The Star Child Page of K-12 Astrophysics Images/Text. For the science fiction fan there's Just for Fun (*http:// www.gsie.nasa.gov/education/just_for_fun/startrek.html*). This site discusses warp drives and transporters, the scientific reality versus science fiction.

Additional educational resources can be linked to from Space Science Data Operations Office's page, which is dedicated to space science education (*http://www.gsfc.nasa.gov/education*). The stated purpose of the site is using its knowledge and discoveries about the sun, the solar system, the galaxy, and the universe to develop education and public outreach opportunities and activities that enhance science, mathematics, and technology education. It provides links to Space Science Lessons and Teacher Curricula Materials. NASA on the Cutting Edge (*http://www.okstate.edu/aviation*) presents the NASA Educational Video Conferencing series that broadcasts live video conferences via satellite to schools. Also worth checking is Resources for Learning (*http://quest.are.nasa.gov:80hst/lounge/learning.html*) and the Hubble Space Telescope (*http://www.stsci.edu*) or Views of the Solar system (*http://www.hawastsoc.org/solar/ homepage.htm*) for images of the sun, planets, moons, asteroids, comets, and meteoroids.

U.S. Geological Survey (*http://www.usgs.gov*)

An excellent source for earth science and environmental science, this page is filled with buttons linking the user to images and fairly in-depth information on Geology, Water, the Environment, Natural Resources, Mapping, and Hazards such as volcanoes, earthquakes, and floods. The Learning Web is particularly well designed, with entire lessons to help teachers integrate the information into their classrooms. Some of the lessons include online tutorials (the one on volcanoes is excellent); others have important graphics. This is a rich and complex site. The Biology link is described below.

U.S. Geological Survey, Biological Resources Division (*http://www.nbs.gov*)

Biology students and teachers will find state-by-state information on endangered species of plants and animals by clicking on Science by State from the main menu. The Education link takes students to projects like The Whole Frog Project, which enables students to electronically dissect Fluffy the Frog, to Wild Wings North, which tracks the migration of specific snow geese in real time, and to several other pages. Students will find an inspiring article on North Carolina native F. Eugene Hester under Special Interest Stories from the main page. This page also can be accessed from the USGS page described above.

Social Studies

Census Bureau (*http://www.census.gov*)

Reach a clickable map of the United States by first selecting Subjects A-Z from the main menu and then scrolling down to select County Profiles. At the map site, you can select a state and a county to retrieve data on the l990 Population Census, County Business Patterns Economic Profile, and USA Counties General Profile. The l990 population data is offered for STF1A and STF3A tables. The former is brief population and housing information. The latter is more detailed, containing additional factors such as income levels and educational attainment. For current data on U.S. population, click on Current U.S. Population Count from the main menu. To retrieve the number of the resident population of the United States, select United States for estimated population counts updated every second.

Department of State (*http://www.state.gov*)

With the whole world as its bailiwick, the State Department should have a large and complex site. This Web page will not disappoint its users. What is the federal government's position on global warming? chemical weapons? women's issues? Tibet? Taiwan? Students selecting the Hot Topics or International Policy buttons from the main menu will find U.S. foreign policy positions arranged thematically and geographically. Extensive links to speeches and statements

made by State Department officials abound in all categories.

The ever-popular Country Background Notes can be found under International Policy, and additional information about current situations in many countries appears in the Travel section. The Careers section is particularly good, with extensive descriptions of foreign service careers, educational requirements, and opportunities for student employment, including complete instructions for application. Teachers interested in American-sponsored schools overseas will find excellent links by selecting About State.

Federal Bureau of Investigation (*http://www.fbi.gov*)

The main menu provides access to Major Investigations such as "TWA Flight 800 Investigations" and "Centennial Olympic Park Bombing." Under FBI Publications there are several sources on crime statistics, including the *Uniform Crime Reports* and *Crime in the United States*. Both of these publications require Adobe Acrobat Reader, a software program to access the files. From the main menu there is access to History, What's New, the FBI's Most Wanted, and additional information on FBI programs and services. The Acrobat Reader can be downloaded from Adobe's Web Site if you do not have this software on your workstation.

Government Printing Office (*http://www.access.gpo.gov*)

The Government Printing Office produces printed and electronic publications for Congress and the departments and establishments of the Federal Government. It uses GPO Access to provide access to over 70 databases, including the *Budget of the United States Government*. It is an excellent way to search the *Federal Register*, Congressional Bills for the 103rd-105th Congress, *Congressional Record* (same dates), the *Government Manual*, *United States Code* and the Supreme Court decisions 1937-1975. Keyword searching allows you to retrieve data by Congressman and subject. To reach these databases, from the main menu scroll down to Access to Government Information Products and select GPO Access: On-line, On-Demand, & Locator Services. This site is continually adding new databases.

House of Representatives (*http://www.house.gov*)

Trying to encourage students to correspond with their congressman? This site allows you to contact your representative, learn about bills which have been introduced, and retrieve information about the legislative process. Click on Legislative Process for the status of current House bills and current information about what's happening on the House floor. Select House Directory for member phone numbers, addresses, and some e-mail addresses. Choose Educational Resources for full-text of the *Constitution*, *Bill of Rights*, and the *Declaration of Independence*. The Internet Law Library has information on international law and treaties plus searchable versions of the *U.S. Code* and the *Code of Federal Regulations*.

The Senate (*http://www.senate.gov*)

Click on Senators to select Directory of Senators for listings of senators alphabetically and by state. For each senator there is a picture, biography, address, and a list of committee assignments. At the home page, click on Learning about the Senate to select A Virtual Tour of the U.S. Senate. This site does not have as much information as the House of Representatives, such as bills introduced and international law.

Library of Congress (*http://lcweb.loc.gov*)

The American Memory collection of documents, photographs, movies, and sound recordings contains excellent sources for the study of political and cultural American history. Today in History makes use of these sources in daily updates. The Learning Page enables the user to access the collection fairly easily by providing options to search on events, people, places, times, or topics. This page also includes an Educator's Page with a sample teaching unit and some cogent tips on using primary sources in teaching and learning. Scrolling down to the Research Tools section takes the user to 71 of the invaluable Country Studies that have the advantage of clickable tables of contents and full text searching. Students will enjoy browsing the Exhibitions, where there is a permanent display of American treasures in the collection.

Resources:

Two books were very helpful in locating federal Web sites. The first, *The Federal Internet Source*, 5th ed. (Washington, D.C.: National Journal, Inc., 1996) provides URLs for federal agencies and a brief description of the types of information available at the site. Graphics of agencies' main Web pages frequently are included. It has an excellent agency index.

A second resource, *The Great American Web Book* by Raphel Sagalyn (New York: Random House, 1997), has extended annotations for federal Web sites that detail educational resources available at each site. The author includes specific URLs for sites with lesson plans and interactive learning activities. This source also has an extensive subject index providing easy access to specific information.

For the People:
Organizing and Accessing Federal Documents in the Public Library

by *Mimi Curlee*

In the public library, you get all kinds — all kinds of questions, all kinds of resources, and all kinds of people. The people you work with and the people you serve are made up of every combination of human circumstance: family background, education level, economic situation, physical ability, mental capacity, race, sex, couturier preference, body-piercing adherence, and hairstyle judgment. According to the Declaration of Independence, all people are entitled to "certain inalienable rights" secured by "Governments [which] are instituted among Men, deriving their just powers from the consent of the governed." To give their consent, the people need to know what is being done or proposed by that government. Fortunately, a mechanism was put into place in 1860 to provide that knowledge: The Federal Depository Library Program (FDLP) of the Government Printing Office (GPO).

The Public Library of Charlotte and Mecklenburg became a federal depository library to ensure that information meant for the people gets to the people — all of the people. From the professional front-line reference staff to shelvers, technical services personnel, and library volunteers, we are all working toward fulfilling this exciting and challenging, but not always easy mission.

Categories of Depository Libraries:

Academic Libraries	50.21%
Public Libraries	20.00%
Academic Law Libraries	11.37%
Community College Libraries	4.96%
Federal Agency Libraries	3.64%
State Libraries	3.42%
State Court Libraries	2.62%
Special Libraries	1.75%
Federal Court Libraries	1.17%
Military Service Libraries	0.36%

http://www.access.gpo.gov/su_docs/dpos/102years.html

Reference Service

In any library, one of the most important tasks of the librarian is to help the patron figure out what information he or she really needs. With the general public, that can be the hardest part of the reference transaction. The next step is to help the patron find that information as efficiently and effectively as possible. Librarians are the "value-added" commodity of the library. Throw 100 patrons into a library building without staff and see how many get what they came for. And, it's not enough "value" just to sit and point. Between books, indexes, microfiche, microfilm, CD-ROMs, Internet, kiosks, copiers, VCRs, Dewey and SUDOCs (Superintendent of Documents Classification System) — patrons need as much help as possible.

An article recently reminded me that we often encounter three scenarios with patrons: (1) he knows a piece of information is available and knows the source, but needs to know if we have it or can get it; (2) she knows a piece of information is available, but doesn't know where to find it; or (3) the student wants information about a topic, and doesn't know where to find it. We all meet and help him, her, and junior every day.

But what about a fourth scenario: you've found what the patron asked for and they are ready to go away happy. But you also know another source or program or Internet site that is about their topic. They had no idea this information was out there so they had no reason to look for it. After showing them this bonus, they declare "You deserve a medal!" and want to know your name. Not only did they get what they came for, they got more. They'll be back. Scenario four only occurs when there is continual training and an honest desire to connect people to useful information.[1]

Staff Training

The public's need for government information may not fall neatly between nine and five, Monday through Friday. That's why it is important that each person coming into the library on any day, at any time, get the same high quality of service. Granted, desk schedules, meetings, illness, vacations, and staff turnover may make it difficult to give everyone the necessary training, but we're always working on it.

I have a tour that I give each staff member to make sure they are familiar with the basic documents, how and why you would use them, and their location. Many of these are used often so we keep them in the Ready Reference collection at the Reference Desk. An experienced, well-trained librarian will know to start with the *Statistical Abstract of the United* States to find the number of families in America receiving alimony, rather than rushing to books in the Dewey 347 classification or wading through a periodical index. Often basic documents will not answer the patron's question completely, but footnotes may lead to other documents or agencies that will.

As soon as the Tax Form CD-ROM arrives, I take each librarian to the computer and go through the find, select, and print procedure. If we didn't order paper copies of a form, the reproducible has been stolen, or the Treasury Department site on the Web (*www.irs.ustreas.gov*). has maxed out, staff don't hesitate to get the form from the CD-ROM.

Even with training, it is almost impossible for any one person to remember the intricacies of every resource in the library. Federal documents employ most of the more convoluted methods of organization. For the benefit of patrons and staff, I make cheat sheets that give step-by-step instructions on how to use various tools. For example, if you want to find a Public Law or Act, we have the *United States Statutes at Large* in print back to 1964 and before that on microfiche to 1789. To find an Act, you use *Shepard's Acts and Cases by Popular Names*. By looking for the popular name, you find the year and Public Law number, then you find the statute volume for that year and look at the top of the pages for the Public Law number. If, however, the law was passed before 1964, you use the cheat sheet that we have pasted into the front of each of the three volumes of *Shepard's*.

Access to the Collection

We provide two ways of accessing our collection: through our Dynix Online Public Access Catalog (OPAC), and a CD-ROM called *Marcive*. We contracted with Marcive, Inc. in 1993 for cataloging records that we could add to our OPAC. Each week, in Technical Services, we get a floppy disk that has abbreviated bibliographic records based on the shipping lists. We link that week's documents to the records.

Each month, we get full bibliographic records that overlay those weekly shipping list records, so we retain the holdings. We've had to work out some bugs since the first records arrived in 1994. Since microfiche takes longer to get to us than paper documents (they have to stop by the contractor to get filmed), we only get monthly full bibliographic records for these.

At first we checked microfiche out, but after a few months of calling patrons to explain that the document they put on hold was on microfiche, what microfiche is, and that we have the reader/printers here to use it, we set the microfiche to noncirculating status. Patrons who want to check it out, however, may do so. I also use the floppy to create a shelf list on a personal computer so that I can create lists whenever I need them. We are beginning to get bibliographic records for Internet sites, our next big challenge.

Marcive also sends us a CD-ROM index to federal documents back to 1976. We have this on our computer's Local Area Network (LAN). Between this and our OPAC's document records, we've seen a much higher use of the documents in the past several years. When a record shows up in a search on the *Marcive* CD-ROM, the patron can find out if our library selects this item, and, if we don't, which other depositories in the country do. If we own the document, it's shelved by the SUDOCS classification system. I put up a simple chart on the first range of documents to help patrons and staff understand the SUDOCS organizational flow.

We also offer services to our branch libraries. Documents relating to health, educational materials, housing information, and more are being requested through the OPAC and sent to one of our 23 branches for patrons to check out. Some documents are not allowed to be checked out of the Main Library: the *United States Code, Code of Federal Regulations, Federal Register, United States Reports*, most of the Census materials, and some Labor reports. We keep these close at hand since they are used so frequently and by so many people.

Collection Maintenance

Maintenance of the collection requires step-by-step instructions. I've had to ask other documents librarians more than one question about looseleaf documents and documents that cumulate. Once I have the answer and understand the procedure, I type it up and put it on the document (if you put plastic tape under the instruction sheet, you can peel the typed instructions off when the next edition arrives and apply it to the new one). This saves a lot of time and trouble the next year. A few people may feel that these instructions should not be so prominent, but I have yet to encounter a patron who got upset about clarity. A dummy on the shelf helps patrons and staff in the search for the next installment when a document format has changed from paper to microfiche to Internet.

