The Southeastern Librarian

Volume 48, Number 2

The Southeastern Librarian

Volume 48, Number 2

CONTENTS

Departments

Articles

Southeastern Library Association

Cover photo by Donald F. Sears, Jr.

The Southeastern Librarian (ISSN 0038-3686) is the official quarterly of the Southeastern Library Association, Inc. A subscription to the journal is included with the membership fee. The subscription rate is $35.00 which includes Institutional Membership. Send editorial comments and/or submissions to: Debra Sears, SELn Editor, State Library of Florida, R.A. Gray Building, Tallahassee, FL 32399-0250. E-mail: dsears@mail.dos.state.fl.us or fax: (850) 488-2746. Information about the Southeastern Library Association and the electronic version of the journal are available at http://www.seflin.org/sela.

President's Message

We are continuing to focus on the SELA Leadership goals involving membership, promotion of cooperation and communication, continuing education and staff development, regional identification, and funding in support of SELA. As previously cited, these important goals are those which are essential to SELA and to library administrators, librarians and paraprofessionals throughout the Southeast. These are goals that need to be kept before us at all times.

- Many members are involved with current projects, including the following:
- A Spring Leadership Meeting was held in conjunction with the SOLINET Annual Membership Meeting in April 2000. Charles Beard, Ann Hamilton and Bill Potter assisted with this program.
- Ann Hamilton and Barry Baker are currently working on the biennial conference which will be held jointly with the Georgia Council of Media Organizations. This conference is scheduled for October 11-13, 2000 at Jekyll Island, Georgia.
- Linda Hendrix has agreed to work with the conference exhibitors on some special projects.
- Kate Nevin, Executive Director, SOLINET, is working on some possibilities for continuing education projects.
- The University and College Libraries Section, chaired by Lee Van Orsdeal, is working on continuing education projects.
- LaDonna Delgado, Chair, Poster Sessions, has developed the guidelines for participation in this project. The guidelines were distributed at the last Leadership Meeting. Additional copies were mailed to the membership.
- Jim Anderson, legislative Chair, is working with me on the possibility of an appointment of a librarian from SELA/Southeast to Chair IMLS. A review of the proposed Uniform Computer Information Transaction Act (UCITA) legislation is also underway. Both of these matters are vitally important to librarians and librarianship.
- Promotion of SELA and membership continues. The "traveling" exhibits have been reworked and are ready for use at state conferences, etc. (Please e-mail me for the scheduling of this exhibit.)
- Jo Wilson and Martha Booth are developing plans for the establishment of membership awards.
- A new membership directory is being prepared and will be distributed.

Steve Baughman, SELA's Liaison at SOLINET, retired from his position at SOLINET in December. It has been a pleasure to work with Steve and we extend to him a special "Thank You" for a job well done.

As we review the history of the Association we see that much has been accomplished, first by a few, then by many, and then again by a few. However, SELA has continued. This continuation has been possible because of proven leaders within our library communities in the Southeast and within SELA. These individuals have met and are continuing to meet the many challenges of the day. They are knowledgeable, visionary, have initiative, and are loyal and dedicated. They have shared their leadership on behalf of SELA. We need to follow their lead.

The last paragraph of the history of the Association, encompassing the 1980's, best reflects the membership and organization of SELA. "... In spite of financial pressures of the recession years, the threat of ALA regional conferences which will inevitably conflict with state and/or regional conferences and a membership loss common to all associations, the Southeastern Library Association continues to plan for the future and build upon its illustrious heritage. ..." Now, as we begin the "Millennium", let's remember that SELA does have an illustrious heritage. We, as current officers and members of the Association, have a responsibility to see that the future for this organization is a positive one and that it will have an illustrious *future*.

I look forward to working with you during these exciting and challenging times, and on behalf of SELA.

Frances N. Coleman

From the Editor

My voice mail included a pleasant surprise a few weeks ago. Instead of the usual information request, sales pitch, policy-related question or complaint, my caller left a simple message of appreciation. "I just wanted to let you know how much I appreciate all of your assistance over the years. ... Thank you".

Quickly I mentally reviewed my years of association with the caller, the nature of his information requests and his work, and his track record regarding thank-you's and kudos. I hadn't personally assisted him with a request in at least three years! He had always been quick to gush, "thank you!" or "this is incredible!", or my personal favorite, "you saved my life!". So why the voice mail? According to my patron/fan, he was simply acknowledging the "cumulative benefit" of my efforts on his behalf.

As we anticipate and shape the future of SELA we should remember that our association has also enjoyed cumulative benefit. The development of SELA has encouraged and facilitated the expansion of library service in our region and provided a forum for sharing of experiences and expertise. Look for the special reprint of "The Southeastern Library Association, 1920-1950" in this issue. Originally published in two parts (Spring and Summer issues, 1956), Mary Edna Anders' article is a comprehensive report on the early years of SELA. In granting permission to reprint the article, Dr. Anders added, "I'm delighted that you plan to take a look at the SELA.... I am grateful to it for all that it has done for the profession and for the region."

In this issue you'll also find an animated bibliography, "'The Poor, Sick, Ugly, Raving Lunatic': Early Response to Flannery O'Connor's *Wise Blood*"; "Teaching the Teachers: The Library's Role in Using the Internet Effectively"; and an essay on the trials and tribulations of a government documents *aficionado*, "Everything I Need to Know I Learned from the Census". The Virtual Southeast column continues the government documents theme with a look at electronic government information.

If you haven't subscribed to the SELA listserv, please do! It is a quick and easy way to stay informed about the association, library activity in our region, and advertised positions. Instructions for subscribing to the listserv are included in this issue.

— Debra Sears

The Virtual Southeast

by Margaret M. Pugh

A topic generating strong interest (and strong feelings) these days is *"electronic government documents."* It either sends a *thrill* or a *chill* down your spine depending on your perspective! Especially if your library is a depository library for state documents, this is an issue that is exciting, a bit frightening and altogether critically important.

Along with the standard problem of getting agency compliance in sending print publications, depository libraries now face the complicating fact that many print publications are being discontinued in favor of "on the Web only." It has long been a concern that publications will disappear as older Web publications are superseded by new ones. Not only are we aware of the risk of losing these documents completely, but we are also very aware of the difficulty of locating them even when they are "accessible" on the Web.

In an effort to begin to see what libraries are doing on this issue, this column will take a look at projects of two SELA libraries: the University of Georgia Library in Athens and the State Library of Florida in Tallahassee.

The University of Georgia, officially designated as depository for Georgia state documents in 1993, has established the Georgia Government Publications Database that went online in 1996. This ongoing project is funded through GALILEO (Georgia Library Learning Online), an initiative of the University System of Georgia.

From **http://www.galileo.peachnet.edu/**, choose "Databases" to access Georgia Government Publications. The Georgia Government Publications database contains scanned images of public documents of departments or agencies within the Georgia state government. The database contains over 8500 documents published from 1994 to the present. The decision was made in 1996 not to scan or save space on the server for documents published prior to 1994. As of June 1999 the bibliographic records and indexes for the documents comprised 338,475 kilobytes. Images for the 8667 documents in the database comprise 10.68 gigabytes of space. Projections for future storage space have already been accepted.

At present, the Georgia Government Publications database contains only documents that are also in print and does not include documents that are available only on the Web.

The UGA Library scans all documents received except the Supreme Court and Court of Appeals reports, House and Senate journals, laws, forms, and minutes of meetings. SOLINET is involved in a project to provide an electronic version of three Georgia legislative documents titles: *Acts of the General Assembly of the State of Georgia* and *Journals* of the House and Senate. Coverage will include acts published 1774-1995, House journals published 1781-1995, and Senate journals published from 1789-1995. Access to the digital records will be provided through a database on GALILEO with the files housed on a server at UGA Libraries. The session laws will appear first in the database, with the journals following as funding becomes available.

The State Library of Florida, a depository for state documents in Florida since 1967, is taking a somewhat different approach. They have recently begun a process to systematically collect electronic state publications. It is estimated that there are already close to 2,000 Florida government publications on the Web that have no print equivalent. The State Library staff will capture these and future publications from agency Web sites, store the files on a server, and catalog them. A hyperlink to the full text document stored on the State Library's server will be included in the catalog record. This process will preserve access to electronic state documents from a central location. The State Library's online catalog is located at **http://dlis.dos.state.fl.us/stlib**

There are many problematic issues in such a project, such as *what is the definition of a "publication" on the Web*? As with printed state government documents, perhaps the most difficult aspect of the project may be developing cooperation and compliance from the individual state agencies in notifying the State Library as new publications are posted. Adventure lies ahead! Staff at the State Library of Florida are very excited about this project and its implications for the future.

Other libraries in our region and across the country are discussing and sometimes hotly debating issues relating to electronic documents. The development of "solutions" will be watched with great interest by all libraries with concern for government publications.

For further information on these projects please contact Susan Tuggle at the University of Georgia (**stuggle@arches.uga.edu**) and Margaret Pugh at the State Library of Florida (**mpugh@mail.dos.state.fl.us**).

Margaret M. Pugh is State Government Liaison for the State Library of Florida, Tallahassee.

CALENDAR

June 15	**Deadline for submissions to *The Southeastern Librarian*** SELA Nominating Committee: Deadline for submission of biographical material and photos of each candidate on 2000-2002 slate of officers
June 22 - 25	**North American Serials Interest Group Conference** San Diego, California http://www.nasig.org
July 6 - 12	**American Library Association Annual Conference** http://www.ala.org/events/ac2000
July 30 - August 5	**ACRL/Harvard Leadership Institute** Cambridge, MA http://gseweb.harvard.edu/~ppe/index.html
August 3 - 6	**REFORMA National Conference** Tucson, Arizona http://clnet.ucr.edu/library/reforma/rnc2/
September 1 - 30	**Library Card Sign-Up Month** http://www.ala.org/pio/librarycard
September 23 - 30	**Banned Books Week** http://www.ala.org/bbooks/
September 25 - 27	**Electronic Book Industry Conference** Washington, DC http://www.itl.nist.gov/div895/ebook2000/
October 7 - 10	**Arkansas Library Association Conference** http://www.arklibassn.org
October 11 - 13	**Georgia Council of Media Organizations - Southeastern Library Association Joint Conference** Jekyll Island, GA http://www.seflin.org/sela/
October 16 - 17	**Facets of Digital Reference Conference** Seattle, WA http://www.vrd.org
October 18 - 20	**Mississippi Library Association Conference** http://nt.library.msstate.edu/mla/mla.html
October 23 - 26	**ARL Library Management Skills Institute** Atlanta, GA http://www.arl.org/training/lmsi2oct.html
October 25 - 29	**Virginia Library Association/District of Columbia Library Association Joint Conference** http://www.vla.org
November 2 - 5	**LITA National Forum, High Tech/High Touch: The Human Aspects of Technology** Portland, OR http://www.lits.org/forumY2K/index.htm
November 15 - 17	**Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web** Library of Congress, Washington, DC http://www.loc.gov/today/pr/2000/00-013.html

Georgia Council of Media Organizations /SELA Joint Conference

Cooperative Ventures XII:
Building Partnerships for the New Millennium

October 11-13, 2000

Jekyll Island Convention Center

http://wwwlib.gsu.edu/gla/events/como/COMOXII.htm

http://www.seflin.org/sela/conf2000.html

Teaching the Teachers: The Library's Role in Using the Internet Effectively

by Karen Reichardt and Betsey Carter

Introduction

As students become seduced by the advertising hype that everything can be found on the Internet and it's all good and fast and free, library and teaching faculty are becoming increasingly anxious about students' abilities to effectively locate, evaluate, and cite information from the Internet. This article describes how one small college library responded to faculty concerns about the Internet's role as a research tool and in doing so positioned the library as the source for Internet research help on campus.

In the spring of 1997 the Daniel Library at The Citadel began teaching a class on conducting research on the Internet. This short course was produced in response to problems that emerged from students' and faculty members' misinformation about using the Internet for academic work. It was also designed as a vehicle to publicize the library's proficiency in Internet research. The course focused on three main areas: searching, evaluating, and citing Internet sources. Classes continue to be held and the class web page is constantly evolving as new information is added. It can be found at **http://www.citadel.edu/library/class.htm**.

Problem Areas

The Daniel Library serves the students, faculty and staff at The Citadel. The students include approximately 1,800 in the Corps of Cadets and 2,300 in the College of Graduate and Professional Studies, many of whom are adult students. There are 150 faculty members. The library contains 300,000 volumes, 1,300 serial subscriptions, and employs seven professional librarians.

Librarians staffing the reference desk encountered many problems with students trying to use the Internet for their class work. Many students started their Internet searching by hitting the "net search" button on Netscape. Most did not know that there were differences in search tools and they typically did not read the help pages provided. They grew frustrated as they waded through lengthy search engines result lists. Common Internet fallacies reared their ugly heads: you can find everything on the Internet; you can find it quickly; and it's free. Students would refuse printed sources, thinking that they were somehow inferior because of their format. The librarians also wondered if the new web interfaces to our catalog and databases were confusing to the students; perhaps they couldn't tell where our library's resources left off and the Internet began.

Many faculty members who were unfamiliar with the Internet distrusted it as a viable resource for academic research. They felt that students were only using it for fun and that quality information could not be found on the Internet. Cadets at The Citadel are required to study most evenings. If in the barracks, they are required to be at their desks. Many students now have computers in their rooms, and the enforcement problems with Internet "surfing" during study periods were just emerging. Unfortunately, a backlash from all of this was that some teachers were forbidding students from using the Internet as a source for class work. Meanwhile, the library had migrated its catalog, citation indexes, and full-text databases to "web" interfaces. Students were refusing to use expensive, library-acquired, web resources because they were told not to use anything from "the Internet." It was apparent that some members of the faculty needed to be enlightened to the positive use of the Internet in academic research.

These concerns culminated in the Honor Court trial of several undergraduates (cadets) charged with plagiarism for improperly citing Internet sources. At The Citadel, plagiarism is an honor violation punishable by expulsion from the school and from the Corp of Cadets. It was

disturbing that in response to these grievous developments, the teaching faculty were turning to the computer and writing centers for guidance for evaluating and citing Internet resources-not the library-although the library already had a web page devoted to citing Internet sources! It was clear that not only did students and faculty need to be educated about using the Internet for research, they also needed to be informed about the library's record of employing the Internet as a research tool.

The Library's Responses

Responding to the news about the plagiarism cases, the library's existing web page on citing Internet sources was immediately added as a link on the library's home page, in the "bulletin board" section reserved for library news and "hot" items. The library also sent word out to all members of the faculty, via e-mail, about the location of the page and encouraged them to tell their students about the citation resources available.

The librarians agreed that this was not enough. We decided to offer a class to all students, faculty, and staff on using the Internet for academic research. It was imperative for the library to act quickly; there was an immediate need for information and an opportunity to advertise the library's resources. The library's web site already had pages on search engines and Internet citations and one of the librarians has just written a paper which included criteria for evaluating Internet resources. So it was just a matter of pulling together existing class notes and web pages, adding in citations from the web "literature" from other libraries and librarians, and putting it all in a new web page. By using the Web as the main resource and interface we were able to reinforce the value of the Web as a resource. The web pages also made quick overhead "displays" for the class. Adding the class page to our web site gave everyone access to the new class.

Review of the Literature

The Web and the library literature are brimming with information on searching, evaluating, and citing Internet resources. We had no trouble locating excellent sources on the Web. They were included as links on our class pages so the students could read further on the topics.

There has been extensive discussion in the literature concerning the various Internet search tools and how to get the most out of them. Search engines use different methods to collect and then index Internet sites. There are many ways a company, organization, or individual can have their site indexed by a search engine and increase their relevancy score, thereby increasing the site's exposure. Knowing these methods can help the user when utilizing a search engine (Grossan 1997). There are numerous "tips and techniques" sites available for searching them, in addition to using the HELP screens from the search engines themselves. Search engines have also been evaluated as to the quality of the results they return, given a standard set of queries across subject areas.

Non-evaluative sites have been found to return more relevant hits than evaluative, due to their substantially larger databases. Reviewed databases can also vary in the characteristics of their reviews (e.g., is a site's "coolness" applicable to academic research?) and the qualifications of their reviewers (Tomaiuolo and Packer 1996). Nonetheless, it is apparent that subject classification by humans is still necessary (Brandt 1997), and computers still cannot handle "subtle cataloging judgements" (Taubes 1995). The degree of human intervention can also be used to distinguish between search engines or directories or virtual libraries (Morville 1996). The newest term for categorizing gateways is "portals." These resemble the old consumer online services, offering directories and customization, and promising an end to "aimless searching" (O'Leary 1999).

Good judgement is especially necessary when using the Internet for research. Due in part to all of the media hype in the popular press, there are many misconceptions about the Internet. Sometimes it's easier to explain the Internet to new users by explaining what it is not: it's not a fast, "one-stop-one-shop" source

of information; it's not a library catalog or index; it's not controlled by anyone; and "it's not the answer" (Doron 1995). Much of the same criteria used in evaluating traditional resources can be used to evaluate Internet resources. Much of the Internet can be seen as a big vanity press, with little editorial or peer control, and determining the quality of information found can be problematic (Tate and Alexander 1999). Information found on the Internet can be far from benign or innocent (Ojala 1998). Differentiating between information and advertising can also prove to be difficult (Tillman 1999). Hecht (1997) states it best: "The Internet isn't a library. It's a television."

The Class: Conducting Research on the Internet

The class has three major parts: searching, evaluating, and citing Internet resources. In each area we tried to emphasize that the Internet was simply an additional research tool, like citation indexes or the library's catalog. Indeed, the major thrust of the class was to emphasize that the same searching and evaluative skills used with traditional research sources could be applied to the Internet. This helped put Internet use in perspective with other academic research and decreased anxieties and misconceptions. It also increased appreciation for its valid use in research. To give the students a good place to start, rather than hitting the "net search" button, we focused on the Daniel Library's web site as central starting point. This also helped advertise what the library had already done and garner support among the faculty in directing students to the library for Internet guidance.

The searching portion of the class started with the library's subject guides. Many libraries have subject guides; we "borrowed" ours from Willamette University's (Salem, Oregon) Internet guides. We explained the three sections common to each of the guides: library resources, Internet resources, and electronic journals. All library resources sections include the library catalog; citation indexes and other electronic databases germane to the discipline; and a link to the library's periodical holdings and the local library consortium's union list of serials. The Internet resources included all sites collected by the page librarian, with the help of the department's library liaison, both of whom are listed on the page. Finally, any electronic journals are listed for the subject.

The subject guides are excellent places for students to start. They list ALL resources available for research, not just Internet resources. Many subject guides will also give information about resources only available in print in the library. The subject guides add credibility to the Internet as a viable academic research tool because the sites are collected and evaluated before they are introduced on the pages. They also ease the student into Internet searching-subject guides are a "wading pool" compared to the "ocean" that is the Internet.

