

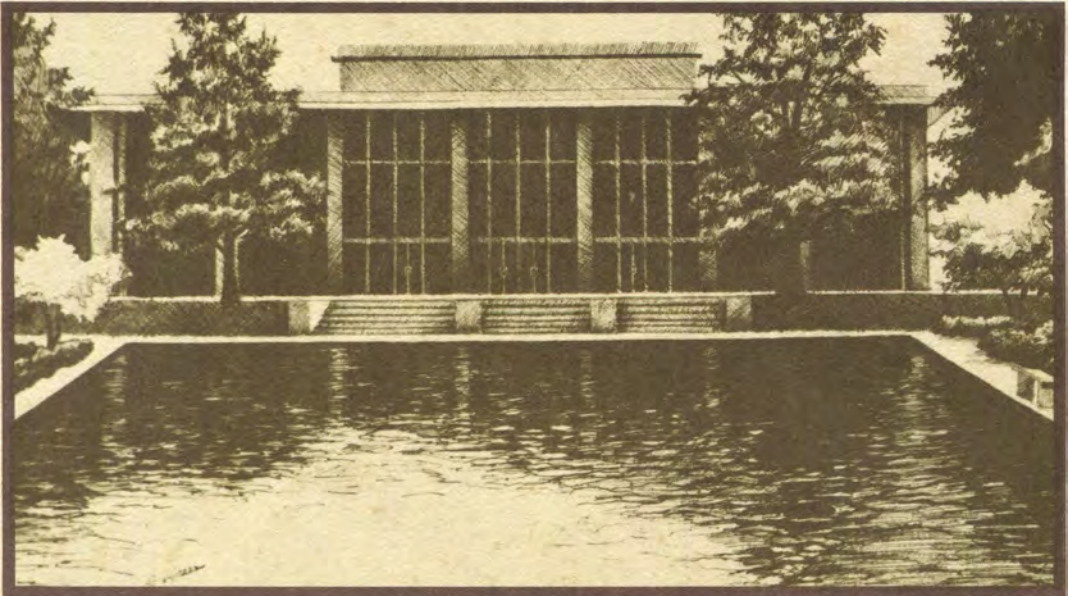
The Southeastern Librarian

SPRING, 1979

VOLUME XXIX

NUMBER 1

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The Southeastern Librarian

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Ellis E. Tucker	1	Editor's Page
Helen D. Lockhart	3	From the President's Desk
Johnnie Givens	5	From SELA Headquarters
Connie Dunlap	7	The Challenge of the Future
Phillip M. Turner & Nina N. Martin	15	Instructional Development at the K-12 Level: Attitudes and Activities
Robert Smith	19	Accreditation and the Profession
John L. Fluitt & David L. Payne	21	How to Take Tests: Needed Library Holdings
Robert T. Carterette & Edwin S. Gleaves	23	Graduate Courses in Library Science Offered in the Southeast During the 1978 and 1979 Summer Sessions
	32	Ideas, Concepts, and Practices
J. B. Howell	34	View from the States
John David Marshall	35	Librarian's Bookshelf
	47	SELA CHRONICLE
	64	Index to Advertisers

COVER: The Thomas Cooper Library on the campus of The University of South Carolina was dedicated on December 8, 1976. The building contains almost 290,000 square feet of floor space.

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As was announced in the last issue of *The Southeastern Librarian*, your journal now has a new editor. Before I assumed the responsibilities of editorship, I suppose I was a bit like Lord Rochester who said over three hundred years ago, "Before I got married I had six theories about bringing up children, now I have six children and no theories." Now that the responsibility for the journal has been transferred from the capable hands of Dr. Leland M. Park to me, I find I no longer have any theories about the journal. Therefore, you will see little change in format. The quality of the content, as during the tenure of all the previous editors, will depend upon the people of the southeast, because the editorial board and I shall continue to look to you for quality articles as well as timely reports and news items.



In addition to a new editor, you also have a new editorial board. Please allow me to introduce to you the capable persons who will have the responsibility each quarter of providing for maximum coverage of those things of interest to librarians in the southeast.

Dr. Steven B. Schoenly, Assistant Professor of Library and Information Science, The University of Mississippi, is your Managing Editor. His primary responsibilities will be for the "SELA Chronicle" and the general layout of the journal.

Mrs. Kay Reeder, Administrative Assistant, Jere Whitson Memorial Library, Tennessee Technological University, is the Advertising Editor. If you know of possible advertisers, please contact Mrs. Reeder.

Mr. J. B. Howell, Librarian, Mississippi College, holds the newly created post of Contributing Editor. He will do the "View from the States" and write occasional articles.

Mr. John David Marshall, Library, Middle Tennessee State University, is your Book Review Editor. See his section of the journal for directions on how you can assist him.

If you wish to contact any of your editorial board, you will find mailing addresses given at the end of the journal.

— Ellis E. Tucker

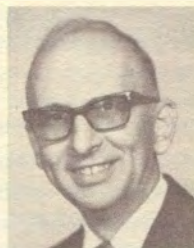
EDITOR'S PAGE



Dr. Schoenly



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This biennium is filled to the brim and running over — and a great time to be involved in Southeastern Library Association activities.

Although we are looking forward to celebrating our 60th anniversary in 1980, we must not overlook two major events this year. (1) The state conferences will culminate in the all-important White House Conference October 28 - November 1. (2) The International Year of the Child will give us the opportunity to focus on the needs and status of an important segment of our communities.

These events offer great potential for spotlighting library needs and resources; however, there is another area to which I hope we will direct our attention during this biennium. I hope that we will work toward the achievement of other recommendations from the Mary Edna Anders survey. A good beginning was made the past biennium with the achievement of the first and major one, that is, the employment of a topnotch Executive Director.

Sections and some committees will be studying the Anders recommendations which are applied to their areas of concern. It is true that every member cannot be involved in committee or section activities, but every member can work toward the achievement of the four recommendations for individual librarians. (See page 229 following discussion on pp. 207-229, *Libraries and Library Services in the South-east.*)

1. Individual librarians need to develop a stronger commitment to the profession of librarianship, to become more alert to its problems, and to participate in efforts to strengthen the position of libraries in the region.
2. Individual librarians need to seek opportunities to observe programs outside the region and to share experiences with people working in other sections of the nation.
3. Individual librarians need to pursue all appropriate opportunities for professional development and for continuing education. (Committee at work on C.E.)
4. Individual librarians need to cooperate in efforts to raise salary levels and to improve fringe benefits and to make them competitive with those available elsewhere in the nation.

Please write to me or to your Editor about these or any other recommendations from the Survey. Copies of the Survey are available from every state library agency, many libraries throughout the region and the headquarters office. Why not check out a copy and study those recommendations which may apply to you. I do not expect us to complete the job this biennium, but I do hope that we shall concentrate on these guidelines.

My last column ended with a farewell and thanks to Leland Parks. Now I am happy to welcome and express best wishes to our new editor, Ellis Tucker, and staff. I know that our journal is in good hands and that we can continue to expect the high degree of excellence which has been predominantly established in the past.

