

Chapbook...

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**Quarterly Journal of the Children's Services Section
North Carolina Library Association**

Message from the Chair...by Loree P. Kelly
November 14, 2005



Dear CSS members,

I hope you are enjoying this very mild fall weather we have been having. Here in the mountains of Hendersonville, it's been especially beautiful with the fall colors reaching their peak in early November. However most of the leaves have fallen off the trees now (my yard is covered with them!) and our mild weather is about to leave as much colder air is forecasted to move in later this week. I'm prepared to meet it with my wool sweaters and socks and lots of hot tea!

I would like to introduce myself to you. As you probably know, NCLA began its' 57th biennium after the conference in September. I am the new chair of the CSS board for the 2005-2007 term. My name is Loree P. Kelly and I am currently employed at the Henderson County Public Library in Hendersonville, North Carolina as the manager of the Fletcher Branch. My husband and I moved to Hendersonville this past June as he began his medical residency in the Hendersonville Family Practice Residency Program. I began my position as manager of the Fletcher branch library in late August and very much enjoy my work here as branch manager. Although I no longer work directly with children and teens, most of my professional work experience has been in Youth Services.

Prior to moving to Hendersonville, I worked for fourteen years at the Cumberland County Public Library & Information Center (CCPL&IC) in Fayetteville, NC. Most of my work at CCPL&IC was as a branch youth services manager, but I also served as interim branch manager at two locations for an extended period of time. As a youth services manager, I planned and conducted branch programs for children birth to grade 12, supervised youth services staff at the branch location, developed and maintained the branch youth services collection,

and assisted with various system wide youth services programs and projects over the years.

I became a director on the CSS Board in the spring of 2001. After two years on the board, I accepted the nomination to be Vice Chair/Chair Elect for the 2005-2007 biennium. I am looking forward to working with board members to bring quality programs that will be useful to all CSS members.

CSS board members will begin planning the off year retreat at Brown Summit that will be held next fall (in place of the conference) at the upcoming board meeting in December. We will use the conference breakfast evaluations that CSS members filled out to help us develop programs that address the interests of CSS members. If you have ideas for potential programs for the retreat, please contact me at the address or phone number listed on the CSS web page. Thank you and I wish you all a very happy holiday season.

Chapbook...

....Quarterly Journal of the NCLA/Children's Services Section

The mission of Chapbook is to inform those involved in Children's Library Services about:

- Statewide trends in Youth Services
- Workshops for professional development
- Successful programs and upcoming events

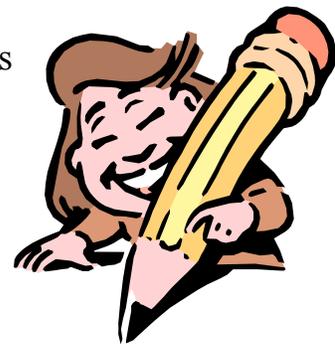
From the Editor.....

I invite our readership to submit articles to the Chapbook; to share your tried and true special programs, or interesting projects, or upcoming events whereby all readers may be informed or even motivated to try something new. There is no deadline.

Send to:

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It's a Mystery: Targeting Teens in Catawba County, North Carolina

Lidia Miller & Kim Wetmore
Catawba County Library System
Catawba County, NC

Most of the time, parents can't even tell you what is going through the heads of children who have lived under their own roof for 13+ years, so how are we as program planners supposed to know what will not only appeal to, but draw in, teenagers? Like any good detective I employ some direct interrogation. I ask. I ask my own teens (one of each gender), their friends and whenever possible their friends' friends. You know the ones, those who haven't been to the library since preschool story times.

Their feedback has led me in many different programming directions, but I would like to share with you two of this year's most successful teen programs: **"CSI--Solve a Homicide"** and **"S.W.A.T.--Special Forces."**



"CSI--Solve a Homicide" has been offered on several occasions and has always been well attended. We turn the library's auditorium into a homicide crime scene. Our victim is a real dummy, but the clues are as real as from any actual murder scene. We are so fortunate to have Alton Price, Deputy Educator of the Catawba County Sheriff's Department, to make this program possible. He comes in before the program to set up the crime scene. Fake blood, a body, bullet holes, and objects (better known as clues), are carefully placed to infer a crime has been committed, and the crime needs to be solved by our program participants.

