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A blonde, grade-school friend of mine once used red crepe paper to dye her hair. After the deed was accomplished, she realized that her father was going to be perturbed to say the least. When he arrived home from work she tried to be nonchalant by asking him, "Notice anything different?"

It is difficult to be nonchalant as I visualize readers taking this revamped issue of the journal in hand. I will not ask if you notice anything different. Because of budgetary constraints, it was necessary to curtail the number of pages in this issue. To conserve space and to attempt to stay within a very difficult budget, changes were necessary.

Beginning with this issue, there are several changes. The trademark of the journal, the cover photo of libraries, is being discontinued. The chronicle section is being greatly changed. Hereafter, announcements pertaining to continuing education and cooperative efforts will be incorporated into the "Dates to Remember." No longer will we be able to run appointments — They are usually greatly dated by the time the journal is published anyway. Jobline listings are available in other journals and therefore deleted. State news items have been curtailed.

We hope that you will find the new format to be acceptable.

Beginning with this issue, we have the first in what is hoped will be a series of articles on libraries of unusual or special interest in the Southeast. It was felt by J. B. Howell, me, and others that this would be of more interest to our readers than the "View from the States" column.

As one looks at the contents of this abbreviated issue of our journal, there is perhaps the suggestion that the editorial board and its readers have been caught up in some sort of evangelistic fervor by the bibliographic instruction librarians, the moral majority of the library world. Let me hasten to assure you that this is not the case. In fact, this will be the last issue during my tenure as editor with articles in this area. A review of the past issues shows that far too much coverage has been given to this one small aspect of the operation of the library. I refuse to become further involved in the fight of the proponents of faculty status for librarians who base their claims for such status on a two-hour presentation given dozens — or hundreds — of times and on the publication of an article which tells about how they present their two-hour slide shows. I have had enough about tours and faculty rank(le).

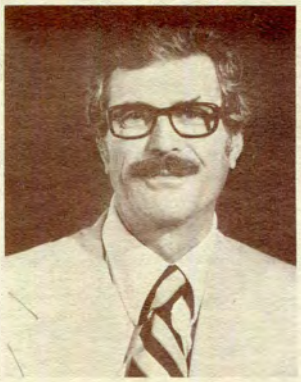
And, if the above statement doesn't get letters to the editor, I'm convinced no one is reading the journal anyway!

— Ellis E. Tucker

DEADLINES FOR FUTURE ISSUES:

COPY DUE	PUBLICATION DATE
July 15, 1981	September 30, 1981
October 15, 1981	December 30, 1981
January 15, 1982	March 30, 1982
April 15, 1982	June 30, 1982

From The President's Desk



Continuing education is a priority need for librarians everywhere; hence it becomes a significant element for current consideration and future planning for SELA.

Library and information science technologies move forward at such an unprecedented rate today that those who hesitate may be lost. The changes are coming so rapidly in automation, cataloging rules, and computer data base searching, that few librarians, especially those in mid-career, have had adequate opportunity to catch up on the myriad developments in these areas. Even with enough time available to wade through the steady streams of literature on these subjects, the average person often does not have the background for easy assimilation and understanding of frequently complex processes and equipment.

There is strong evidence of a need for some procedures whereby the mass of information may be palatably available for the average person working out in the field. New procedures and processes constantly are being considered or installed in libraries of all sizes and types, with both professional and support staffs inadequately or not at all prepared to work with these sometimes miraculous new developments. For many of these people, such training was not available at the time they were in school. For others, it may amount to a lack of sufficient training in depth. It is logical then for SELA to assume some responsibility for developing programs which will be responsive to needs being expressed throughout the profession.

Opportunities for such training must be made available at the local level if we are to reach those who need it most. Librarians and support staffs in small institutions and organizations now have little or no chance to participate in currently available programs, since inadequate funding permits so little in the way of travel or conference-type activities for most library staff members.

I like to think that it is a logical responsibility of SELA to consider the development and sponsorship of workshops in these subject areas which would be held at the local level throughout the southeast region. In this way, training would be made readily available at far less expense. We have the leaders and professional people to develop and staff such programs and the benefit potential is unlimited. If the development of such programs grows beyond the means of our regional association, we may turn to co-sponsorship with various units of our national associations.

I have noted before that if we are going to meet such challenging needs we must increase our membership base. Surely our commitment now is at least as strong as it was when our association was founded. It remains for our active members to institute stronger recruitment measures. If we do not manage to reach the younger professionals in our region we will restrict and damage the future growth and development of SELA itself.

The various sections of SELA are in the process of planning a number of workshops and the Continuing Education and Staff Development Committee has been asked to coordinate them. The committee has developed guidelines to be followed so that the quality and format will be consistent. Suggestions of areas of interest to members would be welcome and they may be addressed to the Executive Secretary. There seems to be a great deal of enthusiasm for such programs, and I hope they can prove profitable for a large sector of our membership.

— Paul H. Spence

New Worlds at the Library

Thomas T. Tuggle

Worlds, galaxies, entire universes in fact — filled with time machines and space ships; monsters, robots, androids, and humanoids; perfect societies and wretched ones — are being encountered on the third floor of the University of Georgia Libraries. In short, science fiction is thriving. Originating in 1959 with a gift of over seven hundred volumes from University of Georgia Chemistry Professor George Philbrook, the library's science fiction collection now numbers over forty-two hundred volumes and is one of the more popular areas in the library. According to Joseph Branin, head of the library's Humanities Department, the science fiction collection is "one of the more heavily used resources, if not the heaviest, in the literature section. Sorting shelves for returned books are always filled with science fiction titles, and new works of science fiction are charged out almost immediately."

Always a popular form, science fiction is becoming increasingly important in literary and cultural studies, and it is expected that the library's science fiction resources will be used more and more by persons in academic disciplines. At least two eminent students of modern fiction, Brown University's Robert Scholes and the University of Michigan's Eric Rabkin, believe that "a sufficient number of works of genuine merit have been produced in this field [i.e. science fiction] to justifiy its study as an aspect of modern literature" (*Science Fiction: History, Science, Vision* [Oxford University Press, 1977], p. vii), and indeed science fiction works are frequently included in literature courses, and courses devoted entirely to science fiction have been offered at the University of Georgia. Students of culture and society, on the other hand, might find in even the least artistic science fiction very real reflections of a society's beliefs and attitudes. It is more than coincidental that many of the villains of early science fiction, even those who belong to planets billions of light years from Earth, are "oriental," or that pure and beautiful heroines are forever finding themselves in the grasp of some monstrous alien.

Origins of Science Fiction. The presence of fantastic elements in the mind of man and, consequently, in literature and folklore has always been considerable. From Homeric epics to medieval romances and Gothic novels, heroes have journeyed to marvelous places and encountered inhuman monsters and monstrous humans. Essentially, science fiction is a continuation of such works of fantasy, the important difference being that the fantasies of science fiction are developed through scientific extrapolation. A relatively new literary form, science fiction has its origins in the flourishing of the scientific movement in the eighteenth century. Indeed, works contemporary with the genesis of modern science — Swift's *Gulliver's Travels* (1726), especially the third book which satirizes the new science, and Voltaire's *Micromegas* (1752), in which a gigantic humanoid from the star Sirius travels from planet to planet — can be considered starting points for science fiction. Nineteenth-century landmarks in the development of this form include Mary Shelley's *Frankenstein* (1818), the novels of Jules Verne (1828-1905) and H. G. Wells (1866-1946), and the Martian novels of Edgar Rice Burroughs (1875-1950).

As mentioned above, the touchstone which distinguishes these works from other forms of fiction is the use of scientific extrapolation. As a rule, science fiction presents machines, organisms, and societies which are technologically, biologically, and culturally different from those we are familiar with, their differences being predicated on current scientific knowledge. Often these extrapolations are probable and prophetic, as in Arthur C. Clarke's early postulation of communication satellites. However, other extrapolations directly contradict contemporary scientific knowledge: Spaceships which travel at speeds greater than that of light are simply not possible according to Einstein's Theory of

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Relativity. Similarly, science fiction also conveys a variety of attitudes toward scientific progress, from wide-eyed wonder at technological marvels to warnings of their possible consequences.

Equally wide-ranging is the artistic skill displayed by science fiction. Regarded by some traditionalists as a less-than-valid form, science fiction often does contain elements which are antithetical to serious fiction. Besides bad writing, one frequently encounters the use of the bizarre and monstrous for their own sake, the sudden appearance of extravagant hardware to extradite characters from difficult situations, with a small but titillating amount of sexual violence (always thwarted) of the monster-and-maiden variety thrown in for good measure. Such works are properly regarded as space opera. However, most literary genres, even epics and romances, have their frivolous sublevels, especially in early developmental stages before their potential is realized. The important point is that science fiction has always had its serious and skilled practitioners, such as H. G. Wells, Aldous Huxley, and George Orwell, and that this tradition is being continued today. Indeed, the dividing line between science fiction and serious fiction is becoming obscured. The works of writers usually associated with science fiction, such as Ursula Le Guin's *Left Hand of Darkness* (1969) and Robert Silverberg's *Book of Skulls* (1972), are being received as serious fiction, while serious writers such as Kurt Vonnegut *(Cat's Cradle, Slaughterhouse Five),* Anthony Burgess *(Clockwork Orange),* and Walker Percy *(Love in the Ruins)* are producing novels which are in fact science fiction. In these works scientific extrapolation provides unique and striking backgrounds for treating individual human conflicts or the problems of society, with the method of treatment ranging from the poetic to the sociological.

Significant Pulps. Perhaps the most signficiant items in the University of Georgia Libraries' science fiction collection for studying the development of science fiction in the United States are the popular periodicals, many of which date from the late 1920's. Extant copies of these "pulps," so called because they were printed on inexpensive pulp paper, are extremely rare, and the library is fortunate to own such a complete collection. In recollecting his acquisition of these science fiction magazines, which include nearly complete runs of such titles as *Amazing Stories, Astounding Stories of Super-Science, Galaxy, Fantastic Adventures,* and *Wonder Stories,* The University of Georgia Libraries' Director Emeritus W. Porter Kellam remarked that at the time of this purchase, the late 1960's, he believed that although science fiction had not been accepted in most academic circles as a serious literary genre, it eventually would be, and consequently foresaw the likelihood of academic research in that area. "We were," he noted, "in the process of building a large research library, and I thought science fiction would be one area which we could get into on the ground floor." Because of this foresight, the University of Georgia Libraries now has a major collection of these important magazines.