— Helen D. Lockhart





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The 1978-80 biennium began for the Association and the Headquarters office with an exciting membership participation activity. Six volunteers from the Atlanta area spent seven hours (5 p.m. - midnight) on January 4, assembling membership forms and Association informational materials developed by the Membership Committee, plus folding and stuffing envelopes so that the membership renewal notices could be in the mail to 3,300 current and former members by the end of the month. Special thanks goes to Beth Johnson and David Searcy of the Atlanta Public Library; Gail Lazenby, Vicki Williams and Angie King of the DeKalb Library System; and Gerry Cross, the Library of Mercer University in Atlanta.



The 18 hours of labor they contributed represent a savings to the Association of between \$75-\$100 of clerical time, depending on whether the computation is made at a minimum wage or the current temporary services rate. (Full recognition should be given to the over-qualification of the staff performing these tasks.)

Many people, officers, chairs, committee members, participants in planning and developing ad hoc activities, and the organizers and presenters of special continuing education opportunities, make valuable contributions of services which could be converted into monetary equivalency. These do carry some position recognition usually, and the accomplishment is related to the individual. Difficult to share with others of the Association is acknowledgement of these other often-times unglamorous tasks performed as needed, more often than not by members within the Atlanta-Metropolitan Area because of time and distance restraints. Functioning without even a reference collection within the office itself, the Headquarters staff says thanks many times for the services it has received from the Reference Department Staff at Georgia State; Mercer University in Atlanta; Emory University; the Metropolitan Atlanta Public Library, and numerous staff members of the DeKalb Library System.

Over two hundred other volunteers will have arranged their schedules and made their travel plans to attend the Biennial Planning Workshop of the Association in Atlanta on February 13-15. These members of what may be known as the organizational clan will spend the time in intensive retreat schedule. They will emerge with plans for projects, activities, and programs to offer the membership and the region in the two years leading into SELA's 60th Anniversary. The Headquarters Staff has produced a directory of these persons: Officers, Section and Committee Chairs, Committee Members, Executive and Editorial Boards, for use in identifying the leaders responsible for the Association's activities during the biennium. Budget does not provide funds for producing copies to be distributed, but any member may obtain a copy in one of the following ways. A copy of the organizational directory, upon request, may be borrowed from the Headquarters Office and reproduced by any member singly or in quantity. It is not copyrighted. For pre-payment of \$2.00 per copy to the Headquarters Office for the Association, any number may be purchased. Single copies can be shipped quickly. Bulk orders may require a limited production time.

Even before the February planning retreat some units of the Association have been busily active in business for the members: the Membership Committee and the Ad Hoc Committee for Computerization of Membership Records produced a promotional brochure for membership renewal and a newly designed membership form; the University and College Library Section had representatives make presentations at the regional hearings on the Higher Education Act held at Georgia State, January

FROM SELA HEADQUARTERS

22; and the Governmental Relations Committee has been writing proposals to use in requesting funds to support a regional Pre-White House assembly.

In September Claudia Medori joined the Headquarters Staff on a temporary basis as Assistant Executive Director. January began her appointment on a continuing basis. Claudia will be responsible for membership records, mailing of Association publications, general information dissemination and communications for members, and local arrangements for Association activities. She is on a half-time basis with a flexible schedule in order to respond to the changing work load pattern. Claudia brings a variety of experiences from her background as a librarian in the Atlanta Public Library System and various academic libraries. The Association has been fortunate that

Claudia and Eileen Janas have chosen to contribute their professional commitment to it during these expanding, demanding years. They each are tireless, imaginative, willing to assume any task of whatever level is to be accomplished, and are dedicated to the growth and development of the Association's program. They are continuing the great traditions established by the outstanding Executive Secretaries of the past.

Just a New Year's reminder to renew your membership or join today so as not to miss an issue of the journal and other mailings of the Association. By Association policy, back issues may not be available for memberships received after April 1.

— Johnnie Givens

The *Southeastern Bibliographic Instruction Directory: Academic Libraries* has been published by the Southeastern Library Association. Compiled under the supervision of the SELA Library Orientation and Bibliographic Instruction Committee, it includes information regarding bibliographic instruction programs in 349 academic libraries in the Southeast. The 368-page directory, which is in looseleaf format without binder, may be purchased for \$6.00 from The Southeastern Library Association, Post Office Box 987, Tucker, Georgia 30084. Checks should be made payable to SELA. Payment must accompany order.

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The Challenge of the Future

Connie Dunlap

Librarianship is undergoing the greatest and most rapid change that has ever occurred and, unfortunately, it is happening at a time when many library budgets are static or decreasing — the timing could not be much worse. We find ourselves in a period of transition between unparallelled growth and expansion and steady-state or retrenchment.

According to some economists, there is clear evidence that we are emerging from two centuries of growth in which there has been a generally rising economy and we are moving toward a period in which growth of all kinds will be much slower. If this is so, we must live with the expectation of long-term economic constraints and we must turn our attention to the discovery of those ways by which we can adapt to such a situation constructively. If we do not face the reality of long-term economic constraints and if we attempt to protect everything we have always done before we risk changing anything, we risk more than can be achieved with the consequent damage to our progress and to our spirit. If we face these constraints constructively, we achieve all that we risk and achieve still more if conditions turn upward.¹ In the years ahead, change will be perhaps the only constant we have. We can see the problems easily enough and we all talk about change, but many find change very threatening and difficult to deal with. In denying the need for change, there is real danger of developing a storm-center mentality in which our response could be simply defensiveness. It could be an essentially hostile attitude with the sense that the good days were the old days, that at every point our job is to protect and preserve the old ways. Many people do at least appear to respond in this manner. This is both unnecessary and self-defeating. It is unnecessary because if we remember how we thought ten

years ago, we can hear ourselves saying "if we didn't have to worry so much about building buildings, training so many new people, and doing everything in such a frantic way, we could get down to the really important matter of quality (we are then challenged to say what our vision of quality really is). We could turn our attention to doing the things we know best and doing them well, but we are caught up in such a slap-dash operation that we just don't have time to do things as well as we would like to." Can't you hear the same kinds of statements today? It is self-defeating because too often our sense of what ought to be is getting back to what we thought we once had without the difficulties that accompanied it. The absence of a sense of what really ought to be happening will increase the tendency to draw back to that storm-center mentality.²

The immediate future will be a time most of us won't like very much because we will be so concerned with administration, organization, and procedure at very precise levels. Attention to such details is mandatory if we are to maintain the quality and integrity of the libraries that have been so painstakingly built in the past. The multitude of problems associated with the great change we face would still be with us even if we had unlimited financial resources. Having less money just makes our job more challenging. Austerity is not an altogether bad thing providing it is neither too severe nor too long lasting. Austerity forces us to re-evaluate what we have always taken for granted and to do those things which are the most important. Frequently, hard times even make it possible to discontinue things which should no longer be done but which have been impossible to give up for political reasons. Academic librarians will encounter special problems in making the drastic changes that will be called for because the

Connie Dunlap is University Librarian, Perkins Library, Duke University.

academic institutions with which they are associated are, by nature, conservative and slow to accept change. Those of you who have the dubious pleasure of being library directors will find that as a change agent, you will not be greatly loved — not by some of the staff and certainly not by some of the faculty.