During the course of the program, he educates them as to how to secure a crime scene and then interpret the clues to evaluate what happened. Under Alton's guidance, the group breaks up into teams--one dusting for fingerprints, one photographing the crime scene, one preparing a grid search, and one creating a plaster cast of the culprit's footprints as he fled the scene through our (left-slightly-ajar-by-the-



perpetrator) garden door. Through these actions, the teens learn to sift reality from the fiction of the program's television namesake, learning how little the show has to do with the reality of crime solving. Teens have left the program saying, "I thought those shows were so true," and "Wow, how does anyone get away with a crime with all these ways of discovery?"

"SWAT - Special Forces" came about due to an on-going working relationship with the Catawba County Sheriff's Department and its leader Major Coy Reid. We have been very fortunate that both Major Reid and his predecessor, Major Joe Momier have been staunch supporters of the library. Major Reid formed the STAR team on September 2, 1997, after seeing that there was a need for a tactical force in our area. And, after seeing these well armed and well trained men at work, I am sleeping more soundly!

Lieutenant Don Brown opens this program with an overview of what the STAR team (Special Tactics And Response) does to make Catawba County, NC a much safer place to be. Then suddenly from the back of the room the team leader--looking more a Ninja than police officer-- begins to bark ear splitting orders of "**Down Down Down!**" as the suspect (better known as a pretend pre-arranged volunteer) begins to attempt to escape custody. The STAR team rushes the isle, tackles the suspect and has him in custody (and handcuffs) before the teens can even begin to react. Leslie Mendoza was shocked when the deputies burst from the back of the auditorium. "I had no idea that they were going to do that!"

Deputy Brian Kelly, with his fellow Deputies Aaron Rector and Jason Reynolds, all veterans of the STAR team, then remove their black caps and facial coverings to awed applause. (I personally never want to be apprehended by these officers after that demonstration.) Deputy Kelly then takes over the attention of the audience, explaining the history of the team, and introducing himself and fellow Deputies.

The STAR team handles a variety of dangerous situations and requires very specific training that allows them to handle everything from the routine domestic violence call to an extreme hostage case. The teens were glued to the presentation of the (disarmed) weapons carried in by the officers. While initially shy, the teens began asking questions about the backgrounds and risky assignments of these young men. Their explanations were "on the edge of the chair riveting," detailed, and personal. Then, to add icing on the proverbial cake, we were given a tour of their response vehicle.

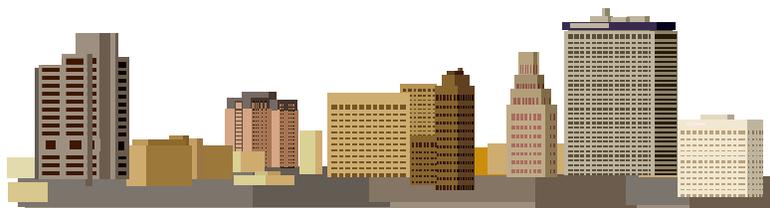


The teens again left the program not only excited and with a new respect for law enforcement officers, but with the knowledge of what it takes to be someone who defends others from the dangers of this world.



What appealed to these teens enough to make them attend a program at the library in the summer time? Possibly peer pressure. I have worked hard to make teens feel welcome in the building at all times. I will walk up to them and ask them what they read. Having read many of the same books allows for some interesting icebreaking conversations. I'm not "Marion the Stereotyped Librarian" saying "shhhhhh!" and glaring at them, but rather someone interested in their library information and reading needs. Also, I send out ambassadors (my children included) who encourage friends to participate in the programs. Signs don't bring in the teens, teens do. Work with the ones you see in the building, and encourage them to bring their friends and in turn, those friends will become your advocates as well!