One of the most influential of these periodicals was *Amazing Stories.* Founded in 1926 by Hugo Gernsback, for whom the annual Hugo Awards for achievement in science fiction are named, *Amazing Stories* was the first magazine to publish science fiction exclusively, reprinting a number of stories by Edgar Rice Burroughs and H. G. Wells as well as introducing the work of new science fiction writers. In addition, *Amazing* provided a "Discussions" section which served as a forum, in which readers could exchange ideas, and a spawning ground for new magazines. In fact, two *Amazing* readers who first met in the "Discussions" columns, Jerome Siegel and Joe Shuster, went on to become the creators of Superman. Although Gernsback, who dominated the science fiction scene until 1936, lost control of *Amazing Stories* in 1929, he quickly established two new periodicals, *Air Wonder Stories* and *Science Wonder Stories,* which merged in 1930 to form *Wonder Stories.* Credited with establishing the term "science fiction," after giving up on earlier attempts with "scientifiction," Gernsback, through his periodicals, influenced a whole generation of science fiction writers.

While the emphasis in Gernsback's magazines was on extravagant hardware — usually at the expense of well-developed characters, skillful writing, and believable plots — all of this began to change when John W. Campbell assumed the editorship of *Astounding Stories* in 1937. Under Campbell's direction writers such as Isaac Asimov and Robert A. Heinlein, who had been nursed on *Amazing,* came into prominence. As they did, the writing in these magazines improved, the characters became more rounded and psychologically believable, and focus shifted from extravagant mechanical invention to human concerns and conflicts.

Maintaining the Collection. After their acquisition, the University of Georgia Libraries' extensive holdings of science fiction magazines were placed in an open area of the library where they remained until very recently. However, due largely to the efforts of Joseph Branin, a large portion of this collection

was recently moved to the closed-stack, special collections area. The reasons for this move involve problems which science fiction collections of this sort are naturally subject to.

Perhaps the major problem is a result of the condition of the paper. As mentioned previously, early science fiction magazines and novels were usually printed on the least expensive paper available, produced from short-fibre wood pulp and subject, as are all wood papers unless specially treated, to acidic deterioration, especially when exposed to heat and moisture. Consequently, most of the early magazines contained yellow and brittle paper, and they would not have lasted long under the stress of much handling. Since the cost of special preservation measures such as lamination and acid neutralization is prohibitive, it was felt that these science fiction magazines should be moved to a more protected area where temperature and humidity could be controlled.

Another problem created by keeping these rare books and magazines in an open-stack area was that individual issues were sometimes stolen or mutilated. The market value of an early issue of *Amazing*, for example, can be quite high, and several such issues had already been removed from their bound volumes and taken from the library, a fairly easy accomplishment in spite of the library's security precautions. In other instances, only the covers of these magazines, which constitute classic and at times brilliant examples of pop art, were removed. Although such theft and mutilation were not widespread, close supervision of the collection was obviously needed to prevent further loss and damage.

Acquiring a Collection. The growing popularity of science fiction has made it both difficult and easy for libraries to build a science fiction collection. In respect to original items, such as back issues of *Amazing Stories*, the cost is very high, and complete sets are simply not available. For example, a very good copy of the August 1928 issue of *Amazing*, which features Buck Rogers, was recently advertised for seventy-five dollars, while other 1928 issues sell for anywhere from fifteen to fifty dollars depending on their condition. Generally, the more recent the issue, the less expensive it will be. One bookseller lists a 1932 issue of *Amazing* in fine condition for fifteen dollars and a 1940 issue in fine condition for ten dollars. Still, it would be rather costly to acquire a complete year at these rates, even if one were fortunate enough to locate a complete year for sale.

The easy way to acquire early science fiction novels and magazines is to purchase the many reprint editions and micropublications which are now available. For example, one can purchase nineteen volumes of *Amazing Stories*, from April 1926 to December 1945, for a little over a thousand dollars. Although the cost of such micropublications is considerably less than the cost of original issues, the microfilm, which is produced in black and white, fails to do complete justice to the colorful and exciting covers which are the hallmark of these magazines. Perhaps the library building a science fiction collection should consider purchasing a few original copies along with the micropublications so that students and patrons can more fully experience the flavor of these magazines. Reprint editions of important science fiction novels are also available, and many of these are issued on the basis of author, subject, or significance. In positive contrast to their originals, some of these new editions are printed on acid-free paper, a small sign that science fiction is expected to have a permanent place in the library.

The Future. Although science fiction is gradually becoming more literary, marvelous worlds, beings, and inventions will always have their place, not only because they provide excellent backgrounds for considering human nature but also because they appeal to the imagination. Science fiction will maintain its prophetic aura, and people will continue to believe or hope that such marvels might really occur. As the subtitle to Gernsback's *Amazing Stories* stated: "Science Fiction Today . . . Cold Fact Tomorrow." Fortunately, most of science fiction's extrapolations have yet to become cold fact. The extravagant inventions, weird villains, and inhospitable planets of the pulp magazines still belong to the realm of the imagination and will, it is hoped, remain there. But wait! What is that strange light on the horizon? . . . .

Technocrats and Mandarins: The Two Cultures of Librarianship

Joseph Rosenblum

In the *New Statesman* of October 6, 1956, C. P. Snow wrote of the growing rift between scientific and literary intellectuals in the western world. So great had this division become, Snow warned, that the intellectual world was splitting into two cultures that could hardly communicate with each other and that were mutually distrustful. Within the world of librarianship, too, a schism appears to be developing, one that seriously threatens the profession.

A survey of the library profession reveals numerous dichotomies: practioners vs. professors, professionals vs. non-professionals, technical vs. public services, academic/research libraries vs. public; the reader will easily think of others. But these differences, important though they are, do not threaten to tear apart the profession. For while the cataloger and reference librarian, for example, view many aspects of librarianship from varying perspectives, both would agree on the end they are trying to achieve. Both seek to facilitate the finding of information; both would agree generally on their respective roles in this task. A non-professional at the circulation desk seeks to carry out the same policies as his professional counterpart. Practicing librarians often teach courses in library science; rising costs for books and journals affect the public and academic library alike. Thus, despite very real distinctions, people on each side of these dichotomies can find much common ground. They share many of the same values and ordinarily can and will work together to resolve their common problems.

A much more serious schism exists between what I have labeled the technocrats and mandarins. Here are the two cultures of librarianship, between which cooperation is difficult because they do not share mutual values and concerns.

On the one hand are the technocrats — librarians who admire innovation and emphasize quantifiability above all things. They look constantly for outward manifestations of activity: the introduction of new programs, the seeking and getting of grants, the gathering of statistics. Their orientation is external to the library itself. To them professionalism is defined by activity within library organizations, by publications, by invitations to consult, by serving on civic or academic boards and committees. They are concerned with efficiency, with cost-effectiveness, with evaluation. Automation and non-print media attract them. They seek uniform policies and standardized procedures, discouraging deviation. They value appearances — form is to them at least as important as content — and so believe strongly in the importance of public relations. They view the library as an administrative unit and themselves as administrators, and they seek hierarchical relationships within the library's departments and among the staff. With few exceptions these technocrats enter librarianship with training in the sciences and social sciences, particularly business; consequently, their values are those of the scientist and businessman. They equate growth with progress, and progress with success.

In the other camp are the mandarins, whose training usually has been in the arts and humanities. Luddites at their worst, they are at best suspicious of change and respectful of tradition. Whereas the orientation of the technocrat is external, the motto of the mandarin is that the library is inside. Public relations programs and grantsmanship hold no charms for them; instead they are concerned with knowledge. They admire sound research and are less impressed by a large quantity of publications than by high quality. Because of their internal orientation, they are much less interested than technocrats in being active in library organizations, particularly in the more remote regional and national associations. And because their disciplines are much more individualistic than the sciences and social

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sciences, they are themselves more independent, less organization-oriented, than the technocrat. They prefer conventional formats of information to non-traditional ones; the word printed on paper is preferable to the computer tape or the plastic card illegible without a machine. Seeing themselves as scholar-teachers, their model of the library is collegial. Hierarchical distinctions are less important to them, since all are equal in the quest for knowledge.

Historically, librarians were almost exclusively mandarins, concerned primarily with the preservation and organization of the collective wisdom and with adding to that wisdom. Callimachus of Alexandria, monks in their medieval libraries, Gabriel Naude in France, Bodley and Camden in England, Ezra Stiles and Charles Evans in this country — throughout history librarians have been humanists, teachers and scholars who assumed responsibility for libraries either because of their bibliophilia or because they were asked to take on this duty in recognition of their inclinations and abilities.

Increasingly in this century, however, libraries have ceased to be viewed as repositories of knowledge only and have taken on characteristics of any other financial and political entity. Decisions of what books to buy must be based on community needs and desires as well as intellectual worth if libraries wish to continue to be supported. The allocation of resources among various academic departments or governmental agencies is a delicate process that cannot depend solely on one's sense of the relative intellectual merits of art and accounting, engineering and English literature, modern popular fiction and the classics. A new technology, too, has evolved, challenging the way information has been stored and transmitted since the beginning of recorded history. Hence the entrance of the technocrat into the library and hence the increasing emphasis in library schools on the technocratic aspects of the profession — budgeting, managerial style, decision-making. Instead of the scholar-teacher, we with increasing frequency find the technocrat, who may, but more likely does not, himself use the resources he gathers and organizes.

It should be obvious from the description of the rival cultures that the mandarins are not likely to do very well in competing with the technocrats. With few exceptions, the only path of advancement in librarianship is through administration, an aspect of the profession unappealing to those who prefer research to meetings. Yet in abandoning library administration to the technocrats, mandarins perforce surrender much of their ability to influence the direction of the profession.

Such a surrender is unfortunate, for the mandarin has much to offer librarianship. We need the scholar-researcher, the librarian who can assist and relate to other researchers as an equal. We need the mandarin's concern for tradition and the past, without which we can have no understanding of the future. We need a respect for and knowledge of books to maintain and build collections. We even need the mandarin's skepticism to temper the technocrat's temperamental infatuation with innovation.

Not that technocrats have not made important contributions, too. Their managerial ability is important in this age of complicated budgetary decisions and large library systems. They can and do understand the technology that allows everyone — librarian and patron alike — to perform his tasks more quickly and efficiently. They have helped redeem the image of the librarian by emphasizing their concern with the use of materials, not merely with the gathering and organizing aspects of the profession. Even their impatience and emphasis on quantification have their uses, for these have sometimes led to a reexamination of the librarian's role and to the introduction of useful activities that might otherwise have been neglected.

There is a danger, however, that the rift between mandarins and technocrats will continue to grow, that confronted by the sometimes unguided energy of the technocrat the mandarin will retreat deeper into his books, that frustrated by the inertia of the mandarin the technocrat will increasingly turn his attention away from the library towards the community. Coming to the profession with differing values and expectations, each may fail to recognize the contributions the other has made and can continue to make; and, when possible, each will seek to purge his institution of his seeming rival.

In fact, librarianship needs both mandarins and technocrats. It is important that each camp respect the contributions the other can make. Snow recommended that the scientific and literary cultures narrow the gap between them by becoming more like each other, by adopting the positive attributes of the other culture and by mastering the major concepts of both worlds. While such a solution might be ideal, it is certainly unrealistic. Humanists and scientists, mandarins and technocrats, are what they are because of temperament as much as because of training; the unconscious plays a large role in shaping

attitudes. It may be asking rather too much, therefore, to suggest that we strive to fuse two cultures into one.