On most campuses, the massive change that lies ahead will result in at least a temporary rupture of the traditional library-faculty alliance that operated so effectively in the past. Unlike campaigns for larger book budgets and new buildings, a proposal to freeze the catalogs in favor of some computer-produced alternative or simply starting new ones will not be perceived by many on the faculty as something that will be beneficial to their teaching and research. On the contrary, the opposite view is likely to prevail. Charges will be made that such a proposal could only come from illiterate technocrats and insensitive budget cutters who would dehumanize the library and victimize its users for the sake of a few thousand dollars. And these views will not be without vocal sympathizers on the library staff.³ Such significant changes are, however, the necessary building blocks for a greatly improved system for the control of and access to a rapidly growing and increasingly complex body of information sources — a system that will support research and teaching better than they have ever been supported before. The times will call for bold and imaginative action.

Our problems are legion; but, as I see it, the major ones are funding, inflation, the information explosion, productivity, changing user needs and increasing demands for service, preservation, and finally, but of first rank in importance, is staff development. This list is not intended to be all inclusive; and if I have omitted your favorite, I am sure one of the panelists will pick up on it.

Funding: Surely the greatest single problem facing libraries is funding since nearly everything ultimately boils down to a question of money. From all indications, money simply is not going to be available in sufficient quantity to continue doing everything we have done in the past nor to do things in the same way. In the relatively affluent days of the fifties and sixties, many libraries made commitments that can no longer be sustained and a variety of means to reduce costs will have to be employed. A number of options are open to us which either actually save money or, at least, permit us to do as much or more without large increments to the budget. First and foremost, we

have to change our way of thinking about everything we do. More effective use of personnel is mandatory. In a relatively few years, library budgets have shifted from a ratio of $\frac{1}{3}$ personnel and $\frac{2}{3}$ acquisitions to $\frac{2}{3}$ personnel and $\frac{1}{3}$ acquisitions. It is obvious that this trend cannot be allowed to continue. Reductions in the number of staff can be made only to a limited extent without jeopardizing the quality or effectiveness of library programs. Reducing staff may be necessary, but there are many ways that remaining staff can be used to better advantage. Most libraries are reviewing and streamlining procedures to eliminate or lessen duplicative work in addition to reducing the amount of trivial work which, at times in the past, has been elevated to a level of purity that resulted in no tangible benefits except perhaps to the producer. The automation of routine tasks permits the handling of a much larger volume of work at a much greater speed, and commercial processors like Blackwell-North America or cataloging networks such as SOLINET or AMIGOS provide cataloging copy for a high percentage of the material being added to the collection and most of it can be handled by supporting staff instead of professionals. Cataloging networks have also made it much easier for us to accept the standardization of bibliographic data and the cataloging work of others. Costly customized cataloging, long a source of great pride in nearly every library, is being replaced by standardized cataloging with little or no discernible impact on the user's ability to find the titles he needs. Technology is also providing assistance in the form of computerized bibliographic networks to facilitate the exchange of bibliographic information and holdings records. At present, networks are useful generally only for recently cataloged items. Access to the large body of older materials is still through slower, conventional methods and is likely to remain so for some time to come.

While the book budget has been receiving an increasingly smaller proportion of the total library budget, inflation has further diminished its buying power and has combined with the tremendous increase in the number of scholarly publications to produce a sort of triple "whammy." With increasingly limited funding, librarians are having to reverse the past tendency of de-emphasizing selection in the hope of acquiring everything. In the name of self-sufficiency, we have been spending an increasingly large proportion of the book budget on low-use items. It is critical that greater attention be given to discriminating selection by

experts in each subject field and that selection policies be more closely matched to academic goals and programs. Carefully defined selection policies will help to insure that the most important and most needed materials are being acquired within the budgetary constraints in force at any given time; but because even the most careful attention to selection will not entirely solve the problem of too few dollars and too many important publications, we are finding it necessary to shift the emphasis from local ownership to providing access to needed materials regardless of location. Traditional methods of borrowing materials from other libraries are no longer satisfactory and increasing attention is being given to a National Lending Library and a National Periodicals Center. The Council on Library Resources and the National Commission on Libraries and Information Science are actively studying possibilities for the creation of such centers.

In 1975, the National Commission appointed a Task Force to prepare a plan for a national periodicals system. The Task Force considered alternative approaches to a national periodicals program and recommended a three-level plan. Level 1 was defined as collections of heavily-used periodicals maintained by local and state libraries and regional library systems; these collections would meet a substantial portion of local users' requirements. Level 2, at least initially, was conceived of as a photocopy service. This collection would meet the majority of requests not filled locally. Finally, Level 3 was seen as the collections of the national libraries and other major research and specialized libraries which would back up the NPC for uncommon current titles and for older material.

Two levels of the proposed national periodicals system are essentially in place. The missing element is the national periodicals center. The Task Force recommended that the Library of Congress assume responsibility for developing, managing, and operating such a center. In late 1977, LC asked the Council on Library Resources to undertake the preparation of a detailed implementation plan for a national periodicals center including a description of the technical requirements necessary for such a center.⁴ The Council's report has been completed and is currently under study.

A National Periodicals Center holds the greatest promise for providing real and substantial relief to book budgets. Many libraries report that sixty percent, or more, of their acquisitions budgets are committed to the purchase of serial

publications, and there appears to be no end in sight to the tremendous number of new periodical and journal titles appearing each year. Skyrocketing prices have created a nightmare for libraries. As a result, many libraries have been forced to cancel long-standing subscriptions. It is true, as is generally believed, that a very high percentage of the serial titles are little used five years after publication, it would seem clear that periodicals and serials would be one of the most fruitful areas for the development of a national lending program. The proposed National Periodicals Center would not only insure that all important titles were available and supplant a large portion of the interlibrary loan requests — studies⁵ have shown that nearly half of the interlibrary loan requests are for periodical and journal articles — but it would also provide substantial relief to book and processing budgets making it possible to use the savings to purchase other needed materials or to improve reader services. It is quite possible that subscriptions to some titles are needed locally for the period they are used frequently but that later needs could be satisfactorily filled through a national agency. This has the obvious advantage of saving binding and storage costs and the obvious disadvantage of controlling unbound issues for several years.

A related area which is being given considerable attention is cooperative collection development. This is seen by many as both a desirable and a very necessary development to insure that important research materials are available locally or in the region. Cooperative collection development, if done on a large scale, will create a new set of problems and will involve certain compromises that may sometimes be difficult to accept. Academic libraries encounter special problems in trying to develop cooperative programs because they are not so constituted that they can enter freely into joint agreements no matter how logical or widely beneficial such agreements might be. College and university libraries are closely linked to the academic programs of their institutions and are answerable to the academic community for the way those programs are supported.⁶ Resource sharing absolves no library from continuing to purchase library materials for its primary clientele. On the contrary, resource sharing obligates each participating library to understand patron requirements better than ever before.⁷ The real benefits of cooperative action cannot be realized in the short run, and it may be many years before we can judge the true effectiveness of

such programs. Paramount to the success of any sharing program is an effective system of document delivery. We are far from having such a system today.