From the State Library...by Jim Rosinia, State Library Youth Consultant

On October 31, the State Library Commission accepted a recommendation made by its Youth Services Advisory Committee (YSAC). The YSAC is charged by the Commission with advising the Department of Cultural Resources and the State Library on matters pertaining to youth services and, as part of its review of all youth services programs under the State Library's auspices, the Committee reviewed the Public Library Quiz Bowl program. The YSAC unanimously recommended to the State Library Commission that the State Library of North Carolina cease its support of Quiz Bowl at the end of the 2005-06 competitions. The recommendation also had the support of yours truly as well as the unanimous support of the three previous Youth Services Consultants.

The YSAC realizes that, when the State Library ceases its support, there may be some public libraries in the state that will wish to continue offering local high schools an opportunity to compete in a local quiz bowl. So the Committee recommends that the State Library give a copy of the database of questions to any interested library and that I hold a one-time workshop for librarians to familiarize them with the use of the database. (Naturally, if the interested libraries are located across the state, the YSAC recommends that this initial training be held in more than one location.) Finally, the YSAC suggests that the State Library maintain an email "listserv" to facilitate discussion among librarians who will be conducting local Quiz Bowl programs.

Over the years, my predecessors and I have received numerous suggestions for changing the format and rules of Quiz Bowl – e.g., use buzzers so that teams compete directly against each other as they try to answer questions simultaneously asked of both teams in a more exciting and fast-paced contest; ask individual team members both 10- and 20-point questions so that each member needs to be strong in all categories; use the databases of NC LIVE so that the competition becomes an online search for answers; etc. For various reasons, the Quiz Bowl committee chose not to make these changes to the statewide program. With local libraries able to run the competition as they wish, librarians will be able to implement these innovations.

The text of the YSAC's recommendation, which includes the rationale behind it, is available online at <http://statelibrary.dcr.state.nc.us/ld/youth/YSAC05/Quiz_Bowl.pdf>. It ends by quoting the Vision Statement of the State Library:

- “We believe that libraries enrich and enhance the lives of North Carolinians by
- Ensuring equal access to information for everyone,
 - Promoting the value and joy of reading, and
 - Preserving and sharing the literary and cultural heritage of our state.”

After saying, “The members of the YSAC, believing that the Public Library Quiz Bowl program is not in keeping with the above Statement, unanimously recommend that the State Library discontinue it as a statewide program”, the Committee encourages the State Library to continue the ways in which it currently supports public library service to teens and to explore new services it might extend to libraries interested in improving services to this population.

The first step has already been taken. A new list, similar to NCKIDS, has been created: NCTEENS. If you – or somebody with whom you work – is interested in participating in an online discussion of library services and programs for teens, subscribe! It’s easy. Just go to <<http://listmail.ncdcr.gov/mailman/listinfo/ncteens>>. And, when you do subscribe and get that confirmation message, please post a message to the list and introduce yourself.

Some librarians have contacted me and (with no apparent plans to continue with a local Quiz Bowl) asked, “Now that Quiz Bowl is gone, what are we going to do for teens?” ALA’s Young Adult Library Services Association has published several books that describe “award-winning” teen programs from libraries around the country. But there are exciting, creative, successful things going on in libraries around North Carolina! I will be exploring ways of gathering information about these programs and making the descriptions and contact information available online so that librarians who are looking for program ideas can find examples of what their fellow North Carolinians are doing.

And I’m going to explore ideas for other statewide initiatives. So, if/when you have an idea or suggestion, don’t hesitate to get in touch. See you on NCTEENS!

FINDING THE GOOD STUFF: LOCATING "THE BEST" IN CHILDREN'S LITERATURE
Janice M. Del Negro

Book selection is sometimes a daunting prospect, but informed selection is one of the primary responsibilities--and joys--of youth services librarianship.

In the United States there are between four and five thousand trade books, books not specifically meant for classroom use, published in a calendar year. This number does not include text books, reference books, or workbooks. Considering the number and variety of titles, and the various audiences addressed, how are youth services librarians supposed to identify the best books for their clientele?

The ideal way to select books is, of course, to read them, balancing a book's content against our professional judgment, our constant reading of reviews, our knowledge of our collection and our patrons, and the demands of our detailed selection policy, in order to make an informed decision regarding purchase.