But it is possible, and highly desireable, that each group respect the other. The danger to mandarins is presently greater because they are less likely to assume positions of power, though certainly they retain control of many libraries. It should not be necessary for everyone to participate in all activities; there should be room in a library for the mandarin who wishes to work the reference desk and build the collection as well as for the technocrat who wishes to spend much of his time evaluating services, developing new programs, introducing computerized bibliographic searching; libraries need researchers as well as advertisers.

The profession, like society as a whole, will be richer if it remains pluralistic rather than monolithic. We need energy, vision, and change. We also need to retain traditions (without surrendering to inertia); we need to know before we can begin to try to share our knowledge. If either the technocrat or the mandarin is driven from the profession, librarianship will be the poorer, and both we and our patrons will suffer. The two cultures challenge librarianship not to choose between them, not to create a synthesis, but to allow for peaceful and productive accommodation.

Another Opinion About Library Instruction

Martha Merrill

I read with growing interest "An Opinion About Library Instruction" in the Winter issue of *The Southeastern Librarian* which accused librarians of teaching students to be librarians. While Mr. Sayles discussed a number of provocative points for those of us in the public services sector, my response was not a that-hit-home "ouch" but an adrenalin-flowing "just a minute."

Why are librarians teaching students to be librarians? My reply is because we have to do it. We do not have the luxury of serving one student at a time at regularly spaced, lengthy intervals. In thinking otherwise, one falls prey to the Marcus Welby syndrome.

Many times there are a number of students at the desk, and each one needs a different type of assistance. The questions may range from how to find a book to the closing price of two stocks last year. If the student needing a book knew how to locate one for himself, much better and faster service could be given to the student with the more complex question.

Basic library skills such as the use of the card catalog and magazine indexes are just that — basic. Students cannot be totally dependent on librarians for assistance. Students cannot depend on the librarian to hold them by the hand, use the card catalog for them, locate a book, and hand deliver it to them. The time factor alone precludes that approach.

While I agree with Mr. Sayles that "There is a limit to the degree in which students can find information on their own," most students can use the card catalog and magazine indexes after some instruction. We can guide them with suggestions, and if their initial search fails, we can increase our assistance. By teaching basic skills to students, we increase the time we have for students with the more involved questions.

Mr. Sayles may be right that students "consult libraries more to obtain information for a specific purpose than to learn how information is obtained." However, perhaps the latter idea is a broader function of our roles.

We have been told that this is the information age and that information will play a more vital part of our lives. Therefore, we should not be ignorant about the basic skills of information retrieval.

By teaching basic skills to students, we can teach them independence. Students seem to feel too dependent in the library. They equate this feeling of dependence with ignorance. Many do not want to

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show that ignorance. We have all seen the student who spends thirty minutes wandering around before he breaks down and asks for help.

Perhaps the best way to serve students is to show them how to be independent in the library. Being able to use a magazine index to locate a journal article can develop a sense of accomplishment. Positive feelings of accomplishment and a sense of independence may foster more library use. And isn't that one of our goals?

More Opinions About Library Instruction

George W. Vickery

In the Winter 1980 issue of *The Southeastern Librarian,* Jeremy Sayles expressed his apprehensions about librarians offering students practical information on good search methods ("An Opinion About Library Instruction," pages 198-200). Like Mr. Sayles, I too am curious about what librarians feel is appropriate service — in terms of the reference transaction — for that unique breed of library patron, the student. Consider for a moment the following scenario that might occur on no day in particular and at any library in general.

STUDENT [Female, about 18; seemingly bewildered and not sounding very inspired]: "Can you help me? I've got to do a term paper. Something about abortion . . . for social studies class. I'm not excactly sure what my teacher wanted. But most of the books are checked out."

LIBRARIAN [Purveyor of knowledge; dedicated to the proposition that the dissemination of information will enhance the quality of life; Weary but willing]: "Well, I'm sure there's plenty of material to be found in magazines. But don't you think you need to narrow that general subject to something more specific?"

And gradually the librarian bridges the gap in communication between what the teacher probably told the class and what the student thought she heard. Upon the librarians' shoulders falls the weary weight of all this unintelligible world.

The dilemma? Ah, here's the rub. To do or not to do her library search for her. On this point Mr. Sayles is adamant. He admonishes librarians for their "continuous commotion about the evils of spoonfeeding, of dispensing information . . . to students. Yet this is what we are prepared for: indeed, this is our function."

Perhaps "continuous commotion" is somewhat hyperbolic; yet the spoonfeeding argument still seems to strike a sensitive nerve whenever librarians discuss student-librarian-teacher relationships and problems. (Note that the librarian is inevitably in the middle.) Remember the great debate on responsibility of school and public libraries to students in the *ALA Bulletin,* June, 1965, through January, 1966? Many of the issues then are unresolved today, and no doubt the last word has yet to be said.

Certainly one critical issue remains: What is the extent or efficiency of the service which librarians should provide for students seeking help on research projects? Mr. Sayles contends that librarians should minimize their tendency to instruct in the ways information is found and, instead, use their expertise to retrieve information and give it to students. Promptness is desirable; educative efforts inappropriate. Indeed, the search for materials is conceived of as a pleasant diversion, but contrary to the student's objective: synthesizing information into a meaningful whole. As I read and reflected upon these opinions, I found my own feelings running counter to his arguments. Indeed, I recognized some common fallacies of thinking. For example, "students are unable to conduct the thorough, systematic search of which a librarian is capable, therefore librarians should perform that service for them." (The

Mr. Vickery is the Audio-Visual Librarian at the George S. Houston Memorial Library in Dothan, Alabama.

quotes are mine.) Furthermore, his analogy between department store service and library service struck me as untoward. A customer in a retail outlet expects to be handed his goods, pay for them, and leave. I am not so sure that a student should be so handily accommodated. Besides, I thought, searching for sweaters is considerably less complex or significant than seeking information.

Then an event occurred at my library which gave me cause to examine further my views on the issue raised by Mr. Sayles. The occurrence in itself is a paragon of efficient reference service. Seen in the context of reference service to students, however, it is possible to imagine a situation in which extremely efficient service is inappropriate.

A colleague of mine was asked by a junior college student for help in locating material on the problems U.S. soldiers faced upon returning home from Vietnam. Being a Vietnam veteran himself, my colleague delved into the subject. When the student returned the next day, he was literally handed a smorgasbord of appropriate books and articles. He had only to read and synthesize. This situation, according to Mr. Sayles, is as it should be. I must confess, however, that I believe such highly efficient service to be at odds with the educative goals usually intended for students.

Drawing on my personal experiences as a student, teacher, and librarian, I have found that the search process is usually a vital part of a research assignment. Too, I believe that understanding good search methodology is a significant step toward academic maturity and personal self-sufficiency. The librarian who allows a student to circumvent the search process by giving him material on his topic is doing an ill in the guise of good. Dispensing information too efficiently can be a disservice to both student and teacher.

Of course, I do not intend to demean efficient librarianship. There are many instances when we serve our patrons best by gathering information for them quickly and effectively. But spoon-feeding students is an entirely different matter. It is questionable whether giving information to students is our function.

One of the disturbing truths we learn about the real world is that there is a discrepancy between the ideal and the actual. The world of the library and issues therein offer no exception to that truth. Perhaps if all students came to the library interested and informed seekers of knowledge all would be well. In that case perhaps librarians could proceed to locate and retrieve materials with little or no instruction on how to find information. However, frequent encounters with students doing research for term papers indicate that many of them do not know what information is available or how to find it. Experience thus dictates that librarians must at times instruct students about how information is obtained. And I would further suggest, by developing my own analogy, that good search techniques are painstakingly learned — the result of repeated efforts at hunting information in a wilderness of infinite variety. The student is the hunter, the librarian a guide, and information their quarry. Whatever basic skills one brings to the chase, his success oftens depends upon the combined efforts of neophyte hunter and seasoned guide. When the time comes, as it must, for the student-hunter to stalk his game alone, he will know all the skills of survival in a world that has seen knowledge multiply ten-thousandfold.

In sum, I believe that instructing students about finding information is a vital function of librarians at present. And who better understands the search process than the professionally trained information specialist. These educative efforts need not be formalized or highly structured, turning the library into a training center as Mr. Sayles fears. Rather, instruction should occur subtly as the dialogue between librarian and student unfolds. Obviously it takes time to transfer research skills on an individual basis, and time is often translated into dollars and cents. Is library instruction cost effective then? To that question I would suggest that it is possible to conceive of an activity in which we put in more time and money than we get out — at least in terms of short-run, narrowly measured efficiency — but which is nevertheless worth doing because the result is in a highly valued form. In this case, the end product is a student who understands effective search techniques and is capable of meeting his information needs in the future. This, I believe, is the kind of well-considered human valuation librarians are concerned about — efficiency leading to self-sufficiency. Perhaps, after all, there is method in our madness, or is it vice versa? What is your opinion?

A Response

Jeremy Sayles

Dr. Merrill and Mr. Vickery have written thoughtfully in response to my article, and I do not think we are in hopeless disagreement.

Dr. Merrill supports the teaching of basic library skills, and so do I. In fact, we give our freshmen English students three hours of classes — two hours of instruction plus homework assignments, and one hour for a final exam. The library unit equals five percent of the total course grade. The classes deal specifically with literary criticism, the subject of one term project.

This experience illustrates another problem with library instruction, however, the teaching of skills in a vacuum. We are trying to teach many sophisticated skills in a brief period; they may not coincide with present information requirements. Because they are unused immediately, the skills are soon forgotten and students are frustrated with nuisance work which interrupts the "real searching" they will eventually do for "real assignments". This is true even if this training parallels the course assignment.

Although some skills training is obviously better than none, it influences only temporary student independence, Dr. Merrill. Students will ultimately return and request information in the *traditional* manner, precisely when it is required for a specific assignment.

Mr. Vickery introduced inadvertently an important point which might help to clarify my reaction to library instruction. The key word is "research" and I agree with Vickery that those who do legitimate research must be self-sufficient in the library. I feel strongly, however, that the terms "research" and "research paper" are misnomers for undergraduate students.

Most of the students I meet are in no way doing research. They are not conducting exhaustive searches involving decades of time, the resources of many libraries, a variety of formats — not to mention universities abroad and foreign language materials. Most students are searching for quite specific information, within a brief time period, in limited quantity. I disagree when Mr. Vickery mentions ". . . students doing research for term papers . . ." because students do not research — even for "research papers"!

Mr. Vickery labels a fallacy the proposition that "students are unable to conduct the thorough, systematic search of which a librarian is capable . . .". I dissent vigorously and assert that this statement is true. And it is true for the same reasons for which he and I cannot perform surgery or practice law.

The knowledge, observations, remembrances and detective-like reactions to information requests comprise the collective experience of a library information service staff. In our case this experience is probably equivalent to several persons' employment lives, and we have a small staff.