Productivity: Because libraries are so highly labor intensive, it is essential that productivity be increased — and by productivity, I do not mean simply toiling harder to produce more units of work, but rather doing the *right* things in the most expeditious manner. Although productivity has been increased in areas outside the campus, it has remained more or less stationary in institutions of higher education. Industrial or commercial efficiency is both inappropriate and impossible in an academic library where individual needs must be met on an individualized basis. In the past, our usual response to new demands was “more” — to undertake any new program we had to have *more* staff and *more* money. Since “more” is no longer likely to be an option in most libraries, it is essential that better utilization be made of the staff already available. Often, too little thought is given to whether the present staff is being used effectively and whether long-standing procedures are efficient or even necessary. We need to evaluate every procedure and system in terms of what it contributes to the user and jettison those which only serve to make the profession comfortable. Too often, we have responded to financial cutbacks with budget trimming which affects only marginal things. Budget trimming alone seldom, if ever, alters the basic internal systems and procedures. The programs needed to streamline library operations and make them more productive will require will power and imagination to initiate and discipline to carry out. Agencies outside the library are capable of supplying all three if librarians do not take the initiative. It is clearly in the interest of the profession and library users that the motivation for change be internal and that the necessary discipline be self-imposed.⁸ As procedures are refined and unnecessary tasks are eliminated, special care must be taken to insure that Parkinson’s Law does not take over — that work expands to fill the time available for it. We will lose ground if we just take more time to do fewer things. Planning in all areas of library operations and services will become increasingly important. Without adequate funding, we cannot be all things to all people and careful consideration must be given to the options. Our goal must be to improve the library, not just to maintain the *status quo*. Careful planning and analysis will help to counter “decision-by-

politics” that often accompanies budget reductions. Technology will help to increase productivity. As the cost of employing technology falls and the cost of human labor rises, machines will increasingly be used in those areas where automation can improve productivity. The result will be shifts away from routine tasks to areas that require uniquely human abilities. There will also be a shift from an emphasis on processing to an emphasis on service.

Changing user needs and increasing demands: The tightening of budgets and the frequent concomitant reduction in staff has not been accompanied by a lessening in the demand for services; and because our ability to provide new or expanded services will probably continue to decline, it will become increasingly important that we review all service programs regularly and set new priorities as the situation dictates. Students enter college much better prepared academically than they did ten or twenty years ago and they approach their research studies with a greater degree of sophistication; yet in some service departments, programs available differ little from those offered in the 50’s and earlier.

The developments in the information field have been heralded by some as ushering in the Information Age. According to Daniel Bell, Chairman of the Commission on the Year 2000, we have entered the post-industrial society in which economic growth is based on the expansion of a service economy built on a sophisticated information-based, capital-intensive production system rather than on technological innovation alone.⁹ Peter Drucker has predicted that by the end of the present decade, the knowledge sector will comprise one-half of the total national product. Half of every dollar earned and spent in the American economy will be earned by producing and distributing ideas and information and will be spent on procuring ideas and information. From an economy of goods, America has changed into a knowledge economy.¹⁰ If academic librarians are to meet the challenges of serving in an age in which information has become a primary resource, we must examine with a new sense of urgency how we can best help students prepare to deal with the great mass of information, not only as students but also as future researchers, teachers, or businessmen.

Staff Development: In the years ahead, the role of librarians and the demands placed on them will likely change drastically. In a speech before the Association of College and Research Libraries in

Detroit last year, Stephen Bailey, then acting President of the American Council on Education, said, "I cannot really tell you about the future of libraries. But I think I can tell you something about the future of librarians. Melancholy as it may sound to some of you, librarians of the future must be budgeteers and systems managers, and conflict resolvers, and priority selectors, and superb academic politicians You are involved in one of the most complex management areas known to human-kind.

"If I am even halfway correct, it is possible that you must ask yourself whether the pre-service and in-service professional education available to librarians is really adequate or even totally appropriate. It may be useful for you to seek out those in the management and behavioral sciences who are concerned with developing administrative rather than bibliotechnical arts and skills. The health of college and research libraries in the future will depend far more on your management abilities than on your knowledge of accessions or cataloging procedures."¹¹ If Mr. Bailey is right, and there is a growing body of evidence to indicate that he is, a massive program of retraining and staff development will be necessary if librarians are to produce the results the times will demand. Each librarian is a manager, whether he wants to be or not, in that he is in charge of scarce resources — money, time, facilities, staff — and there are not enough of any of these to do the ideal job.¹² We must develop expertise in library economics, management, and organizational psychology. The increased use of technology will change our work so that many of us will find it necessary at some point to undertake new studies. A group at the Graduate School of Library and Information Science at the University of Pittsburgh has stated that the librarian of the future will be dealing with the pressures of a diminished job market calling for more carefully honed and specialized job skills and career planning.¹³

Two approaches are necessary to meet the increasing demands that will be made of librarians. One is that the libraries will have to institute programs to help staff develop the skills needed for a greatly changed environment. The other is that librarians will have to undertake programs of continuing education to satisfy the needs for subject and language specialties that the library cannot provide. These processes will not be without trauma, but human growth never is. Scholarship is the basic business of the university; and by increasing staff participation in continuing educa-

tion, the library can build bridges to all parts of the academic community to increase the flow of intellectual traffic so long inhibited to a significant extent by the attitudes generated by an organization that has valued order and efficiency above individual initiative and vitality.¹⁴

Preservation: An area of utmost importance that no academic library appears to be dealing with adequately is preservation. It is a problem of such monumental and overwhelming magnitude that even in the best of times, we would be ill prepared to cope with it. We are filling our libraries with books that have a short life expectancy; and, to some extent, we are already faced with buying the library a second time. In most libraries, the environment in which we house one of man's most precious treasures is outrageously bad; and unless we begin immediately to take concerted action to preserve important materials, Mother Nature may do our weeding for us — and She is not likely to use carefully thought-out selection criteria. The buildings constructed in the 50's and 60's were designed to bring the reader and the collection together — a noteworthy educational objective — but all such buildings are overheated and contributing to the mass deterioration of the collections. It would be far better to have an expendable core of books for students to have access to and to house the rest in a controlled environment with adequate temperature, humidity, and ventilating systems. But controlled environment alone will not do the job. Books printed on paper with high acid content will need special treatment if they are to survive. The costs of even a modest preservation program are astronomical, but the consequences of doing nothing will be disastrous. Books and other library materials are not the only endangered species. By the end of this century, it is quite probably that in the older and heavily-used libraries, a large portion of the cards in the catalogs will be so badly worn or deteriorated that it will be necessary to remake the cards or to convert the records into some sort of automated catalog. Either way, the cost will be extremely high.

Librarianship will become increasingly complex in the years ahead; and if we are to meet the challenges and fulfill our obligation to the communities we serve, we must make a renewed commitment to the profession. We must develop a sense of mission that overarches personal goals and feelings. We must be willing to give priorities to new things as well as to the old. Supervisors and administrators must make in-

creased efforts to develop staff capable of meeting ever-more demanding situations. Individually, we must undertake personal programs of continuing education to keep abreast of a rapidly changing profession. Collectively, we must not cling to the past and succumb to survivalism however difficult progress may seem during these times of

retrenchment. There is no standing still — either we move ahead or we fall behind. We must not let our problems consume our energies and blind us to the necessity of dealing constructively with complex issues and changing conditions in order to improve the quality of library services. Are we up to the challenge? I think we are.