The library already had a web page on Internet searching, but we decided to redesign it for the class using a model from The Internet Searcher's Handbook (Morville, 1996). This divides the search tools into three types: directories, search engines, and virtual libraries. This division helps explain the differences in how the tools work and also focuses on the need for human control in indexing the Internet. Traditional "library" issues of controlled vocabularies and classification are also discussed.

For the evaluation portion, an evaluation model from the social sciences was applied to Internet sites and resources. Areas discussed included authority, objectivity, currency, coverage, and accuracy. We again toured the subject guides and noted areas where the Internet had depth and where it was shallow. We emphasized (again) that the Internet was just one of many resources.

For the citation portion of the class, we simply displayed our page on citing electronic sources. This was slightly modified for the class, to make it user-friendlier. The design of this page was also "borrowed" from another library (Samford, 1998). A bibliography of printed resources, such as style manuals available at the library and a link to information on citing full-text journal articles from our InfoTrac databases were added. In the class we noted that students perceive the Internet as totally free, and

therefore free-for-the-taking. The idea of intellectual property was stressed in class, and also on our citation page.

Added Benefits

Primarily faculty and staff attended the first class. This was viewed positively in that they have the greatest influence over the student's views on research. One staff member attendee was a trainer for our campus' computing department. She was planning a new faculty orientation on computers and wanted us to conduct our class in conjunction with this new orientation. We are now planning joint orientations for new students and faculty for the fall term that will include this class. Future bibliographic instruction for new students will also include all portions of this course.

Conclusions

The class has been well received and has helped position the library as the source for Internet research help on campus. It also helped forge new ties with our computing department and serves as a foundation for future library orientation. The development of the class can serve as a model for other small academic libraries in either developing similar courses or more rigorously promoting present library resources on Internet utilization.

The Web makes it easy for even small academic libraries to respond quickly to their patron's needs for Internet education. Many libraries and librarians have "published" classes and information on searching, evaluating, and citing Internet resources on the Web. This makes developing a class similar to the Daniel Library's quick and easy. Librarians have been and must continue to be "ahead of the curve" in Internet use and training and must take proactive steps in educating others in its value and use.

References

Brandt, D. Scott. 1997. "What Flavor Is Your Internet Search Engine?" *Computers in Libraries* 17 (January): 47-50.

Doran, Kirk. 1995. "The Internot: Helping Library Patrons Understand What the Internet is Not (yet)." *Computers in Libraries* 15 (June): 22-24.

Grossan, Bruce. 1997. "Search engines: What they are, how they work, and practical suggestions for getting the most out of them." 19 February. http://www.webreference.com/content/search/ (31 May 1999).

Hecht, Brian. 1997. "Net Loss: Clinton's Internet Delusion." *New Republic* 216 (17 February):15-17.

Morville, Peter, Joseph James, and Louis Rosenfeld. 1996. *The Internet Searcher's Handbook*. New York: Neal-Schuman.

Ojala, Marydee. 1998. "The Linear File: Not All Information on Internet is Innocent or Benign." *Database* 21 (December): 6.

O'Leary, Mick. 1999. "Portal Wars." *Online* 23 (January): 77.

Samford University Library. 1998. "Citing Electronic Sources." http://davisweb.samford.edu/refshelf/cite.shtml (31 May 1999).

Tate, Marcia and Jan Alexander. 1999. "Evaluating Web Resources." 19 May. http://www2.widener.edu/Wolfgram-Memorial-Library/webeval.htm (31 May 1999)

Taubes, Gary. 1995. "Indexing the Internet." Science 269 (18 September): 1334.

Tillman, Hope. 1999. "Evaluating Quality on the Net." 2 January. http://www.tiac.net/users/hope/findqual.html (31 May 1999).

Tomaiuolo, Nicholas G. and Joan G. Packer. 1996. "An Analysis of Internet Search Engines: Assessment of Over 2000 Search Queries." Computers in Libraries 16 (June): 58-62.

Karen Reichardt is Systems Librarian and Betsey Carter is Bibliographic Instruction Librarian at the Daniel Library, The Citadel, Charleston, South Carolina.

REPRINTED FROM *THE SOUTHEASTERN LIBRARIAN*
Volume VI, Numbers 1 and 2 ~ Spring and Summer, 1956

The Southeastern Library Association — 1920-1950

by Mary Edna Anders

This history of the Southeastern Library Association has been written to carry out an assignment given to the Historical Committee of that Association, an assignment that has been accompanied by two major difficulties. First, the story of the development of the Association lacks discreteness. It is so intermingled and interwoven with other aspects of library service in the region that it has been almost impossible to extricate and isolate the facts of its growth without loss of continuity. Second, many of the records of the Association are no longer available; the minutes of the Association were lost in 1930 and information prior to that date has been extremely difficult to locate. The secretary's minute book covering 1934-1940 was not found until after the completion of the final draft of this manuscript.

In an attempt to solve the problem of distinguishing the story of Southeastern from other aspects of the southern library movement, only the highlights of the movement have been mentioned. To provide background, the history is introduced with a brief outline of the movement up to the time of the organization of Southeastern. Then, after the history of the Association to 1950 has been presented, the status of library service in the region in 1950 has been outlined. This brief information regarding the total library movement has been included to emphasize the significance and meaning of the development of the Southeastern Library Association.

Gathering of material for this history antedated by a number of years the appointment of the Historical Committee of the Association. The writer's interest in the Association was aroused in 1947 at the University of North Carolina in a class of Dr. Louis R. Wilson's on the library movement in the Southeast. Actual collection of material was begun some time later in connection with research on the southern library movement undertaken on an assistantship in the Institute for Research in Social Science, University of North Carolina. Various files of personal correspondence have been made available to the writer, and after the committee assignment was made some additional material was secured through the cooperation of committee members and various leaders in the Association.

In spite of the scarcity of records, the facts presented in this paper can all be verified either in the official files of the Association, in correspondence of participants, or in printed sources. Documentation has been kept to a minimum, however, and footnotes have not been used for information contained in the official files.

The merits, if any, of the history should be credited to Dr. Louis R. Wilson, University of North Carolina, who has variously inspired, scolded, and encouraged the writer, and has, on this specific assignment, discussed at length the plan and ideas and criticised the actual writing. Credit must also be given to Miss Mary U. Rothrock, Knox County Library, and to Miss Tommie Dora Barker, Emory University, who read the manuscript and gave generously of their time and advice.

The Beginning of the Library Movement in the Southeast

Early Library Development

Even at this late date there is considerable evidence of the early interest of colonial Southerners in books and reading. Studies of inventories and wills show that unusually fine private collections were to be found in the southern colonies; in fact, of the thirty-eight largest personal collections noted in one such study,1 seventeen were located in the Carolinas and Virginia.

As time passed, interest in books led to the establishment and development of public and college libraries in the various sections; establishment of libraries in the southern area lagged behind that of other sections, however. A survey2 of library facilities in the United States

completed in 1849 listed 154 libraries and gave the average collection of these libraries as 10,580 volumes. Only twenty-one of these were Southern, and of that number only seven had collections as large as the national average. Thus, while the New England and northern area witnessed a clearly defined library movement during this period, no such development could be identified in the South. The early failure of the region to foster such a movement has been attributed to a number of causes. One explanation stressed the fact that Southerners were outdoor people, both from the occupational and recreational standpoint; consequently since they did not spend as much time indoors, they had less time to devote to reading than did their northern neighbors. Another explanation of the failure of the South to sponsor library development emphasized the Southerner's idea of individual rather than governmental responsibility; for just as the well-to-do Southerner considered education to be a private rather than a public responsibility, so he considered himself to be responsible only for the satisfaction of his own book needs. Consequently, he tended to develop his own fairly large personal collection and did not worry about those who lacked funds to supply their own reading needs.

Whatever the causes, the South, by the middle of the nineteenth century, had obviously failed to give library development the attention it had received in other sections. Then the Civil War, with its almost complete disruption of cultural, social, and economic conditions in the South, accentuated the factors that retarded and delayed the development of services such as those offered by libraries. In the years immediately following 1865, little if any progress was made, a fact clearly demonstrated by the report3 of the U. S. Office of Education on public libraries issued in 1876 which showed that of 226 such libraries in the nation possessing 10,000 or more volumes, only twenty-nine were in the South. By this time the average national collection contained 26,259 volumes, a figure equaled by only six in the region.

Regional Characteristics of the South

Unfortunately, the factors that adversely affected the development of library service were characteristically and inherently Southern. The region depended primarily on agriculture for its livelihood and much of its land was poor or eroded. This meant that personal income, at best uncertain, was quite low. Furthermore, the population of the region was sparse, thus complicating provision of adequate support of school and public libraries. The rate of illiteracy was, likewise, unusually high; therefore, the actual potential clientele of libraries was small. The proportion of children to adults was high, which meant that a small portion of the population had to support an unusually large part. In addition to these manifest limitations, the race problem affected all aspects of life in the region. It necessitated the support of two programs of education when actually the region lacked resources to provide adequately for one.4

Under such conditions, the competition among various educational and cultural agencies for public support was inevitably keen. Public health, public welfare, public education and similar movements, each yielding more tangible returns to the people, naturally received first attention, and library service was regarded as a non-essential luxury. For this reason, it was only after improvements in these other areas that development of library service became possible.

The Southern Library Movement Begins

By 1900 a number of specific agencies and forces were beginning to work to provide the South with a complete network of library service through public, school, and college libraries; furthermore some relationship among the events in the library world was discernible, that is, one event influenced and led to another. This organized library movement can be traced to 1895, for that year witnessed the first of a series of developments indicating awakening or renewed activity in public, school, and university library service.

In that year the Cotton States and International Exposition was held in Atlanta. This fair, one of a number held in various cities to demonstrate the progress the South had made in industry, agriculture, and other fields, included a Congress of Women Librarians and a library exhibit. Visitors had a chance to see a model library, to view equipment used in

libraries, and, most important, to see that libraries possessed enough value to be given a place in a fair calling attention to southern progress.

At the Congress of Women Librarians, Georgia librarians considered the formation of a state library association, but, after serious discussion, decided against such action because librarians in the state were still too few and too scattered to sustain such an organization. The idea was not forgotten, however, and two years later in 1897 such an organization was formed largely at the instigation of the staff of the Young Men's Library Association of Atlanta. This Georgia Library Association was the first such body in the Southeast.

Primarily as a result of the success of the Congress of Women Librarians and the formation of the Georgia Library Association, the American Library Association was persuaded to hold its 1899 conference in Atlanta, which was rapidly becoming the center of library activities in the Southeast. This 1899 meeting of the American Library Association, the first to be held in the South, provided real stimulation for library interests in the region. The meeting, a small one by present standards, brought together 215 people. Only thirty-nine Southerners were present, but they were able to take back to their colleagues many new ideas plus the equally important feeling of belonging to a profession, of being a part of a group working to extend the coverage of libraries. At the same time the national association and its members from other sections took with them from Atlanta the knowledge that the South now possessed a group seriously concerned with the lack of library service in the region and determined to remedy the situation.

An announcement of far reaching importance for southern libraries was made at this conference held in Atlanta in 1899. In 1881 Andrew Carnegie, millionaire industrialist and philanthropist, had announced what was the first of his many contributions towards the construction of library buildings. Here, in 1899, his first contribution to a library building in the South was made public---the gift to go to the City of Atlanta to help it transform its old subscription library into a free public library.

Atlanta's subscription library, the Young Men's Library Association, had been organized in 1867. Although it had been reasonably successful, it eventually encountered the difficulties felt by most subscription libraries and was struggling to remain alive. When its librarian, Miss Anne Wallace, learned of the Carnegie gifts, she set out to secure a grant for the library. Miss Wallace, a remarkable young woman and unquestionably the original leader of the library movement, secured favorable consideration of her request from Carnegie, and the announcement of the grant came as a result of her activities.

As the Carnegie Library was organized, Miss Wallace encountered difficulties in securing staff members due to lack of facilities for training librarians in the South. To meet the problem she inaugurated in 1899 an apprentice class, the first library training program in the Southeast, in the Carnegie Library in Atlanta. Once again she went to Andrew Carnegie, this time for assistance in setting up a library school and the funds she secured made possible the establishment in 1905 of the Southern Library School as a part of the Carnegie Library of Atlanta.

Meanwhile, Georgia had achieved another "first" in southern library history. Recognizing Governmental responsibility for the development of libraries, leaders in Georgia in 1897 secured legislation providing for a state library commission. Unfortunately, the law contained no provision for financial support, and it was not until 1919 that funds were secured for the commission.

Concern over the lack of school library facilities offered further evidence of the growing consciousness of libraries and their services. This concern resulted in the enactment by North Carolina, in 1901 of a law providing state support for rural school libraries. Much later, in 1923, Virginia appointed a supervisor of school libraries who was charged with development of additional school libraries as well as the provision of assistance to those already in existence.

College libraries also felt the stimulation of the increase in interest in libraries. During the late 1800's many of the southern

institutions developed their first central or unified book collections. Earlier the needs of the students had been served by the collections of the various literary societies, but during the last quarter of the nineteenth century those societies became less and less active and important. As interest in them abated, they gradually turned their collections over to a central office or to the college or university library. As a result, many institutions secured their first libraries in this way while still others had their meager collections greatly enriched.

Such were the original stirrings, the beginnings of the library movement in the South. As isolated incidents, no one of them possessed great significance because some, such as the establishment of the Georgia Library Commission, were actually only token gestures. But these were not unimportant isolated incidents; they set precedents for similar events elsewhere. Other cities followed Atlanta's example and secured Carnegie grants to construct library buildings. Other states obtained legislative provisions for library commissions. They secured funds for the support of library agencies and the enactment of school library legislation. State library associations were organized rapidly. Universities and colleges began to give more attention to their libraries, and they too secured Carnegie funds to construct library buildings.

By the early 1920's all of the southern states had formed state library associations, and six of them had established state library extension agencies. The region now boasted slightly more than six hundred libraries of a thousand or more volumes. It also possessed one library school plus a number of institutions that were offering courses in library training.

A simple recitation of the various developments is apt to mislead one into visualizing their bringing complete library coverage to the South almost overnight. Such was obviously not the case. Although the events were duplicated a number of times, not all states secured library commissions; and although each development constituted a step forward "in library progress, the step was frequently an uncertain, unsteady advance. These events outlined in preceding paragraphs provided the beginning, but the South was still beset with the regional handicaps-low income, illiteracy, and so on-that continued to delay and retard library development.

The region needed more library schools, and it needed especially some means of training Negro librarians. The area had more librarians than it had previously, in spite of the lack of training facilities, but the book collections were still small. Books per capita ranged from .24 in Mississippi to .50 in Tennessee. School libraries existed here and there but were hopelessly inadequate in most cases. No southern library appeared on the list of the twenty largest college and university libraries in the nation. On every level, libraries lacked funds and trained personnel. The people were still lacking in library consciousness. Many of them had never seen a library, and in the early 1920's only 20 per cent of them received library service.

Although the South still lacked much in the way of library facilities, it had made remarkable progress in comparison with conditions in 1895, and by 1920 it possessed enough libraries and library agencies to give the library movement a real foundation and to provide a reasonable working force. The movement had completed its first quarter century and was entering a new period that would be distinguished by the addition of new allies and forces and by the continued expansion of library service.

New factors contributing to the development of library service in the South included new concepts in the educational world and related fields and the appearance of new organizations and agencies. One of the most significant concepts from the standpoint of library service was that of regionalism, the idea that areas are identified by certain common characteristics and problems and that because of the similarity of problems the governmental units in the area can effectively join forces in seeking a solution to their problems. Library leaders accepted this concept and more and more studied problems of the region rather than those of particular localities.

The number of forces or agencies interested in the library movement increased surprisingly in the period around 1920.

Educational foundations responded to the overtures of southern librarians, and their funds helped make possible the completion of many library plans. The concept of regionalism found expression in the formation of a regional library association of librarians that provided much of the leadership of the library movement. A decade or two later the Works Progress Administration and the Tennessee Valley Authority added their support to the southern library movement, and by this time the movement had become strong enough to lend, its support to other agencies and movements in the region.

Of the new forces participating in the library movement, the Southeastern Library Association, the new regional association, proved to be of Special importance and significance. Its actions and influence were felt in every aspect, on every level of library service in the region, and the history of its first thirty years of existence provides a resum6 of the library movement in the southeast during that period.

The Southeastern Library Association 1920-1950: Chronology

Southern Librarians Meet

Strangely, the idea for a southern library association was conceived by a group of librarians en route to a meeting of another library association. These Southerners, traveling to Colorado Springs for the 1920 conference of the American Library Association, talked about the possibility of some sort of a regional meeting. This apparently idle conversation was followed by a serious discussion at a breakfast gathering of some of the Southerners of the advantages a regional meeting might offer. Evidently they felt the advantages to be numerous for shortly after the group returned home, steps to call a regional meeting were taken.

The American Library Association had met in early June, and before the month ended letters were sent to leading southern librarians describing the proposed meeting and asking for criticism, suggestions, and, most important, support. Although the leaders of the movement may have had formation of a permanent organization in mind, there is no written evidence indicating so. All letters and announcements that have been located refer to a "meeting" or a "conference" with no suggestion that it be perpetuated.

The librarians wanted a "conference small enough for close contacts and free discussion, and giving opportunity to consider library problems in the light of southern conditions, social and economic, and taking into account the stage of library development in the South."5 The planners believed that a "joint meeting" would give an impetus to library work" and would bring to-ether a "lot of people who never go to an A. L. A., librarians of small libraries, and possibly even a trustee or two."6

Encouraging response to the preliminary letters explaining reasons for holding the meeting led to formulation of plans to assemble in November, and invitations were dispatched.

Various people participated in the planning; thus, assignment of responsibility for calling this first meeting becomes difficult. At least one source7 credits Charlotte Templeton, then secretary of the Georgia Library Commission, with furnishing the idea. Certainly Miss Templeton and Mary U. Rothrock, then librarian, Lawson McGhee Library, were the leaders and did much of the work involved in bringing this first meeting to pass. In fact, the invitations were sent under the signatures of Miss Rothrock, Miss Templeton, and the presidents of the state library associations in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, and Tennessee. Officers of the various state associations were asked to publicize the meeting and specific librarians were asked to assist with the program.

In response to the invitations, approximately one hundred people gathered at Signal Mountain, Tennessee on November 12-13, 1920. The group included representatives from various kinds of libraries and from each of the seven states mentioned previously."8 One of the librarians present at this first meeting has subsequently characterized the conferees as a "group of youngish, Southern librarians-

predominantly public librarians, but with a sprinkling of college people-who were fed up with the formality with which they came into remote contact with ALA."9

In addition to the Southerners, library interests outside the region were represented by Sarah C. N. Bogle, assistant secretary of the American Library Association, and Mary E. Ahern, editor of Public Libraries. Apparently, Miss Ahern attended because of her interest in "news" while Miss Bogle appeared on the program.