As a Depository, we are required to keep most documents for five years. We can keep them longer, but due to storage constraints we are very selective in doing this. There are two ways to withdraw documents from the collection. Documents that supercede themselves are labeled with "This SUDOCS supercedes" stickers and shelved, with the old edition removed from the OPAC and recycled.

The other way to withdraw documents comes after the five-year holding period. I check each document for the date we received it (sometimes the date of publication can be years before the document was released to the public) and subject matter. If the document is of local interest (*Black White Perceptions: Race Relations in Greensboro: A Report*) or popular interest (*Japanese-American and Aleutian Wartime Relocations*), it stays. If it is to be withdrawn, it is put on a list and sent to the Regional Depository in Chapel Hill. After they select any they need for their collection, the list is sent to the other 32 depositories in North Carolina. The documents that are not claimed after 30 days are recycled.

Volunteers and Community Service Workers

I have had wonderful success using vol-

Staff should know the basics:

Tools:

- Andriot's Guide to U.S. Government Publications
- American Statistics Index (ASI)
- CCH Congressional Index
- GPO Access on the Internet*
- Marcive CD-ROM*

Documents:

- Budget of the United States
- Catalog of Federal Domestic Assistance
- Census Catalog and Guide
- Census of Population and Housing for North Carolina*
- Code of Federal Regulations
- Congressional Directory*
- Congressional Record
- County and City Data Book*
- Federal Register
- Historical Statistics of the United States*
- Monthly Catalog
- National Trade Data Bank (NTDB) CD-ROM*
- Publications Reference File*
- Slip Laws (Public)
- Statistical Abstract of the United States*
- Statutes at Large
- Subject Bibliographies
- United States Code
- United States Government Manual*
- United States Reports
- Weekly Compilation of Presidential Documents

*Kept in Ready Reference

unteers and Community Service Workers for typing these offers lists as well as for other projects. One volunteer has been with me for several years and is very comfortable with the SUDOCS system and the computer and asking questions about oddities.

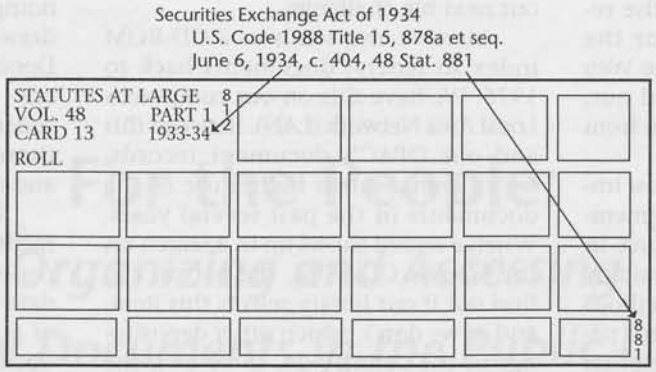
Community Service Workers are misdemeanor offenders who have had community service sentences handed down to them by the court in addition to, or instead of, a fine. Keeping in mind that most of these people will serve for 24 hours, I continuously jot down projects that can be done with little training and, if not accomplished in that time period, will divide nicely into 24-hour parts.

This gets a lot of small jobs done: putting reinforcers on looseleaf pages, getting reproducible tax forms back in order, typing bibliographies that can later be formatted and printed out, cleaning shelves, shifting documents on shelves, and typing those offers lists. Even though a lot does get accomplished this way, it is neither worry- nor work-free for me. Planning, training, answering questions, reassuring, and checking progress take time and effort.

Electronic Products

One of my duties is to make decisions about the use of federal documents on CD-ROM. We have a stand-alone computer with a 12-disk changer in our reference area. I had our computer personnel put the most frequently requested CD-ROMs on the changer. CD-ROMs that are not used as often, but that fit into the scope of what we do on a regular basis, are kept in a box at the reference desk. On the computer is a menu with the title of each of these CD-ROMs and whether or not it is on the changer. We ask for an ID to hold in exchange for the CD-ROM. With more people having CD-drives at home or the office, we have to be more security-minded. The rest of the CD-ROMs are on the document shelves in security cases and can be checked out for three weeks. As with all computer disks checked out, the patron receives a flyer that gives a disclaimer.

We have the *U.S. Statutes at Large* from 1789 to the present. Before 1964 they are on microfiche. To find a statute using Shepard's citation, look at the date and the last number. Find the microfiche for that year and then look for the page number in bold on the microfiche.



And then there's the Internet. Most of us view it with a combination of pride, pain, and panic. When it works right, we find information we could never have found before. The painful part includes public service decisions on whether or not to tie up staff with scheduling time slots, what to do about chat lines, and explaining pornography laws to high school students. We've learned to have Internet programs or workshops before noon if at all possible. Once the rest of the country gets online, your machine can drag or freeze altogether.

Archiving is another electronic issue: there are many documents on the Internet today that will not be there tomorrow. Maybe a "hot" topic isn't so hot anymore, or newer information has come along, or it's just too easy to leave the spreadsheet as a template and change the numbers when necessary. This means you get the most current information, but cannot get last week's (or last year's) data. People who make analyses based on years of figures have depended on the federal government for its continuity of reliable records and explanations of methodology.

Congress mandated that paper use be reduced, but did not give the agencies money to create and maintain an effective replacement system. That's why the Commerce Department has to charge for subscriptions to its *National Trade Data Bank* and Census databases, whether on CD-ROM or online. Citizens paid for the information to be gathered in pursuit of better government and now must pay to see the results unless they come to a federal depository. The Government Printing Office is constantly working to get free access to data, in whatever format, for use in depository libraries, and it also is working on the problem of vanishing information. Someone 100 years from now will want to know how many American families were receiving alimony in the 1990s and 2000s. They should be able to find that information from a reliable, unbiased, consistent source.

Public Programs

Another way to introduce our documents collection is at public programs. We've had Business Breakfasts and Lunch Bytes series that explain how to find demographic or industry information, or international data, with anywhere from eight to seventy-five people attending. Telling people that the United States government is the largest

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publisher in the world may elicit yawns, but tell them that the demographics they need for their small business plan are all right here and the response will be "All right!! Can you fax that to me?"

I greatly enjoyed organizing three days of training by experts from the Government Printing Office as well as a continuing legal education credit for Mecklenburg County lawyers. While it is always desirable to have experts come to the library and present programs, this kind of participation depends on the agency's funding and staffing levels. If live, warm bodies are out of the question, they may be able to send traveling exhibits or posters to liven up a program put together by library staff. The *Federal Staff Directory* and a phone call will let you know what's possible.

Even a book display can benefit from the use of documents. In our NASA documents were photos of planets, solar flares, rings and lift-offs that I used for a book display entitled "When Was the Last Time You Explored Space?" There are U.S. Postal Service posters of stamps to use with books on hobbies and United States Geological Service maps and Defense Department country studies to enhance a travel book display. The Smithsonian puts out some wonderful exhibit brochures and catalogs that would draw attention to art books. CIA political maps and a series of photos from the United States Holocaust Memorial Museum would make most patrons wander over to look through military or history books.

Thus, all the picky little details of interviewing, training, indexing, collection maintenance, formats, weeding, and a hundred others are part of the larger battle against ignorance.

The availability of bibliographic records for our documents in our OPAC has allowed us to integrate these wonderful resources with all the other tools we use. They are no longer a separate, mysterious, maze of shelves. Thus, all the picky little details of interviewing, training, indexing, collection maintenance, formats, weeding, and a hundred others are part of the larger battle against ignorance. The Declaration of Independence says that the King of England "called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures." Not today. Not in these United States. The Federal Depository Program extends from the pink, dawn-kissed shores of Ocracoke to the majestic cliffs of Hawaii. No person is denied his/her rights through ignorance if we can help it, and we do help every day. Having a mission implies that there are obstacles to overcome in order to reach a goal. Our Public Library couldn't pick a better goal than providing people with the information to ensure "that governments of the people, by the people, for the people shall not perish from the earth."[2]

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UFOs, NGOs, or IGOs:

Using International Documents for General Reference

by *Catherine Shreve*

A patron comes to your library, having read that NATO issued a classified report in the 1960s about finding extraterrestrials on Earth[1] or having heard of the United Nations Office for Outer Space Affairs, and wants to know what they're up to. Whether yours is an academic, high school, or public library, you probably have some basic resources for tracking down international documents. While you may get relatively few questions about unidentified flying objects (UFOs), the publications and documents of international intergovernmental organizations (IGOs) can be very useful for addressing queries about current events, business, the environment, women's issues, agriculture, and Model UN simulations.

For the purposes of this article, "international documents" refer to the documents and sales publications of *inter*governmental organizations such as the United Nations. Materials from individual countries and nongovernmental organizations (NGOs), while valuable sources, are not included. United States government publications that relate to international research cannot be covered comprehensively in this space. Keep in mind, however, the excellent sources from the U.S. Department of State and the CIA, such as two basic series, the Area Handbook Series, which comprises individual country studies, and the Background Notes, both of which are available in print and on the Web.[2]

United Nations

The United Nations and its associated agencies publish records of their work as well as monographs and periodicals relating to current issues. They are a good source of trade and demographic statistics as well as reports on the status of women, children, the environment, and developing countries. The documents emanate from the six principal organs of the United Nations: the General Assembly, Economic and Social Council, Security Council, Secretariat, Trusteeship Council, and the International Court of Justice, also known as the World Court. If your patron is seeking the official records or working papers of any of these, you can refer her to two North Carolina libraries. The Walter Davis Library of the University of North Carolina at Chapel Hill is a United Nations depository, receiving printed and "masthead" documents in English.[3] Duke University's Perkins Library collects comprehensively on the United Nations, including the Readex microfiche collection of masthead documents. The fiche collection is accompanied by a CD-ROM index which makes searching by keywords in many fields easy. The United Nations also uploads its bibliographic records into the RLIN database[4] so you can search for references by subject, author, and title. If your library provides Internet access and a Web browser, you can access an increasing number of United Nations documents in full-text through UN Web pages.

The United Nations encompasses 185 member countries.[5] With such wide representation, there are numerous world issues and countries covered in its publications. The *Yearbook of the United Nations* and *A Global Agenda: Issues Before the General Assembly of the United Nations* give a good overview of the hot topics of recent years. Consult the UN's demographic and statistical yearbooks for detailed information on many countries. Some of these publications are by region so that you can focus on Africa or Latin America and the Caribbean. The *UN Chronicle* is a quarterly publication of news and analysis on specific countries and topics such as human rights and women's issues.

The United Nations umbrella covers a number of programs, specialized agencies, and other autonomous agencies. Many of these issue their own publications (some are free)[6] and maintain Web sites. For information on international business, finance, and trade, look for publications from the United Nations Conference on Trade and Development (UNCTAD), International Monetary Fund (IMF), and the World Bank, also known as the International Bank for Reconstruction and Development or IBRD. There are also regional Economic or Economic and Social Commissions for Africa, Europe, Latin America and the Caribbean, Asia and the Pacific, and Western Asia.

Social issues play a major role in United Nations programs. There are Commissions on Human Rights and on the Status of Women. Perhaps most familiar to the American public is UNICEF, the United Nations Children's Fund. (This is not the only agency that distributes children's books; a quick search of the local public library turned up juvenile books on human rights, refugee children, and folk tales from various UN bodies.) The United Nations Environ-

ment Programme (UNEP) and UNESCO (United Nations Educational, Scientific and Cultural Organization) publish many reports that are of general interest. The UN High Commissioner for Refugees (UNHCR) and the UN Department of Humanitarian Affairs (DHA) have been quite active lately, as evidenced by their Web sites *Refworld*[7] and *Reliefweb*,[8] where you can find the latest news on emergency situations.

Developing countries are in the news and are the subjects of much research recently. The economic and social indicators of these countries, from Albania to Zimbabwe, can be found in UN statistical and demographic yearbooks. The UN Development Programme (UNDP) also publishes reports on its ongoing projects in individual countries and regions. These reports are included in the Readex microfiche collection. UNDP's annual *Human Development Report* addresses poverty worldwide and the challenge of sustainable human development. The World Bank is another excellent source of information on developing countries, with *Trends in Developing Economies* and *Social Indicators of Development.*

European Union

The European Union (EU) was founded to promote economic development and cooperation among its member countries. It is governed by four institutions with complex interactions, "blending a parliamentary system of government with a permanent intergovernmental negotiating conference."[9] For general reference, it is sufficient to note that the important bodies are: the Commission, which proposes legislation and issues "COM" documents; the Council of Ministers, which enacts legislation, sometimes after consulting with the Economic and Social Committee; the European Parliament, whose advisory powers recently have been supplemented with increased decision-making authority; and the Court of Justice, which simply does as its name implies — interprets EU law. Each of these bodies issues documents, which are distributed to depository libraries in the United States and Europe. In North Carolina, the EU depository is maintained by the Public Documents and Maps Department, Perkins Library, Duke University. There one can find the *Official Journal* and COM documents on microfiche, the *Directory of Community Legislation in Force,* and librarians to provide guidance through the complicated maze of accessing EU documents. EU documents also are published in the CELEX database, available through a subscription to *Eurobases* or *Lexis/Nexis*. Some documents are available or at least listed with their Official Journal references on the EU Web sites.