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Editor's Note:

Sincerest apologies to the Virginia Library Association for the error in the Winter 1978 issue. When the typesetters received the new officers for the WVLA, they inadvertently dropped those of the VLA.

When the index for 1978 was proofed the name of John Rutledge, Jr. appeared, and there was no entry. If Mr. Rutledge will identify himself, I shall be happy to make the proper entry in a future issue of the journal.

Pamela Palmer tells me that in the printing of the excellent article she and Donna Gambill wrote that on p. 173, col. 2, paragraph 3, there is an omission. The first sentence should continue "of ASERL librarians and 14.77% of non-ASERL librarians held such degrees, giving an overall 19.19%."

An explanation is perhaps in order about the missing picture of President Lockhart in the last issue. She asked that one of two years back be used. After it was too late for rectification, we discovered that the printer no longer had the photo on file.

Instructional Development at the K-12 Level: Attitudes and Activities

Phillip M. Turner and Nina N. Martin

Instructional development is a systematic approach to the design, production, utilization, and evaluation of complete systems of instruction.¹ The role of the school level media professional as instructional developer was delineated in the joint ALA/AECT publication *Media Programs: District & School*.² In this publication, activities specified for the media professional include participation in curriculum development and implementation, media selection and acquisition, media dissemination, and instructional material production.

Not only does there seem to be general agreement among educators and theorists that media professionals should include, among other duties, those tasks that comprise the role of an instructional developer, there is a call for this role to be a major one.^{3,4} Many textbooks used for training prospective media professionals contain both a philosophical basis for, and instruction in, the acquisitions of these skills.^{5,6,7,8}

Given this consensus, one question logically follows. What is the actual extent of instructional development activities by media practitioners at the K-12 level, and what is the attitude of these professionals toward this role?

Media professionals operating in a specialized environment, such as Individually Guided Education/Multi Unit Schools, and media professionals who are graduates of experimental programs that emphasize training for instructional development were found to perform a large number of instructional development tasks.^{9,10} In more typical settings, however, fewer instruc-

tional development activities were performed.¹¹ Media professionals were less positive toward their activities than the administration and teachers with whom they worked.¹²

With repeated exhortations in the literature for the media professional to become involved in instructional development at the school level, and with only limited reports from the field, the purposes of this study emerged:

1. To determine the extent to which instructional development activities are performed by media professionals in Alabama.
2. To determine how important the inclusion of these tasks as part of their role is to this population.
3. To ascertain whether a relationship between attitude and performance exists.

A questionnaire consisting of twenty-eight activities was developed by the authors. These tasks were drawn from the *Task Analysis Survey Instrument* and from correspondence with media professionals in the field.¹³ The twenty-eight activities encompass those that are easily defined as instructional development, as well as others that can be seen as supportive of a systematic approach to instruction. A range of activities was included in an attempt to provide a continuum of complexity of instructional development activities.

The questionnaire contained the twenty-eight activities as well as two Likert-type scales for collecting information on performance of, and attitudes toward, these activities. The attitude scale

Dr. Turner is Assistant Professor and Dr. Martin is Associate Professor, Graduate School of Library Service, University of Alabama.

ranged from 0 for "little or no importance" to 4 representing a "very important" activity. With similar quantifiers, the extremes of the performance scale were "never" and "frequently."

The population for this study was the media professionals employed during the 1977-78 school year in 300 schools in Alabama. The schools were chosen at random and represented the existent distribution of elementary, junior high, and high schools. Two mailings were made to this population.

Two hundred and three questionnaires were returned yielding a return rate of 67%. The number of usable responses varied with each activity as several incomplete questionnaires were returned and data could only be tabulated for those activities to which responses were given.

The correlation of the frequency of performance of each activity with the perceived impor-

tance was investigated. A Pearson product moment coefficient was calculated for each activity. Finally, the relationship of the total performance score to the total attitude score was investigated using the same statistical procedure.

As can be seen from Table 1 where the seven most often performed activities are arranged in the order of frequency of performance, only a small portion of the population reported that they performed the tasks less than occasionally. In fact, the top four tasks were performed frequently by the majority of the respondents.

A closer look at the seven most frequently performed activities leads one to the conclusion that these are more traditional library service activities. The performance of these activities, however, provides a foundation for executing the more commonly recognized instructional development activities.

Table 1
Performance and Attitude Scores on the Seven Most Frequently Performed Instructional Development Activities

ACTIVITY	PERFORMANCE ^a					ATTITUDE ^b					Mean	r	
	Number of Respondents					Number of Respondents							
	0	1	2	3	4	0	1	2	3	4			
Acquires, maintains, and provides selection aids for finding new materials.	0	1	15	24	125	3.65	0	0	5	16	143	3.84	.46*
Gives instructions in use of materials and/or equipment to students.	3	3	26	25	108	3.40	2	1	7	30	124	3.66	.54*
Verbally suggests titles of instructional materials to teachers.	2	4	29	39	91	3.29	3	2	12	28	119	3.57	.63*
Develops lists of titles of instructional materials in response to a specific topic given by a teacher.	3	7	36	34	85	3.15	0	1	16	25	121	3.63	.47*
Maintains a source of curriculum guides, professional materials for use in planning.	5	8	34	42	76	3.07	1	1	12	32	118	3.16	.56*
Determines measurable objectives for the media program.	5	6	40	45	69	3.01	0	2	9	38	114	3.62	.45*
Works with teachers in selecting materials to meet specific objectives.	5	7	41	43	69	2.99	1	2	12	29	120	3.61	.44*

*p .001<

^a0 = never
2 = occasionally
4 = frequently

^b0 = little or no importance
2 = moderately important
4 = very important

Table 2 lists the seven activities that were least frequently performed.¹⁴ These activities more convincingly define the domain of instructional development. Despite the more esoteric status of these activities, at least a third of the respondents reported that they performed them at least occasionally.

There was a wide range of attitudes toward the instructional development activities. Twenty out of the total list of twenty-eight activities had at least one response in each category of perceived importance. A reading of both tables shows that the respondents hold more positive attitudes toward the performance of the more traditional activities. The majority of the media professionals responding place at least a moderate importance, however, on all of the activities.

The *r* values in both tables show that there is a strong relationship between the frequency of per-

formance of each activity by the media professional and the importance placed on that task. All correlations were significant at greater than the .001 level.¹⁵

The data obtained in this study give cause for a mildly optimistic diagnosis as to the present state of health of instructional development at the K-12 level in Alabama. Media professionals appear to be practicing, albeit in many cases to a limited extent, a systematic process of education. A positive attitude toward instructional development is evident and related to more frequent performance of instructional development activities.