Vickery states later, "And who better understands the search process than the professionally trained information specialist." Yes, yes, sir; that is the point. Just put it into practice for your clients.

Mr. Vickery's comment that ". . . instruction should occur subtly as the dialogue between librarian and student unfolds" is excellent. In my opinion this is how instruction happens most effectively.

A word about the spoon-feeding argument. Whether or not you wish to label it such, we do give users a lot of information. Think of all the requests librarians receive for addresses, titles, publishers, definitions, facts and names. It seems appropriate to respond with the information, rather than with a mini-lecture on how to find it. On another level, suppose a student wants to read and analyze President Reagan's February speech to the Congress and nation about the economy. Many titles come to mind: *Congressional Quarterly Weekly Reports, Facts on File, Readers' Guide, New York Times Index, Vital Speeches of the Day,* etc. It would be impossible to give students enough formal training in these and

Mr. Sayles is Head of Public Services, Ina Dillard Russell Library, Georgia College, Milledgeville.

numerous other related tools to help them effectively respond to their problem. Since students lack the experience of working continually with the materials, future different, but related, inquiries would bring them back to the reference desk — even if the above group of sources might again be appropriate.

I guess the kind of service depends upon the level of student who requests it; graduate students would obviously require training for independent research. Naturally, if a student wants to review a topic in *RG* from its inception, we are not about to turn thousands of pages together. Training would be worthwhile in this instance. Many students have enough struggles, however, with general periodical indexes and the card catalog without taking on the labyrinths of sophisticated search techniques and sources such as Buros' *Mental Measurements Yearbook.*

My criticism remains the over-emphasis of a movement which is trying to subvert appropriate reference service by displacing it with a process which is antithetical to many users' requirements for information in libraries. They have plenty to do (as does our student with the Reagan speech and critical materials) with the utilization of found information without the additional burden of learning complicated dynamics of retrieval — a process about which capable librarians are learning still upon retirement.

The National Sporting Library

J. B. Howell

Racing and riding have long linked man and horse in labor and in leisure, and throughout the western world much has been written on the sporting aspects of this affinity.

Many of the early treatises on the horse as well as on the hunt, beautifully illustrated and bound, were privately printed and collected by members of the nobility and other European sportsmen. Only later were copies of many of these limited editions acquired by libraries, either by gift or purchase.

In this country, the history of equitation is exclusively the province of the National Sporting Library in Northern Virginia. Appropriately, this library of the horse and hound is located in the historic hamlet of Middleburg, once "the middle burg" and consequently the overnight stop on the stagecoach journey between Alexandria and Winchester. Housed in a brick plantation manor, erected in 1804 and known as "Vine Hill," its quarters are shared with the editorial offices of one of the nation's leading equestrian journals, the weekly *Chronicle of the Horse.*

According to its masthead, the National Sporting Library is "a Research Center for Turf and Field Sports, their History and Social Significance." Since its founding in 1954, this library has assembled an equine collection unequaled in this country and perhaps paralleled only by that of a calvary school in France. Currently consisting of approximately 10,000 volumes, the collection is largely restricted to notable works relating to horsemanship in western Europe and the United States from the Middle Ages to the present. Second only in size are the library's extensive holdings in the areas of shooting, fishing, and foxhunting, which are commonly known as "the field sports."

The basic strength of this research library lies largely in several significant special collections; the foundation volumes of American and British thoroughbred stud books, beginning in 1791; and the files of such early North American sporting periodicals as *The American Turf Register* (1829-44), which published the first accounts of horse sports in this country.

Among the major special collections:

The *Arundel-Lonsdale-Huth Collection* is composed of more than 350 volumes of early equine literature dating back to the sixteenth century and including first editions from the libraries of Henry Huth and Lord Lonsdale in England. As the early history of equestrian bibliography is largely dominated by Italian writers, it is interesting to note that the oldest book in this collection is a 1553 edition of Federico Grisone's *Ordini di Cavalcare,* a text which covered all aspects of the horse, its care and maintenance.

The *Collection of Foxhunting and Field Sports* is comprised of over 200 volumes on Colonial American sports, hunting with horse and hound, and other varieties of the hunt in Great Britain and America. Included is a first edition of Peter Beckford's *Thoughts on Hunting* (1781), the first book on modern foxhunting and still considered the best ever written on this subject.

The *Harry Worcester Smith Papers* consist of twenty boxes of orginal materials relating to thoroughbred racing, steeplechasing, jockey clubs, and trophies. A famous steeplechase rider himself, Smith personally launched a drive in 1911 to locate the thoroughbred paintings of Edward Troye, the leading equestrian portraitist of the nineteenth century. Surprisingly, many of the 270 paintings had survived the Civil War on plantations throughout the Southland.

Along with notable achievements on behalf of the horse, Harry Worcester Smith (1865-1945) will also be remembered as the man who founded the Master of Foxhounds Association of America, who established the modern type of American pack hound, and who, through a Massachusetts squire, popularized northern Virginia as a center for foxhunting.

The *Thomas Holden White Collection* contains some 500 volumes on the game of polo, with particular emphasis on polo in America. Although probably orginating in Persia in the first century, polo, as this collection proves, was introduced in England by Hussar officers in 1869, and it spread throughout the eastern United States during the 1870's.

Augmenting these primary sources in book form is a substantial body of material which is contained in North American periodicals devoted to the turf and field sports. These journals, dating from *The American Farmer* of 1825 and extending to the present, not only provide a chronology of sporting events but they also portray the life and customs of the rural society in which these sports were pursued.

Although historians have long reocgnized the importance of these valuable source materials, it was not until recently that any appreciable use could be made of them. The various periodical files had been widely scattered, and there were no indexes. In the last ten years, however, the National Sporting Library has assembled a microfilm collection of virtually every North American sporting journal published in the past two centuries, and its staff has engaged in a continuing project of systematically indexing the collection according to the standards of the American Society of Indexers.

International horsemanship journals are impressively shelved and attractively displayed in the reading room on the main floor of the Vine Hill mansion. Here easy access is also provided to the most frequently consulted stud books and racing records.

The library's real treasures, however, are relegated to the lower level, where special collections and other valued materials are protected in a fire-proof vault by the temperature and humidity controls of an underground storage compartment.

Although the materials are non-circulating, the library is open to the public, and microfilm readers and photocopying equipment are available. Since 1975 an informative newsletter has been issued twice a year by the library, and a limited reference service is provided by mail.

The staff of the National Sporting Library consists of Alexander Mackay-Smith, curator, Judith Ozment, librarian, Esther Taylor, assistant librarian, and Lynne Dole, indexer.

Librarian's Bookshelf

Edited by John David Marshall

Fundamental Reference Sources. By Frances Neel Cheney and Wiley J. Williams. Second Edition. American Library Association, 1980. 351 pp. $12.50.

Following closely the plan of the first edition, the second edition of *Fundamental Reference Sources* will be welcomed by students and faculty of library schools as well as by librarians who have been in the field for many years. The new edition has been rewritten, updated, and expanded to include bibliographic data bases, more attention to statistical sources, and new editions and publications up to 1979.

The useful arrangement of the earlier edition is retained. The chapters are divided by type of reference source. Within each chapter the more general works are discussed then the more specific. The first chapter is an introduction to reference and information services including brief guidelines to the evaluation of reference books with suggestions for further reading. Other chapters are concerned with sources of bibliographic information, biographical sources, dictionaries, encyclopedias, statistical sources, and geographical information.

The most serious weakness is the paucity of coverage of data bases, although sources for more information are pointed out. The strongest areas are the chapters on dictionaries, encyclopedias, and geographical reference works. The new edition has an added feature in the chapter on encyclopedias that is especially helpful — a list of strengths and weaknesses at the end of the general discussion of the reference source under consideration.

The appendix lists guidelines for evaluation of particular types of reference works reprinted from the *Reference and Subscription Books Review Committee Manual* (Chicago, ALA, 1979). An earlier version was also included in the first edition. These guidelines are a great convenience, even though much of the material is included in the text. It is helpful to have them convenient for quick reference.

Although primarily designed as a textbook for beginning library school students, acquisition personnel in small libraries with shrinking budgets will find it useful as a selection tool for first purchase considerations. — *Virginia E. deTreville, Reese Library, Augusta College, Augusta, Georgia.*

Library Resources for College Scholars: Transactions of a Conference at Washington and Lee University. Edited by Robert E. Danford. Lexington, Virginia, 1980. 55p.

"What, if any, library resources are needed to support research on a small, private liberal arts campus?"

This is the question which was addressed and which, in turn, sparked stimulating discussions during a two-day conference at Washington and Lee University in February of 1980.

Suggestions regarding solutions to this and other library-related questions led the representatives from fifteen liberal arts colleges in Virginia to a reassessment of their commitment to quality education. For example, professional research, innovative teaching programs, and the promise of commercial information services were examined in the light of financial stringency, variable enrollments, and increasing inflation.

Southeastern Librarian considers for review books dealing with librarianship and information science, books and publishing. Readers interested in reviewing books should write the Book Review Editor, John David Marshall, Todd Library, Middle Tennessee State University, Murfreesboro, TN 37132. Publishers are requested to send review copies to the Book Review Editor at his home address: 802 East Main Street, Riviera Apts. No. 38, Murfreesboro, TN 37130.

Although the conferees arrived at no definitive answer to the central question, they nevertheless achieved a significant goal — an awareness of the issues on the part of all segments of the academic community. The exchange of views among librarians, teachers, researchers, and administrators was refreshing and enlightening for all who were involved. Sharing the *Transactions* of the conference (Available from Washington and Lee University upon receipt of a self-addressed mailing label and 21¢ postage) with academic colleagues should prove a rewarding experience for librarians on liberal arts campuses everywhere. — *J. B. Howell, Mississippi College, Clinton, Mississippi.*

The Making of a Code: The Issues Underlying AACR2. Edited by Doris Hargrett Clack. American Library Association, 1980. 256 pp. $15.00.

This book contains a collection of fourteen papers presented at the International Conference on *AACR2 (Anglo-American Cataloguing Rules,* 2nd ed.) sponsored by the Florida State University School of Library Science in 1979. Many institutes, workshops, and conferences have been held since the appearance of *AACR2* in 1978. This was one of very few, if not the only one, that emphasized the rationale and principles (the "why") rather than the workings (the "how") of the rules, although the latter aspect was also considered.