Most importantly for general reference questions, the European Union publishes monographs and periodicals about the economic and related social issues of the fifteen member countries. *Eurobarometer* reports the results of public opinion surveys. *Social Europe* has covered a variety of social, health, and employment issues; it will be replaced this year by a series of seven themes under the title "Employment and Social Affairs."[10] The *Bulletin of the European Communities* is good for current awareness and citations to legislation. Eurostat, the Statistical Office of the European Communities, compiles useful statistics on demographics, living standards, the environment, and economic indicators; two of its main publications are *Europe in Figures* and the *Eurostat Yearbook*. The European Union, like the United Nations and many IGOs, is putting increasing amounts of information on the Web. It also sends free brochures and newsletters for the public, such as *InfEuro*, about the upcoming move to an integrated currency for Europe.

Other Intergovernmental Organizations

There are so many IGOs that it is difficult to narrow the list. Your use of their publications will ultimately depend on your users' interests. The organizations that were established by treaty for a specific purpose or region may be your first resource for research on those topics — the World Trade Organization, successor to the General Agreement on Tariffs and Trade (GATT); North Atlantic Treaty Organization (NATO); and North American Free Trade Association (NAFTA). If the United States is a member of the organization, you may find some of their reports included in U.S. government documents.

The Organization for Economic Cooperation and Development (OECD) is known for its detailed economic surveys of individual countries, both its members and others. The Organization of American States (OAS, or OEA in Spanish) covers North, Central, and South America as well as the Caribbean. Several UN-associated agencies are well-known on their own for their work on specific issues, such as the Food and Agriculture Organization (FAO) and the International Labor Organization (ILO).

Every library can't acquire and maintain a comprehensive collection of IGO publications. Internet access and a Web browser, however, can open up an expanding world of resources. Many of these organizations and agencies have official Web pages, with background information, current news, references to publications with ordering information, and sometimes full-text documents. Before you tell a patron that your library doesn't have that information, consider the Web.

The Librarian as Web Detective

It is still wise to consider the source when using information from the Internet. You also will want to consider the currency of the information. One great advantage of the Internet is that it is so much quicker than print; yet some international organizations still lag behind in getting the information out. On the other hand, if you are looking for documents more than a couple of years old, you may or may not find them. There is some movement towards publishing backfiles on the Web, and librarians are urging both the United States government and major IGOs to archive electronically published documents.[11] Most reliable Web sites will have the issuing agency's name and the date last updated at the bottom of the first page. Look for the IGO's official home page or a compilation put together by a reputable university or institution.

Those caveats aside, how does one locate a specific document or answer on the Web? Many of us have become proficient at "surfing" without being able to zero in on the one piece of information we need. A librarian needs to hone his or her skills as a Finder — the person who can locate the crucial ingredient on the back of the kitchen shelf, the missing sock under the bed, or that green book that you remember seeing somewhere. Flexible thinking is key. These sites are created by different people all over the world, each with his own approach to organization and categorization. The pages may appeal to visual learners, with waving flags and

The effective Web user can navigate many ways without becoming distracted by all the interesting choices.

colorful icons, or they may consist of a textual list with a tree structure. The effective Web user can navigate many ways without becoming distracted by all the interesting choices.

The World Wide Web is aptly named. It is useful to visualize each site as its own spider web, with the home page at the center. From there, you can follow one linear strand straight through or take tangents to the side. You might reach the same point in the web in several different ways, taking one strand or the other and then following the tangents. Remember that some links will take you to other sites outside your little web. If you get lost or disoriented, use the Back button or Go to retrace your steps to the home page. From there you can pursue other strands.

To locate specific documents or information from intergovernmental organizations, ask yourself a variation of the reporter's questions:

Who? Which IGO and which agency within it would have authored the document? Is there a publications office that would have issued it? For example, European Union publications can come from EurOp (the Office for Official Publications of the European Communities), the statistical office Eurostat, or one of about 24 Directorate Generals, besides the legislative bodies.

When? Sometimes the best way to distinguish which link to follow is by the date of the document. The UN's International Criminal Tribunal for the Former Yugoslavia lists its press releases by month and year.[12] To get a hint of the topic, you must first choose the date.

Where? Where did the meeting or legislative action take place? The United Nations International Conference on Population and Development is known and linked to as the Cairo Conference.

What form? Was the information you're seeking issued as an official record, a technical report, a sales publication, or a press release? There may be separate links for each type of information.

How is the subject expressed? As with searches of catalog records, you must be aware that your keywords may not be the same as those used in the subject thesaurus or in any of the fields. Look for synonyms in English and translations to other languages. Familiarity with the terminology of the particular IGO is a bonus. The European Union has a helpful site, Eurodicautom,[13] which defines and translates thousands of scientific and technical terms, as well as acronyms and abbreviations.

Here is a guided tour of some examples to demonstrate navigation of IGO sites on the Web.

Question: What has been the international response to the recent earthquake in Iran?

Answer: From the United Nations home page (which agency is likely to have authored the information?), you have a choice of five major categories — Peace and Security, Economic and Social Development, International Law, Humanitarian Affairs, and Human Rights. Click on Humanitarian Affairs (how is the subject expressed?). There you have a choice of, among others, Refugees, Land Mines, and Relief Web. Choose Relief Web. On this page, choose Emergencies. Here you must not be distracted by the flashing headline about Kabila declaring himself President of Zaire; remember which question you are answering. Scroll down the list of countries with ongoing crises to get to the recently dated list of current emergencies (when did it happen?). Choose Iran, and you have found the treasure — maps and international news reports as recent as two days ago. In writing, this sounds like a long process, but in real time it takes just a few clicks of the mouse accompanied by some critical thinking.

Question: Where can I find current information from CEPAL? It is a UN agency dealing with Latin America.

Answer: This is one of those agencies from which your library may not collect, but you can find news, information, and referrals for your patron if you find CEPAL's home page. Start at the Official Website Locator for the UN If you look in the alphabetic list under C, you find nothing. However, serendipitously, the same page lists the Es, under which is the Economic Commission for Latin America and the Caribbean (ECLAC). Take a leap of faith and choose it. Perhaps your patron recognizes that CEPAL is an economic commission, or perhaps you guess that CEPAL might be the Spanish acronym. At the top of ECLAC's home page is a choice for "versión en español." When you choose it, you find you are indeed at CEPAL's (Comisión Económica para América Latina y el Caribe) home page, from which you can retrieve news, bibliographic references to publications, full text samples of the *CEPAL Review*, and links to related organizations. You might have found the same site by searching (from the Official Web Site Locator) the Catalogue of UN System Web Sites under Economics or the World Map of UN System Web Sites, where ECLAC is shown to emanate from Santiago, Chile. In any case, that leap is necessary, where you synthesize the clues and explore likely links.

Finally, how would you answer that first question about official documents relating to aliens on Earth? You could urge your patron to search the NATO site. She will not find documents going back to the sixties, but may find contact information and links to related organizations. Remember also that the U.S. government publishes some NATO documents. To find the United Nations Office for Outer Space Affairs, you might try the UN Web Site Locator first. A search by "outer space affairs" retrieved some related documents, but not this particular agency. Going back to the Home Page and poking around, Economic and Social Development turns out to be the hot link — "outer space" is listed in the alphabetic index. Basic print reference sources such as the *Encyclopedia of the United Nations* and the *Yearbooks* will provide background and historical information on the agency, and more clues to pursue.

Core Sources By and About IGOs

Following are some basic tools for making the most of IGO documents and publications in answering reference questions. This is by no means comprehensive, but is meant as a start for your own explorations.

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POINT

Should There Be A Depository Library Program?

by *Jean Porter*

The Federal Depository Library Program (FDLP) is facing the greatest challenge to its existence since it was established under the Printing Act of 1895. Created for the purpose of providing wider distribution of government information, the program, which offers documents to libraries free of charge, has successfully contributed to the general public's knowledge of government activities. Today, however, with the proliferation of electronic resources in many homes, schools, and businesses, do we still need a depository library system to deliver government information to the local constituents? I say, YES.

Despite the fact that access to the Internet is becoming more commonplace, many people still do not have computers at home. If, as the Raleigh *News and Observer* indicated, 40% of the households in the United States now have a computer, how do the other 60% get their information? For those of us without personal computers at home, access to government information can be easily obtained at work through the mirror site established at the NCSU Libraries to the GPO Access Web site. This Web site organizes federal information, and provides a sophisticated method of searching. Any library may have access to this information if it has the equipment and the proper connections. However, at the depository libraries there are librarians and paraprofessional staff whose job it is to assist people in the use of the Web site and any other federal government information.

A popular government without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or, perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.

— James Madison,
Letter to W. T. Barry, August 4, 1822

While several major federal government Web sites are available only by paying a fee, in most cases the depository libraries do not need to pay an agency to have access. Through the FDLP, depository libraries may have one connection free. The program prevents the possibility that federal government information will only be available to those who can afford to pay. Other information providers may produce enhanced and costly products based on federal government information. Or, a library may be able to afford expanded network access to government information beyond that available through the FDLP. The federal government, however, has an obligation to provide easy and free access to government information, if for no other reason than the generation of the information is paid for with tax money. I would argue that our country was established by and for an informed population. How is that possible when more than just the ability to read is needed to find out what the Congress or the federal agencies are doing? It is possible through federal depository libraries.

One of the greatest contributions of the FDLP is the bibliographic control of government information. It has been essential to the delivery of basic knowledge about the activities of our government. The proliferation of electronic information will result in information chaos without the structure of bibliographic control. The FDLP and its nearly 1,400 libraries help ensure that information will flow on a regular basis, and that missing reports are identified and obtained for distribution.

A depository program with access to information dispensed through a central authority assures the validity of the information. A further concern relates to the permanence of the information. How do we maintain our history if the information created by an agency is deleted because of a lack of disc space or because it is old information? The National Archives is attempting to collect and provide access to an enormous amount of electronic information, although it cannot provide what no longer exists. With a depository system, at least there is a chance that some of this information will be available for future study at a more local level, truly accessible to the common man.

In the world of computers, a distributed system is desirable. This is exactly what the FDLP is. Not every library has to have everything issued by the federal government. Each library may select what is necessary to serve the needs of its users. It is a distributed system which provides the bibliographic control, archiving, accessibility, and the service of professionals to keep the general populace informed. Let's keep it.

COUNTER POINT

Electronic Access, Not Paper Acquisitions

by *Harry Tuchmayer*

It seems to me that in this day and age, there must be a better way of handling the dissemination of government information. The depository system, for all its good, is a costly, unmanageable solution to a simple problem — open access to government information. I just don't understand why any local library needs to be the recipient of hundreds of pounds of *selected* documents when the technology exists to create and maintain an electronic alternative that opens up the entire range of government information to the public.

This doesn't mean that every American needs to own or even know how to operate a computer, but it does mean that every library needs to have one. What we need isn't larger depositories, but better computers available in every library in the country — properly equipped, adequately formatted, and designed with an interface that, quite simply put, is idiot proof!

Don't get me wrong, I think documents librarians are some of the smartest and most helpful librarians around. This is the nineties, however, and it's time we stop archiving and start accessing information. Why are we spending time and money printing documents and training librarians to catalog and warehouse paper, when we should be utilizing the technology we have at our disposal to truly empower the average citizen? Government depositories only serve to *restrict access* to vital information, when the library's mission should be to make that information more accessible!

We have the potential to alter radically the way in which we make information available. If government information is what we're after, why aren't we using the information revolution to retrieve it? We can and we should be looking at creative alternatives to the current system of depositing documents in various libraries across the country. Yes, we need a permanent paper copy and a secure archive to house this material, but how many sites are needed? One, two, or three large storage facilities strategically placed across the country should adequately preserve the nation's paper heritage — and provide additional pork barrel projects for a fair number of congressmen and senators.

Remember, the Federal Depository Library Program (FDLP) wasn't designed to archive our nation's bureaucratic heritage; it was established to provide for a wider distribution of government information. It seems to me that the best way to accomplish this vital mission is to rethink the process of printing and distributing depository collections to the few libraries large enough to accommodate them, and instead focus on a method ofaccessing and delivering any current document to those who need or want it.

There is still a place for the FDLP in managing the extensive bibliographic controls necessary to make the vast array of government information accessible. I'm the last person in the world to argue that technology alone can do the job or that the Internet is the panacea we've been waiting for. I simply think it would be a terrible mistake to bypass this golden opportunity to reformat the way we do things. Yes, there should be a depository program, but that doesn't mean the program needs to operate in the same old ways. Let's make access, not acquisitions, our goal — and who knows? The average citizen might even come to appreciate what government can do for people.

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— Jean Porter

Government depositories only serve to restrict access to vital information, when the library's mission should be to make that information more accessible!

— Harry Tuchmayer

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

Encouraging Research Among Untenured Faculty:

One Library's Experience

by *Margaret Foote, Jan Mayo, Ali Abdulla, Lydia Olszak, James Haug*

Library faculty must often meet research and publication requirements to be awarded tenure at their institutions. Unprepared, perhaps, by the library science degree program, librarians frequently find research and publication a daunting challenge. Such was the case for some untenured faculty in Academic Library Services at East Carolina University. We knew that we must engage in research and publish our results to achieve tenure, but we were apprehensive about this process. How could we overcome these fears? This article tells how we successfully met the challenge of research and publication while allaying our fears about the process. We describe here what approaches to research and publication encouraged us the most. We also describe what approaches to research and publication were not successful for us but could prove useful to other librarians. Although our experience is of particular value for academic librarians, we hope that public, school, and special librarians will find our experience useful in their careers.

Background Information

East Carolina University, located in Greenville, North Carolina, is a state-supported university and a constituent institution of the University of North Carolina system. The third largest of the system's sixteen campuses, the University has a total enrollment of nearly 17,000 students and a faculty of more than 1,000 members. The University was recently granted Doctoral II status.