Actually no formal program was prepared; brief talks or summaries launched discussions of various problems. At this first meeting attention centered around library conditions in the region: specifically, provision of library service to Negroes, the work of state library extension agencies, recruitment of librarians, relations between schools and libraries, and support of public library service by business. At this meeting, and in subsequent ones, the group concerned itself with "general problems rather than questions of administration or technique,"10 and informality was the keynote.

Social activity had its place also, and although no breakfasts or luncheons were scheduled, members of the group ate together -- sometimes drawn together by common responsibilities, sometimes by geographic ties. The "planned" program did include a book dinner that came to be a feature of all Southeastern Library Association gatherings during the period covered by this history although it was subsequently discontinued.

The Organization of an Association Proposed

This first meeting had been a success and the move to form a regional association was now underway. The participants enthusiastically began to plan for regular meetings involving, naturally, establishment of some sort of organization. At this point Miss Ahern voiced apprehension. She was afraid that a regional body would weaken the national one and that the southern librarians were moving to isolate themselves from members of their profession in other sections of the country. Although those present did not share Miss Ahern's reservations, they did feel the need for some time to plan the course the proposed organization would take, so action was postponed.

Thus, the meeting was adjourned. No organization had been formed, but as an indication of the serious intent of the meeting a chairman and a secretary were elected---Miss Rothrock serving in the first position, Miss Templeton in the second.

How much activity ensued between this first meeting and the second is not clear. At any rate, at the meeting of the American Library Association in Detroit in June, 1922, Southerners decided to hold another meeting of the Southeastern Librarians' Conference as the body had been informally designated.

This time preparations were more elaborate. A printed notice of the approaching meeting was distributed. The notice explained in some detail the purposes, plans, and accommodations for the meeting. The statement pointedly promised a program that - would be "helpful" but not "long-drawnout" and "stiff."

Contemporary reports indicate approximately two hundred individuals gathered at Signal Mountain, November 2-4, 1922, for what proved to be the organizational meeting of the Southeastern Library Association. Again librarians from outside the region were present. The presence of George B. Utley, then president of the American Library Association, might be interpreted as recognition of the purposefulness of the southern body, and Miss Ahern had returned to follow the activities and antics of this rash group.

The first sessions were devoted to round table discussions of various library activities---cataloging, book selection, and similar duties. Although the subjects considered were more restricted than those discussed at the first meeting, the approach was still general---indeed forward looking. A contemporary account11 that cited one librarian's advocating the "exclusion of the public from access to the book" as a "curious anachronism" illustrates the general trend of thought at the meeting.

Again the problem of provision of library

services to Negroes and the lack of facilities for training Negro librarians received considerable attention and the discussion and subsequent action of the leaders of the group helped secure the establishment of a library school at Hampton Institute in 1925.

The Group Adopts a Constitution

At this meeting, the final session, not the round tables, aroused most interest, for then the permanent organization of the body was decided. A committee headed by Miss Templeton reported in favor of a permanent organization and outlined plans for such an association. The Southerners present were unanimously in favor of formation of a permanent association or conference. However, complete agreement on the nature of organization was not reached so easily. One group wanted to establish a formally organized body with a clearly defined program; another felt that the South needed a policy making organization rather than a functional one that would exist as a separate professional body with few if any ties with representatives of the library profession elsewhere in the nation. Louis R. Wilson, then librarian of the University of North Carolina, served as spokesman of the latter group. He recalled the fate of the Southern Educational Association that had been formed in 1890, when southern educators decided that the problems of education in the South did not receive sufficient consideration by the National Education Association. The Southern Educational Association assumed specific responsibilities and functions, existed as an independent and separate organization, but a number of years later passed away, having made only a limited contribution to the educational advancement of the region. The Conference on Education in the South, formed in 1898, had, on the other hand, not adopted a formal program of action and had not undertaken the type of routine normally carried on by an association. Instead, it had served as a planning board and steering committee and through its informal action had contributed greatly to the furthering of southern education. He pointed out, also, the need of southern libraries for such a policy-forming organization rather than for another professional, functional association. After full discussion it was a-reed that a loosely knit policy-making body or conference should be formed rather than a formal association with specific functions. Miss Ahern, who still disapproved of the proposed organization again expressed her fear that it would weaken the national association and eventually be harmful to the entire profession. To show they felt no resentment toward Miss Ahern, the conferees, as soon as they approved the constitution, elected her to life membership in the new organization.

Copies of the constitution providing for an informal, loosely organized association were sent to the state associations by Miss Templeton, secretary of the body, accompanied by a letter explaining something about the new organization, asking the states to accept the constitution, join the association, and elect a member to the executive committee. Letters and copies of the constitution were sent to state associations in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia, the constitution to be effective when ratified by five of those bodies. No record of the date when the constitution went into effect has been located.

The constitution provided for an association built upon state rather than individual membership with members of the state associations automatically belonging to the Southeastern Library Association. No permanent headquarters were established and the location of the biennial meetings was left to the discretion of the executive board.

Others shared Miss Ahern's apprehensions regarding the new organization, and, apparently, during its first years its possible deleterious effect on state as well as the national association was discussed. Frequently letters written during 1923-24 stressed that relations between the Southeastern Library Association and the American Library Association were most cordial. Leaders of Southeastern emphasized that it had no desire to supplant any other association but was "intended to discuss particularly the problems of the southeast and to promote library development in this region."12

Although the Association has officially

met biennially, during the early years Southeastern usually held a semi-official yet off-the-record conference at meetings of the American Library Association. In July, 1924, the executive committee of the Southeastern Library Association voted to hold the first biennial conference of the completely organized association at Asheville, North Carolina, in October of the same year.

Pre-publicity for the meeting was more extensive than had been true earlier-notices being mailed to over eight hundred individuals. This publicity emphasized the theme of the meeting-adult education.

With the 1924 meeting the Association might be said to have completed its organizational period. It had established a loose framework for action. Equally important, it was attaining a status that would enable it to work with other groups and was becoming recognized and accepted as a representative professional body of some importance.

The Association Formulates Plans

The 1926 meeting of the Southeastern Library Association launched a period of great activity on the part of the Association. That meeting ranks in the foreground of the Association's important meetings in significance to both southern library development and to the Association itself. It bore all the characteristics of a carefully stated drama in which the characters and/or forces had been brought together to effect a solution to a problem. In this case, means of remedying the inadequacies of library service in the South comprised the problem.

Represented at Signal Mountain in 1926 were agencies and organizations that logically might be expected to assist southern librarians to find means of improving library conditions in the region. In fact, so many professional dignitaries were present that one source said the meeting possessed a "distingué air comparable with that of the peace conference at the Hague.13

The meeting got underway with a paper,14 "The Library in the Advancing South, by its president, Louis R. Wilson. The paper first presented some of the elements-rural areas, racial problems, low income, illiteracy, attitudes-that had adversely affected southern library development. Then "The Present [library] Scene" was described in some detail, and finally suggestions were made concerning measures that might speed and improve southern library progress. Dr. 'Wilson pointed out the need for

1. Establishment of a "professorship in the use of books and bibliography" at each state university
2. "Library Schools and Summer Courses" in library science
3. Development of libraries in high schools
4. Library commissions concerned with extension of library service in each state
5. Provision of library service on a county or multi-county basis rather than by smaller units
6. Utilization of "Field Representatives and Standing Committees" to secure financial assistance and advice following the pattern established in education, agriculture, and other fields.

This paper, still of value to students of library development, set the tone for the entire meeting, and a committee was appointed to formulate objectives for the Association to work for in the region. Each of the sections also gave some attention to objectives and attempted to define goals for their respective sphere of activity.

On hand to hear this survey of southern library conditions were representatives from the national library association, the educational foundations and the regional education association. The American Library Association had three of its former presidents, its president-elect, its Boards of Education for Librarianship, Library Extension, and Adult Education, and its Executive Board in attendance as well as its Executive Secretary and other headquarters officials. These representatives of the national association held special meetings of their own committees and boards during and immediately after the Southeastern conference and participated in the conference itself. The national library leaders could give of their experience in established library programs to the southern group that was attempting to

formulate and develop a program for its region.

Present also was Jackson Davis of the General Education Board. Although the various educational foundations had already expended large sums in the southern states, relatively little had been spent for library projects. These foundations, then, constituted one of the major sources from which the southern planners might expect financial assistance in the development of their programs, and the General Education Board had evidenced more interest than any of the others in library activities.

Representatives from the Southern Association of Colleges and Secondary Schools also came to the meeting. Because successful development and enactment of programs for school libraries and education for librarianship depended in large measure on securing the cooperation of the Southern Association, the presence of its representatives was quite important.

Thus, in 1926 at Signal Mountain, one found a group of librarians representing a region which by that time possessed a number of cities Chapel Hill, Atlanta, Knoxville, Richmond, and Louisville-with library centers, public or otherwise, strong enough to serve as focal points in expanding library service and providing sufficient professional support to sustain such a program. That program, in the formative stage at the 1926 meeting, began to take shape rapidly and its architects benefited from the opportunity to consult with the nationally known librarians who were present; they were also encouraged by the possibility of securing funds from the foundations to carry out their plans. The various guests at Signal Mountain, impressed with the seriousness and purposefulness evidenced at the conference, responded to the planning with a measure of interest and enthusiasm that mere correspondence and briefs would never have engendered. The attendance at this meeting was no happenstance; correspondence of the officers of the Southeastern Library Association reveals the planning and negotiations that were responsible for the convergence of interests so important and so useful to the southern library movement.

One major step taken at the 1926 meeting had far reaching results. A committee, under the chairmanship of Dr. Wilson, was appointed to negotiate with the Southern Association regarding adoption by that body of standards for school library service. Committee members, Dr. Wilson and Etta Matthews, Florida State College for Women went to the meeting of the Southern Association at Jackson, Mississippi, later in 1926 to try to persuade the Association to appoint a high school library committee. Both representatives from the Southeastern Library Association participated in the program and at the conclusion of the discussion, the Southern Association appointed a library committee under the chairmanship of J. Heny Highsmith, North Carolina State Department of Education.

During the next year, Dr. Wilson, Charles H. Stone, George Peabody College, and Nora Beust, University of North Carolina, worked with Dr. Highsmith and his committee on the formulation of standards, and Dr. Wilson and Mr. Stone went to the meeting of the Southern Association in Jacksonville, Florida, and helped to secure the adoption of the standards. The committee of the Southeastern Library Association was continued and in the next three or four years worked out standards for libraries of the institutions that offered courses in school librarianship and helped revise the standards for college libraries. Standards for institutions offering courses for the training of school librarians caused considerable discussion by the colleges and led, in part, to the survey of library training facilities in the region later made by Miss Bogle. The standards for high school libraries, modified many times, exerted great influence not only on school libraries but also on education for librarianship because the adoption of standards increased the need for trained librarians.

In 1926, for the first time, the papers presented at the biennial meeting were published. Although the volume does not include all of the proceedings, its appearance is worthy of note. In addition to prestige and publicity value, it provided a means of distributing some of the principal papers given at the meeting and marked the beginning of regular publication of papers and addresses presented at Southeastern meetings.

By now the Southeastern Library Association was achieving a status of real importance. It was strong enough to provide a vehicle of operation and could negotiate and cooperate with organizations and institutions. The planning commenced in 1926 would be modified, expanded, and refined and would chart the development of southern library service for the next decade.

But plans of that magnitude are not suddenly developed overnight. The 1926 meeting provided the beginning, not the completed plan. Thus, when the Association gathered in Biloxi, the planning was continued. Papers on state library extension agencies, high school library standards, "The Color Line " and similar topics---each one reflecting a problem facing the library profession---were read at the meeting.

Again a significant paper15 "Southern Library Achievement and Objectives," by Dr. Wilson proved of far reaching influence. This paper, in a sense, a supplement to the 1926 one, contained a definite statement of objectives for the southern library world. Dr. Wilson singled out the various library groups and charged them with specific aims as follows:

College libraries

1. Development of library schools
2. "Building up of adequate book resources"
3. "Elevation of standards of the Association of Colleges and Secondary Schools"

Public and county libraries

1. Utilization of all facilities to extend library service to the 71% of the population of the region that did not then: possess it

School libraries

1. Understanding of curriculum and use of library resources to enrich school programs
2. Knowledge of child psychology and children's literature
3. Certification of school librarians

Library commissions

1. Cooperation with related agencies
2. Statement of standards for public library service

National associations and boards

1. Southeastern should attempt to secure their Interest and support

Promoters of library service for Negroes

1. Expansion of service
2. Cooperation of all agencies involved

The Association and individuals

1. "Imagine vividly"
2. "Work out and follow a constructive library program"
3. "Plan in accord with the best national standards."

This formulation of objectives crystallized much of the thinking and discussion of the Association and paved the way for the activities of the policy committee subsequently appointed by the Southeastern Library Association.

The Library Movement Advances

By the late 1920's many forces were at work in the southern library field, and in this period it becomes especially difficult to recount the story of Southeastern without giving a complete history of related aspects of the library movement. Certainly one of the most closely interwoven developments and one that exerted great influence on the Association was the Rosenwald demonstration program.

The Julius Rosenwald Fund's earliest library program involved provision of libraries to Negro schools. From this interest the activities were expanded and ultimately encompassed provision of aid for purchase of books for college libraries, scholarships for training of librarians, and demonstrations of public library service. Officials of the Fund launched the demonstration program largely due to the efforts of southern librarians and Carl H. Milam, then executive secretary of the American Library Association.16 At the 1928 meeting of the American Library Association they had convinced S. L. Smith, southern representative

of the Julius Rosenwald Fund, that a demonstration of public library service would do much to stimulate southern library development.

In 1929 the Fund appropriated a sum of $50,000 to finance demonstrations of public library service in the South. County libraries could participate in the program by agreeing to provide county wide library service to young and old, to Negroes and whites alike, and to maintain certain per capita expenditures. Libraries meeting the qualifications received Rosenwald money spread over a five year period on a patching basis with Rosenwald grants decreasing each year.

The demonstration program was announced in May, 1929, and during that and the following year eleven counties in the Southeast qualified for participation in the program. Putting the demonstrations in operation in the counties presented many problems. Naturally the program required some sort of supervision on some level from professional librarians. Few of the states had library extension agencies so in most cases there was no one available on the state level to offer such assistance. The Southeastern Library Association was not organized to carry out such activity so no overall supervision at the regional level existed. In 1925 the American Library Association had added a full time director of extension activities to its headquarters staff. Although the national association did possess facilities to offer advice and assistance for extension activities, it had to cover the entire nation, and even before 1929 the extension director was unable to answer all requests for help. Thus, faced with the huge program to be financed by the Rosenwald Fund, the extension office indicated it could not, with its present staff, provide the necessary service for the Fund's program. The American Library Association began to consider adding a person to its staff who would serve as regional agent for the Southeast and who would serve as an advisor not only to the Rosenwald demonstrations but also to school library programs, who could aid in the establishment of state library extension agencies and promote library service generally in the region. The appointment of such a representative, patterned on the regional agents of the Peabody Fund and similar agencies, had been advocated as early as the 1926 meeting of the Southeastern Library Association.

The pleasure and elation southern librarians had felt at the announcement of the Rosenwald demonstrations began to dissipate as they heard rumors of the American Library Association's proposal to appoint a non-Southerner as field agent. Watchful always of their rights, the Southerners felt this to be an infringement of their liberties. They wanted advice and assistance, but from a person of their own choosing, a person who would be familiar with conditions in the region, a person experienced in library work. These librarians were afraid that the American Library Association would go ahead and make an appointment without consulting the group and would select a person who did not understand the economic, geographical, educational, and political factors inherent in southern problems. They wanted leadership, and, most emphatically, they wanted it to be Southern.

Naturally the southern librarians turned to their regional association for a solution to their problem. At the May, 1929, meeting of the American Library Association southern delegates met and discussed the problem. Time was too short and a solution seemed far away so finally the librarians began to make plans for a special meeting of Southeastern because it was not scheduled to meet until 1930.

At that time the University of North Carolina was making plans for the dedication of a new library building in October. The occasion would bring together many of the leaders of the region. Both the Southern Conference on Education and the North Carolina Library Association planned to hold meetings in connection with the dedication. Therefore, Dr. Wilson invited the Southeastern Library Association to hold its special meeting at that time also. Because many of the group would attend anyway, the dedication seemed to provide an ideal time f or the meeting and so the invitation was accepted.

Close to one hundred representatives of the Southeastern Library Association attended the dedication. Throughout the three-day

conference there was much discussion of the library needs of the South and of the course that library development in the region should take. Librarians mingled with educators and administrators and shared in the evaluation of the educational resources and potentialities of the South.

The meeting possessed great significance for the Southeastern Library Association since at this time the delegates authorized the appointment of a policy committee to serve in an advisory capacity on regional library projects. Specifically the committee was instructed to provide assistance and information to the Rosenwald Fund. Such a committee would alleviate to some extent the lack of permanent advisory agencies on local, state and regional levels. It would also afford the Association an opportunity to offer advisory service in spite of its informal organization.

The motion authorizing formation of the committee specified that its membership include representatives from "public libraries, college and school libraries, state extension agencies and library training institutions."17 The seven member committee included Harold F. Brigham, Tommie Dora Barker, Whitman Davis, Helen Stelle, Fanny T. Taber, Thomas P. Ayer, and Mrs. Lillian B. Griggs.

Meanwhile, various forces were at work in the southern library movement. At last the educational foundations were showing signs of real interest and, apparently, a good chance existed to secure financial aid from them. Miss Templeton, then president of Southeastern, heard that the representatives of the General Education Board, the Carnegie Corporation, and the Rosenwald Fund were going to hold a meeting early in January with officials of the American Library Association to discuss the library programs of the foundations with special reference to conditions in the South, Frederick P. Keppel of the Carnegie Corporation and Wycliffe Rose of the General Education Board being largely responsible for calling the meeting.

Quickly, Miss Templeton dispatched letters to members of the Policy Committee asking them to meet in Atlanta on December 21. In her letter she explained briefly the news she had received and stressed the importance of being able to send a fairly definite statement of southern needs to that January meeting of the foundations. The fact that the Rosenwald Fund had agreed to pay the expenses of the meeting of the policy Committee indicated that the report prepared by the committee would be given favorable consideration.