The reality of our professional and personal lives means that the ideal is seldom attained. Our clientele is diverse, ranging from toddlers to young adults. That diversity means the books we select can be of any length, from a 32-page picture book to an easy reader, from a novel to photo-essay, from a folktale to a non-fiction monograph so dense its weight will strain the back of any young patron carrying it home. The range of possible literary styles is infinite, from poetic to humorous, from serious to dramatic, from romantic to scientific. Given this plethora of subjects and styles, what tools can we use to help us select the best books for the youth we serve?

In *Children and Literature*, author John Stewig talks about the internal evaluation and the external evaluation of books for youth. This is a good place to start. Internal evaluation of a book requires that you read it, and then rely on your own judgment to make a purchasing decision. In order to effectively internally evaluate a title, it's important to know what matters to us, because it is our professional and individual tastes and biases that will, at least partially, shape our selection decisions. What we believe books are for will influence what books we select to read aloud, what titles we recommend to children and to the adults that serve them, what volumes we feature in our displays and on our bibliographies.

External evaluation involves reliance upon the views and opinions of others, preferably informed others. Reliable review journals, lists of award-winning books, standard bibliographic resources, and authoritative websites are some of the many ways librarians gain informed control over what can appear to be an infinite number of choices.

The usual first step in external evaluation is book reviews. Four major review periodicals used by youth services professionals are (in alphabetical order): *Booklist*, *The Bulletin of the Center for Children's Books*, *Horn Book*, and *School Library Journal*. Two other, more specialized, journals are *Voyager*, which focuses solely on young adult books, and *Kirkus*, which focuses primarily on adult books, although it does review a fair number of juvenile titles.

The next step in the external evaluation of books involves looking at annual award winners, established lists of “best” books, authoritative websites, and traditional print bibliographies and selection tools.

One more thing: don't forget that amazon.com exists to sell books. Don't forget that every review is the professional (and personal) opinion of the reviewer. Don't forget that just as every adult who has something to say about books for youth is different from every other adult, so, too, is each child's experience with a book a unique one. Don't forget that it's just as easy to read a good book as it is to read a junky one. Don't forget the more books you read the more books you know about. Don't forget that reading is its own reward. Don't forget.

Note: The selection tools in this article are online and in-print resources to authoritative lists of recent titles published since 1995. The online sources are from established journals and organizations that, hopefully, will have a long weblife. Please be aware that this is by no means an exhaustive list, but it is a very good place to begin.

AWARD SITES, AMERICAN LIBRARY ASSOCIATION

The Newbery Medal
The Association for Library Service to Children (ALSC)
www.ala.org/alsc/newbery.html

The Caldecott Medal Homepage
The Association for Library Service to Children (ALSC)
www.ala.org/alsc/caldecott.html

Coretta Scott King Award Homepage
Social Responsibility Roundtable (SRRT)

www.ala.org/ala/emiert/corettascottkingbookawards/abouttheawarda/cskabout.htm

Presented to authors and illustrators of African descent whose distinguished books promote an understanding and appreciation of the "American Dream"

The Coretta Scott King/John Steptoe New Talent Award
Social Responsibility Roundtable (SRRT)

www.ala.org/ala/emiert/corettascottkingbookawards/winnersa/newtalentawarda/newtalentaward.htm

Presented to a black author or illustrator for an outstanding book in order to bring visibility to that writer or artist at the beginning of his/her career

The Michael L. Printz Award
Young Adult Library Services Association (YALSA)

www.ala.org/ala/yalsa/booklistsawards/printzaward/Printz, Michael L Award.htm

Given to a book that exemplifies literary excellence in young adult literature

The Robert F. Sibert Informational Book Award
Association for Library Service to Children (ALSC)

www.ala.org/ala/alsc/awardsscholarships/literaryawds/sibertmedal/Sibert_Medal.htm

Given to the author of the most distinguished informational book

The Mildred L. Batchelder Award
Association for Library Service to Children (ALSC)

www.ala.org/alsc/batch.html

A citation awarded to an American publisher for the most outstanding foreign language children's subsequently translated into English and published in the United States