One may seek to identify factors that prevented greater performance of the activities in Table 2. For the majority of the seven, the reasons for this performance can be easily surmised. Inadequate equipment for production, desire not to cross into the administrator's role, and less than enthusias-

Table 2
Performance and Attitude Scores on the Seven Least Frequently Performed Instructional Development Activities

ACTIVITY	PERFORMANCE ^a						ATTITUDE ^b						
	Number of Respondents					Mean	Number of Respondents					Mean	<i>r</i>
	0	1	2	3	4		0	1	2	3	4		
Produces instructional materials in response to a specific design given by the teacher. This design specifies the type of medium and content to be included.	50	24	48	20	23	1.65	10	8	39	35	71	2.91	.55*
Designs and produces instructional materials in response to instructional objectives, learner characteristics, and other parameters.	45	21	69	14	16	1.61	8	3	45	40	67	2.95	.38*
Participates in curriculum development and revision.	51	23	54	21	16	1.56	12	6	31	42	73	2.96	.38*
Observes classroom work to coordinate media center activities with instructional programs.	49	32	49	20	15	1.51	13	9	33	43	65	2.85	.39*
Acts as part of an instructional team in designing instructional programs.	56	26	58	13	12	1.39	14	5	41	38	66	2.83	.43*
Participates in team-teaching activities.	62	25	56	14	8	1.28	21	10	50	35	47	2.47	.38*
Conducts workshops for teachers in evaluation and selection of materials.	69	28	46	12	10	1.19	13	13	43	42	53	2.66	.38*

**p* .001<

^a0 = never
2 = occasionally
4 = frequently

^b0 = little or no importance
2 = moderately important
4 = very important

tic acceptance of the media professional as a full-fledged member of the instructional team are likely factors.

That the media professionals performed the seventh task in Table 2 least of the 28, and also ranked it twenty-seventh in importance, is perplexing. Selection should be a part of any media professional's repertoire, and the imparting of selection skills to the faculty should be of utmost importance. Action needs to be taken at both the initial and continuing education levels to reverse this state of affairs.

A prognosis for the future of instructional development is more difficult. The practice of more

sophisticated activities requires backing in terms of personnel, materials, and supplies. Unless adequate support is forthcoming, these activities will no doubt remain last and least performed.

In an era of accountability, it is crucial for the school media center to be linked directly to the process of education. Participation in instructional development provides such a link. The generally positive attitude that is present must be encouraged, and the necessary support must be given to allow the media professional to be a stronger force in the provision of quality education.

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¹⁵A significance level of .001 represents a confidence factor of 999/1000 that a relationship does exist between the two variables.

SELA ARCHIVAL MATERIALS NEEDED

The President and the Executive Secretary of the Southeastern Library Association ask all former officers and chairmen of committees and sections of the Southeastern Library Association to search their files for SELA materials. If any are found, they should be sent to Headquarters to be included in the SELA Archives.

Accreditation and the Profession

Robert Smith

To start a heated discussion among library educators, one need only mention the term "accreditation." Much has been said and written about the accreditation of library education programs by the American Library Association. Accreditation in some form is accepted as necessary for the continued viability and strength of librarianship as a profession, but there is general disagreement over the specific role it is to play.

There are probably two major reasons for lack of agreement among library professionals over accreditation. One is the concern of the established and accredited library schools over how changes in the accreditation process will affect them. With the present job market, many library schools are first concerned with their survival, and secondly with the strength of the profession.

Another source of disagreement is that library schools do not seem to have any idea of what they are doing and why. They do not know what they are and where they are going. Is librarianship a science? Is it an art? Is it worthy of graduate school status? What is the connection between undergraduate and graduate work? What is librarianship?

As John Berry, editor of *Library Journal*, has suggested, a full re-examination of the implications of accreditation should and must be made. These implications include certification, and supposed job shortage, continuing education, the status of advanced degrees in librarianship, equal employment opportunity practices, the veracity of library school advertising, the purposes served by accreditation, and who should accredit library education programs.¹ Both library educators from accredited and non accredited programs and practicing librarians, who are too often ignored, should be involved in the review process.

Library schools continue to seek students and

graduate librarians in spite of the widely discussed lack of employment opportunities. This fact is directly related to their concern for survival. A moratorium on the accreditation of more library education programs like that done in England would be ethically and legally impossible in this country. Also, requiring limitations on enrollments as a part of accreditation is not possible because doing so would also be a restriction of trade.²

Two possibilities within the framework of accreditation which might effectively curtail the overproduction of librarians and strengthen the profession as a profession are related to making entry into the library profession more stringent. The fact is that if an individual cannot find employment or satisfaction in his original choice of a profession then that individual can become a librarian after only a one year sojourn in a library school. Many people outside of the profession believe that librarianship is relatively easy to get into and is a safe profession for certain personality types. The fact of ease of entry may become increasingly apparent as a weakness and a contributory factor to the oversupply of librarians for today's job market.

The number of people entering the profession might be substantially reduced (through accreditation) by making the preparation of librarians a two-year process. The first, but most unlikely to gain wide support, would be basing the necessary one year master's on undergraduate prerequisites equivalent to a major. Graduate work in librarianship would be complementary but not duplicative of the undergraduate experiences. An individual seeking a master's degree in librarianship would be required to meet all of the undergraduate requirements before admission to the professional graduate program. Of course, this has manifold and possibly untenable ramifications.

Robert Smith is a member of the faculty of the Dept. of Library Science and Instructional Media, Western Kentucky University.

tions for accreditation, especially in the desirability of the involvement of ALA in the accreditation of programs on the undergraduate level.

The other alternative is that masters' programs would have to be two years in order to be accredited. Two-year programs are common in other fields such as clinical psychology and social welfare. By expanding the graduate programs in librarianship to two years, the number of entrants into the profession might be reduced, the prestige of the profession enhanced by better prepared professionals, and the strain on already overcrowded one-year curricula relieved. These advantages also support the less palatable argument for more undergraduate prerequisites.

Librarianship does seem to have an identity problem for people within and without the profession, and this concern for identity has clouded the view of the tradition of a one-year program of professional education and the open door admissions policy for the profession. Roy Stokes has rightly stated that library education has not fully bridged the gap between general and professional education and that while professional preparation is rightfully on the graduate level, the courses are not truly graduate courses because they are not sufficiently articulated with undergraduate education.³

A characteristic of many professions, especially older ones, is an established pattern of service. Librarianship, on the other hand, is old as a way of life but relatively new as a profession and has not yet developed a satisfactory amount of reassurance. It has distinguished itself in modern times by a distinct lack of certainty as to both its name and nature. Library science today is the preferred title for the profession. It is not really a *science*, and among some professionals the term *information science*, which will hopefully bring an automatic increase in status, is being adopted.⁴

For the majority of library schools, funding will probably continue to be a critical problem. With the continuing crisis in university funding and university enrollments, the next ten years will be difficult, especially for library education.⁵ The inability of the library professional to come to grips with its nature, content, and identity probably contributes to the financial straits. This is quite true whenever university administrations begin looking for "nonessential" programs in order to reduce spending. The "essentiality" of a program in this case is based upon the status of the related profession and status is related to the stringency of admission into the profession and the selectivity of the professional membership. The possible decline in the status and prestige of librarianship is an idea that is accepted privately but not often stated openly.