The roster of speakers at this conference resembles an international *Who's Who* in cataloging. They include those responsible for the revision of *AACR2:* Peter R. Lewis, Michael Gorman, Frances Hinton, Ronald Halger, Ake Koel, J. C. Downing, and others. Also present were reputable scholars in the field of cataloging, though not immediately associated with the revision: Seymour Lubetzky, S. Michael Malinconico, Elizabeth L. Tate, among others. Such an assembly guarantees a powerhouse. All speakers did not display the same degree of enthusiasm towards the new edition. In fact, after hearing or reading the papers, the audience or reader must draw his or her own conclusion as to whether these speakers have come, in the words of one of the speakers, "to praise Caesar or to bury him." This mixture provides a balanced and refreshing view on *AACR2.*

The papers are divided into four groups: (1) generalities, (2) description, (3) access points, and (4) looking beyond the rules. They deal with at least four aspects of the code: (1) its genesis, (2) rationale (or principles) of the code, (3) interpretation, and (4) implementation. Lewis gives an insider's view of the politics involved in the making of *AACR2,* providing interesting glimpses of the cogitations, deliberations, negotiations, and reconciliations of different points of view, which also come through in the other papers. The papers presented by Lubetzky, Tate, Koel, and Gordon Stevenson, which inquire into the philosophy and principles of descriptive cataloging in general and their manifestation in *AACR2* in particular, contain refreshing insights and represent, in this reviewer's opinion, the unique contribution of this conference. There is considerable criticism, both implicit and explicit, of the code.

Gorman, Hinton, Hagler, Neal Edgar, Barbara Gates, and Joan Marshall, all closely associated with the revision process, address *AACR2* specifically, with frequent references to chapters and rules. Wherever feasible, rationale and deliberations that preceded the rule formation were brought out. Their discourses provide a great deal of background information which contributes toward the understanding of many of the rules.

The papers presented by Malinconico, Downing, and Ben Tucker deal with implementation and practical implications of the rules. Malinconico addresses the question of the relationship between *AACR2* and computer-based technology and concludes that the code represents "an unsuccessful attempt to incorporate modern technology." Tucker, discussing the plans and policies of the Library of Congress with regard to implementation, points out gaps (lack of guidance in certain cases) in *AACR2* and the need for interpretation and elaboration of the rules by cataloging agencies. Downing views the international implications of *AACR2 aand stresses the importance of total acceptance of the code without tampering by all concerned.*

This collection of papers is the closest to a documentary of the making of AACR2. It contains a great deal of information about the behind-the-scenes deliberations and considerations not yet available in print, although in some cases the reader must decide how much of it is documentation and how much

rationalization of a *fait accompli.* It is not a history, but it contains material future historians will draw upon. The principles and philosophy investigated and explored contribute to a better understanding and, in some areas, a greater appreciation, of code-making in general and the making of *AACR2* in particular. For this wealth of material, the book should be read by all who are interested and/or involved in descriptive cataloging. Professor Clack and the Florida State University School of Library Science should be commended for sponsoring this conference and making the papers available in print. — *Lois M. Chan, College of Library Science, University of Kentucky, Lexington, Kentucky.*

Power, Politics, and Print: The Publication of the British Museum Catalogue, 1881-1900. By Barbara McCrimmon. Linnet Books/Shoe String Press, Inc., 1981. 187 pp. $17.50.

We might have supposed the British Museum a somnolent institution that somehow muddled through to the printing of its catalogue — and that the printing itself was a natural and inevitable result of the existence and nature of the museum. McCrimmon drives such folly from our heads. The museum she describes was administered with energy under the alert eyes of the highest officials of the Empire, who were trying to make home government "efficient."

This energy generated heat; granted, a low heat. The fires of controversy were slaked by the literacy of officials and by that perfect condescension then necessary for survival within institutions. The conflict of claims between social class and managerial competence had not yet been abandoned as hopeless of resolution.

McCrimmon makes the controversies of more than antiquarian interest. Her book is full of the history of ideas. Her informed historical imagination brings us both sides of issues, even though we know how things turned out and despite the fact that we are modern and enlightened. From McCrimmon we get both sides of the debate between those who wanted class catalogues (Shakespeare, Bible, and so on) as opposed to an alphabetical catalogue.

She even keeps us from judging too wisely those who distrust of machines was so strong and whose vision of the value of the catalogue so weak that they saw no reason to move beyond manuscript — or to suppose that the catalogue in any form would be of much use beyond the museum's reading room.

The political and administrative machinations necessary to get the catalogue printed are complicated. This review cannot do them justice. Readers of the book, however, will discover that McCrimmon cuts the Gordian knot for them. She tells in advance what is going to happen. We read in a state of suspenseful knowledge, pleasantly affected by the dramatic irony thus made available. A various group of men made contributions to the printing of the catalogue, not always knowingly; and those contributions were quite variously motivated. We are never uncertain or confused as the tangled web unweaves.

Even bureaucratic winds blow some good. Government pressures for economies through modernization allowed certain museum officials to present arguments for printing as pleas for economy, sometimes with a candor merely diplomatic.

A giant step toward putting our culture in order was made not because of original genius but because several men resolved to fight the battles in which they found themselves and with the weapons at hand. One, Edward Augustus Bond, whom McCrimmon calls the hero of her story (and her story is exciting enough to merit a hero), did no more and no less than beat the bureaucrats at their own game. Also, with the elaborate patience that good timing requires, Bond won the political battles within the museum and its governing bodies.

McCrimmon documents perfectly. The shortest quotations take on the weight of anecdotes; and even passages from business correspondence are never merely informative. They move the story along, reveal character, and show clearly how much the world changed in twenty years.

There are amusing reminders of how some things do not change: committee meetings; the bureaucratic confusion of standardization with efficiency; the proposition that the "lower remuneration" of library workers is "considered in some quarters to be compensated for by the loftiness of their pursuits." There is a great deal of wit in this book. Where McCrimmon does not pluck it from her sources with an unerring eye, she supplies it herself.

That wit is just one element of the subtlety of mind that allows us to understand a group of men stuck between worthy precedent and worthwhile innovation in a period of rapid technical change. We sympathize entirely with the fact that they did not know what to do as vast numbers of machine-printed books, under a "vigorous acquisitions policy," overwhelmed the museum's manual cataloguing procedures. We see why, when the printing of the catalogue was finally accomplished, these same men were not quite sure what they had done.

And indeed we might sympathize and understand, because McCrimmon's story is timely. Our own new machines, computers, are widely distrusted. We do not know yet how to balance their expense and their economy. We cannot predict the results of their use in bibliography and criticism. To reapply what one of McCrimmon's people wrote during one phase of the printing of the catalogue: if and when we face up to computers, their proper implementation will be "a national undertaking which will commend itself to men of letters more readily than to ministers of finance." — *William R. Wolfe, Middle Tennessee State University, Murfreesboro, Tennessee.*

Public Libraries: An Economic View. By Malcolm Getz. Johns Hopkins University Press, 1980. 214 pp. $12.50.

Malcolm Getz, Associate Professor of Economics at Vanderbilt University, has performed an admiral service for the public library industry. Getz's introduction alone is a signficiant preview of library history in the USA and the growth of public libraries, the book trade, library users, production and innovation in public libraries. Ben Franklin's idea of sharing the costs of a collection of books with other users may have given rise to sophisticated networks of today.

The heart of the study is a comparison of public service. Characteristics which a library can usually control — hours, materials, locations. The careful analysis is based on an interview survey of 31 large city, metropolitan and suburban libraries in nineteen states. The interesting, but not surprising, association of high labor costs with curtailment of hours is quite revealing. More volunteer effort is apparent in libraries with high labor costs but lower in larger library systems. As in most areas of comparison, Getz suggests several possible reasons.

The effect of marketing techniques to increase use in libraries is compared with grocery store trends. As in libraries, grocery stores are becoming larger and farther apart to accomplish economies of scale. The evidence of this cross section of library systems strongly supports fewer library locations and longer hours. Regression analysis (don't give up yet) indicates that the greater the level of activity the system provides the greater the use. Level of use and level of cardholding seem to be most influenced by the number of volumes acquired per capita per year and by the number of titles acquired. A restudy five years later in 1982-83 will be valuable to test 1980 theory of purchasing larger quantities of fewer titles and its impact on use levels.

Even though the Library cannot control labor costs, Getz devotes a short chapter to the impact of labor costs on library costs and changing operations.

The brains of the books is the chapter on "Efficiency in Public Services." Libraries should be able to use formal analysis to help determine which mix of activities will produce more benefits for each dollar of expenditure. While this approach may not be perfected, it seems to come closest to the measurement of quality that the industry has so long needed.

While Getz concludes that an efficient library design should have fewer branches and operate more hours per week, he admits that user studies would help refine the estimated use relationships. Obviously, this is where the Public Library Association "Planning Process" fits the bill. Another not so startling conclusion is that since demand for and public support of public library service do not waver much, the instability problem is in the weakness of current methods of financing public libraries.

The Appendix will be valuable for many because of the study data; the explanation of statistical methods used, i.e., regression; and a review of library and non-library literature on evaluation of library services. Librarians and public administrators will be pleased with the "Notes," "Bibliogrpahy" and "Index" provided. One criticism is that the index is inconsistent with its inclusion of libraries cited. — *William L. Whitesides, Fairfax County Public Library, Springfield, Virginia.*

A Study of Combined School-Public Libraries. By Shirley L. Aaron. (School Media Centers: Focus on Trends and Issues No. 6) American Library Association, 1980. 107 pp. $7.00 paper

Combined School/Public Libraries: A Survey with Conclusions and Recommendations. By Wilma Lee Broughton Woolard. Scarecrow Press, Inc. 1980. 184 pp. $11.00

Aaron's book is the sixth in a series of American Association of School Librarian's Monographs. It offers an in-depth study of seven combined school-public libraries and gives some guidelines as to the feasibility of establishing such a facility.

A major portion of the book is devoted to listing the findings of the study relative to successful and unsuccessful programs. The basis for determining a program's success was a positive answer to at least three of the following questions: (1) Did the boards consider the project a failure? (2) Were services not comparable for students and community? (3) Did circulation decrease? (4) Did larger units fail to recognize special needs of program? and (5) Was there a lack of an on-going commitment of boards?

The findings were grouped to include the following divisions: "general information; planning; legal jurisdiction; financial data; purchasing, processing, and organizing materials; circulation of materials; collection; operation and programming; personnel; site characteristics; cooperation; and opinions and evaluation." The listing became quite cumbersome and would have been more easily followed had graphs or tables been added.

The "Summary of Major Findings Relating to Combined Programs" lists, in the main, only what worked in the successful programs. Also, a major conclusion concerning "Circulation of Materials" was "there was an increase in the number of materials circulated in successful programs". As this was one of the conditions of determining whether a program was successful or not, it seems faulty to advocate the same as "finding".

The "Checklist to Determine Whether a Combined Library Program Will Provide The Best School and Public Library Services for a Community" would be most helpful in providing a starting point for communities making this decision.

Woolard's study was originally her master's thesis and covers a broader basis for conclusions. Questionnaires were sent to fifty-five combined libraries in 1976 and again in 1979 to provide the data for this survey.

Many tables are used to summarize findings concerning staffing patterns, number of hours open, governing board relationships, etc. which make the information easily to follow. The table on benefits and the one on problems of the combined libraries are most interesting to compare.

The conclusion of both is that in communities where separate facilities exist the likelihood of establishing a successful combined school/public library is small. Another common conclusion is that a combined service is more likely to succeed in a smaller community. If the basis for combining the two facilities is to accomplish great financial savings, the project will not reach this goal.