The information needs of East Carolina University are met by two independent administrative units, Academic Library Services and the Health Sciences Library. Academic Library Services, which consists of a main library and one branch library (J.Y. Joyner Library and the Music Library, respectively), supports the programs in the Division of Academic Affairs. Undergraduate and graduate programs in this division are offered through the College of Arts and Sciences and through the professional schools of Art, Business, Education, Health and Human Performance, Human Environmental Sciences, Industry and Technology, and Music. Academic Library Services has over one million volumes in holdings and employs 28 librarians who have full faculty status with twelve-month appointments.

Before the 1980s, tenure for library faculty at East Carolina University was based largely on job performance, defined as public or technical services for the library patron, and services such as committee work within the library. Publication of research was not a tenure requirement. During the 1980s, tenure requirements for library faculty at the University were gradually brought in line with the requirements of the teaching faculty. In addition to job performance and services, the requirements for untenured library faculty now include research and publication.

Approaching Research and Publication

During the early 1990s, about a dozen new librarians joined Academic Library Services. As a group of untenured faculty, we knew that we must engage in research and publication in order to be awarded tenure by the University. Unsure of how best to proceed in this endeavor, a number of us tried several different approaches to encourage ourselves in the research and publication process. These included attending Friday lunches, keeping research journals, meeting with the library's personnel committee, developing a mentoring program, creating a release-time policy, and learning more about research and publication. Each of these is described below.

Friday lunches.

Our first approach to encouraging research and publication

The entire faculty believed that by creating a collegial environment that focused on research, untenured faculty would become increasingly familiar with the procedures of research and publication.

was to hold Friday lunch meetings twice a month that would serve as a forum where faculty who were engaged in research could share their work with colleagues. During the lunches, faculty could receive feedback about their research, discuss possible research topics, suggest practical ways to incorporate research into our normal work routine, and serve as role models for others. Both tenured and untenured faculty attended the lunches on a voluntary basis. The entire faculty believed that by creating a collegial environment that focused on research, untenured faculty would become increasingly familiar with the procedures of research and publication. Advice on the process from some of the senior faculty who had successfully published would provide encouragement to those who had never before published.

Although the idea of the Friday lunches sounded good in theory, in practice the lunches did not work out well. Perhaps the major problem was that the atmosphere of the lunches quickly became too informal. While fostering camaraderie among the faculty of different departments within the library, discussions at the lunches all too often veered away from research to topics such as everyday library problems. Eventually, attendance at the Friday lunches dwindled.

Research Journals:

In a brainstorming session some of us decided to keep and share anonymous research journals. These journals would serve to record our research activities and our thoughts on the research process, from describing day-to-day research to submitting the research for publication and seeing the results in print. We believed that by sharing these journals among ourselves we could learn from one another's experiences in research and publication. Several of us kept journals for a short while, but soon found we could not maintain the journals and keep up with other library activities. Furthermore, communication could not be fostered anonymously. We decided that this approach was unsuited to our needs.

Personnel Committee:

To encourage us in our efforts, the library's personnel committee held meetings at which attendees discussed several topics: how to select an issue for research; how the journal review process works; how to select a journal in which to publish an article; how to become professionally active; and how to make professional contacts. The personnel committee chose to meet annually with each untenured faculty member to discuss research activity, professional development, and the member's progress toward tenure. The committee also persuaded the library administration to purchase copies of Robert Boice's *The New Faculty Member*[1] for untenured faculty to use as a guide in the research/publication process.

These meetings with the Personnel Committee were generally relaxed and informal. The greatest benefit of the meetings was for committee members to convey to us that the tenured faculty supported our efforts and were sincerely concerned with our progress. These meetings were a positive step in meeting the challenge of research and publication.

Mentoring:

As another way to encourage research among untenured faculty, the library's faculty-development committee proposed a mentoring program in conjunction with the University's mentoring program. The concept underlying the proposed program, though not novel, seemed logical and workable. It presumes the following conditions: that tenured faculty have research experience and ideas for research; that these faculty provide the time and effort needed to act as research advisors and role models — as mentors; that new faculty find tenured professors with whom they work compatibly; and that the mentors offer critical guidance to their advisees' research, or even act as their joint researchers and co-authors. Fulfillment of these conditions should assure that the new faculty member will publish successfully. The entire faculty has found the mentoring program a good idea. Details of the proposed mentoring program have been worked out and are awaiting implementation.

Release time:

The library faculty, realizing that all have twelve-month contracts, leaving no summer months for research, instituted a release-time policy to provide time dedicated specifically to scholarly activity. The procedures are straightforward: a faculty member submits a proposal to the release-time committee detailing the research project, how much time is desired, and what will be accomplished. Since the policy's implementation, a few faculty have used release-time for research. The policy has been especially fruitful for release-time granted in blocks of time, such as a week, and requiring travel out of the area. This policy is potentially beneficial for both tenured and untenured faculty.

Learning about Research and Publication:

As another positive step, we each made a number of efforts to learn more about the process of research and publication. Two untenured faculty members participated in a day-long national preconference on research in cataloging and classification; others attended a university-sponsored writing workshop. The library's faculty staff development committee also offered several programs on the topics of research and writing. These programs, conducted by faculty members from outside the library, presented practical advice on incorporating research and writing into our daily schedule. The information we gathered proved helpful. Many of us began to include research in our regular workflow.

Our Best Solution: Creation of the Research Group

Although a mentoring program had been developed, a release time policy created, and more had been learned about the publication process, we still believed we had not found the best way to encourage research among untenured faculty. We decided to revisit a discarded approach — the Friday lunches. We agreed that meeting twice a month to discuss research had been effective. This time, however, rather than meeting over lunch and with both tenured and untenured faculty in attendance, we decided to hold a meeting specifically for discussion of research, and to invite only untenured faculty to these meetings. In addition, we decided to make a firm commitment to the success of these meetings.

We soon began to meet as a group, and quickly realized that we had finally found an ideal forum for encouraging research. During these meetings, we discussed our research interests, suggested topics, read one another's drafts, exchanged advice, and, in general, cheered one another on. Although attendance was not mandatory, we soon had a core group of seven members. Since its inception, three new members have joined the group and one, granted tenure, has left the group. One other member, granted tenure two years after the group was formed, continued to attend meetings until moving to another state.

When we began our meetings, two group members were completing articles to submit for publication. Both discussed their articles with the group and allowed some group members to read their drafts. The two individuals then submitted

their articles to refereed journals. The articles were returned to each author with suggested revisions. Acting on the advice of the group, the authors revised their articles and resubmitted them. Both articles have since been published.

Encouraged, in part, by the success of these two faculty members, and, in part by our research meetings, other group members began working assiduously on various research topics. To date, five articles (counting the two mentioned above) and a substantial book review have been published. Four articles have been accepted for publication, and three have been submitted for publication.

During these meetings, discussion can turn in a number of directions about the research and publication process. Frequently, we brainstorm about potential research topics. We discuss the best journals for a particular subject or article. We recount our experiences with various editors. Above all, we report our progress on research projects to each other. These reports to our research peers have helped many of us to be more diligent in our work. Our sense of community and teamwork has grown as a result of our involvement in the research group. We have a stronger appreciation for each other as individuals and professionals than we did before we began this venture. Not only do we assist each other with our research endeavors, but we believe we have developed a more cooperative atmosphere in other aspects of our work.

In retrospect, we wish we could have created our research group earlier. We all agree, however, that our several false starts helped strengthen our commitment to the group. Given the success of the group, we plan to continue meeting and supporting each other's research endeavors. As we have become more accustomed to incorporating research into our work life, we are beginning to explore other ways we can support each other's academic pursuits. As the group gains experience in research, membership might encompass all library faculty engaged in research. Group members could rehearse presentations for professional conferences before a non-threatening audience. We also intend to implement the proposed mentoring program. As current members of the group become successful researchers, they could become mentors to new members. We even plan to support each other in grant writing endeavors. All in all, we have found that a research support group, composed of dedicated members, has had a positive influence on all of us.

What Others May Learn from Our Experience

In our experience, the best way to encourage research and publication was to meet as an informal group to discuss our research endeavors. Some of our approaches, however, have worked well for others and may work for those in situations similar to ours. For instance, release-time policy, as well as brown bag lunches (comparable to our Friday lunches), proved successful for librarians at Auraria Library, University of Colorado, Denver.[2] Librarians at Morris Library, Southern Illinois University at Carbondale, followed a pattern similar to ours. They held a series of brown bag lunches that eventually developed into the Research Interest Group. In this case, the group received support from the organization's faculty development committee.[3] The mentoring process between senior and junior librarians is discussed by Cargill; although her focus is the mentorship of library leaders, the principles of the mentoring process she presents are applicable to mentoring in research.[4] Electronic mentoring, described by Echavarria et al., offers a new approach to the mentoring process in research and publication, and merits further exploration in the field of librarianship.[5]

In learning more about research and publication and in sharing that knowledge among ourselves in the research group, we have discovered a considerable amount of information others may find of value. For anyone interested in writing for publication, a series of articles by Pamela Palmer presents basic information about the process in an informal but engaging style.[6] Allyn and Cargill's *Librarian in Search of a Publisher* provides many practical tips for librarians about the research and publication process.[7] Finally, those librarians interested in publishing, but who consider writing a difficult task, may find many of the publications by Robert Boice helpful. His *Professors as Writers: A Self-Help Guide to Productive Writing* is useful for anyone, academic or non-academic, who is paralyzed by the thought of writing. In a friendly, non-scholarly manner, Boice provides invaluable techniques for overcoming the fear of writing.[8]

Although the chronicle of our experience is particularly useful for librarians within an academic setting, we by no means exclude those who work within public, special, or other libraries. Indeed, we would like to encourage all librarians to publish any information they may think is of value to others within the profession. From a scholarly article on citation use for librarians in research institutions to reports about children's summer programs in public libraries, all contribute to the library service we provide to our patrons. We hope that our experience will encourage others to publish within the field of librarianship.

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Wired to the World

by *Ralph Lee Scott*

Internet Explorer 4.0

In the last *Wired to the World* column, I reviewed the new beta release of Netscape *Communicator Pro*; this time we will look at the beta release of Microsoft's *Internet Explorer 4.0*. Just like *Communicator*, Microsoft's goal for the new *IE* browser is improving access to the Internet for clients. Specifically, users have problems with speed and quality of downloads, the mass of information on the Internet, poor e-mail communication, slow software client loading (i.e. get *IE* to run on your desktop), and integration with other products like *Word* and *Excel*. Also, improved and increased use of Java technology has led to changes in the way in which the Java client is handled. Microsoft hopes that this new version of *Internet Explorer* will so dazzle the users that they will throw away their copy of Netscape *Navigator*. To make this offer even more attractive, Microsoft has traditionally charged the best of all prices — nothing at all.

You can download this beta version of *IE* at *http://www.microsoft.com/ie40*; however, before rushing to try the beta version, I suggest that you first read the rest of this article. Microsoft has improved access to frequently used sites in this new version of its browser. Getting back to this "history" list both as a "favorite site" or through the "history list" has been made easier by an enhancer called "AutoComplete". "AutoComplete" enables you to click on your favorites directly from the main menu screen. *IE* allows the user to divide the main screen into two parts, the left part of which has your favorites listed. If you like frames, this feature will thrill you. On the other hand, if you don't like frames... Also, in the "just what you always wanted" column, the history list now can store the URL for any site (or home page) that you have visited in the last 999 days. This is (thankfully) not linked to your machine cache; the browser actually goes to the URL and downloads the current page contents. If you want the contents of the page as it was 999 days ago, you still have to remember to save the file on your local disk.

Current users of *IE* will recall the browser's reputation for "bells and whistles." The 4.0 version hopes to "provide a very rich viewing experience" for the users. Using Java-based technology coupled with a multimedia interface, clients will find a lot going on at their desktops. If, on the other hand, you don't want to be bothered by a lot of activity while you are reading, you might want to turn off some of these "enhancements" by just removing the Java application software from your PC. Be advised, however, that Microsoft won't like this, and will be bugging you to download the helper software every time you log on to their home site (*http://www.msn.com*). This can be stopped by changing your home page to another site that doesn't plead with you to download the missing software.

Microsoft claims that 4.0 will run faster. My general experience is that *IE* seems to run somewhat faster than Netscape's *Navigator*. While this is not always true, it happens to me enough that there must be something to the Microsoft claim of faster loading. Perhaps it's just that *IE* gets you something to read faster, or that the "bells and whistles" entertain me. Other *IE* users have reported that they don't think there is any difference in the loading speed. You might want to try the two browsers yourself (use *IE* 3.0; see below) just to satisfy your curiosity. Let me know what you find out and I will report back in a later column.

Everybody is interested in security on the Internet now, with prime time TV commercials chronicling the woes of people who had their credit card information stolen over the Internet, etc. The new version of *IE* promises increased security. What Microsoft has done is allow the user to have increasing levels of security, depending on where the browser and your e-mail or CGI form is going. For example, within a corporate or university LAN where you are perhaps less concerned about security because of a firewall in place, you could have a low level of security running under *IE* . Later if you go out of the building or LAN, you can invoke the security level to a higher plane to further protect the information you transmit. This feature is useful for those individuals who operate in a secure environment and want to be able to allow the free exchange of information between users with a minimum of hassle. Not that with the higher level security the information cannot get across; it's just that it is better facilitated in the low-security level.

Microsoft has bundled an e-mail software package called *Outlook Express*. This works like a standard e-mail package, but also has the added benefit of supporting standard Internet protocols automatically. This is different from Microsoft's other e-mail package *Exchange*, which requires a dummy client interface to use with an Internet Browser. This dummy client is awkward to use in actual practice, and does not allow the remote Internet client user the full functionality of the *Exchange* package. If you want to see how a dummy client looks on the Internet under *Exchange*, point your browser to *http://mail.ecu.edu*. You won't get very far without a password, but trust me, while the dummy client is better than no access, not being able to get to all of your e-mail file folders, for example, is frustrating. Microsoft has supposedly improved the functionality of its e-mail Internet browser in *Outlook Express*.