The full committee assembled on the twenty-first and selected Harold Brigham and Miss Stelle to serve as chairman and secretary respectively. Miss Templeton opened the meeting by suggesting a tentative program that included a statement of the problems and possible avenues of attack. Then she warned the committee the South cannot afford haphazard, trial and error method of developing its library services; we have too much to make up, we have too great a distance to travel; our means are too slender for any part of them to be squandered on futile efforts.18

With this advice in mind the Committee began to draft a statement to be sent to the meeting in New York. The general discussions at Southeastern meetings of southern conditions, the papers presenting objectives, the planning carried on so informally, now bore fruit. The policy committee knew what the South needed to improve library service; they knew the weaknesses and something about possible remedies; all they had to do now -was to express this knowledge in writing. This meeting, lasting less than a day, in a sense, culminated the previous efforts and work of Southeastern leaders. Here in Atlanta, late in 1929, a statement, later presented to the foundation leaders in New York, was prepared that outlined and paved the way for the library advances of the next years.

The southern library movement had staunch friends among the educational foundations. Frederick P. Keppel and Robert M. Lester of the Carnegie Corporation of New York; Wycliffe Rose, Jackson Davis, and Leo Favrot of the General Education Board; and S. L. Smith, Edwin R. Embree, and Clark Foreman of the Rosenwald Fund had listened sympathetically and encouragingly to the dreams and plans of southern librarians and could be counted on to support grants for library purposes. These men

had studied the South and its needs and had long been interested in library service. They had, through their respective foundations, contributed to the establishment in 1925 at Hampton Institute of a library school for the training of Negro librarians. Each of these men had attended various library gatherings and committee meetings; in fact, Foreman had been present at the Atlanta meeting of the Policy Committee. Therefore, they had a good idea of the calibre of leadership of the library profession and were intimately acquainted with the planning that had been in process.

Keppel, Lester, Favrot, Davis, Foreman, and Embree were all present when the foundation heads gathered in New York, as well as Trevor Arnett and David Stevens from the General Education Board. Library interests were represented by Jackson R. Towne who was then serving as special library consultant to the Rosenwald Fund and by Carl H. Milam and Sarah C. N. Bogle from the American Library Association.

At the meeting the report prepared by the Policy Committee was discussed in great detail and a line of action which divided responsibility among the foundations was accepted. In a sense, a fairly full statement of the report and the action taken by the foundations constitute a digression in the telling of the history of the Southeastern Library Association; however, the report summarized the planning the Association had been doing and therefore merits consideration.

According to the Policy Committee, education for librarianship deserved immediate attention. The rapid increase in courses in librarianship caused many people to fear that the development of such training would be haphazard and disorganized and not in accordance with national practices. The report stressed the desirability of a survey of facilities for library training in the South and specifically asked that Miss Bogle make the survey. The foundation representatives felt that such a survey was needed and shortly thereafter the Carnegie Corporation appropriated funds to finance it. The report of the survey, completed by Miss Bogle with the assistance of Miss Barker in 1930, was published in 1931, and it did prove of value. The actual experience of being "surveyed" helped the individual educational institutions in analyzing and coordinating their pro-rams with others in the region, and, supplemented by the Southern Association's standards for library training institutions, did much to clarify thinking regarding education for librarianship in the South.

The policy committee pointed out the close relationship between state leadership and a strong public library program. The committee urged that "every effort should be made to obtain a library commission and a strong field worker in every state." At the time of the foundations' meeting such agencies were in existence only in Georgia, Kentucky, and North Carolina. The Rosenwald Fund representatives felt that by virtue of their demonstration program this recommendation fell in their province. Therefore, they agreed to assume responsibility and they ultimately made grants on a matching basis to Tennessee, Alabama, and South Carolina for some type of state extension service. Although this program was not really successful because not one of the three states continued the service immediately after the expiration of the Rosenwald grants, it did bring the actual provision of such services nearer.

Still in accordance with the general feeling of the desirability for supervision and co-ordination at the state level of various aspects of library service, the Policy Committee expressed the need for a school library supervisor in each state. Prior to 1929, the General Education Board had shown interest in this problem and had appropriated funds to support such a position in North Carolina, and as the discussion progressed the Board officials present indicated their willingness to offer similar aid to other states in the region. Eventually every state in the Southeast except Florida received a grant from the Board for school library supervisory work, and in most of the states the supervisor's position was established through Board grants.

The report of the Policy Committee also pointed out the need for a regional field agent of the American Library Association. Establishment of such a position, suggested at the 1926 meeting of Southeastern, had been discussed for some time, and both the Southeastern

Library Association and the American Library Association -were in favor of it. The proposal was endorsed by the foundation officials also, and the Carnegie Corporation agreed to provide funds to launch the position. By the end of 1930 the position had been filled and it was maintained until 1936.

Recommendations regarding more specialized, or possibly localized, aspects of library service were included in the report. Libraries in institutions of higher education received a great deal of attention because of their generally inadequate collections. In this instance, all of the foundations showed signs of interest and officials present discussed a division of activities that would be of greatest benefit to all those concerned. Ultimately the Carnegie Corporation carried out an extensive program of assistance for the building up of the book collections in colleges, junior colleges, Negro colleges, and state agricultural and technological schools. Before the program was completed in the 1940's, the Southeastern institutions had received roughly $480,000 from the Corporation. The Rosenwald Fund, being particularly interested in Negro education, instituted a program of aid for Negro college libraries, and by 1948 when the Fund was liquidated, it had spent approximately $55,000 for that purpose. The General Education Board officials expressed an interest in research activities of the institutions and stated that they would like to concentrate their efforts in this area. Thus, their grants were primarily for the development of facilities to support research, and a number of years later they provided generous support for co-operative enterprises of southern university libraries and for the merger of library collections.

Closely connected with an expanded library program -was the need for trained librarians; so the Policy Committee recommended that scholarships and fellowships be made available to librarians and those just beginning training, in library science. Again all three foundations responded and at sometime or another each one awarded fellowships for study in library science.

This, then, was the program advanced by the Policy Committee and the reception it received. The program expressed that day in Atlanta was not an original one prepared by the Committee, for it resulted from many Southeastern meetings and individual conferences-meetings and conferences in which the weaknesses and inadequacies of southern library service had been analyzed in detail and where various solutions had been studied and rejected or accepted. Due to the earlier planning the Policy Committee did not have to cast around for objectives for its members knew rather well what needed to be done and previous activity and discussion on the part of the Association had prepared the foundations for the requests transmitted to them by the committee.

For some time after the meeting of the foundation officials, resentment was expressed within the membership of the Southeastern Library Association of the action taken by the Committee. Some members felt that the Committee exceeded its authority, that the matter was too important to be handled by so small a group and that the wishes of the member states were being overlooked. Actually, the committee had been appointed to "act in an advisory capacity" to the foundations and in the eyes of most people had simply carried out its assignment. For in reality the committee had merely stated formally the plans developed by the Association and transmitted those plans to the foundations and had not in any sense presented its "own" program. Also, as was pointed out in defense of the committee, the foundations' meeting was announced with such suddenness there was no time to call a special meeting of the Association. Although traces of bitterness and accusation can be found in correspondence well into the spring of 1930 all ill-will seems to have disappeared by the time the Association held its regular meeting in Tampa in November, 1930.

The Association Carries Out Plans

By the time of the Tampa meeting financial support for the program outlined by the Policy Committee had been provided in some measure and most of the various projects were underway. Although the severe depression of the 1930's was settling upon the United States, and the libraries of the South were really

feeling its pinch, the entire southern library movement was making greater strides in this period than it had at any other time.

Three papers highlighted the Tampa meeting. First, Miss Bogle reported19 on the survey of library training in the Southeast and thus provided the background for a general discussion of her findings. Later, Miss Barker, who had been appointed regional field agent and was already serving in that capacity, summarized20 library events of the past decade or so, giving attention to the work of the Policy Committee. Possibly her emphasis had some connection with the early resentment of the activities of the committee. In keeping with Southeastern tradition, Miss Barker outlined specific objectives for the future, among them being:

1. Certification of librarians
2. "Additional stimulating funds for county library development"
3. Enactment of better library legislation
4. State aid
5. Continued development of public opinion supporting libraries.

Then Dr. 'Wilson reported21 on the status of the Southern Association standards, for the committee from Southeastern was still working closely with the Southern Association to get the standards into operation. The date they were to become effective had been postponed to allow schools time to meet the standards, however.

In 1932 the meeting of the Southeastern Library Association was planned around a theme representative of the times, "Conservation with Retrenchment and Planning for the Immediate Future." In a very real sense the librarians were evaluating what they had accomplished and were attempting to prevent any retrogression in spite of the stringent financial situation, for by now the depression had a firm hold on the United States.

A pre-conference session on library extension, attended by "state extension workers, presidents of state library associations, members of the policy committee of Southeastern Library Association and representatives of national and regional library associations, and other library interests" considered what the important objectives were in library extension for the next years and how they might be achieved.22

For the first time since the early meetings the program included some consideration of the Association itself. Miss Templeton reviewed23 the history and accomplishments of the Association up to that time. Her paper has unusual historical value because it provides the most complete record available of the first years of the Association.

By now the Association had achieved a position approaching that held by other regional and professional bodies. Its work with the educational foundations and the Southern Association had strengthened its prestige, and it was quick to take advantage of that fact by working with additional organizations whenever possible.

On the initiative of the Regional Field Office of the American Library Association, Southeastern joined forces with that organization and the University of North Carolina to call, in the spring of 1933, a "Conference of Southern Leaders in religion, education, culture and social welfare" to consider the relationship of the agencies in those areas in a "wellfounded community program, with special consideration given to the relation of the library to each.24 This conference, held at Chapel Hill, April 7-8, 1933, resulted largely from Miss Barker's determination to bring together individuals who could contribute to the advance of library service in the South. Eighty-three representatives registered for the conference.

The Conference was especially important because it brought librarians and outstanding southern leaders together in discussion groups and around conference tables. Here at Chapel Hill, librarians benefited from the experience and knowledge of the various professional leaders, for emphasis was centered on the library as a social force. Economic and governmental trends were analyzed and the implications of such changes for library service were discussed. In conclusion, the Conference adopted a series of resolutions and

recommendations which affirmed its belief in the dependence of democratic society on the various cultural institutions promoting education and wholesome living. The conference felt that the South could certainly support all such institutions and pointed out specific means whereby adequate support could be achieved.

The mutual concern with social conditions and joint consideration of common problems benefited all the agencies represented. The conference proved especially valuable for library interests because the librarians appeared on an equal footing with other professional groups and had opportunity to demonstrate the seriousness as well as the strength of the library movement.

The Conference of Southern Leaders undoubtedly influenced the meeting of library leaders held at Clemson, South Carolina, in 1934 and the meeting of Southeastern held the same year. Much of the activity at the latter meeting involved consideration of the relationship of the library to social development and was obviously affected by new concepts of governmental responsibility and by changing ideas of social organization. Speakers kept referring to the national plan for library service, and considerable attention was given to the factors or points the state plans should cover. The entire meeting was permeated with the concept of regionalism although the theme was rather vaguely expressed as "New Library Patterns for the New Times."

The meeting was held jointly with the Southwestern Library Association. Because the states in the two associations faced similar problems, the delegates were able to combine their discussions to advantage. Although there have been moves to unite the meetings of the two associations on subsequent occasions, no similar conference has been held.

In continuance of the traditional Southeastern pattern of inventorying and planning, Dr. Wilson, then dean of the Graduate Library School, University of Chicago, was asked to return to the South and address the conference. He urged the associations to continue to "imagine vividly, to plan constructively for the future library development," and listed25 as primary goals the following

1. A redefinition of library service in terms of the needs of the South
2. A more intensive and more objective study of southern library conditions
3. More extended and effective library training
4. The development of a plan which would insure adequate library service for elementary schools
5. A frontal attack upon the problem of the proper organization of the library resources for research in the South
6. The building up of library resources for research In the South
7. More reading materials which can be used by individuals whose level of reading ability is low
8. Continuation of the movement for the revision of library standards for high schools and colleges in the South
9. New legislation which would implement this library program.

The two associations endorsed the points in the program outlined by Dr. Wilson, recognizing especially the need for stress on development of library training, elementary libraries, and library legislation.

The concern with education for librarianship led the committees of the Southeastern Library Association and the Southwestern Library Association on Relations with the Southern Association to join the regional field agent of the American Library Association, in developing and calling a Conference on Education for Librarianship in the South. The conference, held in Atlanta on November 11-13, 1935, was attended by sixty-five librarians and educators who represented state, regional, and national institutions and agencies. The conference met just after the Southern Association standards went into effect26 and about the time Miss Barker's service as field agent was concluded.27 After long and thoughtful discussion the conference prepared a statement28 expressing definite recommendations for southern library training programs. The recommendations were grouped

under the following headings:

1. Library instruction needed for college students, teachers, and school administrators
2. Library instruction for school librarians with special reference to standards for school libraries of the Southern Association
3. Desirable developments in education for librarianship at the library school level.

This conference inaugurated a number of conferences concerned with the same problem. Interestingly, this first conference gave some attention to the need for southern facilities for graduate training in library science.

At the same time, some of the participants in the Conference on Education for Librarianship in the South held a second conference on federal aid. The discussion, led by Julia W. Merrill, Library Extension Division, American Library Association, Miss Barker, and Dr. Wilson, centered about the aid the states were already receiving, through relief agencies and how the states might handle direct federal aid if it were secured.

Southeastern sponsored one other "extra curricular activity" prior to its regular 1936 meeting. When the American Library Association met in Richmond in May, 1936, the regional organization gave a dinner in honor of Dr. Wilson who was president of the national association at that time.

When the Southeastern Library Association held its regular biennial meeting in October, 1936, the body, under the guidance of the Policy Committee, reviewed the various library projects under way in the South and considered the objectives outlined at previous meetings. As part of the accounting of accomplishments, one general session of the conference was devoted to reviewing and discussing three recent books possessing exceptional significance for the South. One of the titles, Southern Regions of the United States, by Howard W. Odum,'29 analyzed those factors identifying and characterizing and, in a sense, unifying the group of states into a region. Because problems of the region were so closely connected with, even possibly inherent in its distinctive characteristics, it was especially fatting that the book be considered by the meeting. The other two titles dealt with the southern library situation specifically. The first, Libraries of the South, by Tommie Dora Barker,30 reported her activities as field agent and summarized developments during that period. The second title, County Library Service in the South, by Louis R. Wilson and E. A. Wight31 surveyed the Rosenwald demonstrations. Actually both of the titles were much more than mere reports, for each contained excellent historical as well as current material descriptive of the southern library situation. They also contained recommendations for further improvements in many phases of library service.

Much of the discussion at the 1936 meeting dealt with cooperative undertakings and library mergers designed to strengthen research facilities in the South. Steps toward the establishment of the Joint University Libraries, representing Vanderbilt, George Peabody College, and Scarritt College in Nashville, and the cooperative program between Duke University and the University of North Carolina as well as the various union catalogs being developed in the region came in for consideration. The Association also achieved active participation in the "cooperative trend" through its College and Reference Section's support of the work of the American Library Association's Committee on Resources of Southern Libraries. The Southeastern committee, under the chairmanship of Robert B. Downs, then librarian of the University of North Carolina, was responsible for a number of publications including the volume, Resources of Southern Libraries,32 which describes in some detail the research collections found in the South and which has been especially valuable to reference librarians.

With the 1936 meeting, the period of planning drew to a close, and by 1938 the Southeastern Library Association had moved well into a transitional period. The advent of World War II and the cessation of professional meetings and conferences interrupted and, consequently, prolonged this period. Undoubtedly the move towards reorganization of the Association would have achieved

fulfillment in a much shorter length of time if conditions had been more nearly normal.

The Association in Transition

A pre-conference session devoted to federal aid for libraries exerted considerable influence on the 1938 session of Southeastern. By that time both the Tennessee Valley Authority and the Works Progress Administration had made southern librarians especially conscious of the relationship of the federal government to libraries. Federal works projects in library service had existed in the South since 1934 when Mississippi received the first assistance for such purposes. As the federal works program became better organized and specific provision was made for library projects the southern library movement benefited tremendously. Areas that had never received library service experienced it for the first time through WPA aid.

Likewise, the TVA Library Service Division was bringing library service to a section that had not previously received it. The TVA was also doing much to improve the quality of library service in the areas that it covered. It pioneered in regional library development and united federal, state, and local activities in the library field. Therefore, although some misgiving and/or fear concerning the WPA and TVA programs existed, the two agencies had, at least, caused southern librarians to come in contact with the federal government as a factor in library service.

Much of the discussion at the conference in 1938 centered around the responsibility of governments, state and federal, for library programs, and a number of the papers given at the meeting dealt with specific governmental activities.

The proceedings of the 1940 meeting were never published and information about it is scanty. Apparently the interest in governmental programs continued, for E. A. Chapman who was head of the Library Section of the WPA gave one of the main papers at the meeting and discussed at length the activities of the Section. Interestingly, some attention at the meeting was given to the work of the American Library Association's Third Activities Committee which was studying the reorganization of the national body.

By 1940 sentiment for a change in the organization of Southeastern was strong enough to secure the attention of the conference. The informal organization that had worked perfectly in the 1920's when library facilities in the South were scattered and lacked leadership was beginning to seem weak and inadequate, and a general feeling apparently existed that the Association needed to change just as the library situation had changed. In accordance with that feeling the president appointed a committee to study the feasibility of the Association's employing an executive secretary and to formulate a constitutional amendment authorizing such an appointment. But by the time the Association was to meet again the nation was engaged in World War II and such meetings were being cancelled for the duration.

Although meetings were suspended, Southeastern did engage in a number of programs, particularly about the time the war ended. By 1946 when the Association held its first postwar meeting, it was actively engaged in joint sponsorship of a survey of the library situation in the South. The survey was sponsored by the Tennessee Valley Library Council (formed in 1940 in order to provide a body, representing extension agencies, school libraries, land grant colleges, and state library associations, that would work for the TVA) and the Southeastern Library Association in response to the invitation of TVA. In carrying out its library program the TVA needed data concerning library resources of the South and called on members of the Council to supply the information for their respective states. The variation in data thus secured led the Authority to seek means of obtaining comparable information from each state. Therefore, in the spring of 1946 the Authority wrote the Council proposing it undertake a "survey of the effectiveness of libraries in the Tennessee valley states."33 Unquestionably, such a survey would require a great amount of work and the Council was not willing to commit itself until it had studied the situation carefully. A meeting of the Council was called specifically to consider the request. Finally, the Council agreed to undertake the survey in order to secure, not a

record of the holdings of southern libraries, but, a record of their effectiveness.

The Council was incorporated so that it could contract with the TVA for the conduct of the survey and it expanded its membership so that Florida and South Carolina could be included, making the constituent states of the Council coincident with those of the Southeastern Library Association and thus enabling the Association to participate in the survey.