Both books are recommended for anyone considering establishing a combined school/public library. The checklist in Aaron's book would be most helpful. However, the conclusions and recommendations in Woolard's study are broader, cover more situations, and are more direct. Both books offer excellent appendices of agreements between library boards and school boards and Woolard's books gives some general policy statements that would be helpful. Woolard's books also offers an excellent bibliography. — *Judy K. Rule, Cabell County Public Library, Huntington, West Virginia.*

The Teacher's Handbook on the School Library Media Center. By Betty Martin and Linda Sargent. Library Professional Publications/Shoe String Press, Inc., 1980. 394 pp. $18.50 cloth/$14.50 paper.

Another practical book on the media center by Betty Martin, school media specialist, with Linda Sargent. The authors have had experience working with teachers in elementary and secondary schools. This book is an answer to the expressed needs of classroom and subject area teachers.

Each of the fourteen chapters "is devoted to one area of teacher concern, and its content is designed for reference according to an individual teacher's specific interst." The authors submitted each chapter

to several teachers working in elementary and secondary schools. Their comments are given at the end of the appropriate chapters, along with a response from the authors. This technique gives a practical conclusion to each topic. The bibliography included for each chapter will lead the user to a more in-depth study of the subject covered.

The figures used give addtional information on subjects such as, reading guidance for the gifted, techniques for working with slow learners and/or handicapped students and suggestions for diversified teaching. These and other topics covered are of special concern for the classroom and subject teacher on every grade level.

Of special value, this *Handbook,* can be used for reference on a specific topic through the very thorough index and the appendixes. A very comprehensive list of teaching techniques, from educational games to use of community resources is included. Aids, forms, guidelines, basic and selected references, sources of information and suggested activities here-to-fore unavailable from one source make this *Handbook* a valuable addition to any library.

Teacher training institutions libraries, system and individual school collections for teachers and public libraries will want *The Teacher's Handbook* for their professional collection. Teachers in schools with special academic education, nursery and kindergarten, continuing education, *any teacher,* will find information and inspiration valuable to their teaching in this book. — *Ruth Waldrop, Executive Secretary, Alabama Library Association, University, Alabama.*

SELA Chronicle

Minutes and Reports

Executive Board Meeting
February 2, 1981

The Executive Board of the Southeastern Library Association met on February 2, 1981, at the Shoreham Hotel in Washington, D.C. at 2:00 p.m. Those present were Paul Spence, President; Barrett Wilkins, Vice-President; Joe Boykin, Secretary; Annette Phinazee, Treasurer; Helen Lockhart, Past President; Ann Morton, Executive Secretary; Mae Tucker, North Carolina; Judy Rule, West Virginia; Bernadette Storch, Florida; Rush Miller, Mississippi; Ken Toombs, South Carolina; Ken Jensen, Virginia; Diana Young, School and Children's Section; Carl Stone, Reference and Adult Services Section; Ellis Tucker, *Southeastern Librarian*; Bill Whitesides, Public Library Section, Barbara Cooper, Trustees and Friends Section; John Scheer, J.M.R.T.

The minutes of the November 21 and 22 meetings were approved with two spelling corrections noted.

President Spence informed the Board that Graham Roberts (Georgia) had resigned his seat on the Board and that he would contact Carlton Thaxton of the Georgia Library Association about a replacement.

President Spence gave the Board a tentative agenda for the Spring Workshop to be held March 4-6, 1981, at the Capital Inn near the Atlanta Airport. The agenda includes a dinner meeting of the Board on the fourth at 6:00 p.m., a workshop on workshops, committee meetings and dinner on the fifth, and a general session followed by a second Board meeting on the sixth. President Spence noted that the Board had previously voted to invite committees to attend on a selective basis. Letters will be sent to participants with complete information on the workshop the week of February 9, 1981. The Budget Committee has set, at the Board's direction a percentage of travel costs to reimburse Board members for attendance at the Spring Workshop. Helen Lockhart, chair of the Budget Committee reported that they have approved the reimbursement of fifty percent (50%) of the Board members travel, meal, and lodging expenses for the Spring Workshop.

Annette Phinazee, Treasurer, gave the Treasurer's Report. She indicated that John Scott had turned over all of the financial records through December 31, 1980, to the office. She presented documents illustrating the financial condition of the Association as of December 31, 1980. These show receipts of $177,406.46 and expenditures of $169,307.93. The financial report on the 1980 biennial conference, not yet complete, shows revenues of $61,303.79 and expenses of $43,441.44.

President Spence initiated a discussion on the policy of not paying expenses or honorariums to speakers at the biennial conference who are librarians in the southeastern area. It was concluded that although a similar statement is included in the Conference Manual, the Board had not dealt specifically with the policy. Bernadette Storch moved and Rush Miller seconded that librarians in the SELA states not be paid expenses or honorariums for participation in SELA biennial conferences. The motion passed.

A discussion took place noting the travel packages and arrangements being prepared for attendees of the Annual Conference of ALA in San Francisco, California.

President Spence presented his list of committee chair appointments for consideration of the Board. He noted that a chairperson for the Governmental Relations Committee was not appointed because that committee was under review. He also noted that the make-up of the Awards Committee would consist of the chairpersons of the three specific awards committees plus a chairperson. Bernadette Storch moved and Barbara Cooper seconded that committee chairpersons be appointed as recommended. The motion passed.

President Spence reported he had received information concerning ALA's Legislative Day in Washington. He stated that SELA had not previously participated and asked for Board member's opinions. Barry Wilkins indicated that he felt SELA should participate. President Spence noted that the fee for SELA would be $100.00. After discussion, Barry Wilkins moved and Barbara Cooper seconded that SELA support ALA Legislation Day by sending $100.00 to ALA but not try to send delegates. The motion passed.

President Spence reported that he had received a petition to form a section for On-Line Search Librarians. He indicated he would appoint an ad hoc committee to follow through on the petition.

President Spence also reported that the Louisiana Library Association had approached him about affiliating with SELA. He expects to receive more information after the next meeting of the Executive Board of the Louisiana Library Association. Bill Whitesides moved and Mae Tucker seconded that SELA would welcome a request from the Louisiana Library Association to affiliate with SELA. The motion passed.

Ellis Tucker discussed the possibilities of raising the advertising rates for the *Southeastern Librarian.* He noted that rates have not increased in the past four years and that printing costs have increased by approximately five percent per biennium since that time. Bill Whitesides moved and Ken Toombs seconded that *The Southeastern Librarian* increase its advertising rates by ten percent (10%). The motion passed.

Ann Morton reviewed the report of the Executive Secretary.

The meeting ajourned at 3:00 P.M.

— Joseph E. Boykin, Jr.
Secretary

Regional News

FLORIDA

Mrs. Kayleen Lipman, a school media specialist in the Dade County Public School System, is the 1981-82 recipient of the Madge Hutcherson Scholarship for advanced study in the School of Library Science at Florida State University. Mrs. Lipman has been very active in several different school library positions in Illinois and Florida.

GEORGIA

The Atlanta Public Library, the Southeastern Library Network, and Cable Atlanta, in cooperation with the Georgia Institute of Technology Library, Georgia State University Library, and The Atlanta University Center, will embark on a cooperative effort to develop a metro-Atlanta library cable network for use with bibliographic data. This effort is expected to extend over the coming five years.

Marilyn K. Gell, who was the Director for the 1979 White House Conference on Library and Information Services, presented the eighth annual Evalene Jackson Lecture "The Computer/ The Individual/The Eighties" in May at Emory University.

A 23 minute video cassette tape (¾ inch) presentation has been prepared by the Georgia Library for the Blind and Physically Handicapped showing activities conducted by the regional and 13 subregional libraries in Georgia. The video cassette or a 16mm version is available on loan from Jim DeJarnatt, Georgia Library for the Blind and Physically Handicapped, 1050 Murphy Ave., S.W., Atlanta, Ga. 30310. Designed to explain the services to the general public, it is also suitable for showing to library staff.

NORTH CAROLINA

Over three hundred and fifty librarians from twenty states and one foreign country attended the Fiftieth Anniversary Celebration in March of the School of Library Science at the University of North Carolina in Chapel Hill.

The Durham County Library Association and North Carolina Central University sponsored an all-day sesson on "The Impact of the Moral Majority on Libraries" in April at NCCU in Durham.

SOUTH CAROLINA

The South Carolina State Library was one of twenty-five winners of the 1981 John Cotton Dana Library Public Relations Award for its "Share a Book with a Child" statewide campaign held last fall.

The Charleston County Library celebrates its fiftieth anniversary as a county library with a reception April 5, 1981.

TENNESSEE

A collection of more than 350 volumes by and about Sir Winston Churchill from the private col-

lection of John David Marshall, Middle Tennessee State University, has been presented to the Winston Churchill Memorial and Library at Westminster College, Fulton, Missouri, by Mr. Marshall. Also included in the gift were several unique items of Churchill memorabilia, including a cast bronze statue of Sir Winston in the robes of the Order of the Garter and two felt souvenir banners from the March 5, 1946 visit of Sir Winston and President Truman to Westminster College.

Jordan M. Scepanski, director of the Central Library at Vanderbilt University, has received a Fulbright Award under the Mutual Educational and Cultural Exchange Program. He will lecture on library organization, management and use at Hacettepe University in Ankara, Turkey, during the 1981-82 academic year.

Lester J. Pourciau, Jr., Director of Libraries at Memphis State University, has been named the 1981 recipient of MSU's Administrative and Staff Award.

WEST VIRGINIA

Spring workshops were sponsored by the West Virginia Library Association in Morgantown. Speakers for the College section workshop were Dr. John Andes of West Virginia University and Fred Glazer of the West Virginia Library Commission. Speakers for the School section workshop were Dr. Margaret Kimmel of the University of Pittsburgh and Dr. Elizabeth Howard and Barbara Mertins of West Virginia University. West Virginia author Foster Mullenax was present to introduce his book, *Sugarlands*.

Judy Rule, WVLA President, is making plans for the state conference to be held in November. The conference theme will be "Old Routines New Technology."