If you read the last "Wired" column, you would expect Microsoft to have a networking conference product in this software bundle, and it does. Called *NetMeeting*, it allows video and data network conferencing over the Internet. Other parts

of the bundle include *FrontPage* (for creating Home Pages), *NetShow* (for integrating multimedia into your Home Page), and software that lets you share HTML pages within your organization (called *Personal Web Server*).

The new version of *IE* will include code that will take advantage of "PUSH" technology to provide virtual webcasting from special "PUSH" sites. "PUSH" is an attempt at bringing television to your desktop. An example of the use of this technology is San Francisco's KPIX live television cameras at various site along the freeways. The "PUSH" technology allows the cameras to transmit real time pictures to your desktop. Finally, the new 4.0 will have something called an *Active Desktop*. This is an attempt by Microsoft to integrate the Web browser into your PC operating environment. This should allow you to move seamlessly from the Internet to other software products on your desktop. For example, you should be able to move from an *IE* browser page to a *Word* or *Excel* page that looks and feels the same. This is an interesting idea. Will it work? Stay tuned! Like most new software packages, this new version promises network administrators "easy administration" on client desktops. Installation in existing networks and seamless running of prior HTML and Java code is promised. The jury is still out on this, of course; only a large scale installation of the client will give the verdict.

Unfortunately the beta test of this new software "suite" has not gone well for Microsoft. I would advise against trying it for the time being. One major problem is that you cannot run version 3.0 and 4.0 on the same machine. Downloading the 4.0 version overwrites the old 3.0 code, and if things go "South," then you have to remove everything and re-install the 3.0 version again. So a word to the wise, don't download the beta 4.0 version unless you are willing to take a risk to your desktop Internet capability. For example, if you use *IE* as your only Internet access tool, and the 4.0 version bombs (see below), you risk losing your web access. Since a number of people have downloaded the free version of 3.0 from the Internet, if 4.0 fails, you are left with no browser and no Internet access. If not allowing the seamless operation of two versions on the desktop were not enough, *Internet Explorer* 4.0 will not (repeat will not) work with four major online services: American Online, CompuServe, AT&T, and, wonder of wonders, Microsoft's own MSN! Also some users have reported that *IE* 4.0 has changed settings in their operating systems, something you don't want downloaded software to do. In addition, the *Active Desktop* seems to have become inactive and goes to sleep after an initial download. Again, this seems to be software that is not working right. An extensive list of warnings and known bugs are listed at the *IE* 4.0 download site. While some bugs are always present in beta software, this version seems to have some interesting problems at the roll out of the beta version. It is hoped that in a few months these bugs will have been fixed and the new release of *Internet Explorer* 4.0 in its final version will not have many of these problems.

Along the bug front, the famous "Trojan Horse" bug in Netscape's *Navigator* has turned out to be worse than expected. The bug captures any CGI data you submit over *Navigator* into a file that can then be sent without your knowledge to third parties. CGI data might include: passwords, telephone numbers, account numbers, and credit card information. It appears that the Java script security software does not work as intended, and the user is left unprotected. A quick fix to this bug has been to disable the Java feature in *Navigator* using the pull down "Options" menu. Under the "Network Preferences" panel you can turn off the Java client by looking at the folder "Languages" and unclicking the box that reads "Enable JavaScript." If you want to continue using the Java features, remember that any CGI information you fill out can be stored on your hard drive and transmitted to third parties without your knowledge. C files/forms usually have the file extension ".CGI" such as: "order.cgi" or "tickets.cgi."

There's more than
ONE
way to do most things. You can have
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serials management company, and
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document delivery service, and
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source for CD-ROM databases and yet another
ONE
for full text, index and abstract database searching.
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North Carolina Books

Dorothy Hodder, Compiler

Margaret Maron.

Killer Market.

New York: Mysterious Press, 1997.
273 pp. $22.00. ISBN 0-89296-654-8.

Twice every year, the city of High Point, North Carolina, hosts the Furniture Market, now officially known as the International Home Furnishings Market. It is not, as Deborah Knott discovers in her newest adventure, a good time to show up in town without a hotel reservation. Area residents know well that it is also not a good time to try to eat out, rent a car, or fly in or out of the Piedmont Triad International Airport. But even the locals do not know very much about the everyday workings of the Market. The IHFM is not open to the general public, and consequently there is much to be learned by North Carolinians as well as outsiders about this intense, extravagant, and byzantine event. Members of NCLA who have attended the biennial conferences held in Market Square during the past decade may have some jaded recollection of its labyrinthine layout. Can we imagine ourselves there in a big-time, cut-throat, profit-making melee? Perhaps just barely. But this is the world that Margaret Maron portrays in *Killer Market*, a book sure to sell in large numbers at the IHFM for years to come.

Circuit Judge Knott is called to duty in High Point during the spring Market. As she ponders her reservationless status over lunch, she meets an elderly eccentric who knows the Market inside out, the way a spider knows the back and bottom of a closet. A woman of many names (all false), she gives Knott a similarly bogus buyer badge and lures her into the Market. Among the many people she meets are two old acquaintances, one of whom is found murdered later that evening. Near him is Knott's purse, subject of a tote-bag mix-up with the one carried by her mysterious and elusive new friend. While Knott herself is not long regarded as a serious suspect, she remains deeply entangled in the effort to determine who, of the many likely possibilities, succeeded in poisoning the deserving victim. Identifying the killer depends upon Knott's sorting out the extremely complicated set of relationships among the characters—relationships as confusing, convoluted, and illusory as the halls of Market Square itself.

It is a strange experience to read an account that so closely portrays a place one knows — almost as disconcerting as hearing a favorite Verdi opera sung in English. Maron does take license in shaping her setting, but her effort to create an accurate portrayal of the Market in full swing seems to dominate the book. This is both a service to those who want to know what goes on and a bit of a distraction to those who most want to know whodunit. The extent to which the author has labored to master the details of the Market may be seen in the quotations that mark the beginning of each chapter: they come from an 1872 tome, *The Great Industries of the United States*, and often refer to furniture. If each has a subtle relation to the action of the chapter it heads, then this reader (who is, admittedly, slowing down under the hat these days) missed it. This reader also failed to guess the killer, which means the mystery successfully fulfilled its ultimate generic requirement.

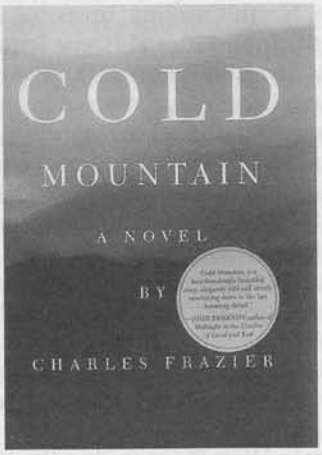
Killer Market is Maron's fifth Deborah Knott novel. Earlier titles in the series include *Bootlegger's Daughter*, winner of the 1993 Edgar, Agatha, Macavity, and Anthony Awards, and *Up Jumps the Devil* (1996), nominated for an Agatha Award. Any North Carolina library with a shred of pride in its fiction and state history collections will have this volume on the shelves. It is the most appealing description of High Point and the IHFM one is likely to encounter, and it's a pretty good mystery, too.

— Rose Simon, Salem College Library

Charles Frazier.

Cold Mountain.

New York: Atlantic Monthly Press, 1997. 368 pp. $24.00.
ISBN 0-7113-679-1.



A journey homeward and a journey toward self, Charles Frazier's *Cold Mountain* is a book of movement. Inman, physically and mentally wounded in the Battle of Petersburg, takes flight from his hospital bed to return to his Haywood County mountain and his love. Ada, mentally and spiritually wounded from the death of her father, starts down a path of independence and self-assurance. With the help of those he meets along the way, Inman struggles to get home and avoid the largely lawless Home Guard. With the help of savvy young Ruby, Ada learns to maintain her farm and experiences manual labor for the first time. In this novel of parallels and opposites, each sojourner receives help and hurt, fortune and pain, grief and joy.

Cold Mountain is at once a love story and a story of war, and more than both of these. We travel with Ada and Inman through alternating chapters that propel us far too quickly toward the conclusion. To describe this novel as merely historical fiction would be doing it a great disservice. Drawing upon oral histories of his own Appalachian mountain family to create his characters, Frazier is able to fashion creatures of depth and feeling. Emotions as raw as Inman's wounds pour from each page. Authentic regional dialect and dialogue give this novel a palpable sense of place and time. For Ada and Ruby's voices, the author turned to period diaries with stunning success. Frazier's great skill both as a researcher and a writer takes us effortlessly and believably from Charleston high society to small mountain town to raging battlefield.

As a work of literary merit, *Cold Mountain* is astonishing; even more so as a first novel. Frazier has made a permanent mark on North Carolina literature and surely will leave many clamoring for more. This story will appeal to a wide audience, bringing something different to each reader. As *Cold Mountain* is sure to be read and re-read for years to come, libraries of all types will want to add several copies of this book to their collections.

— Lisa D. Smith, University of North Carolina at Chapel Hill

John Buchanan.

The Road to Guilford Courthouse: The American Revolution in the Carolinas.

New York: John Wiley & Sons, 1997. 452 pp. $30.00.
ISBN 047116402X.

To say that *The Road to Guilford Courthouse* is a popular history is not to denigrate it. It is stronger on personalities than underlying causes, more keen on military strategy than on the social make-up of troops and civilians, dramatic rather than analytical, but still very useful on a number of subjects. While cultural and political relationships and tensions within the colonies receive less attention than in other recent works, they are not neglected. War brings out strong personalities, and Buchanan depicts them with skill. Although the title refers to the battle near Greensboro, most of the book deals with South Carolina, and the travels of Lord Cornwallis in North Carolina after Guilford are sketched hardly at all. Buchanan, an archivist, relies more on traditional sources than current historiography but has a good, annotated bibliography and is not afraid of stating his opinion. This is a well-crafted, clearly written narrative history that will inform and delight most readers.

Anyone familiar with the military knows how generals and politicians far from the battlefield love strategy — and how in reality schedules get bollixed. The southern campaigns of 1776 and 1780-1781 illustrate splendidly how impossible grand strategy was in practice. Transportation and communication difficulties hampered and even destroyed 18th century plans and schedules — North Carolina's wet "red clay roads were quagmires by day and frozen moonscapes by night." Terrain and transportation being so critical to military history, the scarcity and small scale of the book's maps are major flaws, while the illustrations are merely portraits of combatants and do little to advance the story. On the other hand, the short biographies added as a

glossary at the end of the text are helpful, and the battle descriptions are often worthy of Bruce Catton.

The Revolution in the South has been unduly neglected, but multi-volume publications such as the *Papers of General Nathanael Greene* (not yet completed, UNC Press) set the stage for more detailed and comprehensive treatments than in the past. Buchanan's *Road to Guilford Courthouse* may well last for a long time as the best introduction to the military aspects of the war in the Carolinas, but his lack of knowledge and analysis of local political, cultural, and social conditions prevent it from being the final word on the American Revolution in our area.

— Patrick Valentine, Wilson County Public Library

Sarah H. Hill.

Weaving New Worlds: Southeastern Cherokee Women and Their Basketry.

Chapel Hill: University of North Carolina Press, 1997. 440pp. Cloth, $45.00. ISBN 0-8078-2345-7. Paper, $22.50. ISBN 0-8078-4650-3.

A sacred Cherokee tradition is the tale of the woman Selu (Corn) and her gift of maize to humankind "soon after the world was made." It is a story "so sacred that, in the old days' only priests could tell it, and any who wished to hear it had to fast and go to water." "Directly associated with Selu, with women performing their most fundamental tasks and assuming powerful responsibilities, was the basket that the first great mother carried with her each day." If a woman wanted to transport something, she put it into a carrying basket, using a tumpline across the shoulders.

This book is far more than the history of a handicraft. The strands of material culture, belief systems, and history weave into women's life in a marginal society. Cherokee existence was torn asunder during the last two hundred years. The Cherokee nation was reduced from domination of large sections of South Carolina, Georgia, North Carolina, Alabama, and Tennessee, to subsistence on a cluster of small tracts in the mountains of western North Carolina. The religion and political economy of European immigrants suppressed the traditionally matrilocal clans in favor of patriarchal nuclear families.

A similar reduction and shift occurred in Cherokee women's basketry. They used to make most of their baskets from rivercane. Doubleweave baskets were a complex construction of thin strips of carefully slit and pared rivercane. About 500 cane strips, dyed with walnut, bloodroot, or pokeberry, were woven into an inner basket that continued, often in a different pattern, to cover the outside. Said to be capable of holding water, these baskets were commonly used both for storage and for serving such food as "homminy, boiled corn, beans and pease." A good doubleweave basket had much in common with a turtle or a rattlesnake. Banded and cross-hatched in browns, yellows, reds and oranges, the basket was quite tough and extremely beautiful. An example of contemporary doubleweave basketry "survived a fire, water damage, compression and harsh cleaning solvents" with little visible change.

War and European livestock extirpated good cane from breaks around the traditional Cherokee towns. Women found strips of split white oak made good carry baskets or egg baskets to sell. When honeysuckle invaded the South, the Cherokee made baskets of its vines to use or to sell. Because of a shortage of oak, shiny and decorative maple strips were adopted to craft the kind of baskets that tourists would buy. You can buy all four types of baskets today from cooperatives on the Qualla Boundary and Snowbird tracts. Baskets that once sold for 25¢ might sell for $1,000.