By the time of the meeting of the Southeastern Library Association in Asheville in 1946, the executive committee of the Council under the chairmanship of Dr. Wilson had completed the preliminary planning and was ready to set up an office and secure a director to supervise the Southeastern States Cooperative Library Survey as it came to be designated. Marion A. Milezewski was selected to direct the survey and, shortly afterwards, the final work was completed on the questionnaires that were subsequently sent to the various libraries and library agencies in the South. The questionnaires were filled out and returned for consolidation in a final report which was published under the title Libraries of the Southeast.34

The Association also directed some attention to education for librarianship which was in a transitional stage in the 1940's. The library school curriculum was subjected to a thorough and searching study in a series of conferences held in Atlanta in 1945; Nashville, 1946; Tallahassee, 1947; and Atlanta, 1948. Southeastern joined with the Southern Association, library training agencies, and state school library supervisors in sponsoring the conferences. Largely as a result of these meetings, revised standards for school libraries were adopted by the Southern Association.

Thus, when the Southeastern Library Association met in 1946 the work being done on the Southeastern States Cooperative Library Survey and the participation in the conferences on education for librarianship provided proof that the Association had not been entirely dormant during the war period.

At this meeting, Miss Barker brought up-to-date her earlier papers and reports regarding library progress in the Southeast, concluding with the following recommendations35 for future emphasis:

> recruitment of librarians, state aid in larger amounts to provide library service for all the people, federal aid to equalize service between states and regions, extension and improvement of library service to Negroes, further development of cooperation among all libraries to the end that the total book resources of the region may be increased and made accessible to those who need them, and further development of larger units of library service in the interest of both economical and efficient service.

Miss Rothrock, then president of the American Library Association, spoke in more general terms of the relationship of libraries to southern progress and built her discussion around specific points raised by Dr. Wilson at Memphis in 1934. Then, she turned to the role that the Southeastern Library Association would play in the future. The need for changes in the Association had been expressed in 1938, and now Miss Rothrock brought the question before the conference. She pointed out that the "Southeastern Library Association . . . [had] existed as a biennial conference, with a minimum of continuing machinery and with a very loose form of organization. " Next, she posed the question that the Association had to face:

> should it now consider reorganization into an actively functioning, continuing, regional association? . . . There would doubtless be certain losses if the spontaneity and the spirit of enjoyment were lost from a meeting such as this has been. On the other hand, there may be tasks that could be performed by a regional association, which would be difficult under our present form of organizations.36

Apparently at this time no clear idea existed of the sort of organization Southeastern should have, but in 1946 machinery was set in operation to bring about changes in the Association. First, the committee appointed in response to the directive of the 1940 meeting reported an amendment providing for an executive secretary for the Association and for election by mail of officers in case the regular meeting could not be held. This amendment was accepted with slight modification in terminology. Next, the incoming president was

instructed to appoint a publications committee to stimulate publication of library studies and a quarterly journal for the Association. Then, the Association went a step further and charged the incoming president with the appointment of an "activities committee which would include the revision of the Southeastern Library Association constitution among its duties."37

William H. Jesse, director of libraries, University of Tennessee, the new president, appointed the activities committee in consultation with the executive board of the Association. The membership of the committee included Marjorie Beal, Lucile Nix, Mary U. Rothrock, Louis Shores, and Jack Dalton, with the latter serving as chairman.

By the time Southeastern held its regular meeting, in 1948, the American Library Association was considering reorganization and some feeling existed in favor of Southeastern's waiting to see what the American Library Association would do before it undertook reorganization. However, the majority of the delegates at Louisville felt that Southeastern had to make a change and that the proper time for such action had arrived. Therefore, although the discussion of the activities report was lively, the assembly voted unanimously to accept the report.

The report recommended that the Association "be reorganized to provide for annual meetings, a headquarters office, a full-time executive secretary, and a quarterly journal," keeping in mind that the "Association is nearly unanimous in its desire to maintain and strengthen its relationship with the American Library Association."38 Although the report left the detailed plans for carrying out the recommendations to be prepared ill consultation with the state associations, it did express clearly the functions assigned to the Association under the proposed reorganization. The "new" association was to be charged with the following responsibilities:

1. Coordination
2. Liaison [sic]
3. Personnel
4. Clearing House
5. Standards
6. Bibliographical
7. Legislation
8. Federal Relations

The discussion of the proposed organizational changes was rivaled in liveliness and interest-appeal by consideration of the results of the Southeastern States Cooperative Library Survey. The report, almost ready for release, was summarized39 in a special issue of the Southern Packet and distributed at the Louisville meeting. Therefore, the delegates had the findings before them as they talked about problems of library service. They read that whereas 73 percent of the total population of the United States was served by public libraries, only three of the southeastern states provided such service for that large a percentage of their population. They learned that one-third of the librarians in the South were sixty years old or older. They found that fewer than one in ten of the reporting school libraries met all the minimum standards formulated by the American Library Association. Although the report brought discouraging news in many cases, it provided accurate and reliable information for each state, and, equally important, the collection of data had been uniform, therefore, the results could be used for comparative purposes if so desired. The Survey was received so favorably that three of the states---Florida, Mississippi, and North Carolina ---stimulated by their participation in the survey, carried the work further and published separate volumes for their respective states.

In keeping with the discussion of the survey results and the plans for reorganization, one of the general sessions was devoted to a panel discussion of a "Plan for Library Development in the South." Panel members included librarians as well as leaders from the TVA and agricultural and educational agencies. After discussing the need for planning and some of the changes the South was experiencing, the panel began to identify the library needs of the region. They felt the following40 to be major problems:

1. Lack of Income
2. Lack of trained personnel
3. Lack of cooperation between libraries

serving a community

4. Competition in building special collections on the graduate level
5. Failure of libraries to adopt clear-cut objectives.

Southeastern adjourned in 1948 definitely committed to major reorganization and the new president, Clarence R. Graham, librarian, Louisville Free Public Library, was faced with the appointment of committees to effect the change. In the summer of 1949 he appointed an activities committee of nine members under the chairmanship of Louis Shores, dean of the library school, Florida State University, to develop the detailed plans for the reorganization. To keep the activities committee in close touch with the wishes and feelings of their constituents, each state association was asked to appoint a committee to serve in an advisory capacity to its representative on the activities committee.

The activities committee held its first meeting at the regional meeting of the American Library Association in the fall of 1949. The committee began to take definite steps toward reorganization of the Association at this time. It asked the executive board to appoint a liaison committee whose duty it would be to secure funds and negotiate contracts for the organization. In order that the Association could receive such funds, the activities committee asked that it (the Association) be incorporated. Also at Miami, the writing of the constitution, the selection of an executive secretary, and the establishment of headquarters were turned over to subcommittees for consideration. When the activities committee left Miami, its members had outlined their work and by the time of the second meeting of the committee they could report real progress.

The second meeting of the committee was held in conjunction with the mid-winter meeting of the American Library Association in 1950. A proposed constitution was submitted and discussed; then a revised one was prepared in line with suggestions offered at the meeting.

In the meantime, an invitation to establish headquarters at the Georgia Institute of Technology in Atlanta had been accepted; Mrs. Dorothy Crosland, librarian of that institution, had been appointed acting executive secretary in December, and on March 13, 1950, the Association was incorporated. Therefore, when the members of the activities committee met the third time, they gathered in Atlanta. At this time they decided to mail a report of what had been accomplished to those in attendance at the 1948 meeting so that when the 1950 conference assembled it would be in better position to discuss the work of the activities committee.

Financial support for the proposed organization posed a major problem. Obviously, outside sources of funds would have to be tapped because money secured from dues, exhibit fees, advertisements in the projected journal, and similar sources would not be adequate to maintain the new organization. Therefore, the liaison committee worked to conclude a contract with TVA--a contract for library projects for which the Authority would provide money and the Association would contribute advisory service, personnel, and headquarters.

When the Association met in Atlanta in October, 1950, the sub-committee on the constitution, under the chairmanship of Mrs. Augusta Richardson, librarian, Corinth, Mississippi, had the constitution ready for approval and the liaison committee, under the direction of William H. Jesse, had a contract with the TVA ready for signatures.

Discussion of the constitution in all its ramifications, including the contract occupied three general sessions, all long ones, all well attended. Although comments and questions multiplied and even though sentiment seemed to favor the proposals, opposition to details and, in some cases, even to purpose, was vigorously expressed. At one critical point President Graham asked Dr. Wilson to express his views. In response to his own question, "If we have done so well in a loose organization in the past, why . . . change it?" Dr. Wilson answered that new conditions necessitated a new form of organization. He pointed out that the Southern Association had not only streamlined its name, but it had also modernized its procedures as well, and if the Southeastern Library

Association was going to contract with other organizations for specific services and perform specific functions, it would have to tighten its organization accordingly.41

This statement seemed to dispel any opposition to the principle towards which the committees had been working and, although the discussion was still heated, the meeting seemed to have achieved a unity of purpose it had not previously possessed.

The constitution was accepted by the Association to go into effect when ratified by five states. Georgia and South Carolina approved it before the last session of the meeting and their ratification was announced before the adjournment of the conference on October 14. Virginia, Mississippi, and Kentucky next ratified in that order; Kentucky's approval on November 4, 1950, brought the total to the five states necessary for the acceptance of the document..

The contract with TVA was approved and signed in 1950; however, the Korean War led TVA to cancel all non-essential contracts and the contract with the Southeastern Library Association fell into that category; therefore, it was not continued after June, 1951. For that reason, the original plans for the revised organization had to be modified, but the story of that belongs with the history of the "new" Southeastern.

A Backward Look

The old Southeastern Library Association was gone. For thirty years it had played its part in the southern library movement. Its history during that time falls into three fairly distinct periods, plus a few sub-periods, differentiated both by type of activity and leadership.

The beginning and the organizational period lasted through the 1924 meeting at Asheville. In those first years the Association secured a foothold, won friends to supply enough support to enable it to take action, and began to find its leaders. Unquestionably, this 'period developed under the leadership of Miss Templeton and Miss Rothrock with Knoxville serving as something of a center for Southeastern planning.

With the 1926 meeting at Signal Mountain, Southeastern embarked upon the most productive of its years, 1926 through 1934. During this time the Association experienced its rich years of dreaming and planning. Actually this period covered the decade 1926-1936, but in 1934 the planning began to take a new direction. Probably this change of pace was necessitated by the number of projects underway and by economic conditions. Dr. Wilson emerged as the dominant figure during this period and although he left the South in 1932 and did not return until 1942, he retained a position of leader came one of the important centers from which the Association operated. During this period also, Miss Barker's leadership was felt increasingly, and, in the latter part, Atlanta became a headquarters for Association planning. The years between 1934 and 1938 resembled a "mopping-up" period more than a planning one. Foundation grants were being withdrawn and library leaders were attempting, with gratifying success, to secure local funds to continue the programs that had been supported by grants. TVA and WPA were beginning to lend their support and the Association was concluding the work begun at Signal Mountain in 1926.

The next period, the transitional one, was unnecessarily long. By 1938 the need for a change in the organization of Southeastern was beginning to be felt and in 1940 the first step was taken in that direction; then came the war and long postponement. In 1946 when biennial meetings were resumed, the moves toward chance were continued and the process was finally completed in October, 1950. Possibly the successful program of the old organization had something to do with the reluctance with which it was abandoned. The transitional period brought with it a new leadership. The original leaders still carried great weight, but the burden was now falling on a new generation led by Jack Dalton, William Jesse, Mrs. Dorothy Crosland, and Louis Shores.

The old Southeastern had sought constantly to study conditions in the South, to analyze the library situation, and to determine what could be done to improve library conditions in the region. This constant identification of problems and search f or

solutions runs throughout the thirty years of its existence and explains, to some extent, why the Association was able to plan and execute its programs so successfully.

Yes, the old Southeastern Library Association is gone---that is to say the old form of organization or lack of organization is gone---for the Association possessed enough perception to understand that it had served its purpose. Evidence of the success of the old organization can be found in the state library extension agencies, the school library supervisors, the library schools, and the individual libraries that owe much of their existence and effectiveness to planning of the Southeastern Library Association.

The Southeastern Library Association 1920-1950: Details

In the previous chapter tracing the growth and development of the Southeastern Library Association many of the details of its organization and much of the description of the Association itself were omitted in and order to preserve the continuity of the story. Those details and description furnish a background for a better understanding of the Association, for it is impossible to appreciate the accomplishments of an organization without some knowledge of its constitution, its membership, its financial resources, its meetings, and its miscellaneous activities.

The Association's Constitution

The Constitution42 formulated and adopted at Signal Mountain in the fall of 1922 and later ratified by the various state library associations was extremely brief. It contained considerably less than five hundred words, and was, in some instances, vague. However, the Association operated under the original constitution, with only slight modification, for thirty years.

The original constitution provided for the formation of a loosely organized conference based on the state library associations rather than individuals. That is, when the constitution was ratified by a state library as, the members of the state association automatically became members of the Southeastern Library Association. They paid no dues to Southeastern but instead were assessed a registration fee when they attended its meetings. The state association's relationship to Southeastern was recognized by charging it with the election of a member to the executive board of the latter organization. In actual practice, selection of the state representatives for the executive board varied, and in some cases the president of the state association served or appointed an individual to serve rather than the state association's electing a representative.

Although the constitution was brief, it did give attention to the purposes of the Association. These were identified as being the promotion of library development in the Southeast and cooperation with the American Library Association. Possibly this latter one was added to emphasize the cordial relations the writers of the constitution expected the region association to establish and maintain with the national body. Actually Southeastern's name does not appear on the membership rolls of the national association until 1935.

The constitution provided for a president, vice president, secretary-treasurer, an executive board, and such committees as the president wished to appoint. The original constitution referred to the officers as chairman and vice chairman, but they were commonly designated as president and vice president, respectively, and eventually the wording was changed to conform to usage. Because no provision was made for elections except at regular meetings, officers elected in 1940 served an unreasonably long term due to the suspension of conferences during the war years. Therefore, at the first postwar meeting, the Association voted to amend the constitution so as to provide for elections if regular meetings were not held or in case one of the offices became vacant for some cause. Officers have traditionally been elected by open ballot on the recommendation of a nominating committee. To work with the officers, provision was made for the previously mentioned executive board composed of representatives of the constituent states.

Much of the work of the Association was carried out by committees, which according to the constitution, were to be appointed by the president as "deemed necessary to carry out the purpose of the organization." In the thirty-year period a number of special committees contributed to the development of library service in the region. Certainly a list of such committees would include the Committee on Relations with the Southern Association under the original chairmanship of Dr. Wilson, the Committee on Resources of Southern Libraries under the direction of Robert B. Downs, and the Policy Committee under the chairmanship of Harold F. Brigham.

The secretary's minute book covering the years 1934-1940 contains an undated copy of the constitution that differs only slightly from the one printed in the 1948 Proceedings. It includes twelve sections, one more than appears in the 1948 copy. The missing section, Section 8, has been largely incorporated in Sections 6 and 7 of the later constitution. Incidentally, these sections, 6 and 7, dealing with the officers of the Association were the ones amended in 1946. The only other significant difference in the two copies of the constitution appears in Section 5. In the 1948 copy the phrase "meetings" has been substituted for "biennial meetings" and this, from the wording of the section, might indicate a change in frequency of the meetings. This change in words was not authorized by the 1946 amendment, and it is quite probable, since no official record of the change was located, that it could have been accidental and unofficial and accomplished by a typist. (See Appendix for copies of the original, 1948, And 1950 constitutions.)

The constitution was flexible and the organization it established was a loose one, but it proved adequate in the 1920's and '30's when library service was spotty and the agencies concerned with its development were not numerous. As areas receiving library service expanded and agencies multiplied, the organization and its constitution had to change also.

The Constituent States

As provided for by the constitution, membership in the Southeastern Library Association was on a state rather than an individual basis. States obtained membership simply by ratifying the constitution adopted in 1922 at Signal Mountain. Although several additional states have evidenced interest in affiliating with the regional association, its membership has been largely restricted to the nine states---Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia---that participated in the original meeting in 1920.

Kentucky was the only one of the original nine that did not maintain continuous membership in the Association. Although incomplete records prevent a clear and detailed statement of Kentucky's relationship to the Association, the records do indicate that a break or lapse occurred in the late 1920's. Communications and letters as late as 1924 include Kentucky in the list of members. Sometime between then and 1932 relations were broken, for "at the business meeting of the Kentucky Library Association held in Lexington on October 13 [1932] the action was taken that the Kentucky Library Association would affiliate as an Association with the Southeastern Library Association."43 This step was referred to in subsequent correspondence as "reaffiliation" and the Kentucky Library Association was welcomed back by the regional association. None of the records contains any clue as to the cause of the "absence," and in all probability the only reason was the lack of interest on the part of the state association.

West Virginia held brief membership in the Southeastern Library Association. At the meeting of its state library association held at Wheeling in 1932, the "Association voted to accept . . . [the] invitation to belong to the Southeastern Library Association."44 West Virginia never participated to any degree in the activities and eventually withdrew her membership. No indication as to the date of the withdrawal could be found although it definitely took place prior to 1938.

Louisiana and Maryland were both approached on more than one occasion and asked to join the Association; although Maryland showed enough interest to enter

correspondence regarding membership neither of them joined. Actually these states have usually had representatives present at the conference, but they never held membership in the regional association.

Leaders of the Association

An examination of the list of officers, 1922-1950, reveals several interesting facts. First, the individuals represent public libraries overwhelmingly. That statement means simply that at the time of their election most of the officers of the Southeastern Library Association were serving on a public library staff and in no sense implies that activities of the Association have favored public library interests; although it is true that the group responsible for its formation was composed largely of public librarians. Second, four or five of the states provided most of the officers. Because individuals do change positions, this fact is not as meaningful as it might be under other circumstances; however, it does tend to emphasize the fact that certain states provided the leadership for the southern library movement and the Southeastern Library Association.

Be that as it may, caliber of leadership in the Association has been high, and many people have contributed to its growth; possibly that has been one of the reasons why it has been as successful as it has. Officers of Southeastern have included librarians who have been well known outside the region as well as within the area. Three of the presidents of the Association, Mary U. Rothrock, Louis R. Wilson, and Clarence Graham, later became presidents of the American Library Association.

The Association's Finances

Although the planning of the Southeastern Library Association has involved the expenditure of literally thousands of dollars, the Association itself has operated on a very small budget with few expenses. Because the Association did not have a headquarters and did not maintain a continuing program, its expenses were incurred primarily in connection with its biennial meeting. In addition to conference costs, it defrayed the expenses connected with official activities and provided funds for certain other purposes, i. e., postage, and membership in the American Library Association.

Because no individual dues were charged, the Association secured its income primarily from registration fees, sale of Proceedings, and the exhibits at the conference. Thus, because the income was not great, outside funds had to be secured for special meetings and projects.