The Pura Belpré Award
Association for Library Service to Children (ALSC)

www.ala.org/alsc/belpre.html

Presented to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth

The Margaret A. Edwards Award
Young Adult Library Services Association (YALSA)

www.ala.org/ala/yalsa/booklistsawards/margaretaedwards/margaretedwards.htm

Honors an author's lifetime achievement for books that have been popular over a period of time

The Laura Ingalls Wilder Award

Association for Library Service to Children (ALA)

www.ala.org/ala/alsc/awardsscholarships/literaryawds/wildermedal/wildermedal.htm

Awarded every two years to the author or illustrator whose books, published in the United States, have made a substantial and lasting contribution to literature for children

GENRE AND OTHER AWARDS

Aesop Prize

American Folklore Society

Given to the most outstanding book that incorporates folklore and is published in English for children or young adults

<http://www.afsnet.org/sections/children/>

Américas Award for Children's and Young Adult Literature

Center for Latin American and Caribbean Studies, University of Wisconsin-Milwaukee

Given in recognition of U.S. works published in English or Spanish that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the United States

<http://www.uwm.edu/Dept/CLACS/outreach/americas.html>

Boston Globe/Horn Book Award

Boston Globe Newspaper & Horn Book, Inc.

Given annually to honor authors and illustrators of outstanding children's and young adult books

<http://www.hbook.com/awards/bghb/default.asp>

Carter G. Woodson Book Award

National Council for the Social Studies

Awards for the most distinguished social science books appropriate for young readers that depict ethnicity in the United States

<http://www.socialstudies.org/awards/woodson/>

Charlotte Zolotow Award

Cooperative Children's Book Center, UW Madison

Given to author of the best picture book text published in the United States in the preceding year

<http://www.soemadison.wisc.edu/ccbc/books/zolotow.asp>

Edgar Allen Poe Awards

Mystery Writers of America

Given to the best mysteries for children and young adults in the preceding year

<http://www.mysterywriters.org/pages/awards/winners05.htm>

Hans Christian Andersen Book Awards

International Board on Books for Young People

Biannual awards to authors and illustrators whose complete works have made a lasting contribution to children's literature

<http://www.ibby.org/index.php?id=273>

Jane Addams Book Award

Women's International League for Peace and Freedom

Honors the children's book of the preceding year that most effectively promotes the cause of peace, social justice, and world community

<http://www.ux1.eiu.edu/~cfjab/jaddams.htm>

National Book Award

National Book Foundation, Publishers Weekly

Given annually to honor books of exceptional merit written by Americans

<http://www.nationalbook.org/nbawinners2000.html>

Orbis Pictus Award

National Council of Teachers of English

Presented for the outstanding nonfiction children's book of the preceding year

<http://www.ncte.org/elem/awards/orbispictus/106877.htm>

Scott O'Dell Award

O'Dell Award Committee, University of Chicago

Presented annually for a work of historical fiction published by a U.S. publisher, written by a U.S. citizen, and set in the New World (Canada, Central or South America, or the United States)

www.scottodell.com/sosoaward.html

Sydney Taylor Book Award

Association of Jewish Libraries

Presented annually to outstanding books of positive Jewish content for children

http://www.jewishlibraries.org/ajlweb/awards/st_books.htm

Tomás Rivera Mexican American Children's Book Award

Southwest Texas State University

Given to the author/illustrator of the year's most distinguished book for children and young adults that authentically reflects the lives and experiences of Mexican Americans in the Southwestern region of the United States

<http://www.education.txstate.edu/subpages/tomasrivera/>

OTHER ANNUAL "BESTS" LISTS

Best of the Best (School Library Journal)

<http://www.schoollibraryjournal.com/index.asp>

Search under "Best Books"

Best Books for Young Adults (YALSA)

<http://www.ala.org/yalsa/booklists/>

Bulletin Blue Ribbons

<http://alexia.lis.uiuc.edu/puboff/bccb/blueindex.html>

Editors Choice (*Booklist*)

www.ala.org/ala/alsc/alscresources/summerreading/recsummerreading/recommendedreading.htm

Notable Children's Books (ALSC)

<http://www.ala.org/ala/alsc/awardsscholarships/childrensnotable/Default1888.htm>

JOURNALS

Booklinks

<http://www.ala.org/BookLinks/>

A magazine designed for teachers, librarians, library media specialists, booksellers, parents, and other adults interested in connecting children with high quality books. Contains suggestions for curriculum and programming connections.