This book could serve well as an introduction to the culture of the Eastern Cherokee. It needs a simple diagram of Sequoia's syllabary, one of the most astounding intellectual feats in American history, to support references to the importance of written Cherokee language in tribal history. There are a few minor errors; for example, we see "anjelica" for "angelica" and "quercus" where scientific nomenclature requires "Quercus." The thirty-one page bibliography appears to be comprehensive in the field of Cherokee studies. This, combined with a fine index, makes *Weaving New Worlds* an excellent book on women's central role in the Eastern Band of the Cherokee Indians. Sarah H. Hill received her Ph.D. in American Studies from Emory University and is serving as guest curator at the Atlanta History Center for a 1999 exhibition on Indians and Georgia.

— Philip P. Banks, Asheville-Buncombe Library System

David Sedaris.

Naked.

New York: Little Brown, 1997. 291 pp. $21.95.
ISBN 0-316-77949-0.

David Sedaris arrived in Raleigh in the 1950s when his father was transferred from Endicott, New York, by IBM. With the move came "a plague of tics," from kissing stairs, head-shaking, and bed-rocking, to a stint with the Broughton High School drama club and as a Dix Hill volunteer; from a trip to Greece with a teen summer tour, to leaving home finally to go to "a state college in western North Carolina where the low brick buildings were marked with plaques reading ERECTED 1974." Throughout his childhood, adolescence, and early adulthood, Sedaris realized instinctively that he was different from the southerners who reluctantly welcomed the northern invasion of RTP, but only gradually did he discern it to be more than his strange accent or his Jewish heritage that set him apart. Being a homosexual in the 1950s and '60s in eastern North Carolina was a fate fraught with cruelty and misunderstanding. Only someone with a perverse sense of humor and an amazing gift for the craft of writing could make these vignettes of a lifelong search for self-realization and self-worth simultaneously funny and painful to read.

Sedaris is a master of character description — his own. And yet, in spite of the title that would lead the reader to assume the author's self-disclosure, the situations are so absurd that we never feel we've come to know the real David. One wonders if his parents possibly could have been as eccentric, cruel, dysfunctional — and lovable — as he describes. Could his tics really have been that extensive, that all-consuming? Likewise, the co-ed quadriplegic he nurses through college — and summer travels — is reflected only as she becomes a vehicle to describe Sedaris himself. As intimate as their contact is, the reader senses no relationship. Only Sedaris is truly described.

Naked is a book to read a chapter at a time. As a matter of fact, a few of the selections have been Sedaris monologues on NPR. They are insightful descriptions of the importance of family, the pain of adolescence, the cruelty that society inflicts upon ten percent of its population, and the false assumption that a good laugh will hide all hurt. An important, if emotionally difficult book, *Naked* is recommended for all public libraries — and high schools that can get away with it.

— Frances Bryant Bradburn, North Carolina Department of Public Instruction

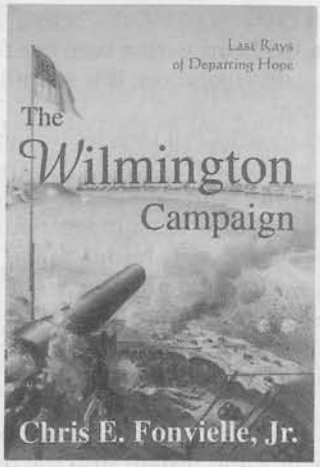
Chris E. Fonvielle, Jr.

The Wilmington Campaign: Last Rays of Departing Hope.

Campbell, CA: Savas Publishing Company, 1997. 623 pp. $32.95. ISBN 1-882810-09-0.

This, the third volume in Savas Publishing Company's "Battles and Campaigns of the Carolinas" series, is a thoroughly documented and well-written addition to the growing number of published studies of the Civil War in North Carolina. Fonvielle's book is a greatly expanded version of his master's thesis at East Carolina University and doctoral dissertation at the University of South Carolina, and it complements the work of Mark Bradley (*Last Stand in the Carolinas: The Battle of Bentonville*, Savas, 1996), Nathaniel Cheairs Hughes, Jr. (*Bentonville: The Final Battle of Sherman and Johnston*, University of North Carolina Press, 1996), and Rod Gragg (*Confederate Goliath: The Battle of Fort Fisher*, HarperCollins, 1991), by clearly showing how the Fort Fisher/Wilmington and Bentonville campaigns were related. More importantly, Fonvielle reminds the reader of the often-forgotten fact that the fall of Fort Fisher and Wilmington rapidly sealed the fate of the Confederacy.

The port of Wilmington, though blockaded by the United States Navy, was a very significant supplier of military and civilian goods during the Civil War because blockade runners routinely evaded enemy ships. During 1864 it became clear to the Union Navy that the Confederate forces' only remaining pipeline of supplies could be plugged by taking Fort Fisher, which guarded the entrance to the Cape Fear River near Wilmington. By early 1865, General Ulysses S. Grant realized that the timely capture of both Fort Fisher and Wilmington could assist General William T. Sherman in his movements through North Carolina to attack the Army of Northern Virginia. An attack on Fort Fisher in December 1864 failed largely because of the refusal of Union naval and land forces to communicate. In a subsequent campaign that began in



January 1865, and culminated in Wilmington's fall in February, Federal troops commanded by General Alfred H. Terry and the naval forces of Admiral David D. Porter not only sealed the last Confederate port, but also made it easier for General Sherman to defeat Confederates at Bentonville and proceed northward with troops from the Cape Fear region.

The author utilizes a host of primary sources to show the significance of the largest combined Union campaign of the war. Effective quotes from letters and other documents enliven Fonvielle's book and reveal much about the character of the campaign's participants—not only the egotistical nature of Admiral Porter and the chronic hesitancy of Confederate General Braxton Bragg, but also the fine qualities of rank-and-file soldiers on both sides. In many cases, the words of these men take on added meaning because their photographs appear throughout the book. Numerous other illustrations, including the fine maps of Mark A. Moore, help the reader understand the action as well as the significance of the fall of Fort Fisher and North Carolina's principal port city.

The Wilmington Campaign, which includes an extensive bibliography and a useful index, could have profited by more careful editing; nevertheless, it is an important book that will interest many patrons of academic and public libraries.

— Maurice C. York, East Carolina University

Dirk Frankenberg.

The Nature of North Carolina's Southern Coast: Barrier Islands, Coastal Waters, and Wetlands.

Chapel Hill: The University of North Carolina Press, 1997.
250 pp. $17.95. ISBN 0-8078-4655-4.

This volume is a companion to Dirk Frankenberg's earlier description of the northern coastal region of North Carolina, *The Nature of the Outer Banks: Environmental Processes, Field Sites, and Development Issues, Corolla to Ocracoke.* Frankenberg, a professor of marine science at UNC-Chapel Hill, is intimately familiar with the North Carolina coast and the natural processes that have shaped it and its biological communities.

The subtitle, "An ecotourist's guide to the North Carolina coast, from Portsmouth Island to Calabash," is an apt description of this book's focus. Frankenberg begins with a concise but thorough description of the many processes, especially geological, physical, and biological, that have shaped the features of the coastal region. An average lay person might have a little trouble with a few of the concepts and terms, but a somewhat more experienced "ecotourist" would most likely have the background needed to understand the scientific explanations Frankenberg provides, especially since he has done an excellent job of beginning his discussions of natural phenomena from first principles.

The first section of the book provides a thorough description of the plant communities one would encounter in the distinct habitats typical of the coastal region. Plants, the author argues, won't run and hide as animals will, and provide the best indices of the physical, geological, and biological conditions dominating each habitat.

The second section of the book is a tour guide of the many fascinating natural areas and sites worth visiting in the southern portion of the North Carolina coast. Frankenberg's thorough familiarity with and love of the Carteret County coast comes through well, and there are truly some wonderful places to see there. The southeastern portion of the coastline is not quite so exquisitely described, but then it has also suffered somewhat more from the pressures of human development and offers correspondingly fewer unspoiled habitats to enjoy.

This book will serve quite well as a guidebook for someone interested in sampling the natural treasures of the southern North Carolina coastal region. Frankenberg provides many photographs, maps, and sketches to illustrate both his background material and the guidebook section. He also lists an extensive bibliography of references and more detailed descriptions of particular locales for those who wish to delve further. The book was finished after Hurricanes Bertha and Fran struck this region, and the author discusses their impacts and warns that some of the routes he describes may be altered or unusable in their wake.

The book finishes with an epilogue that discusses the issues raised by human development of this portion of the coastline, one of the last such areas along the East Coast to experience rapid growth. As human interests wrestle with nature more intimately, our rules, regulations, and philosophy of managing the interaction become even more important to consider as we visit these last wild places.

— Lawrence B. Cahoon, University of North Carolina at Wilmington

Susan S. Kelly.

How Close We Come.

Wilmington: Banks Channel Books, 1997. Paper, $10.95. 189 pp. ISBN 1-889199-00-1.

How Close We Come is a novel written from the heart with a keen eye for themes of women's friendships, betrayal, and separation. It is a familiar and comfortable story, yet one that reveals truths.

The story is told by writer and suburban wife, Pril Henderson, and concerns her ten-year friendship with neighbor Ruth Campbell as they raise families in Greensboro, North Carolina. With humor and poignancy, the two women experience the ebb and flow of daily life, with its children, husbands, and neighbors as well as its intimacy and loss. Eventually, Pril must grapple with Ruth's sudden desertion of her husband, and face her own feelings of abandonment and the dilemma of whether to testify against her closest friend. Her experience leads her to a new understanding of how close people ever really come to one another.

Both Pril's and Ruth's characters are fully realized. The two women come to life with an honesty of feeling and insight into the human heart and mind. They speak in clear and knowing voices. The author has written a novel that rings true and illuminates life's most tender and touching themes.

Author Susan S. Kelly is from Rutherford, North Carolina, and a graduate of the University of North Carolina at Chapel Hill. Her short stories have been cited for numerous awards including the Pushcart Prize and the Iowa Woman's fiction contest. *How Close We Come* is the winner of Banks Channel Books' Carolina Novel Award, which was established to encourage excellence in fiction writing by North Carolina authors. Recommended for all libraries with popular fiction collections.

—Joan Sherif, Northwestern Regional Library

Clyde Edgerton.

Where Trouble Sleeps.

Chapel Hill: Algonquin Books of Chapel Hill, 1997. 280 pp. $18.95. ISBN 1-56512-061-2.

Once again, Clyde Edgerton takes us to rural Listre, North Carolina, the setting for his previous bestsellers *Raney* and *Walking Across Egypt*. It's 1950 and passing traffic has little reason to slow down except for the blinker light at the intersection. The town crossroads includes the flintrock general store, the Pendergrass Auto Shop and Grill, the grocery, Train's Place (a filling station where the men gather to drink beer), and the store where the Blaine sisters sell chickens and ice (except during thunderstorms when they close up shop and drive over to their married sister's house to wait for the weather to clear). Down the road is the Listre Baptist Church where Pastor Crenshaw wrestles with temptation and contemplates using the congregation's Lottie Moon offering for local instead of foreign aid. And all around the crossroads are the homes of the people who live in the town and who come alive through Edgerton's narrative.

Life is simple here, although six-year-old Stephen Toomey thinks that right and wrong were easier to understand "a long time ago when the Bible was a place and a time together." His mother reads to him from *Aunt Margaret's Bible Stories* and takes him to the prison to visit the electric chair, believing that it's never too early to teach her boy what will happen if he commits a sin or breaks the law. Jack Umstead's mother should have done the same for her son. Driving a stolen car through Listre, Jack stops for gas and then lingers a while to find out what he can take from the inhabitants of this sleepy little community. He chats up the locals, romances the town's sweet young thing, and learns what it means when Trouble, the filling station bulldog, takes his nap indoors. But this devious, smooth-talking man with his pencil-thin mustache is no match for Edgerton's array of town characters.

Religious hypocrites are artfully revealed and the eccentricities of the good, everyday characters are cheerfully described by a writer who understands, remembers, and loves this rural world and the sound of its people's language. Listre is the fictionalized version of the town where Edgerton was born and raised, so he knows it well. He's a fine and funny storyteller, and the book should be read aloud for full enjoyment of the rhythm and cadence of the speech of people who would sound exactly like this if only they weren't just characters in a book. *Where Trouble Sleeps* will make the reader want to sit in the Listre School grandstand on Friday nights, eat popcorn, and watch the picture show, all for 25 cents.

—Frannie Ashburn, North Carolina Center for the Book, State Library of North Carolina

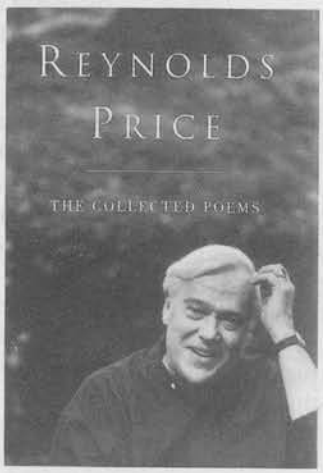
Other Publications of Interest ...

Academic and public libraries will want to acquire ***Guide to Research Materials in the North Carolina State Archives: County Records***. The new eleventh revised edition describes county records stored by the State Archives in over 9,000 bound volumes, 21,000 boxes of loose records, and 24,000 reels of microfilm. It has been painstakingly corrected, and record titles have been standardized. Similar records have been grouped together for the convenience of the researcher in this edition, rather than listed alphabetically. (1997; Historical Publications Section, Division of Archives and History, 109 E. Jones St., Raleigh, NC 27601-2807; vii, 363 pp.; paper, $15.00, $3.00 postage; ISBN 0-86526-273-X.)