In the beginning, the Association made an attempt to secure financial support from its constituent states. In 1924 a letter went out to state associations asking that each state guarantee $25 to help defray expenses. The letter suggested that the sum might be secured from "either library boards, trustees, state associations, or individuals."45 None of the available records contains any reference to the states' responses to the request. However, a letter dated November 4, 1924, from the president of the Southeastern Library Association reported that

> in settling the affairs of the Asheville Conference the Treasury incurs a deficit of about $65.00. This includes printing, postage, expenses of speakers, etc. It has been suggested that a few Southeastern Librarians would be willing to contribute $5.00 each to make up this amount.

Evidently this unhealthy financial condition did not prove to be a characteristic feature of the Association, for the records indicate that in subsequent years the treasury contained a surplus.

Although both income and expenditures increased over the years, the increase in income was usually greater than the increase in expenditures. Thus, total receipts were usually double the amount of the disbursements. In fact, at no time during the thirty-year period did expenditures for a biennium reach $1,500, and even during 1940-1946 the total was only a little more than $1,700. Income; however, ran over $4,000 by 1946, and continued to exceed that amount.

Data pertaining to the financial resources of the Association have been summarized in the Appendix. Information presented in the table is obviously incomplete and in most cases is merely approximate although taken from the records and the printed

proceedings.

Exhibits and Exhibitors

Exhibits featuring new library equipment and supplies as well as equipment and other materials came to be a part of each biennial conference. Exhibit space was sold to the various companies as early as the 1924 meeting, although no specific information as to the number and name of exhibitors could be located.

Correspondence preceding the 1926 meeting indicates that at least dozen companies displayed their wares at Signal Mountain. With only a few exceptions, this number increased at each conference and in 1950 the exhibitors totaled thirty-seven, a three-fold increase over the early number.

Arrangement and management of the exhibits proved to be a rather time consuming task and certain members gave so generously of their energies to this undertaking that they became closely identified with it. Joseph F. Marron, librarian, Jacksonville Free Public Library, was in charge of the exhibits in 1926, and he continued to persuade the companies to Come to Southeastern until sometime in the 1930's when the task was passed on to a series of librarians. Then in 1946 Charles R. Brockmann, Public Library, Charlotte, accepted the charge and continued to supervise the exhibits through the 1950 meeting.

Exhibits have served two important functions. First, they have given librarians a chance to plan their orders for new books and have helped reduce undesirable purchases in small libraries. Second, exhibits have always constituted an important source of revenue for the Southeastern Library Association. At first exhibitors were charged a flat $10, but later charges were based on the space used.

Meetings of the Association

With the exception of the war years, Southeastern has followed the practice of holding biennial meetings. Traditionally the meetings are held in the fall of the year although the constitution does not so specify. In fact, Correspondence indicates that at times other seasons of the year were considered for various reasons. All of the meetings have been held in the fall except the 1926 one; that was held in the spring to avoid competition with fall meeting of the American Library Association.

The first two meetings of Southeastern were held at Signal Mountain and sentiment was fairly strong for making that the permanent meeting spot; however, a permanent spot did not seem consistent with the informal nature of the organization. Moreover, the desire of the respective states to bring the conference within their own borders was strong enough to preclude the restriction of meetings to one locality.

Each time the Association has selected its meeting place from a number of invitations, for usually numerous organizations have extended invitations to the Association to hold its meetings within their city. Chambers of commerce, professional organizations, and business clubs have written and wired urging the Association to accept an invitation to come to their city. Amusingly, one such wire, bearing the name of the president of the Southeastern Library Association arrived addressed to the President of the Southeastern Medical Association.

However, the invitations were sincere and, in some cases, really urgent. Particularly in the early years were the individual state groups persistent in extending invitations, for a professional meeting promised much to them. If they could bring a meeting of librarians, several hundred strong, to their state, the attendant publicity would provide a real impetus to their library program. That the South contained enough librarians to justify such a meeting would come as a distinct surprise to many residents of some of the states, and public awareness that the library profession was strong enough to hold such a conference would do much to awaken and/or strengthen interest in library service. Also, the meetings offered particular attraction to librarians in the more sparsely populated states, because library service was so scattered and meager that the librarians had little chance to meet with others of the same profession, and, in many cases, the state associations were still too weak to provide much in the way of stimulation. For that reason,

the prospect of a regional meeting within easy access was most appealing to southern librarians.

Selection of a meeting place has not always been easy. In the early years, the executive committee did try to answer the pleas of those who wanted the meeting for the professional stimulation it offered, and, consequently, the conference was held in various states. Later some attention was given to a central location and also to a location where facilities would be available for Negroes to attend the meeting.

Between 1920 and 1950 the Association held fourteen meetings. Four of the meetings took place at Signal Mountain, three at Asheville, two in Atlanta, with the remaining five being held in as many different cities. Five of the meetings have been in Tennessee, three in North Carolina, three in Georgia, and one each in Florida, Mississippi, and Kentucky. Thus, of the constituent states all, except Alabama, South Carolina, and Virginia, have played host at least once to a conference of Southeastern.

Attendance at the meetings has increased fairly steadily. Although exact figures could not be secured, approximate ones are available for all except one of the conferences. A summary of attendance and similar data for each conference indicates that attendance rose from roughly one hundred in 1920 to seven hundred in 1950. According to the U. S. Census there were 811 librarians in the Southeast in 1920 and 6,710 in 1950. A comparison of the figures indicates that only a small percentage attended the meetings. (See Appendix for Summary.)

Each Southeastern conference included a number of general sessions as well as sectional or divisional meetings. Speakers at the general sessions were frequently recruited from other professions and fields and included writers, educators, and administrators. Consequently, the general sessions have been varied and possessed fairly wide appeal. Each conference has included one formal dinner, the "book dinner," which often featured an author but was Sometimes devoted to literary criticism. The dinner has one of the last meetings. In general, all meetings have been diversified and possessed spontaneity.

Usually special tours were arranged for the entertainment of the members, and library school alumni associations regularly held meetings at each conference. In addition, one or more of the state library associations have often scheduled their meetings in conjunction with the regional meeting.

Occasionally pre-conference sessions attended by regional leaders as well as Southeastern officials were held. The first, in 1932, was devoted to library extension, and another, in 1938, considered federal aid.

Southeastern meetings have always been popular and usually they have offered many people a means of maintaining professional contacts and renewing old friendships.

The Sections of the Association

Almost from the beginning the members of Southeastern gravitated into sectional groups, that is groups identified by common professional duties. Catalogers wondering whether to Cutter or not found satisfaction in discussing the merits of book numbers with other catalogers while reference librarians deserted their colleagues to weigh the advantages of servicing government documents from the reference desk.

This natural inclination to seek out others engaged in similar activities led, as early as the 1922 meeting, to a series of round table discussions devoted to specific phases of library service. The round tables, six in number, were devoted to "cataloging"; book selection, buying, and ordering"; children's work"; "college, high school, and reference libraries"; "county libraries and library extension"; "work of the circulating department"; and "special problems." Admittedly, some of the areas seem to have been rather comprehensive while at least one, "special problems," does not seem to have been clearly defined. Nevertheless, the round tables provided opportunity for discussion in that day when textbooks on library service were practically non-existent, and librarians relied on their fellow workers in other libraries to share with them the techniques and routines they had developed.

The round tables possessed no continuing organization, that is no officers were elected in 1922 to administer the round tables. A leader was secured by the program or planning committee to preside at the round table and in most cases, the leader gave a little informal talk to start the discussion, but he had no official or permanent position.

However, from these informal round table groups evolved, in a relatively short period of time, the first of the sections that have become an integral part of the Southeastern Library Association. By 1924 public and recognition as distinct divisions or sections of children librarians were listed as a section in 1924 and again in 1926, but, apparently, their organization was a temporary one, at least in that form, for the two groups separated and in 1928 a children's section was listed with no mention of the school librarians. In 1932 the latter group organized its own section. Meanwhile, in 1926, the catalogers, motivated to some degree by action in the national library association, formed their division. These five sections seemed to take care of the special interests until 1934 when the Junior Members Round Table, originally called Junior Librarians, was formed. Again, another brief period ensued in which no new group appeared. Nineteen-forty, however, brought a new section, the County and Regional Librarians and reorganization of some of the old sections. The final sections were formed in 1946 when the hospital librarians and the trustees organized.

The College Library Section underwent a number of changes. In 1934 it became the College and Reference Libraries Section. Then in 1940 a major reorganization took place and the Reference Librarians formed a separate division and the college group became the College and University Libraries Section. Although there was some discussion of expanding the reference group to include circulation workers, no action was taken because the membership of the group was not restricted to reference librarians and circulation librarians could join if they so desired.

The cataloging and public library sections experienced fewer changes than the others. The name of the former was changed in the 1940's to Southeastern Regional Catalogers while the latter retained its original name although it undoubtedly lost some of its members to the younger County and Regional Library Section.

The School Librarians and Children Librarians existed as separate divisions until 1946 when they merged to form the School and Children's Librarians Section. Their activities always overlapped, and when the Association met in 1946 they agreed to unite with the understanding that one year the chairman would be a school librarian and the next a children's librarian.

The Hospital Section, organized in 1946, did not survive any length of time. It held a meeting in 1948 but did not elect officers and has not met subsequently. The Junior Members Round Table, a more hardy group, lasted through 1950, the period covered by this study, but has since been dissolved. It never seemed to have the status of a section of the Association, however.

By 1950 certain of the sections had merged, some had split, and some had "faded away." The changes were numerous, and this brief sketch has only indicated in general terms what happened. At any rate, when the Association was reorganized in 1950, it began the new period of its existence with seven sections: Southeastern Regional Group of Catalogers, Public Libraries, College and University Libraries, County and Regional Libraries, Reference Librarians, School and Children's Librarians, and Trustees.

Usually the organization of the sections has varied. Frequently the principal officer, variously designated as president or chairman, was elected by the section, sometimes on the recommendation of a nominating committee, sometimes without such advice. Although some sections instructed their chairman or president to appoint the secretary and any other officers needed, most of them have elected all of the officers. In some rare instances the president of Southeastern has appointed the sectional officers.

The sections have been informally organized and have seldom been concerned

with a continuing or major project, thus, the chief function of section officers has been the planning of programs for the biennial meetings. Although section officials usually served their groups from one biennium to the next, many of them held office only a brief period of time. (See Appendix for names of chairmen.)

Only a small number of the sections bothered with dues and where they existed they were small indeed. Attendance at section meetings was in no sense restricted to members or those paying dues.

Few if any concrete advances can be credited to the sections. Their function, discussion rather than planning, was not spectacular, but they did a consistently good job of exposing Southeastern members to current trends of thought in specific areas. The Catalog Section and the College Section were the only ones actually to undertake any major projects. The Catalog Section cooperated with the Committee on Library Terminology in its preparation of a glossary of library terms and the College Section carried a fair share of the burden of the national association's Committee on Resources and was largely responsible for the preparation and publication of the previously mentioned Resources of Southern Libraries.

The Bohnenberger Award

In 1938 the Florida Library Association established the Bohnenberger Memorial Award in honor of Carl M. Bohnenberger, assistant librarian of the public library in Jacksonville, Florida, who was killed en route to the 1936 meeting of Southeastern. Bohnenberger was, at the time of his death, president of the Florida Library Association and had been quite active in library circles. Therefore, his friends felt that it would be highly fitting to pay tribute to his memory by giving an award in his name to an outstanding southern literary contribution. Southeastern joined the Florida Library Association in making the award which was given at the meetings of the former association for several years. The first award was presented to Margaret Mitchell for her novel, Gone With the Wind. At some time46 no one seems to know just when even though it is a fairly recent event--the joint sponsorship of the award was discontinued, and it is now given by the state association at its own meetings.

This simple recitation of the facts of Southeastern's life cannot convey a complete and true picture of the Association, for even a skilled writer would experience difficulty in attempting to express the tremendous vitality of the organization. Even a cursory examination of the development of the Association indicates that in spite of its informality Southeastern possesses a rather complex history.

Southern Library Service in 1950

When the Southeastern Library Association adopted a new constitution in 1950 and reorganized its activities, it had been slightly more than a half century since the beginning of the southern library movement. During those years, agencies specifically charged with the development of such service, related organizations interested in library service, professional associations, and library schools had been at work to extend library service on every level---public, school, and college---and to improve the quality of the service offered.

According to the 1950 census, 6,710 librarians were now at work in the various libraries in the region. Obviously not all of these people were professional librarians, but increasingly the responsible positions in the libraries were manned by individuals who had earned degrees in library :science.

Students no longer had to leave the region to secure library training; four schools---the University of North Carolina, Emory University, George Peabody College, and Atlanta University---had been accredited by the American Library Association. In addition to these schools, library science departments at the Universities of Kentucky and Tennessee had been approved by the national association, and a number of such departments at other institutions had been accredited by the Southern Association. The region was beginning to meet its need for trained librarians and some library leaders were urging the expansion of the graduate library program so that students would no longer find it necessary to go outside the region to secure doctorates in library science.

University libraries had kept pace, to

some extent, with the development of graduate programs in subject fields by increasing the size of their book holdings and by developing special collections. Four of the institutions in the region possessed libraries of over a half-million volumes and one of those libraries had just passed the million mark.

On another educational level, schools, largely as a result of the enforcement of Southern Association Standards, now maintained libraries and carried out programs designed to insure acquaintance with and use of the library by the pupils. A fairly strong movement aimed at the development of elementary school libraries was also underway. All of the southern states had school library supervisors, although some of the positions were temporarily vacant in 1950, and some of them possessed city and county school library supervisors as well.

State library extension agencies or commissions were functioning in all of the states except one. The agencies were, in most cases, effectively expanding public library facilities, helping secure better legislative provision for library service, and planning long range programs of public library development. Under their guidance regional libraries were being developed in many of the states. By the late 1940's approximately 70 per cent of the population of the South received public library service. The fact that Southerners had only .59 book per capita did not detract from that accomplishment; it did indicate, however, one of the major problems facing librarians---that of improving, strengthening, and enriching existing library facilities.

The locally trained librarians, library schools, research collections, school library supervisors, state library extension agencies, and school libraries resulted from fifty-five years of work. These accomplishments illustrate the amazing success of the planning, the conferences, and the demonstrations, for in 1950 the South was served by an organized network of libraries whereas fifty or fifty-five years earlier it had none. The conferences and planning were not over, however. As exciting and satisfying as the advance had been, even a cursory comparison of national library conditions with those in the region showed only too clearly how much more had to be accomplished before library service in the South could become really comparable to that found in other regions.

The Southeastern Library Association 1920-1950: Evaluation

Library service in the South made real advances between 1920 and 1950 and the name of the Southeastern Library Association constantly appears the record of that progress; for, truly, the Association left its mark in on every aspect of library service.

Public libraries benefited from Southeastern's planning in various ways. Their development was stimulated by the Rosenwald demonstration program even though it possessed many weaknesses. Southeastern worked closely with this demonstration program and utilized it to press for the establishment of state library extension agencies. The Association also worked to secure the appointment of the regional field agent of the American Library Association who assisted in many ways but especially in the securing of better, and in some areas, original legislation for library service.

The Association's relation to school library growth was even closer than it was to public library expansion. The adoption, largely due to the work of Southeastern, of school library standards exerted more influence on the development of school library service than any other factor. Securing the appointment of school library supervisors to guide that development had also been one of the objectives of the library association.

In addition, college and university libraries felt the stimulation of Southeastern's planning. The Association successfully sought foundation interest in enrichment of the collections of institutions of higher education and in assistance in various projects, such as recataloging, to improve library service in a specific institution. The Association also concerned itself with resources for research and

supported, in so far as possible, 'various cooperative undertakings.

Education for librarianship received considerable attention from the Association. Its early concern led to the establishment of a library school at Hampton Institute; it instigated the Bogle survey of library training facilities; in the region; it exerted itself to encourage the foundations to Provide funds for library schools and for scholarships and fellowships. Its interest in the content of education for librarianship led it to sponsor and participate in the number of conferences on the library school curriculum in the late 1940's.

Public reaction to librarians and library service was favorably affected by activities of the Southeastern Library Association. Its sponsorship of conferences such as the one held in Chapel Hill in 1933 did much to develop and increase interest and support of library service in the South. In its contacts with the foundations and the various governmental agencies, it helped strengthen the position of librarians in relation to other professions.

Finally the literature of librarianship was enriched as a result of Southeastern's activity. In publishing its papers and proceedings the Association has made available a number of papers of real and lasting importance. Also, a number of publications such as Libraries of the Southeast and Resources of Southern Libraries owe their existence, in part, to the organization.

Although the advances in each of the areas have been tangible and definite, Southeastern's relationship to the progress has not always been clear. In fact, little emphasis has been given in the past to its accomplishments and many people have been unaware of the nature and magnitude of its operations. These activities possess three-fold significance for a student of library development. First, Southeastern has organized the library strength of the region by furnishing a vehicle for its operation. Second, Southeastern has fostered the growth of professional consciousness among southern librarians by bringing them in contact with other librarians and with representatives of other professions. Third, Southeastern has provided the direction and leadership for the library movement in the South, for the objectives it formulated outlined the subsequent development of library service in the area.

REFERENCES

1. Thomas E. Keys "The Colonial Library and Sectional Differences in the American Colonies." *Library Quarterly* 8:387-390 , July, 1938.

2. Charles C. Jewett. *Notices of Public Libraries in the United States of America*, Washington, Printed for the House of Representatives, 1851.

3. U. S. Bureau of Education. *Public Libraries in the United States of America*. Washington, Government Printing Office, 1876, p. 762-773.

4. Louis R. Wilson and Edward A. Wight. *County Library Service in the South*. Chicago, University of Chicago Press, 1935, p. 1-23.

   In reality, prior development of agricultural extension, public health, educational, and other programs benefited the movement for library service in a number of ways; three of which are worthy of note. First, by combining local and state efforts, these programs accustomed people to governmental participation in the provision of such services. Second, by helping the people secure more of this world's goods and improving their living conditions generally, they made them more receptive to the idea of libraries and of the service they offered. Third, by careful study of the work of other agencies, library leaders were able to avoid some of their mistakes and to utilize some of their more successful methods. For example, the demonstration program used by agricultural extension workers was later successfully followed by public library workers, education's use of supervisors was adopted by school libraries, and the use of larger units of service by health and public welfare programs served as precedent for the development of, first, county, and, later, regional libraries.

5. Charlotte Templeton. "The Southeastern Library Association, A Backward Look." Southeastern Library Association, *Papers and Proceedings*, Seventh Biennial Conference, 1932.

6. Letter from Charlotte Templeton, Secretary of the Georgia Library

Commission, June 10, 1920.

7. Sally M. Akin. Southeastern Library Association, *Papers and Proceedings*, Tenth Biennial Conference, 1938. p51.

8. "Southeastern Library Conference." *Public Libraries* 25:608, December, 1920.