Booklist

<http://www.ala.org/booklist/index.html>

Booklist is a publication of the American Library Association. *Booklist* does recommend-only reviews of selected titles preschool through young adult, with some critical commentary. It has an established roster of paid reviewers, many school or public librarians with experience in the field; all reviews are signed. Look for boxed or starred reviews when searching for the "best" books.

The Bulletin of the Center for Children's Books

<http://alexia.lis.uiuc.edu/puboff/bccb/>

The Bulletin of the Center for Children's Books is published by the Graduate School of Library and Information Science at the University of Illinois in Champaign-Urbana. *The Bulletin* does critical reviews of selected titles, preschool through young adult; it has an established roster of paid reviewers, most of whom are school or public librarians with experience in the field; all reviews are signed with the reviewers' initials. Look for starred reviews when searching for the "best" books.

The Horn Book

<http://www.hbook.com>

One of the first magazines founded to discuss literature for youth, *Horn Book* offers selected reviews and articles about children's and young adult literature. While most reviews are recommendations, they are also critical and in-depth; an established roster of paid reviewers features professionals well-known in the field; all reviews are signed.

School Library Journal

<http://www.schoollibraryjournal.com>

Published by R. R. Bowker, *School Library Journal* reviews the largest number of books and media, but they also have several hundred volunteer reviewers, mostly practitioners in the field. Review quality is sometimes uneven; all reviews are signed.

The good thing about signed reviews and a consistent, stable roster of reviewers is that it makes it easier for the selecting librarian to get a feel for how a particular reviewer looks at books, and how that compares with how the selecting librarian herself views possible titles for purchase. Even knowing which reviewers you tend to disagree with helps you make a more informed choice. (Note: *Voya* reviews are signed; *Kirkus* reviews are not.)

PRINT RESOURCES

Texts listed here are the most current editions available when this article went to press. Whether or not the titles suggested within them are still in print must be checked item by item.

Adamson, Lynda G. *Literature Connections to American History, K-6*. Libraries Unlimited, 1997.

Barr, Catherine, ed. *Reading in Series: A Selection Guide to Books for Children*. Bowker, 1999.

Barstow, Barbara. *Beyond Picture Books: A Guide to First Readers*. Bowker, 1995.

Bishop, Rudine Sims, ed. *Kaleidoscope: A Multicultural Booklist for Grades K-8*. NCTE, 1994.

Children's Catalog. H. W. Wilson. Annual.

Cianciolo, Patricia. *Informational Picture Books for Children*. American Library Association, 2000.

Elementary School Library Collection. Bro-Dart, 2000.

Gillespie, John T. *Best Books for Children*. Bowker, 1998.

Hearne, Betsy. *Choosing Books for Children*. University of Illinois Press, 2000.

Helbig, Alethea. *Many People, One Land: A Guide to New Multicultural Literature for Children and Young Adults*. Greenwood, 2001.

Horn Book Guide. Horn Book, Inc. Biannual.

Lima, Carolyn. Bowker, 1998.

Volz, Bridget Dealy. *Junior Genreflecting*. Libraries Unlimited, 2000.

WEBSITES

A reputable site with informed writers will tell you up front who they are: what university or organization they are affiliated with, who their reviewers are, what their focus is, what their mission is, what they hope to accomplish by making available the information they have on their website. *Always question the authority of a website.*

Children's Book Council
<http://www.cbcbooks.org>

Concordia University Children's Lit Pathfinder
<http://www.cuw.edu/Tools/library/childrenslit.html>

Cooperative Children's Book Center
www.soemadison.wisc.edu/ccbc/
Native American Resources/Oyate Press
<http://www.oyate.org/>

Southeastern Oklahoma SU Library
<http://www.sosu.edu/lib/childrensliterature.htm>

Teen Hoopla
<http://www.ala.org/teenhoopla/>

<p align="center">CSS Executive Board 2005-2007 Biennium</p>

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