Civil War collections will be pleased with ***Moore's Historical Guide to the Battle of Bentonville***, by Mark A. Moore. Moore drew the maps for *Last Stand in the Carolinas: The Battle of Bentonville*, by Mark L. Bradley (reviewed Spring 1996), and intends this book to be a companion volume which will orient battlefield visitors, through detailed maps, photographs, and descriptions, to the troop positions and maneuvers noted on the 29 historical markers in the battle area. Also includes the battles of Monroe's Crossroads and Averasboro. (1997; Savas Publishing Company, 1475 South Bascom Ave, Suite 204, Campbell, CA 95008; 92 pp.; paper, $12.95; ISBN 1-882810-15-5.)

A Garden of One's Own: Writings of Elizabeth Lawrence gathers more than 50 articles written between 1932 and 1978 for gardening magazines, newsletters, and plant society bulletins, as well as excerpts from personal letters, by the well-known landscape architect and author of *A Southern Garden*. It is edited by Barbara Scott and Bobby J. Ward. (1997; University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; xviii, 281 pp.; $24.95; ISBN 0-8078-2349-X.)

The Collected Poems by Reynolds Price brings together his poetic output of 36 years, including three previously published collections (*Vital Provisions*, 1982; *The Laws of Ice*, 1986; and *The Use of Fire*, 1990) and introducing a new one, *The Unaccountable Worth of the World*, written in large part during Price's struggle with spinal cancer. Readers familiar with his novels will recognize many familiar themes, presented in the form that, according to the author, follows the shape of his life most closely. (1997; Scribner, 1230 Ave. of the Americas, New York, NY 10020; xxiv, 472 pp.; $37.95; ISBN 0-684-83203-8.)



Against Distance is a collection of poems by Peter Makuck, Distinguished Professor of Arts and Sciences at East Carolina University and editor of *Tar River Poetry*. His subject is landscape, often the coastal waters of North Carolina, and his portraits are both clear and complex. (1997; BOA Limited Editions, 260 East Ave, Rochester, NY 14604; distributed by Consortium, 1045 Westgate Drive, Suite 90, St. Paul, MN 55114; 95 pp.; cloth, $20.00; ISBN 1-880238-44-6; paper, $12.50; ISBN 1-880238-45-4.)

Sparta With a Hoe is the third in Chapel Hill native Gina Kaiper's series of novels tracing North Carolina history through the lives of women, continuing the family saga begun in *I Shall Never Speak* and *The Story of Lina Holt* (reviewed Winter 1995 and Spring 1996.) Sparta is Lina's youngest daughter. Her story begins with her marriage to a neighboring farmer in 1911, and follows her through motherhood and widowhood, through the relatively prosperous 1920s and the desperately difficult early 1930s. (1997; The Days & Years Press, P.O. 10667, Pleasanton, CA 94588; 249 pp.; paper, $14.50; ISBN 0-9645206-4-8.)

Raleigh-area writer Cherry L.F. Johnson's first novel is ***Half Moon Pocosin***, the story of a young farm wife in eastern North Carolina during the Depression. Cindy dreamed of living an independent life as a single teacher, but her parents pushed her into an unrewarding marriage with hardworking, taciturn J.D. Her struggle to live with the farm's isolation, monotony, and hard work is lightened by the companionship of her baby daughter, and what she comes to identify as the sympathetic ghosts of J.D.'s mother, grandmother, and great-grandmother. (1997; Academy Chicago Publishers, 363 W. Erie St., Chicago, IL 60610; 167 pp.; cloth, $20.00; ISBN 089733-438-8.)

Public libraries along the coast will have requests for ***Southport: A Novel of Second Chances***, by Edward P. Norvell, a Salisbury attorney, in which young Todd Field leaves home (a tobacco farm in Duplin County) as soon as he finishes high school to escape an alcoholic, abusive father and a sexually predatory farm manager. Hitching a ride to Southport, he gets a job as a hand on a charter boat. After an aborted love affair with a rich girl from Raleigh, he drinks heavily, does drugs, and has a lot of casual sex. Hard work and the love of surrogate family pull Todd out of his slump, and he sobers up, buys his own boat, and marries the daughter of a local seafood restauranteur, resolving to be a better father than his own. This Horatio Alger tale includes as much local history, folklore, and fishing lore as it does story, making it more useful to tourists than your average beach book. (1997; Research Triangle Publishing, PO Box 1130, Fuquay-Varina, NC 27526; 255 pp.; paper, $12.95; ISBN 1-884570-68-2.)

Taste of the Triangle: A Guide to the Finer Restaurants of Raleigh, Durham, Cary and Chapel Hill with Recipes covers 45 restaurants. Author Juli Brown, who has worked in several restaurants as pastry chef, sous-chef, and manager, provides brief descriptions and introductions to the chefs, along with their favorite recipes and wine selections. (1997; Down Home Press, P.O. Box 4126, Asheboro, NC 27204; 224 pp.; paper, $14.95; ISBN 1-878086-56-1.)

Correction: To order *Weavers of Dreams*, from author Paul R.Kearns, M.D. (reviewed Spring 1996), write to 715 Oakdale Dr., Statesville, NC 28677-3447. I apologize for any inconvenience caused by the earlier error in address.

— D. Hodder

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

In Our Own Back Yard:

Review of Nonprint Sources on North Carolina Authors

by *Helen Fowler Kluttz*

My fellow fanatics for writing of and about North Carolina will be delighted to know that video, the Internet, and even maps have much to offer. These alternative sources are enhancements to what is available in print.

Maps:

North Carolina English Teachers' Association. *A Literary Map of North Carolina*. 1972. [Out of print, but often available at rare and used book dealers]

The authors are listed below the map, which bears illustrations related to the literature produced in the state. Near Asheville, for example, there is an angel pointing upward to represent Thomas Wolfe's *Look Homeward Angel*. The listing of authors gives their birthplaces and a letter indicating the genre worked in and any state awards received.

Malone's New Literary Map of North Carolina. Chapel Hill: Literary Lantern Press, 1990. Available from: North Carolina English Teachers' Association, P. O. Box 4009, Charlotte, NC 28204; or: Literary Lantern Press, 516 Carl Drive, Chapel Hill, NC 27516.

Currently endorsed by the North Carolina English Teachers' Association, this map has several improvements over the 1972 map. This map has more political and geographic features: for instance, the counties are marked on it. Also, the map is laminated, which makes it more durable. Best of all, the authors' names are placed on the map so that one may tell at a glance which counties are well-bestowed with writers and which are not. The Research Triangle Park area has the lion's share while Montgomery County has none.

Fiction:

Pete and Shirley: The Great Tar Heel Novel. Serialized by *The News and Observer*. Friday, November 17, 1995. Internet. Accessed 2/20/97. *http://www4.nando.net/nao/pete/toc.htm*

This serial novel has 17 chapters by 16 different writers, all culled from the Research Triangle Park area, "with more fine writers per square foot than anywhere else in the United States," claims David Perkins, book editor for *The News and Observer of Raleigh*. Perkins organized the undertaking, getting Clyde Edgerton to write the first and last chapters. As Perkins notes, "*Pete and Shirley* is pure fun." The novel pokes fun at everything from country music, as Edgerton readers have grown to expect, to writers' conferences and assertiveness training for women.

The real fun is to see how the baton of satire is passed from one chapter to the next and to see how various threads are woven in and out of the narrative. The trouble starts when Shirley discovers a briefcase in a box of clothing she purchased for Pete at a yard sale. The briefcase turns out to be a Pandora's box of secrets from the past that tests the relationship between Pete and Shirley.

Cities and Roads Stories. Internet. Accessed 7/23/97. *http://www.shopthenet.net/poetcorner/cities/summary.html*

This site can be accessed by using the keywords "Cities and Roads — Story Descriptions." Gathered here is a roster of stories published in a periodical titled *Cities and Roads: A Collection of Short Stories for Triad Readers and Writers*, edited by Tom Kealy and published in Greensboro by Lee Booth and Battleground Printing and Publishing. The first issue came out in fall 1995.

This periodical is one to watch, as it publishes stories by previously unpublished writers as well as experienced writers. One limitation is that it takes stories only from Triad residents; but with the help of the Internet site, it may reach beyond the Triad audience and thereby broaden its net for contributors. The site showcases the short story talents in the magazine with a one-sentence synopsis of each story, followed by a brief yet intriguing excerpt, vigorous enough to leave the reader wanting more. And there is more. One or two stories from each of the four issues included in the site can be accessed in full.

Commentary on the Literary Scene:
"Women and Literary Publishing in North Carolina." Part of *Making the Difference: North Carolina Women Writers and Their Works*. Internet. Accessed 2/20/97. *http://odyssey.lib.duke.edu/women/ncwwpub.html*

This document lists findings on how women have worked "behind the literary scene" via organizations, periodicals, and publishing ventures to help bring North Carolina literature to the public's attention. These descriptions provide a brief synopsis of women's contributions to the state's literary activity from 1854 to the present.

Rubin, Louis D., Jr. "On the New North Carolina Writers." *Frank 15 Online. Region: North Carolina*. Anglophone S. A. and Gyoza Media. 1996 Webmaster. Internet. Accessed 2/20/97. *http://gyoza.com/frank/html/19Rubin.html*

Rubin ruminates on the causes of the "literary explosion" taking place in North Carolina during the last fifteen years. He notes that most of the writers receiving widespread attention are those who grew up in rural communities or small towns, but moved away to university towns and cities. He speculates that the writers see their former communities through the new lens of a different cultural perspective, and are moved to preserve the special character of the places they came from.

Survey:
Their Native Earth: A Celebration of North Carolina Literature.Raleigh: Humanities Extension Program, North Carolina State University, and University of North Carolina Center for Public Television, 1989. [Aired on WUNG-TV, Channel 58, Concord-Charlotte.] Available from: Humanities Extension Publications, North Carolina State University, Box 8101, Raleigh, NC 27695. Cost: $125.

This two-part (111 minutes) documentary traces the emergence of a literary culture in the state, moving from the literary forefathers, Paul Greene (famous for the outdoor drama *The Lost Colony*) in the east and Thomas Wolfe in the west, to the present day. Contemporary writers are interviewed and read from their works. Fred Chappell, Reynolds Price, and A. R. Ammons read from their poetry. Unfortunately, while the poets are reading their selections, the mushy background music drones on, clashing with the rhythms and emotional overtones of the language. The indiscretions with the music, however, are redeemed by the immediacy of the visits with contemporary writers in their own back yards (or on the grounds of the college campuses where they work) and the opportunity to witness the paths they took to get into writing

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North Carolina Library Association

Minutes of the Executive Board

July 18, 1997, Chapel Hill Public Library

Members and Guests Present: Dave Fergusson, Steve Sumerford, Pauletta Bracy, Teresa McManus, Beverley Gass, Martha Davis, Karen Perry, Kathryn Crowe, Patrick Valentine, Wanda Brown, Barbara Levergood, Robert Burgin, John Via, Tracy Babiasz, Sheila Core, Barbara Akinwole, Carol Freeman, Lou Bryant, Renee Pridgen, Sheila Johnson, Beth Hutchinson, Marilyn Miller, Susan Adams, Janet Flower, Betty Meehan-Black, Ross Holt, Richard Wells, Ann Miller, Ginny Gilbert, Frances Bradburn, Melinda Ratchford, Stephen Dew, Maureen Costello.

Cathy Thompson, Director of the Chapel Hill Public Library, welcomed the committee to the beautiful Chapel Hill Public Library.

President Fergusson called the meeting to order at 10:00 am. After a few typographical errors were corrected, the minutes for the previous meeting were approved.

President's Report

President Fergusson introduced Marie Costello, the new NCLA Administrative Assistant. He then announced the results of the board elections:

Vice President/President-Elect:
Plummer Alston Jones, Jr.
Secretary: Elizabeth J. Jackson
Treasurer (4 year term): Diane D Kester
Directors-at-large: Ross A. Holt
Vanessa W. Ramseur
ALA Councilor (4 year term):
Jacquelyn B. Beach

Treasurer's Report

Wanda Brown distributed the 2nd Quarter 1997 Financial Report. Major items on the report:

Total budgeted receipts	$82,740.00
Year to Date Budgeted receipts	$57,764.14
Total 1997 Budgeted Expenses	$82,740.00
Year to Date Expenses	$35,098.89

Sections and Roundtables

Children's Services Section

The committee is making final plans for the biennial conference. They also have contacted former members to urge them to renew their membership.

College and University Section

The Bibliographic Instruction Interest Group held a successful workshop. At the biennial conference the Section will sponsor a session on NC LIVE.

Community and Junior College Libraries Section

A survey sent to 157 present or potential members had a response of 23%. Over half of those responding favored remaining as a separate section. Therefore the section will remain a separate section for the next biennium.

Documents

The Section has been very active. The spring workshop attendance was not as high as hoped. In their business meeting, they discussed *North Carolina Libraries* and agreed that it is very important to the association. They also agreed that we need to (1) reevaluate the content of *North Carolina Libraries*; and (2) investigate ways to cut costs. Section chair Barbara Levergood presented a report on the impact of the new NCLA policy on the spring workshop, which requires a higher registration fee for non-members than for members. Based on the analysis of the workshop attendance, the section made the following recommendations: (1) The best way to attract new members and to keep old ones is to offer quality programs that both members and non-members can afford to come to. We recommend that NCLA policy be changed to allow for a small and flexible difference in registration fees— perhaps a $5-$10-$15 difference between member and non-member rates.