9. Letter from Miss Mary U. Rothrock, Knox County Librarian. February 26, 1954.

10. Charlotte Templeton, "The Southeastern Library Association, A Backward Look." op. cit.

11. "Southeastern Librarians' Conference." *Public Libraries* 27:615, December, 1922.

12. Letter from Mary U. Rothrock, August 14, 1924.

13. "Chattanooga welcomed Southeastern Library Association." *Library Equipment* 2:1, May, 1926.

14. Louis R. Wilson. "The Library in the Advancing South." Southeastern Library Association, *Proceedings*, Fourth Biennial-Conference, 1926, p. 3-11.

15. Louis R. Wilson. "Southern Library Achievement and Objectives." Southeastern Library Association, *Addresses*, Fifth Biennial Conference, 1928, p. 63-74.

16. Jackson E. Towne. "The County Library Program of the Julius Rosenwald Fund." Library *Journal* 54: 942, November 1929.

17. Typewritten report of the Chapel Hill meeting of the Southeastern Library Association, 1929; Letter from Charlotte Templeton, October 22, 1929.

18. Charlotte Templeton as quoted in Tommie Dora Baker [sic] "Libraries in the South," Southeastern Library Association, *Papers*, Sixth Biennial Conference 1930 p. 23.

19. Sarah C. N. Bogle. "A Survey of the Library School Situation in the Southern States." Southeastern Library Association, *Papers*, Sixth Biennial Conference, 1930, p. 9-19.

20. Tommie Dora Baker [sic]. "Libraries in the South: A Record of Progress," *ibid.*, p. 23-29.

21. Louis R. Wilson. "Report to the Southeastern Library Association of the Committee on Relations with the Association of Colleges and Secondary Schools of the Southern States," *ibid.*, p. 64-69.

22. Southeastern Library Association. *Papers and Proceedings*, Seventh Biennial Conference, 1932, p. 62.

23. Charlotte Templeton, "The Southeastern Library Association, A Backward Look," *ibid.*, p. 11-20.

24. Editorial, *Library Journal* 58:400, May 1, 1933.

25. Louis R. Wilson. "New Objectives for Southern Libraries." Southeastern Library Association and Southwestern Library Association, *Papers*, Joint Meetings, 1939, p. 43-58.

26. Due to economic conditions and other factors, enforcement of the standards had been postponed a number of times and they did not actually become effective until 1935.

27. This position was discontinued when Miss Barker resigned.

28. Tommie Dora Barker. *Libraries of the South*. Chicago, American Library Association, 1936, p. 195-198.

29. Howard W. Odum. *Southern Regions of the United States*. Chapel Hill, The University of North Carolina Press, 1936.

30. Tommie Dora Barker. *Libraries of the South*. Chicago, American Library Association, 1936.

31. Louis R. Wilson and E. A. Wight. *County Library Service in the South*. Chicago, University of Chicago Press, 1935.

32. Robert B. Downs, ed. Resources of Southern Libraries. Chicago, American

Library Association, 1938.

33. Jack Dalton. "Tennessee Valley Library Council survey." Southeastern Library Association, *Papers, Proceedings*, Twelfth Biennial Conference, 1946, p. 29-32.

34. Louis R. 'Wilson and Marion A. Milezewski, eds. *Libraries of the Southeast*. Chapel Hill, The University of North Carolina Press, 1949.

35. Tommie Dora Barker. "Libraries in the Southeastern States,1942-1946. Southeastern Library Association, *Papers, Proceedings*, Twelfth Biennial Conference, 1946, p. 25.

36. Mary U. Rothrock. "Libraries and the South Today." *ibid*., p. 59-60.

37. Southeastern Library Association. *Papers, Proceedings*, Twelfth Biennial Conference, 1946, p. 206.

38. Southeastern Library Association. *Papers, Proceedings*, Thirteenth Biennial Conference, 1948, p. 69-70.

39. Mary U. Rothrock. "Nine States Look at Their Libraries." *The Southern Packet 4*, October, 1948.

40. Southeastern Library Association. *Papers and Proceedings*, Thirteenth Biennial Conference, 1948, p. 67.

41. Louis R. Wilson, quoted in "SELA Proceedings," *Southeastern Librarian* 2:15, Spring, 1951.

42. Evidence indicates that the constitution included in the Secretary's Minute Book for 1934 is a copy of the original one and it is so treated in this paper.

43. Letter from Dorothy L. Godwin, Secretary-Treasurer, Kentucky Library Association to Harold Brigham, President, Southeastern Library Association, November 10, 1932.

44. Letter from Josephine A. Lehman, Secretary, West Virginia Library Association to Beverly Wheatcraft, Secretary, Southern Library Association, November 5, 1932.

45. Letter from Mary U. Rothrock, August 13, 1925.

46. Evidence indicates that the 1946 award was the last joint one.

Dr. Mary Edna Anders resides in Northport, Alabama.

SELA Web site

Visit the Southeastern Library Association's "Home on the Web" at http://www.seflin.org/sela. The site offers information about current activities, conference information, calendars, electronic version of this publication, and much more.

SELA's listserv has moved!

TO SUBSCRIBE:

1. send e-mail to: listserv@nt.library.msstate.edu
2. leave the subject line blank,
3. in the body of the message, type:

subscribe SELA your name@email.address

To send a message to the listserv: send mail to sela@library.msstate.edu

SOUTHEASTERN LIBRARY ASSOCIATION OFFICERS 1998-2000

President

Frances N. Coleman
2403 Maple Drive
Starkville, MS 39759
Voice: (601) 325-3061
Fax: (601) 325-3560
fcoleman@library.msstate.edu

Secretary

Ellen Johnson
31 Forest Court
Conway AR 72032
Voice: (501) 450-5248
Fax: (501) 450-5208
ellenj@mail.uca.edu

Vice President/President-Elect

Barry B. Baker
Director of Libraries
University of Central Florida
P.O. Box 162666
Orlando, FL 32816-2666
Voice: (407) 823-2564
Fax: (407) 823-2529
bbaker@mail.ucf.edu

Treasurer

William (Bill) McRee
Stow South Carolina Historical Room
The Greenville County Library
300 College Street
Greenville, SC 29601-2086
Voice: (864) 242-5000 x241
Fax: (864) 235-8375
wmcree@infoave.net

"The Poor, Sick, Ugly, Raving Lunatic": Early Response to Flannery O'Connor's Wise Blood An Animated Bibliography

by Phillip Jones

The publication of *Wise Blood* in the spring of 1952 left many readers and most critics baffled. The above quotation, from Issac Rosenfeld in The New Republic of 7 July 1952, is representative of the dozens of gibes from reviewers grappling with Flannery O'Connor's method of conveying Christian mystery through comedy and violence. O'Connor's first novel sparked review and critical attention in popular and scholarly publications, and the qualities of her writing -- humorous, ironic, and blunt -- influenced the aim and tone of her reviewers. The present sampling of early reviews and criticism shows a novel challenging the literary and cultural climate of the early 1950s. What follows is a glimpse of the errant, the insightful, but primarily the humorous: reviewers and critics in a sometimes befuddled, sometimes successful search for the meanings of *Wise Blood*.

The route to the publication of *Wise Blood* was not a direct one. O'Connor began the novel while at the University of Iowa from 1945 to 1947 working toward an M.F.A. in creative writing. The novel's promise was recognized at Iowa as O'Connor was presented the Rinehart-Iowa Fiction Award in May of 1947 for her untitled and unfinished book; the prize was for $750 and included an option for Rinehart to publish the novel "upon satisfactory completion" (Collected Works 1243). While at Iowa and then from Yaddo artist's colony in Saratoga Springs, New York, O'Connor published early versions of four chapters from *Wise Blood* as stories in Sewanee Review, Partisan Review, and the anthology New World Writing (Farmer 4). O'Connor's recognition at Iowa and publishing history seemed good indicators that her novel would also be published. To offset her spare income from publishing in literary journals -- $105 for "The Train" from Sewanee Review (Collected Works 1242) -- O'Connor requested to extend her stay at Yaddo and also applied for a Guggenheim Fellowship with Robert Lowell, Philip Rahv, and Robert Penn Warren serving as references (1243). However, early in 1949 she and three other guests left Yaddo due to an embroiled "political controversy," and she did not receive the Guggenheim award (Collected Works 1243-44). In the summer of 1948, O'Connor had decided to work toward an advance from Rinehart, but she would accept the money only upon submission of the novel's first draft. O'Connor wanted Rinehart to "see what they [were] getting" because she could not "really believe that they would want the finished thing" (Habit 6). After seeing the first nine chapters of the novel, John Selby, her editor at Rinehart, wrote O'Connor of his hesitance with the "direction" of the novel, but certain that she was indeed a "'straight shooter'" (Habit 9). O'Connor's letter to Elizabeth McKee, her literary agent, regarding Selby's note is memorable and since widely quoted: "The letter is addressed to a slightly dim-witted Camp Fire Girl," i.e. And O'Connor's written response to Selby is professionally tempered but unwavering:

> "I can only hope that in the finished novel the direction will be clearer, but I can tell you that I would not like at all to work with you as do other writers on your list. I feel that whatever virtues the novel may have are very much connected with the limitations you mention....In short, I am amenable to criticism but only in the sphere of what I am trying to do; I will not be persuaded to do otherwise....The question is: is Rinehart interested in publishing this kind of novel? (Habit 9-10).

This difference of opinion led to a release statement from Rinehart written by Selby in which he described O'Connor as "stiff-necked, uncooperative, and unethical"(Habit 17) In October of 1949, O'Connor had received a provisional contract from Harcourt, Brace for the publication of her novel, but because she

had been insulted by the wording of Selby's release document, she suggested to her agent that following six more months' work, the novel be resubmitted to Rinehart. If Selby remained unhappy with the work, she could then be released from the contract "without condition or any such malicious statement" (Habit 17). In October of 1950, O'Connor was finally released from Rinehart and able to sign a contract with Harcourt, Brace (Collected Works 1245). O'Connor was diagnosed with lupus in the winter of 1950-1951; as she adjusted to the chronic disease, she continued to revise her novel with the assistance of Caroline Gordon. *Wise Blood* was accepted for publication by Harcourt in June of 1951 and finally published on 15 May of 1952 (Farmer 4).

Compared to many writers, O'Connor experienced little difficulty in finding a publisher for her first novel. Reviews of *Wise Blood* appeared in major newspapers, magazines, and journals, usually allowing reviewers to bare their own wits rather than the novel's themes or merits. The earliest attention to *Wise Blood*, an anonymous prepublication blurb, appeared in Library Journal for 15 February of 1952 and began that "Information about Flannery O'Connor...is somewhat meagre." *Wise Blood* is about "southern religionists" and, some have said, draws from Kafka. Flannery O'Connor made the front page of her hometown paper, the Milledgeville Union-Recorder, on 24 April of 1952 in a profile of her family, education, and writing habits. Reference to *Wise Blood* consisted of quotes from Caroline Gordon ("I was more impressed with *Wise Blood* than any other novel I have read in a long time.") and from O'Connor's publisher. Harcourt, Brace related that this was an "extraordinary novel" in the vein of Evelyn Waugh's satiric The Loved One, and Hazel Motes is "a primitive figure" representing "the most primitive issue of our time or any other--religion." Two more in-depth prepublication reviews provided strange, yet encouraging comments. Another look from Library Journal, 5 May 1952, called *Wise Blood* "odd" and O'Connor "another of that galaxy of rising young writers who deal with the South." Milton S. Byam, reviewer from the Brooklyn Public Library, noted that "there is very little actual life going on" in the novel and quizzically recommended it as "a solid work more concerned with people and moods than story." Another prepublication review, this one from The United States Quarterly Book Review, gave a column of insightful and quoteworthy commentary. *Wise Blood* has "a taut, superficially plain narrative" progressing from "occasional comedy" to grotesqueness to horror. Hazel is "violently uncompromising," an "antiredemptionist," who in anger "preaches humanism, relativism, positivism, and nihilism" and, finally, given to "fanatical penances." The first mention of Enoch Emery in a review termed him "a subnormal gatekeeper" awaiting "rebirth" and "acceptance" through a stolen mummy. In sum, O'Connor's first novel was "unusually mature, perceptive, and imaginative."

Upon the publication of *Wise Blood*, response in popular periodicals varied from sentences to over a page, but each review contains distinctive comments, some helpful, some simply clever. In The New York Times Book Review for 18 May 1952, Texan William Goyen praised O'Connor as "a writer of power" and her novel as "expertly wrought in a clipped, elliptic and blunt style." In his own inimitable style, Goyen described the novel's characters in one of the most artful and lengthy sentences in O'Connor criticism:

> In Taulkinham, U.S.A., the city of Fiendish Evangelists, one is brought into a world not so much of accursed or victimized human beings as into the company of an ill-tempered and driven collection of one-dimensional creatures of sheer meanness and orneriness, scheming landladies, cursing waitresses, haunted house people, prostitutes, fake blind men who take on, as they increase in number, the nature and small size of downright skulduggery and alum-mouthed contrariness.

The characters possess a "sourness" more than an evil, the book's dramatic qualities are 'percussive and stabbing," and the story seems to be told "through clenched teeth." *Wise Blood*, Goyen contended, shows occasional contrivance and sensationalism, and, although O'Connor's style is "tight to choking," the reader "cannot take this book lightly or lightly turn away from it."

Another early and favorable review appeared in Newsweek for May 19, 1952. Here, O'Connor was referred to as "perhaps the most naturally gifted of the youngest generation of American novelists," and the book was commended for "imaginative intensity" and for not being autobiographical (114). This anonymous reviewer defined rather than named the grotesque quality of the novel as O'Connor is credited with inventing a "curious" type of fiction: "odd little stories about Southerners who were backward but intelligent, brutal but poetic, like hard-boiled Emily Dickinsons" (114). In Hazel, his grandfather's preaching has become "curdled" and "destructive"; Hazel's own preaching, delivered from atop his Essex, is "a subtle parody of Communist soapboxing" (115). The article's interpretive comments were preceded by the disclaimer that "Readers can make of the Hazel legend what they will."

In Time from 9 July 1952, an unsigned, brief review pairing O'Connor's novel with The Family by Caroline Ivey described *Wise Blood* as "arty" and "too far from humanity" (108). Hazel Motes is summed up as "an unlikable dullard," and the novel to be a hybrid of Kafka and Lil' Abner," notable only for its "oddness" (110). Books discussed in previous issues of Time and listed as Recent and Readable for June of 1952 include Orwell's Homage to Catalonia, Ellison's Invisible Man, and Rotting Hill by Wyndham Lewis (114). A similar review appeared in the New Yorker for 14 June, 1952. Two sentences of appraisal are allotted, finding *Wise Blood* to have "dry, withered prose that suits [O'Connor's] subject very well but makes the reader wonder if the struggle to get from one sentence to the next is worthwhile" (118).

Commonweal was to publish reviews and articles of varying degrees of accuracy and support for O'Connor's work. The first review appeared in June of 1952, "A Case of Possession" by John W. Simons, and began by praising *Wise Blood* as a "remarkably accomplished, remarkably precocious" first novel (297). Simons offered a one-page "possible reading" of *Wise Blood*" generally close to O'Connor's later commentary in essays and addresses. Simons's interpretation of, as he termed it, the "essence of the Motesian gospel," was more objective and informed than some other reviews. He used the term grotesque and discussed more fully the characters, themes, and style of the novel, but resorted to the clichéd label that *Wise Blood* was "an important addition to the grotesque literature of Southern decadence," and scoffed that the novel was "a kind of Southern-Baptist version of 'The Hound of Heaven'" (297).

The earliest grossly unfavorable review came in July of 1952 in The New Republic. Issac Rosenfeld compared "The *Wise Blood*" to The Soft Voice of the Serpent, a recently published book of stories by South African Nadine Gordimer, future winner of a Nobel Prize for Literature. O'Connor's novel was said to suffer from the flaw of most religious writers: the assumption that "everything is grist for the mill" (19). Hazel Motes is "plain crazy," ("the poor, sick, ugly, raving lunatic"), and he sins "conscientiously, the way one might prepare for a civil service exam" (19). Because Motes is "wholly mad," Rosenfeld saw the struggle to elude Christ cannot be that of Everyman. Rosenfeld cautioned that his assertions were possibly faulty as "The *Wise Blood* is not a clear book to read." He did, however, find the novel to be a "pallid" reflection of Faulkner and McCullers. Gordimer, although guilty of occasional "adjectivitis," was more articulate than O'Connor, and the South African could borrow some of the Georgia writer's agony as "The *Wise Blood*" arises from the sensibility "out of which the kind of fiction that matters can be made" (20).

When first published in England in 1955, *Wise Blood* encountered a similar, though more polite reception than in the United States. A multi-book review entitled "Grave and Gay" published in Times Literary Supplement in September of 1955 was respectful, more impressed with O'Connor's talent, called "intense, erratic, and strange," than with making interpretive comments. The reviewer cautioned British readers that extra effort was necessary to understand the novel, written by "one of those writers from the American South" (505). Hazel's self-inflicted blindness and death do "not prove to have any final meaning," but the novel's end does have a "terrible, fantastic consistency." Again, the grotesque nature of *Wise Blood* seemed to have been detected and

indirectly commented upon. The final line of this review shared the uncertainty of many of the reviews from the United States: the determination of O'Connor's importance was forthcoming, but "she is certainly a serious writer."

The purpose of book reviews in popular publications is to inform the reader of newly published titles and to briefly describe the theme, plot, or whatever else makes a work noteworthy or even notorious. Reviewers may read and write in haste to meet deadlines and also may not have any field of literary specialization. Generally, O'Connor suffered under the pen of such reviewers. Yet when her work was given in-depth consideration, often by scholars, informed and favorable opinions began to emerge. One such review appeared in the Western Review just six months after the publication of *Wise Blood*. The review's title, "Jesus Without Christ, " signaled critic Carl Hartman's appreciation for the religious concerns of the novel. Hartman borrowed from G.K. Chesterton that the role of the grotesque is to "'stand the world on end, that we may look at it'" (76). Hartman also clarified the grotesque as a literary form, stating "that which is merely distorted or merely horrible or merely funny is not grotesque." It is, rather, a "fine balance," the "juxtaposing and combining" of conflicting elements: ugliness with beauty, reality with unreality, i.e. (77). Hartman considered O'Connor to be very successful, "perhaps better than any other recent novelist," in her use of the grotesque, and he devoted half of this four-page review to successful instances in *Wise Blood* (78). The skill required to write *Wise Blood* was also discussed--in particular, the tone was praised as maintaining the novel's balance and the irony provided "a wonderful sort of detachment" (79). O'Connor's style is her own, but is "reminiscent of everyone and no one--Erskine Caldwell and Nathanael West, among others, come strongly to mind...."(80). The limitations, namely that the novel reaches "a point of diminishing returns for a work possessing the grotesque as its principle motif," Hartman argued, are faults of O'Connor's method, not necessarily of her talent, for "we never do get to know anybody very well" (80). Although he cannot help adding his own barb, that "the book often gives the impression that it is about to bite somebody," Hartman recognized what O'Connor was up to and asked that the book be understood on its own terms or not at all (80). It is not surprising that the first focused, scholarly review of *Wise Blood* came in the Western Review, a journal published through the University of Iowa -- site of O'Connor's graduate work.