Confidentiality has so dominated the ALA accreditation process that professionals and lay people alike have had little understanding of it.⁶ Accreditation by the Committee on Accreditation of the ALA is presently handled with such great secrecy that even many ALA councilors are unaware of the purposes and processes involved. Accreditation must be thrown open for scrutiny and frank discussion by all people affected by it, not just select "faculty clubs." Probably the most opportune time for reconsideration of ALA accreditation is now since all presently accredited programs have been evaluated according to the 1972 standards.⁷

While accreditation may not be a pleasant topic of discussion to some, it is one that must be openly considered in relation to the potential it offers for helping alleviate the reality of a tight job market for professional librarians and the slipping prestige of an uncertain profession. Certainly, accreditation has much value in expressing to society what librarianship is all about — a common, but not easily answered question.

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How To Take Tests: Needed Library Holdings

John L. Fluitt and David L. Payne

Awareness and concern in the lay public about testing and test-taking skills traditionally has been most prominent in that portion of the high school and college student populations and their parents who were concerned with good grades, achievement, and gaining admission to select colleges and graduate and professional schools. As the social, academic, and professional aspirations of the population rise there will probably be a related rise in interests, in test performance and test-making skills. Potentially, the increasing use of test scores in competitive situations noticeably stimulate heightened concern over measured performance and the testing process. Undoubtedly the increasing instances of state legislative actions requiring certain performance levels for high school graduation, acceptance in teacher training programs, certification, etc. also will enhance the realization of the importance of test performance in the aspirations and lives of heretofore frequently disinterested students and parents.

If these assumptions are accurate, it can be suggested that perhaps libraries should begin now to expand their holdings and services when and where necessary to meet the anticipated emergent needs related to testing and to test-taking skills.

In this regard, the following represent a selected set of appropriate reference materials that are suggested for library acquisition. In order to assist the librarian in maximizing the effectiveness of acquisitions the costs of each item are included. No effort has been made to grade the quality of any of these since it is proposed that each librarian should use professional judgment as to which would best suit the needs and resources of his or her library. A more comprehensive selected bibliography encompassing articles and monographs is also included for those who desire a broader range of related references.

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John L. Fluitt is Associate Professor of Education, University of New Orleans. David L. Payne is Director of the Library and Professor of Library Science, Mississippi University for Women.

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Graduate Courses in Library Science Offered in the Southeast During the 1978 and 1979 Summer Sessions

Robert T. Carterette and Edwin S. Gleaves

The present study grew out of a meeting of the deans and directors of library schools at the SELA/SWLA meeting in New Orleans in October of 1978. One of the many issues discussed at that meeting might be called the bibliographic control of summer courses, i.e., standardized access to the many offerings which are available to pre-service and in-service librarians during the summer sessions. The deans and directors present soon realized that even they are often not aware of what other schools are offering during the summer sessions, and special concern was expressed for those highly specialized courses which probably should not be duplicated from school to school in a given summer. The origin, therefore, of the study was rooted in concerns for scheduling, but it was soon agreed that a composite list would be of use not only to the library educators but to prospective library science students, including in-service librarians who find it necessary to attend during the summer sessions or who may have summer sessions free in order to update their knowledge and skills.

One of the first of several limitations to be placed on the study was that of region; since the idea was to publish the results of the study in *The Southeastern Librarian*, it did not seem feasible to solicit information from all of the programs in the Southwest, although admittedly some of those programs would be of interest to the readers of *The Southeastern Librarian*.

Secondly, no attempt was made to canvass all

of the library education programs in the Southeast; most of the larger programs, whether accredited by the American Library Association or not, are members of the Association of American Library Schools, and thus the questionnaires concerning summer offerings for 1978 and 1979 were sent to the 24 AALS members in the states which comprise the Southeastern Library Association. Twenty-one responses were received. In most cases the summer schedules are reasonably final although it is possible that some changes will be made in an individual school program. The reader would do well to write directly to the school for final information concerning summer offerings, teaching faculty, dates, costs, etc.

Unquestionably the most difficult problem was that of developing a format for the presentation of all of the courses to be offered in the summer. The first temptation was to lump all of the more common courses together and then to list only the courses of unusual interest or specialization. But, using the AALS categories as they appear in the *Journal of Education for Librarianship*, it soon became evident that there was developing an interesting taxonomy of curricular offerings in the library education programs of the Southeast, together with all the variations in titles, and an attempt was made to present a full, if not complete, listing of the course titles, along with their schools, the duration of the courses, and the summer(s) offered. It is hoped that this comprehensive listing will be useful, not only to prospec-

Mr. Carterette is a graduate student in the School of Library Science, George Peabody College for Teachers, of which Dr. Gleaves is Director.

tive students, but to library educators contemplating revisions in course titles and expansion of offerings.

The AALS classification system, it was found, is not a perfect one, and some of the courses listed under one section may well be ambiguously classified. This ambiguity is compounded, in some instances, by course titles not clearly reflecting content, or titles stemming from non-traditional areas not evident in the AALS classification. In general, however, the system seems to accommodate quite well the range and variety of library science courses from the schools surveyed.

Among the courses listed are a number of special offerings, by which is meant courses which are offered in a very limited number of institutions and/or are offered rather infrequently. Among the specialized bibliography courses, for example, one can find Information Sources and Services in Business Management (Kentucky), Bibliography of Minority Cultures (Peabody), and Sources and Services in Energy and Environment (Tennessee). Legal bibliography and law librarianship are

offered only at Emory, Kentucky, North Carolina, and Tennessee. Emory and Peabody are the two schools which offer courses in medical/health sciences librarianship. Alabama, Emory, and Kentucky offer special courses in archives/special collections. A large number of schools offer workshops and courses on audio-visual/multi-media materials, some with titles as general as "Basic Media" and as specialized as "Equipment Repair and Maintenance."

The number of courses offered during the summer sessions vary from a library practicum with public library emphasis to 32 courses. Some of the larger schools offer abbreviated programs during the summer sessions, while a number of schools appear to offer more courses during the summer sessions than during the regular academic year, with attendant higher enrollment.

Preceding the list of courses, the names of contact persons and their addresses have been given. The names of the schools appear in alphabetical order according to the abbreviations used for the schools.