The Executive Board discussed these recommendations. Patrick Valentine pointed out that one of the reasons the registration fee was higher is because there were no grants for workshops this year. Presumably, in the future we will be able to offer grants and the fees can be lower. David Fergusson noted that there could be non-librarian fees. Robert Burgin suggested that we take these recommendations into consideration during the next biennium when we will have grants to offset some of the costs. The group expressed appreciation for the thorough report and recommendations.

Library Administration and Management Section

The Section will sponsor a preconference (Staffing Issues for the Year 2000) in collaboration with RASS and the Public Library Section. LAMS will contribute $1000 and RASS and Public Library Section will each contribute $500.

N.C. Association of School Librarians

The section has selected titles for the Children's Book Award and the Junior Book Award. Count on Reading statistics for NC reached over 2.5 million books, placing NC 14th in the US. Summer workshops registration reached over 275 participants for the three locations. These were jointly sponsored with the Department of Public Instruction.

Public Library Section

The Section decided to co-sponsor the preconference with LAMS, in addition to other conference plans.

Reference and Adult Services Section

The nominations for the RASS board for the 1997-1999 biennium include:

Vice Chair: Carolyn Price
Secretary/Treasurer: Joanne Abel.

Resources and Technical Services Section

The Membership Committee mailed a Membership Directory 1996 and a new membership survey to members. They plan to contact non-members as part of a recruitment effort.

New Members Round Table

The summer workshop, NMRT's Big Adventure, was well received. Acting Vice-Chair Tracy Babiasz has added much more information to the NMRT Web Site.

NC Library Paraprofessional Association Roundtable

The group had a lengthy examination of the new financial procedures of NCLA and they discussed the possibility of becoming an independent organization. They will hold a series of workshops. Meralyn Meadows, incoming Chair of ALA's paraprofessional round table, presented a report and a petition requesting that ALA have a "Paraprofessional of the Year."

Round Table on the Status of Women

The group is working on the conference program, which they are co-sponsoring with the Public Library Section.

Committee Reports

Conference Committee

75 vendors have registered and a reminder notice is being prepared. The committee

members reviewed the conference budget and project revenues of $102,000 and expenditures of $75,360 for a profit of $26,240. Information about the conference can be found on the web site. The conference registration program has moved to Excel and a Windows '95 environment. The committee decided to offer scholarships for two students in the library science programs at Appalachian, East Carolina, UNC-G, UNC-CH and NCCU.

Constitution Codes and Handbook

The committee will be presenting two items for approval at the biennial conference. The committee also pointed out that the name of the publications committee had not been officially changed. Robert Burgin made the following motion: The name of the Publications Committee be changed to the Marketing and Publications Committee. Sylvia Sprinkle-Hamlin seconded and the motion passed unanimously.

Finance Committee

The committee reported that it had not completed the 1998 NCLA Budget because they did not have all of the data needed but that a tentative budget will be mailed out before the conference and voted on at the October meeting. Other news: The IRS 990 extension was filed. The accountant recommended that a full audit be done for the 1997 budget year. This will cost about $3000. The committee asked that Board members submit in writing any concerns about the newly revised financial procedures.

Grants Committee

The committee has identified potential sources of funding. The committee also discussed other sources of funding including membership development. Endowed or different classifications of membership could be used to address operating expenses, but foundation grants are usually project oriented rather than and thus do not help with the operating expenses. There was also discussion about endowing NC Libraries.

Governmental Relations Committee

NCLA's efforts for 1997 National Library Legislative Day were very successful. Every NC congressional office was visited. There were a number of highlights from the day including a photo with Rep. Richard Burr and ALA's legislative counsel attending the NCLA luncheon.

Literacy Committee

The committee has five initiatives it is pursuing. It will be submitting a position paper on library services to immigrants and refugees at the October Executive Committee meeting.

Membership

The committee has selected the nominees and winners of the various membership awards which will be presented at the conference.

Marketing/Publications Committee

The committee has been planning preconference workshops. Also the NCLA Web Committee will merge with the Marketing/ Publications Committee.

North Carolina Libraries

Frances Bradburn asked sections, roundtables and committees to mail their biennial reports on disk or e-mail by Oct. 1. She also reminded the board that representatives to editorial board is a 4 year commitment.

ALA Report

Martha Davis distributed an extensive report on ALA activities. The Council passed a resolution of thanks to Governor James Hunt who has "consistently placed libraries of all types at the head of his legislative and personal agenda, steadily increasing his recommendations for State Aid to all libraries." President Fergusson asked if Governor Hunt could be invited to the conference to receive the resolution. Marilyn Miller commended Martha Davis for her work at ALA and John Via thanked her for written reports. The rest of the board also expressed its appreciation for Martha's excellent work with the ALA Council.

Other Business

Public Library Association sent letter to President Fergusson reminding him that PLA is tentatively scheduled in Charlotte for the year 2000. Sylvia Sprinkle-Hamlin, president of the Black Caucus of ALA, informed the group about the upcoming conference and invited the Board to the President's Welcome Party at Forsyth County Public Library. Martha Davis commended Sylvia for her work

President Fergusson asked the chairs of committees, sections and roundtables to send a list of their members to himself and Beverley Gass.

Old Business

NCLA Financial Procedures Operating Funds Barbara Levergood said Documents would like to see reporting to committees and sections strengthened; some discussion. Karen Perry expressed concern that not getting a bank deposit slip back could be a problem. Beverley Gass made a Motion to approve the Financial Procedures as they were proposed in the recommendations from the Finance Committee. Robert Burgin seconded. Karen Perry moved that the document be amended as follows: Section and roundtable chairs may request monthly income, expenditure reports and other pertinent documents as needed, or may at any time make a standing request for continuing monthly reports. Barbara Levergood seconded. The motion carried as amended.

President Fergusson adjourned the meeting.

— submitted by Steve Sumerford

AMERICAN LIBRARY ASSOCIATION
1997 ANNUAL CONFERENCE REPORT
June 26, 1997 - July 2, 1997
San Francisco, California

Submitted by Martha Davis,
ALA Chapter Councilor for North Carolina

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

ATTENDANCE- As reported in Council II as of Monday, July 1, 1997:

Type:	San Francisco 1997	New York 1996
Paid Registrations	12,059	10,812
Total All Registrations	23,201	23,707

PRESIDENT'S PROGRAMS- Walter Anderson, editor of *Parade Magazine* spoke at the Opening General Session on Saturday, June 28, 1997. Anderson is a champion for literacy and a member of the U. S. National Commission on Libraries and Information Science.

The President's Program on Sunday, June 29, entitled "Opening Pages for Life: The Power of the Book" focused on reading to children. Pan-

North Carolina Library Association Memberhip

(Library School Students: $10; Retired Librarians: $15;
Non-Library Personnel: $15; Institutional: $50; Contributing: $50;
Library Personnel: varies according to income – call for information)

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Title

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Library

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Business Address

_____

Daytime Telephone No.(s): _____

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_____

CHOICE(S) OF SECTIONS AND ROUND TABLES

ONE INCLUDED IN BASIC DUES. Add $5 for each additional section or round table. Children's Services, College & University Section, Community & Junior College Libraries Section, Documents Section, Library Administration & Management, NC Asso. of School Librarians, NC Public Library Trustees Asso., Public Library Section, Reference & Adult Services Section, Resources and Technical Services Section, New Members Round Table, NC Library Paraprofessional Asso., Round Table for Ethnic Minority Concerns, Round Table on Special Collections, Round Table on the Status of Women in Librarianship, Technology & Trends Round Table

$ ENCLOSED:

$ _____ Membership and one section/round table

_____ $5.00 each additional section/round table

$ _____ TOTAL

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c/o State Library of North Carolina
109 East Jones Street
Raleigh, NC 27601-1023

NCLA Office Hours: M-F. 9-1 • Telephone (Voice & FAX) 919/839-NCLA

elists were Robert MacNeil , Julius Lester, Virginia Hamilton, and Lucia Gonzalez.

TOPICS: Barbara Ford became 1997-98 ALA President at the Inaugural Banquet on Tuesday, July 1, 1997. Ann Symons, a school librarian from Juneau, Alaska and former ALA Treasurer, celebrated her election as 1998-99 ALA President.

Annual Conference opened with the celebration of the June 26 Supreme Court defeat of the Communications Decency Act as a "victory for librarians, Internet users and everyone who cares about free speech." Jubilation over this defeat and ALA's role as major plaintiff and the announcement of the $400 million donated to libraries by Bill and Melinda Gates set a very positive tone for the entire conference. After only two years, initiatives of ALA Goal 2000 – the expansion of the Washington Office to concentrate on legislation for libraries – and the creation of the Fund for America's Libraries to encourage corporate contribution to libraries – have already produced significant results.

The upbeat atmosphere was slightly tainted by the exit of Elizabeth Martinez, the creator of ALA Goal 2000, as ALA Executive Director. Issues behind the benefits package offered to Elizabeth Martinez, controversy over requiring the new Executive Director to have an MLS, and the fact that several candidates did not accept the position, have required the Search Committee for the Executive Director's position to reopen the search. Meanwhile, Mary Ghikas will become acting Executive Director until a new Executive Director can be hired.

Other discussions focused on where the money would come from to fund the new Spectrum Initiative. Councilors were also concerned about whether or not 150 candidates of color could be found to participate in this program.

Councilors were split over whether to even discuss a resolution to commend the Hawaii librarians for their objections to the Hawaii State Librarian's decision to outsource all book selection for the state to Baker and Taylor. Council III adjourned on Wednesday, July 2 without considering the resolution.

Internally, Council once again voted to leave the term of ALA Treasurer at 4 years and to reduce the term of Councilors to 3 years. This issue must now be voted on by ALA members. Discussion on allowing electronic participation on ALA committees generated concerns that committee members would lose the benefit of human contact and that there might be a profound financial effect on attendance at ALA. Barbara Ford, incoming ALA President, noted that we must move quickly to become virtual or be left behind. Later, Council approved a resolution to develop an ALA member listserv to provide a way for members to have more input into the issues, concerns, and interests of ALA.

At Council III, Bill Roberts, Councilor-At-Large and Martha Davis, N. C. Chapter Councilor presented a resolution to thank Governor James B. Hunt of North Carolina for his support of North Carolina libraries and NCLIVE. A citation from ALA will be mailed to Governor Hunt.

Finally, on Wednesday, July 2 at Council III, Councilors revised and then approved the Intellectual Freedom Committee's RESOLUTION ON THE USE OF FILTERING SOFTWARE IN LIBRARIES. This document now stands with the Library Bill of Rights as ALA's legal position on filtering.

CHAPTER RELATIONS COMMITTEE MEETINGS

Chapter Relations Committee meetings once again were small group forums for Barbara Ford, Ann Symons and others such as Judith Krug to discuss Presidential initiatives, to solicit ideas and support for the new President's initiatives and to talk about intellectual freedom issues. Elizabeth Martinez introduced the new Director of the Fund for America's Libraries Walter Hanson. Chapter Relations Membership Committee discussed possible strategies to link ALA membership discounts with state chapter membership dues. The LAMA division liaison announced that LAMA offers extra funds for state conference speakers if requested. LAMA's "Best of Show Display" can be shipped by the Chapter Relations Office for use at state conferences by request. Gerald Hodges always welcomes the opportunity to attend state conferences and help in any way he can.

ALA COUNCIL DOCUMENTS DISCUSSED AT THE 1997 ANNUAL CONFERENCE

The following Council Documents (CD) were among those discussed and acted upon during the 1997 Annual Conference. Copies of the Council Documents are available from the ALA Councilor at any time. A complete list of CDs considered will be published in a future edition of *American Libraries*.

CD #4.4- Resolution presented and approved to add six (6) ALA Councilors to represent ALA round tables.

CD #52- Resolution to thank Bill and Melinda Gates for establishing the Gates Foundation.

CD #49A- Resolution presented and approved to establish an ALA member listserv to provide more member participation in ALA issues and governance.

CD #19.4- After some revision, Council approved resolution on the use of filtering software in libraries.

CD #25.1 -Resolutions presented and approved to keep the term of ALA Treasurer at 4 years and to reduce the term of Councilors to 3 years.

CD #48 and #48.1- Presents information and plans to fund the Spectrum Initiative.

AND ON A MORE PERSONAL NOTE:

I want to thank NCLA for giving me the privilege and opportunity to serve on ALA Council as the North Carolina Chapter Councilor. This experience has had a profound effect on my personal and professional life. I can only hope that I have brought something of value back to NCLA in return.

This experience has also led me to understand that the actions of the American Library Association have significant impact on our profession. During my four-year term on ALA Council I have had the great privilege to participate in discussion and vote for or on funding for the following:

-Professional Statement of Ethics
-Access to Electronic Information, Services, and Networks: An Interpretation of the LIbrary Bill of Rights
-Resolution on the Use of Filtering Software in Libraries
-ALA Goal 2000 which resulted in:
-Expansion of the ALA Washington Office
-Legal action to defeat the Communications Decency Act
-Legal designation of libraries as "information providers" rather than "information receivers" in the Telecommunications Act
-Establishment of the Fund for America's Libraries to solicit corporate support for libraries

Once again- thank you.

Martha E. Davis
N. C. Chapter Councilor 1993-97
July 18, 1997

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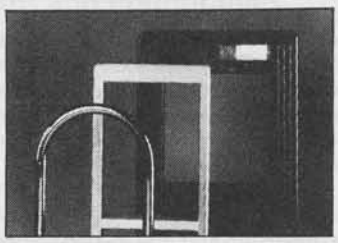

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