"Eccentric's Pilgrimage," a review by R.W.B Lewis appeared in The Hudson Review in 1953 and found modern American literature to be experiencing "a continuing and renewed vitality (144). *Wise Blood* was grouped with recently published books by Hemingway, Ralph Ellison, May Sarton, and Monroe Engel, reflecting the critic's opinion of the novel's significance. The characters from the novels under review are without center, "ec/centrics...caught in moments of greater and almost unendurable torment, hungering for some relatedness they are bound to smash" (145). Like Hartman, Lewis responded to the "tension" between O'Connor's "remarkably pure, luminous" prose and unsettling characters and plot--the latter he termed "chiefly the private twitchings of several almost totally dislocated characters" (150). Kafka and West, as mentioned elsewhere, have "contributed generously" to *Wise Blood*. Lewis dedicated a collective page of attention to *Wise Blood* and concluded that the novel's characters and themes share with The Old Man and the Sea and Invisible Man "comic or tragic pilgrimages" (150).

Joe Lee Davis's two-book review, "Outraged, or Embarrassed," appeared in Kenyon Review in late 1953 and asked what if the "contemporary literary imagination" considered the "problem of belief" (320). His answer and opinion of *Wise Blood*: "Compassion will wield a whip" (321). Davis believed that compassion has become rage, and, as a result, Hazel Motes is both the recipient and embodiment of O'Connor's outrage. After these promising observations, much of the review is a plot summary filled with the reviewer's witticisms: Motes is a "paranoiac yokel" who looks like "Christ masquerading as Honest Abe" (322). Sabbath Lily Hawks is "precociously adjusted to a Walgreen culture" and Enoch

Emery "the loon with the '*Wise Blood*'" (321-22). O'Connor's novel was considered "obviously derivative" for she had "too many and too diverse models for her own salvation" : Caldwell, Waugh, Kafka, and even Raymond Chandler (325). Davis did not deal as directly or successfully with the function of the grotesque as Hartman; he found artistic immaturity, not literary technique, produced the "radical distortion and simplifications of character, reality, and experience" (325). As consolation, Davis granted that O'Connor is "one of the most startling 'writing women' to come out of the South since Carson McCullers," an indication of the reviewer's failure to distinguish between two uses of the grotesque motif (325).

Wise Blood received sparse coverage in literary reviews between 1954 and 1958. With the publication of A Good Man is Hard to Find and Other Stories in June of 1955, O'Connor was again widely reviewed, and critical comments on her work-to-date were frequently included. An important example appeared in the 7 March 1958 of Commonweal, the earlier source of a somewhat encouraging review of *Wise Blood*. In an article criticizing the lack of "political attitudes" among the current group of young American writers, William Esty claimed that most of these authors were misdirected, not using their talents and education to "make the ordinary business of life minimally interesting" (587). Esty's omnibus rated William Styron and Mary McCarthy, "the best...of the at-least tangentially political," followed by Allen Ginsberg (even though with Jack Kerouac he comprises a "literary hoax), and Saul Bellow (588). O'Connor is lumped into a "group or school" as Esty chartered "the Paul Bowles-Flannery O'Connor Cult of the Gratuitous Grotesque," an alliterative mislabeling which did much to further O'Connor's reputation, but not as a writer of serious fiction (588). In a cursory plot summary of "Good Country People," all "overingenious horrifics" that will only disgust "the little old lady from Dubuque," Esty concluded that the story and O'Connor's other works were based more on "clever gimmicks for Partisan Review" than any "deep Christian concern" from which she professes to write (588).

Esty's were the harshest high-profile comments to date and were deflected by the argument, but certainly not by the circulation, of a 1958 issue of Critique, a literary journal published at the University of Minnesota. An issue devoted to the subject of the Catholic novelist in America contains six articles, three of which concern Flannery O'Connor and the remaining three J.F. Powers. The first article was by Caroline Gordon and entitled simply "Flannery O'Connor's *Wise Blood*." Gordon as reviewer was in an unusual position for she helped O'Connor with the revisions of *Wise Blood*. Because of this relationship and her own knowledge and experience as a novelist and critic, Gordon wrote from a unique perspective on the strengths and problems of the novel and author. Gordon maintained that O'Connor's originality had not been recognized because of the resemblance of *Wise Blood* to the work of other Southerners--a likeness she described as "not superficial" (4). She compared *Wise Blood* to Capote's Other Voices, Other Rooms to illustrate the point. Capote's work was shown to be similar to O'Connor's: the protagonist is on a quest and attempts emotional involvement with freakish female characters, e.g. (5). But here the comparison ended. Capote's prose style was praised as "lush," but Gordon criticized him for omitting any type of "moral judgment" and frame of reference, and his novel was termed a "case study" next to *Wise Blood* (7). Gordon, a Catholic convert, considered O'Connor's superiority to be the "cause and nature" of her characters' freakishness, clearly different from that of Capote and their "other gifted contemporaries" (8). Because Gordon considered *Wise Blood* to emerge from a theological frame, she found O'Connor's work to have broad concern and relevance, allowing the prose to transcend the borders of the South and of the individual--the latter being Gordon's principle criticism of other contemporary writers (9). Capote "merely tells us what happened" without "moral judgment" (6). One comparison Gordon made which certainly appeared in no other reviews of O'Connor's first novel: Motes's life involves the pursuit of and by Christ; he is, therefore, "spiritually kin to more highly placed Americans--Henry James, Sr., for instance." James was a philosopher and Motes a man of action, yet James, Gordon

contended, strove to found a "New Church" and Motes the Church Without Christ (7). Overall, Gordon felt that O'Connor's talent and religious concern would make her "one of the most important writers of our age"(3): she is "as startling, as disconcerting as a blast from a furnace which one had thought stone-cold but which is still red-hot (6). Admittedly, the review was laudatory, but was one of the few positive, detailed studies comparing O'Connor to another Southern writer.

Following Gordon's article, Louis D. Rubin, Jr. defended O'Connor against the scant contentions of critic John W. Aldridge. Aldridge mentioned O'Connor three times in his book In Search of Heresy: American Literature in an Age of Conformity, two times in the chapter "The Writer in the University." Representative comments from Aldridge included that "O'Connor is a distinctly minor novelist" who pleased the "academic intellectuals" of the North with her topical subject matter and reaped undue support from quarterly reviews; and "Her fiction has to do, in the main, with simple Southern peasant folk set against rustic Southern backgrounds..."(Aldridge 59). Specifically, Aldridge's attention to O'Connor was due to the consecutive Kenyon Fellowships (1953 and 1954) she received while other writers, such as William Styron, had been overlooked (59). While supporting O'Connor, Rubin mentioned *Wise Blood* but concentrated on specific short stories, in which she "has provided some terrifying artistic insights" (14). Rubin was no sycophant, however, for *Wise Blood* was flawed by "too obvious religious allegory" preventing the reader from developing sympathy for the characters (14). This had been a consistent criticism of the novel, and it will reappear. The tone of the review was supportive: Rubin refrained from making literary barbs at O'Connor's expense and these favorable comments by a respected critic of Southern literature helped subdue her "gratuitous grotesque" reputation. Also of importance was Rubin's request that readers not accept Aldridge's statements that O'Connor had succeeded because of the fashionable nature of her fiction, but that we consider only what she did "with those materials and interests," not "who likes or dislikes her work" (18).

Wise Blood was reprinted by Farrar, Straus, and Cudahy in 1962 (Farmer 4). Reviews at the time benefited from ten years' critical attention to O'Connor's work, but perhaps as important was the brief "Author's Note to the Second Edition" in which she termed Hazel Motes "a Christian malgré lui" whose integrity rests in his inability to deny Christ. Flannery O'Connor died in August of 1964. During the last ten years of her life, she occasionally lectured and spoke as a member of panels concerning the writing of fiction: "The Church and the Fiction Writer" from America 30 March 1957 and "Recent Southern Fiction: A Panel Discussion" in Bulletin of Wesleyan College(Macon) from January of 1961 are two examples of published addresses. In a 1965 Renascence article, Lewis Lawson made the culminating critical remark that *Wise Blood* offers "itself as the most grotesque work in all of Southern fiction" (137). Although it may sound otherwise, Lawson was commending the novel as successful: the most genuine example of the literary form from a Southern writer. *Wise Blood* had survived nearly thirteen years of often-groping reviews and criticism.

References

Aldridge, John W. 1956. *In Search of Heresy: American Literature in an Age of Conformity*. New York: McGraw-Hill.

Byam, Milton S. 1952. "Review of Wise Blood, by Flannery O'Connor." *Library Journal*. 15 May. 894-895.

Davis, Joe Lee. 1953. "Outraged, or Embarrassed." *Kenyon Review* 15. 320-326.

Esty, William. 1958. "In America, Intellectual Bomb Shelters." *Commonweal*. 7 March. 586-88.

Farmer, David. 1981. *Flannery O'Connor: A Descriptive Bibliography*. New York: Garland.

"Frustrated Preacher." Review of *Wise Blood*, by Flannery O'Connor. Newsweek 19 May 1952. 114-15.

Gordon, Caroline. 1958. "Flannery O'Connor's *Wise Blood*." *Critique* 2.2. 3-10.

Goyen, William. "Unending Vengeance." review of *Wise Blood*, by Flannery O'Connor. The New York Times Book Review, 18 May 1952. 4.

"Grave and Gay." review of Wise Blood, by Flannery O'Connor. *Times Literary Supplement*, 2 Sept. 1955. 505.

Hartman, Carl. "Jesus Without Christ." review of Wise Blood, by Flannery O'Connor. *Western Review* 17 (1952). 76-80.

Lawson, Lewis A. 1965. "Flannery O'Connor and the Grotesque: *Wise Blood*." *Renascence* 17. 133-47, 156.

Lewis, R.W.B. "Eccentrics Pilgrimage." review of *Wise Blood*, by Flannery O'Connor. *Hudson Review* 6 (1953). 144-50.

"May 15 is Publication Date of Novel by Flannery O'Connor, Milledgeville." *The Union-Recorder* (Milledgeville, GA) 24 April 1952. 1. Reported in *Conversations with Flannery O'Connor*, edited by Rosemary M. Magee. Jackson: UP of Mississippi, 1987. 3-4.

O'Connor, Flannery. 1988. Collected Works. Ed. Sally Fitzgerald. New York: Library of America.

---. 1987. Conversations with Flannery O'Connor. Edited by Rosemary M. Magee. Jackson: University Press of Mississippi.

---. 1979. The Habit of Being: The Letters of Flannery O'Connor. Edited by Sally Fitzgerald. New York: Farrar.

---. 1969. Mystery and Manners. Edited by Sally and Robert Fitzgerald. New York: Farrar, Straus, & Giroux.

Rosenfeld, Issac. "To Win by Default." review of Wise Blood, by Flannery O'Connor. *The New Republic* 7 July 1952. 19-20.

Rubin, Louis D. 1958. "Flannery O'Connor: A Note on Literary Fashions." *Critique* 2.2. 11-18.

Simons, John W. "A Case of Possession." review of Wise Blood, by Flannery O'Connor. *Commonweal*. 27 June 1952. 297-98.

"Southern Dissonance." review of Wise Blood, by Flannery O'Connor. *Time*. 9 June 1952. 108, 110.

Review of *Wise Blood*, by Flannery O'Connor. Library Journal. 15 Feb. 1952. 354.

Review of *Wise Blood*, by Flannery O'Connor. New Yorker. 14 June 1952. 118.

Review of *Wise Blood*, by Flannery O'Connor. The United States Quarterly Book Review. 8 (1952). 256.

Phillip Jones is Reference/Instruction Librarian at the Nielsen Library, Adams State College, Alamosa, Colorado.

Everything I Need to Know I Learned from the Census: My Life as a Government Documents Librarian

An Essay by Gail Kwak

In my nearly six years working with Federal government documents, I have been fighting what seems an uphill battle against some unknown and incomprehensible barrier to the use and understanding of government information by library patrons. Whether it is a professor who tells their class to use government documents with no explanation, a student who panics at the sound of the word "SuDocs", or a private citizen who demands information that is classified or otherwise unavailable, some people just don't get it.

My first experience working with government documents was as a paraprofessional at the University of Kentucky. As a technician, my main responsibility was processing of incoming documents. But this was also my first opportunity to do reference work, and I felt as though I had been handed the Holy Grail on a silver platter. I had already received my Master of Library Science from the University of Kentucky and had entered a sagging job market in a geographic area suffering from a glut of library school graduates. I felt this paraprofessional job was the best option at the time. I threw myself into my new duties with a vengeance and gobbled up the knowledge and information offered me.

First the technical stuff: the intricacies of the SuDocs classification system, the day-to-day operations of a Regional Depository and my part in making this information available to the breathlessly waiting public. I learned which form to fill out when, whom to call or fax for which problem, and how to read and interpret the Instructions to Depository Libraries. Most importantly, I learned of the responsibility depository libraries have to make vital government information available to the public. I was enchanted! I felt as though I had found my true calling.

Next came the reference training. A series of increasingly unintelligible videos and difficult practice questions introduced me to the world of government documents public service in a way that C-SPAN never could. I sweated over the GRA&I. I cried into back issues of STAR and the NTIS Index. I panicked over microfilm back copies of the Trademark Gazette. I slaved over LOCIS and Legi-Slate until one day it all fell into place and the light of understanding dawned on my horizon.

My favorite resource, now as well as then, is the United States Census of Population and Housing. This fountain of information can only be described as awe inspiring. Where else can you learn about your fellow humans in such impersonal detail? Want to find out household and family characteristics by race and Hispanic origin for Evangeline Parish? It's in there. Need to know the general characteristics of persons in your favorite Metropolitan Statistical Area? It's in there. (All this and so much more!)

Finally, after a grueling five months of training, it was time for me to fly solo on the reference desk. I sat there smiling towards the open door with a pencil in one hand and the computer mouse in the other, waiting for my first patron. I was eager to impart my new knowledge of the Family and Medical Leave Act and the difference between NASA technical report numbers and NASA contractor numbers.

My first patron, a young man wearing a baseball cap, approached the desk. I smiled brightly and asked, "May I help you?" in my most professional and friendly tone. He responded with, "I need some statistics." After nearly five minutes of wheedling and prying, all I was able to ascertain was that his teacher had instructed him to get statistics for his paper. And no, he didn't have a topic or any idea for one. Nor did he have a copy of his assignment, the syllabus for the class, a piece of paper to write on or a pencil. All he knew was that his teacher told him he needed statistics. He didn't even know why! I gave him the Statistical Abstract of the

United States and sat down to brood. When I looked up a minute later. The patron was gone and the most fabulous resource for statistical information in the known universe lay abandoned on the table.

In those moments of professional angst my entire career flashed before my eyes. I felt that everything I had learned had been in vain. Was I wrong? Maybe; maybe not. During the rest of my tenure at the University of Kentucky things didn't get a whole lot better. Oh sure, there were those few patrons who actually wanted to use the Truck Use Inventory or find population migration statistics. But for the most part, library patrons flee in terror at the mere mention of a government resource.

Currently I am the Government Documents Librarian at Northwestern State University in Natchitoches, Louisiana and things aren't much different.

In the intervening years I have done everything short of a striptease to get patrons of academic libraries interested in using government documents. Why have I done this? The answer is simple: I do it because I care. I care about disseminating government information. I care about the patrons and their research and the role government documents can play in that research. I care about educating my colleagues as well as the public about the vast amount of useful information stored in federal documents.

So what is the solution? Frankly I've tried everything I can think of. I develop handouts for various government resources including those on the Internet. I teach library instruction sessions on how to use these resources and their value in certain types of research. I have worked on a personal home page of government information resources which includes texts, links and other information (http://www.geocities.com/Athens/6274). I have added government information resources and links to my library's home page. And still I have to drag the patrons, kicking and screaming, to the documents reading room.

Some days it seems no amount of handouts, hyperlinks, library instruction sessions or personal effort will open the door to government information. Patrons just aren't interested. Maybe they are afraid, or maybe they just don't want to bother to learn something new. These days make me want to scream with frustration and invest in a good paper shredder, or give up my dream of librarian-ly wealth and prestige and go flip burgers or dig ditches. But who am I kidding? I care, and I couldn't stop even if I wanted to.

Other days it all seems worthwhile, when I wrestle a particularly troublesome reference question to the ground and find the answer in a government document; or when a patron finds just the perfect information in a government document; or when I am able to share my knowledge and expertise with a colleague in a meaningful way. It's days like this that keep me coming back for more.

Gail Kwak is Government Documents Librarian at the Watson Memorial Library, Northwestern State University, Natchitoches, Louisiana.

Guidelines for Submissions

The Southeastern Librarian

The Southeastern Librarian (*SELn*) is the official publication of the Southeastern Library Association (SELA). This quarterly publication seeks to publish articles, announcements, and news of professional interest to the library community in the southeast. The publication also represents a significant means for addressing the Association's research objective. Two issues serve as a newsletter and vehicle for conducting Association business, and two issues include juried articles.

1. Articles need not be of a scholarly nature but should address professional concerns to the library community. SELn particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.
2. News releases, newsletters, clippings, and journals from libraries, state associations, and groups throughout the region may be used as sources for information.
3. Submissions should be directed to: Debra Sears, *SELn* Editor, State Library of Florida, R.A. Gray Building, Tallahassee, FL 32399-0250. FAX: (850) 488-2746; E-mail: dsears@mail.dos.state.fl.us.
4. Manuscripts should be double-spaced (text, references, and footnotes) and should be submitted in triplicate on plain bond. Disk copies will be requested from authors for accepted articles.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate titles page. The author's name should not appear anywhere else in the document. Additional information regarding manuscript preparation is included in Instructions for Authors included in the Spring issue and available from the web page (www.seflin.org/sela).
6. Photographs will be accepted for consideration but cannot be returned.
7. *The Southeastern Librarian* is not copyrighted.
8. Ads for elected office, other than those within the Southeastern Library Association, may be purchased. The appearance of an ad does not imply endorsement or sponsorship by SELA. Contact the Editor for further information.
9. Readers who wish to comment on articles in the journal should address letters to the editor. Letters should be succinct, no longer than 200 words. Letters will be published on a space-available basis.

Issue	Deadline	Published	Focus
#1 Spring	February 15	May	Newsletter
#2 Summer	May 15	August	Journal
#3 Fall	August 15	November	Newsletter
#4 Winter	November 15	February	Journal