Dates to Remember

1981

June 26-July 2	American Library Association, San Francisco
Sept 9-12	Kentucky Library Association, Louisville
Oct. 7-10	North Carolina and South Carolina Library Association, Charlotte, NC
Oct. 21-23	Mississippi Library Association, Jackson
Oct. 29-Nov. 1	Georgia Library Association, Dunfey Atlanta Hotel
Nov. 5-7	Virginia Library Association, Hot Springs
Nov. 12-14	West Virginia Library Association, White Sulphur Springs
Nov. 16-20	Children's Book Week

1982

Apr. 22-24	Tennessee Library Association, Nashville
Apr. 28-30	Alabama Library Association, Huntsville

RETIREMENTS

Olive BRANCH, Collection Development Librarian, University of Tennessee, Knoxville

Selina S. HOPKINS, Assistant Technical Services Librarian, Charleston County (SC) Library

Lurlyne K. SHIN, Assistant Librarian, Newberry — Saluda Regional (SC) Library

NECROLOGY

Alta M. McKnight ANDERSON, retired Acquisitions Librarian, Norfolk State College, January 27, 1981

Margaret L. CHAPMAN, retired Librarian of Queens College, Charlotte, NC March 28, 1981

Richard Beale DAVIS, 1981 recipient of SELA Outstanding Author Award, April, 1981

Benjamin Edward POWELL, Librarian Emeritus, Duke University, March 11, 1981

E. Louise WILLIAMS, Jackson, Mississippi, March 10, 1981

Wayne S. YENAWINE, Dean Emeritus of the University of South Carolina College of Librarianship, February 21, 1981

NOMINATION FORM FOR THE 1981 ROTHROCK AWARD
SOUTHEASTERN LIBRARY ASSOCIATION

MARY U. ROTHROCK AWARD

PURPOSE:

Purpose of the Mary U. Rothrock Award is to recognize outstanding contributions to librarianship in the Southeast. Candidates are requested for this highest honor the SELA bestows on leaders in the library field.

GUIDELINES:

1. Age and years of service should not be a deciding factor in the selection; either those of many years' service or those early in their careers who have made an exceptional contribution may be considered.
2. The award should be made to only one person in any biennium, and, if no deserving person is nominated, an award may be omitted for that biennium.
3. Service in one or more states would qualify a person for nomination for the award.
4. Please send your nominee's name, along with his or her professional and association activities, civic contributions, writing or editorial contributions and honors received.

Detach and mail to: James F. Govan, Chairman
Rothrock Award Committee
University of North Carolina Library
University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27514

NOMINATION MUST BE RECEIVED BY **DECEMBER 15, 1981**

Person Nominated _____

State of the Nominee _____

_____
SELA member making nomination

_____
Address City State Zip Code

Reason for nomination with documentation:

NOMINATION FORM FOR THE 1981 OUTSTANDING LIBRARY PROGRAM SOUTHEASTERN LIBRARY ASSOCIATION

SELA OUTSTANDING LIBRARY PROGRAM AWARD CRITERIA FOR SELECTION

PURPOSE:

To recognize libraries and Library Associations in states encompassing members of the Southeastern Library Association for outstanding library programs.

GUIDELINES:

Any academic, public, school or special library or Library Association in the ten constituent states of the Southeastern Library Association may be cited for an outstanding program or service. The program, project, or activity, on which the award nomination is based, must take place during the biennium in which the nomination is made. The minimum time span for a library program, nominated for an award, must not be less than three months, including the development and evaluation stages of the program.

Detach and mail to: Jimmie M. McWhorter, Chairman
Mobile Public Library
306 Brawood Drive
Mobile, Alabama 36608

NOMINATION MUST BE RECEIVED BY **DECEMBER 15, 1981**

Category (Type of Library or Association)

Name of Library or Association

Address Telephone Number

City State Zip Code

Name and Position of Program/Project Director

Description of Program/Project: (Attach sheets as needed.)

Date Program Began Date Program was completed Ongoing?

Statement of goals of the program and the steps followed in achieving these goals: (Attach sheets as needed)

SELA Member making nomination

Address City State Zip Code

NOMINATION FORM FOR THE 1981 OUTSTANDING AUTHOR AWARD SOUTHEASTERN LIBRARY ASSOCIATION

SELA AUTHOR AWARD CRITERIA FOR SELECTION

PURPOSE:

To recognize authors in states encompassing members of the Southeastern Library Association for current works of literary merit.

GUIDELINES:

Authors: Native or bona fide resident of a Southeastern Library Association state at the time the work was written or published.

The Work: Two awards may be made — one each in the categories of fiction and non-fiction. In each category works must have been published within the five years prior to December 15 of the year preceding the biennial conference.

Detach and mail to: Mary Bess Kirksey, Chairman
Birmingham Public Library
2020 7th Avenue, N.
Birmingham, Alabama 35203

NOMINATION MUST BE RECEIVED BY **DECEMBER 15, 1981**

Author Nominated _____ State of the Author _____

Title of Work _____ Publisher _____ Date of Publication _____

Fiction _____ Non-Fiction _____

SELA Member making nomination _____

Address _____ City _____ State _____ Zip Code _____

Reason for nomination with documentation:

SOUTHEASTERN LIBRARY ASSOCIATION

P.O. Box 987, Tucker, GA 30084
Phone: 404-939-5080
Founded 1920 — Incorporated 1950

OFFICERS 1980-82

President:
Paul H. Spence
Mervyn H. Sterne Library
University of Alabama in Birmingham
University Station
Birmingham, AL 35294

Vice President/President-Elect:
Barratt Wilkins
Division of Library Services
State Library of Florida
R. A. Gray Building
Tallahassee, FL 32304

Executive Secretary:
Ann Morton

Past President:
Helen D. Lockhart
Memphis/Shelby County Public
Library and Information Center
1850 Peabody Avenue
Memphis, TN 38104

Secretary:
Joseph F. Boykin
J. Murrey Atkins Library
University of North Carolina at
Charlotte
UNCC Station
Charlotte, NC 28223

Treasurer:
Annette L. Phinazee
School of Library Science
North Carolina Central University
Durham, NC 27707

STATE REPRESENTATIVES TO THE EXECUTIVE BOARD

Alabama:
Luther Lee
Air University Library
Maxwell AFB, AL 36112

Florida:
Bernadette Storck
302 E. Selma Avenue
Tampa, FL 33603

Georgia:
Hubert H. Whitlow, Jr.
Floyd Junior College Library
Box 1864
Rome, GA 30161

Kentucky:
Jane White
College of Education
University of Kentucky
Lexington, KY 40506

Mississippi:
Rush G. Miller, Jr.
Delta State Univ. Library
Cleveland, MS 38732

North Carolina:
Mae S. Tucker
Public Library of Charlotte
and Mecklenburg County
310 N. Tryon Street
Charlotte, NC 28202

South Carolina:
Kenneth Toombs
University of South Carolina
Thomas Cooper Library
Columbia, SC 29208

Tennessee:
Dorothy S. Baird
East Tennessee State University
Library Services Dept.
Johnson City, TN

Virginia:
Kenneth Jensen
Alderman Library
University of Virginia
Charlottesville, VA 22901

West Virginia:
Judy Rule
Coordinator of Services
Cabell County Public Library
Huntington, WV 25701

SECTIONS AND CHAIRMEN, 1980-1982

Junior Members Roundtable
Jon Scheer, Acting Chairman
Yazoo-Shakey-Issaquena Library System
Yazoo City, MS 39194

Library Education Section
Dr. Ann E. Prentice
Graduate School of Library, Science and Information
804 Volunteer Boulevard
University of Tennessee
Knoxville, TN 37916

Public Librarians Section
William Whitesides
Fairfax County Public Library
5502 Port Royal Road
Springfield, VA 22151

Reference/Adult Services Section
Glenda S. Neely
Reference Department, Main Library
University of Louisville
Louisville, KY 40292

Resources/Technical Services Section
Barry Baker
University of Georgia Libraries
Technical Service
Athens, GA 30602

School/Children's Librarians Section
Diana Young
North Carolina State Library
109 East Jones
Raleigh, NC 27611

Special Libraries Section
Janet Fisher
College of Medicine
Box 23290A, ETSU
Johnson City, TN 37601

Trustees/Friends of the Library
Barbara Cooper
936 Intracoastal Drive, Apt. 6-D
Ft. Lauderdale, FL 33304

University/College Library Section
Gerard B. McCabe
VCU-James Branch Cabell Library
901 Park Avenue
Richmond, VA 23284

COMMITTEES AND CHAIRMEN, 1980-82

Awards Committee: Ray Rowland, Augusta College, 1339 Winter St., Augusta, GA 30904

Rothrock Award Committee: Jim Govan, University of North Carolina, Louis Round Wilson Library, Chapel Hill, NC 27514

Outstanding Southeastern Authors Award Committee: Mary Bess Kirksey, Birmingham Public Library, 2020 Seventh Avenue, North, Birmingham, AL 35203

Outstanding Southeastern Library Program Award Committee: Jimmy McWhorter, Mobile Public Library, 701 Government St., Mobile, AL 36602

Honorary Membership Committee: David Warren, Richland County Public Library, 1400 Sumter St., Columbia, SC 29201

Southern Books Competition Committee: Jonathan LIndsey, Meredith College, Carlyle Campbell Library, Raleigh, NC 27611

Budget Committee: Helen Lockhart, Past President, Memphis/Shelby County Public Library, 1850 Peabody Avenue, Memphis, TN 38104

Committee on Committees: Helen Lockhart, Past President, Memphis/Shelby County Public Library, 1850 Peabody Avenue, Memphis, TN 38104

Conference Committee, 1982, Louisville: Ronald Kozlowski, General Chairman, Louisville Free Public Library, 4th & York Streets, Louisville, KY 40203
Ed Klee, Program Chairman, Kentucky Department of Library & Archives, P.O. Box 537, Frankfort, KY 40602
Tom Sutherland, Exhibits & Facilities Chairman, Paducah Public Library, 555 Washington St., Paducah, KY 42001

Conference Site Selection Committee: Jerry W. Stephens, University of Alabama in Birmingham, Mervyn H. Sterne Library, University Station, Birmingham, AL 35294

Constitution and Bylaws Committee: Davy Jo Ridge, University of South Carolina, Thomas Cooper Library, 1600 Sumter St., Columbia, SC 29208

Continuing Education Committee: Paul Porterfield, Queens College, P.O. Box 425, Charlotte, NC 28274

Handbook Revisions Committee: Gayle McKinney, Georgia State University, William Russell Pullen Library, 100 Decatur St., SE, Atlanta, GA 30303

Intellectual Freedom Committee: Joseph Lindenfield, Shelby State Community College, P.O. Box 40568, Memphis, TN 38104

Interstate Cooperation Committee: Bill Hubbard, Virginia State University, Library, 12th & Capitol Sts., Richmond, VA 23219

Library Development Committee: Barratt Wilkins, Vice President, State Library of Florida, Division of Library Services, R.A. Gray Building, Tallahassee, FL 32304

Library Orientation & Bibliographic Instruction Committee: Steven Laughlin, University of Alabama in Birmingham, Mervyn H. Sterne Library, University Station, Birmingham, AL 35294

Media Utilization Committee: Tom Hart, Florida State University, School of Library Science, Tallahassee, FL 32306

Membership Committee: Joseph Jackson, University of Tennessee at Chattanooga, 318 Arrow Drive, Signal Mountain, TN 37377

Nominating Committee: Billy Pennington, University of Alabama in Birmingham, Mervyn H. Sterne Library, University Station, Birmingham, AL 35294

Public Relations Committee: Barbara Loar, DeKalb County Library System, 215 Sycamore St., Decatur, GA 30030

Resolutions Committee: Robert Simmons, Austin Peay State University, Felix G. Woodward Library, Clarksville, TN 37040

Headquarters Liaison Committee: David Estes, Emory University, Robert W. Woodruff Library, Atlanta, GA 30322

State Library Association Officers — SELA Area

Frequently members of SELA wish to correspond with the officers of the several state library associations in the area covered by SELA. Since the list is a permanent part of this journal, all state library associations are requested to notify the Managing Editor when changes occur. Please give *full* address with each name.

Alabama Library Association

President:
Dallas Ballio, Director
Mobile Public Library
701 Government Street
Mobile, AL 36602
Vice President, President-Elect:
Julia Rotenberry
249 North Highland Street
Montevallo, AL 35115
Secretary, Vice President:
Frances F. Davis
1912 Washington Street
Tuskegee, AL 36085
Secretary:
Miriam Pace
6030 Monticello Drive
Montgomery, AL 36130
Treasurer:
Patricia Moore
613 Winwood Drive
Birmingham, AL 35226

Florida Library Association

President:
Samuel F. Morrison
Broward County Library System
P.O. Box 5463
Ft. Lauderdale, FL 33310
Vice President/President-Elect:
Ada Seltzer Bowen
University of South Florida
Medical Center Library
12901 North 30th Street
Tampa, FL 33612
Secretary:
Joyce Wente
Broward County Library System
P.O. Box 5463
Ft. Lauderdale, FL 33310
Treasurer:
Mabel Shaw
114 Glenhaven Terrace
Tallahassee, FL 32312

Georgia Library Association

President:
Carlton J. Thaxton, Director
Lake Blackshear Regional Library
307 E. Lamar Street
Americus, GA 31709
First Vice President, President-Elect:
Charles E. Beard
Director of Libraries
West Georgia College
Carrollton, GA 30118
Second Vice President:
Anne C. Ansley, Consultant
Media Field Services
State Department of Education
156 Trinity Avenue S.W.
Atlanta, GA 30303
Secretary:
Marjorie J. Clark
Head Librarian
North Georgia College
Dahlonega, GA 30533
Treasurer:
Frank R. Lewis
Librarian
LaGrange College
LaGrange, GA 30240
Executive Secretary:
Ann W. Morton
P.O. Box 833
Tucker, GA 30084

Kentucky Library Association

President:
Louise C. Bedford
Montgomery County Board of Education
R. 5 Woodford Road
Mt. Sterling, KY 40353
Vice President, President-Elect:
Sara Leach
Medical Center Library
University of Kentucky
Lexington, KY 40502
Secretary:
June H. Martin
John Grant Crabbe Library
Eastern Kentucky University
Richmond, KY 40475

Mississippi Library Association

President:
Savan Tynes
Mississippi Center for Educational Television
P.O. Drawer 1101
Jackson, MS 39216
Vice President, President-Elect:
Jack Mulkey
Jackson Metropolitan Library
301 N. State Street
Jackson, MS 39201
Secretary:
Myra Macon
University of Mississippi
University, MS 38655
Treasurer:
Kay Miller
University of Southern Mississippi
Box 53, Southern Station
Hattiesburg, MS 39401

North Carolina Library Association

President:
H. William O'Shea
Director
Wake County Public Libraries
Raleigh, NC
Vice President, President-Elect:
Mertys W. Bell
Dean of Learning Resources
Guilford Technical Institute
Jamestown, NC
Second Vice President:
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Director
Central N.C. Regional Library
Burlington, NC
Secretary:
David Harrington
Educational Materials Coordinator
Rowan County Schools
Salisbury, NC
Treasurer:
W. Robert Pollard
Head of Reference
D. H. Hill Library
N.C. State University
Raleigh, NC

South Carolina Library Association

President:
F. William Summers
College of Librarianship, USC
Columbia, SC 29208
Vice President, President-Elect:
Gerda M. Belknap
Richland County Public Library
1400 Sumter Street
Columbia, SC 29201
Second Vice President:
Pat Scales
Greenville Middle School
Greenville, SC 29607
Secretary:
Neal Martin
Francis Marion College
Florence, SC 29501
Treasurer:
Donna Nance
Thomas Cooper Library
University of South Carolina
Columbia, SC 29208

Tennessee Library Association

President:
Wilma L. Tice, Library Consultant
Metropolitan Public Schools
2301 10th Avenue South
Nashville, TN 37204
Vice President, President-Elect:
Ruth Ann Vaden, Trustee
Reelfoot Regional Library Center
408 Jackson Street
Martin, TN 38237
Home Address: Old Rives Road
Union City, TN 38261
Executive Secretary:
Betty Nance
P.O. Box 120085
Nashville, TN 37212
Treasurer:
Mary Glenn Hearne, Head
The Nashville Room
Public Library of Nashville and Davidson County
Nashville, TN 37203

Virginia Library Association

President:
Betty Ragsdale
Blue Ridge Regional Library
310 E. Church St.
Martinsville, VA 24112
Vice President, President-Elect:
H. Gordon Bechanan
Newman Library
Virginia Tech
Blacksburg, VA 24061
Secretary:
Fran Freimarck
Pamunkey Regional Library
P.O. Box 119
Hanover, VA 23069
Treasurer:
Donald Kenney
Newman Library
Virginia Tech
Blacksburg, VA 24061

West Virginia Library Association

President:
Judy Rule
Cabell County Public Library
Huntington, WV 25701
First Vice President:
Ellen Wilkerson
Box 436
Hamlin, WV 25523
Second Vice President:
Maureen Conley
West Virginia University
Medical Center Library
Morgantown, WV 26505
Secretary:
Pamela Gorson
Clarksburg-Harrison Public Library
404 W. Pike Street
Clarksburg, WV 26301
Treasurer:
David Childers
WVLC, Science & Cultural Center
Charleston, WV 25305

Personal Membership Application
SOUTHEASTERN LIBRARY ASSOCIATION
P.O. Box 987, Tucker, GA 30084
404/939-5080

SELA

Name _____ / ____ / _____
First Name Initial Last Name

Mailing Address _____
Street/Apartment/P.O. Box

_____

_____ / ____ /
City State Zip Telephone: ☐ Home
☐ Business

Place of Employment _____

Position/Title _____

* * * * * * * * * * *

Is your current mailing address a recent change of address? If YES, circle previous STATE of residence.

AL FL GA KY MS NC SC TN VA WV Other_____

Using the *Information Page* attached, fill in information listed below:

Type of Library with which you are associated _____

I wish to have my name excluded from all but official Association mailings ☐

☐ New Membership for 1981
☐ Renewal Membership for 1981
☐ 1982 Membership Year is January through December

Annual Membership ☐
Biennial Membership ☐

Amount of Dues Enclosed $_____

Section Membership Affiliation: 1st Choice ____ 2nd Choice ____

Include $2.00 each, if more than TWO Sections chosen. 3rd Choice ____ 4th Choice ____ $____

Committee(s) Selection(s): 1st Choice ____ 2nd Choice ____ 3rd Choice ____

INFORMATION PAGE

Indicate the type of Library with which you are associated on the Membership Application Form by letter as listed below: (Indicate only ONE.)

[A] College/University	[C] Public	[E] Special	[G] Other
[B] Library Education	[D] School	[F] Retired	

DUES SCHEDULE (Indicate amount of dues paid on Membership Application Form)

Personal Members	**Annual 1981**	(Note a 10% Discount per year for a *Biennial Membership)* **Biennial 1981 & 1982**
Commercial Representatives	$10.00 ☐	$18.00 ☐
Students, Trustees and Friends	4.00 ☐	7.20 ☐
No Salary to annual salary of $6,500	5.00 ☐	9.00 ☐
$6,501 to 7,500	6.00 ☐	10.80 ☐
$7,501 to 13,500	9.00 ☐	17.20 ☐
$13,501 to 20,500	12.00 ☐	21.60 ☐
$20,501 and up	15.00 ☐	27.00 ☐

Special Members

☐ Sustaining Membership $25.00 ☐ Contributing Membership $50.00 and up

(SELA Membership Dues are deductible for income tax purposes)

Your SELA membership includes affiliation in TWO (2) of the following Sections/Round Table. Indicate your TWO preferences on Membership Application Form by letter as listed below:

[A] Library Education	[D] Resources & Technical Services	[G] Trustees & Friends of Libraries
[B] Public Libraries	[E] School & Children's Libraries	[H] University & College Libraries
[C] Reference & Adult Services	[F] Special Libraries	[J] Junior Members Round Table SELA

If you wish to affiliate with more than TWO of the above, include $2.00 for each additional section affiliation.

Committee(s) on which you have an interest in serving. Limit your selection to THREE (3). Indicate choice on Membership Application Form by number as listed below:

[1] Archives
Awards
[2A] Outstanding Author
[2B] Outstanding Library Programs
[2C] Rothrock
[3] Budget
[4] Committee on Committees
[5] Conference
[6] Conference Site Selection
[7] Constitution and By-Laws
[8] Continuing Education and Staff Development
[9] Governmental Relations
[10] Handbook
[11] Headquarters Organization and Planning
[12] Honorary Membership
[13] Intellectual Freedom
[14] Interstate Cooperation
[15] Library Development (Standards & Planning)
[16] Library Orientation and Bibliographic Instruction
[17] Media Utilization
[18] Membership
[20] Public Relations
[21] Resolutions
[22] Southern Books Competition

Personal membership INCLUDES A SUBSCRIPTION TO THE SOUTHEASTERN LIBRARIAN and all general mailings of the Association. (Complete volume of Journal not guaranteed if application received after April 1.) Please make your check payable to SELA and mail with Membershp Application Card to:

Southeastern Library Association, P.O. Box 987, Tucker, GA 30084

THE SOUTHEASTERN LIBRARIAN
Established: 1951

EDITORS

ASSOCIATE EDITORS

MANUSCRIPTS are to be sent to the editor for consideration. Notification of receipt will be sent immediately. Manuscripts should be submitted in duplicate, typed, double spaced, on 8½" x 11" paper. On each page the author's last name should be typed in upper left corner, the page number in the upper right corner. Photographs will be accepted for consideration but not returned if manuscript accepted. Footnotes should appear at the end of the manuscript. Turabian's A MANUAL FOR WRITERS OF TERM PAPERS, THESES, AND DISSERTATIONS is preferred form. A brief professional biographic sketch should be appended to the manuscript. A brief, informative abstract of the manuscript, consisting of no more than 100 words, must be submitted on a separate typed, double spaced sheet, with author(s) and title listed in full. Unsolicited manuscripts will not be returned unless accompanied by self-addressed envelope and postage.

NEWS NOTES should be sent to the Managing Editor.

BOOK REVIEWS and books to be reviewed should be sent to the Book Review Editor. Volunteers to do book reviewing are encouraged.

INDEX: The Winter Issue contains the index for the previous calendar year. Also, the journal is indexed in LIBRARY LITERATURE and LIBRARY SCIENCE ABSTRACTS.

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