Abbreviation	School	Contact Person
ALA	School of Library Service University of Alabama University, AL 35486	James D. Ramer, Dean
ALAM	School of Library Media Alabama A & M University Normal, AL 35762	Terrance J. Nordmann, Asst. Professor
AU	School of Library Service Atlanta University Atlanta, GA 30314	Virginia Lacy Jones, Dean
AUB	Dept. of Educational Media Auburn University Auburn, AL 36830	Nancy W. Bush, Head
ECU	Dept. of Library Science East Carolina University Greenville, NC 27834	Gene D. Lanier, Chairman
EMY	Division of Librarianship Emory University Atlanta, GA 30322	A. Venable Lawson, Director
FSU	School of Library Science Florida State University Tallahassee, FL 32306	Harold Goldstein, Dean
GPC	School of Library Science George Peabody College for Teachers Nashville, TN 37203	Edwin S. Gleaves, Director
JM	Dept. of Library Science & Educational Media James Madison University Harrisonburg, VA 22801	Raymond Ramquist, Head
MKY	Dept. of Library Science Murray State University Murray, KY 42071	Edwin C. Strohecker, Chair

Abbreviation	School	Contact Person
MSU	Dept. of Library Science Memphis State University Brister Library 201 Memphis, TN 38152	Evelyn G. Clement, Chair
NCU	School of Library Science North Carolina Central University Durham, NC 27707	Annette L. Phinazee, Dean
UKY	College of Library Science University of Kentucky Lexington, KY 40506	James Sodt, Asst. Dean
UMS	Graduate School of Library and Information Science University of Mississippi University, MS 38677	Ellis E. Tucker, Director
UNC	School of Library Science University of North Carolina Chapel Hill, NC 27514	Lynette Mappes
UNCG	Library Science/Educational Technology Division University of North Carolina Greensboro, NC 27412	Mary Frances K. Johnson, Chair
USF	Dept. of Library, Media & Information Studies University of South Florida Tampa, FL 33620	Fred Pfister, Chairperson
USM	School of Library Services University of Southern Mississippi Hattiesburg, MS 39401	Joseph J. Mika, Asst. to the Dean
UTK	Graduate School of Library & Information Science University of Tennessee Knoxville, TN 37916	Ann E. Prentice, Director
WKY	Dept. of Library Science Western Kentucky University Bowling Green, KY 42101	Vera G. Guthrie, Head
WVA	Library Science Dept. West Virginia University Morgantown, WV 26506	Barbara Mertins, Asst. Professor

COURSE TITLE	SCHOOL	DURATION	DATE/SUMMER
1. CATALOGING AND CLASSIFICATION			
Cataloging & Classification	EMY	8 weeks	78, 79
Cataloging & Classification	WVA	6 weeks	79
Intro to Cataloging & Classification	UKY	8 weeks	78, 79
Cataloging & Classification I	GPC	8 weeks	78, 79
Classification & Cataloging	WKY	6 weeks	79
Advanced Cataloging	EMY	8 weeks	78
Advanced Cataloging	USF	10 weeks	79
Advanced Cataloging & Classification	UNC	5 weeks	78, 79
Cataloging & Classification II	GPC	4 weeks	78, 79
Library of Congress Classification	UKY	4 weeks	78
Cataloging Non-Print Materials	UKY	4 weeks	78
Cataloging Non-Print Materials	WKY	3 weeks	79
Cataloging & Classification of Media	AUB	10 weeks	78, 79
Cataloging & Classification of Media Center Materials	AU	8 weeks	79
Special Problems in Cataloging	JM	3 weeks	79
On-Line Cataloging	EMY	8 weeks	79
Organization of Materials	NCU	7 weeks	78, 79
Subject Analysis of Materials ¹	NCU	7 weeks	79

COURSE TITLE	SCHOOL	DURATION	DATE/SUMMER
Organization of Media	ECU	5 weeks	78
Cataloging & Classification	MSU	4 weeks	78
Cataloging & Classification — Dewey	UMS	5 weeks	79
Cataloging & Classification — LC	UMS	5 weeks	79
1b. TECHNICAL SERVICES			
Technical Services	ALA	5 weeks	78, 79
Technical Services	EMY	8 weeks	78, 79
Technical Services	FSU	8 weeks	78
Technical Services	USF	10 weeks	79
Technical Services in Libraries	NCU	7 weeks	78
Intro to Technical Services	AU	8 weeks	79
Technical Services & Resources	ALA	5 weeks	78
Practicum in Technical Services	ALA	5 weeks	78, 79
Seminar: Technical Services	AU	8 weeks	79
2. INFORMATION SCIENCE			
Intro to Information Science	UTK	10 weeks	78
Information Science & Libraries	FSU	8 weeks	78
Information Science for Librarianship	USF	10 weeks	78
Automated Information Sources & Services	USF	10 weeks	78
Information Retrieval	EMY	8 weeks	79
Information Storage & Retrieval Systems	UKY	8 weeks	79
Information Storage & Retrieval	GPC	4 weeks	78, 79
Research in Librarianship & Information Science	NCU	7 weeks	79
Introduction to Information Science	MUS	4 weeks	78
Intro to Information Science	UMS	4 weeks	79
2a. Information Systems & Networks			
Information Systems Design & Evaluation	FSU	8 weeks	78
Instructional Systems Design & Evaluation	ALAM	8 weeks	79
Library Systems Analysis	UKY	8 weeks	79
Library Networks & Systems	USF	10 weeks	79
3. LIBRARY AUTOMATION & DATA PROCESSING			
Library Automation	ALA	5 weeks	78, 79
Automation of Library Processes	ECU	5 weeks	78
Library Automation	EMY	8 weeks	78, 79
Data Processing of Library Operations	GPC	4 weeks	78, 79
Automation of Library Processes	UTK	12 weeks	78, 79
Introduction to Automation in Libraries ¹	NCU	7 weeks	79
Computers in Library and Information Systems	UMS	5 weeks	79
4. THE LIBRARY AS A SOCIAL ORGANIZATION			
Information Resources in the School & Community	AUB	10 weeks	78
Library & Society	ECU	5 weeks	78, 79
Mass Media & Libraries: Communication Challenges, Problems & Responsibilities	FSU	8 weeks	78
The Library in the Community	GPC	4 weeks	78
Parent-Education & School-Community Relationships	NCU	7 weeks	78
Library Outreach Programs	UMS	5 weeks	79
5. LIBRARY ORGANIZATION & ADMINISTRATION			
Library Management	ALA	5 weeks	78, 79
Library Management	UTK	12 weeks	78, 79
Library Administration	EMY	8 weeks	79
Library Administration	UKY	4 weeks	78, 79
Library Administration & Management	ECU	5 weeks	78
Intro to Library Administration	USF	10 weeks	78, 79
Theory of Library Administration	UNC	5 weeks	79
Library Systems & Services	UTK	6 weeks	78
Administrative Behavior in Library Management	UKY	4 weeks	78
Management of Information Services	EMY	8 weeks	78, 79
Library Management & Organization	MSU	9 weeks	78
Library Administration	UMS	5 weeks	79

COURSE TITLE	SCHOOL	DURATION	DATE/SUMMER
5a. SCHOOL LIBRARY/MEDIA CENTER: ORGANIZATION & ADMINISTRATION			
School Library Administration	UTK	6 weeks	78, 79
Problems in School Library Administration	FSU	8 weeks	78
Current Problems in School Libraries	UKY	4 weeks	78
School Library Organization & Administration	WVA	3 weeks	78
Seminar in School Library Administration	ECU	5 weeks	79
Administration & Supervision of Public School Library Systems	UNC	5 weeks	78
School Libraries	UTK	10 weeks	78
Administration of the School Library Media Center	GPC	4 weeks	78, 79
Organization & Administration of the School Library Media Center	WKY	6 weeks	79
Managing School Library Media Centers	WVA	6 weeks	79
Administration of Library/Media Programs	UNCG	6 weeks	79
School Media Centers	ALA	5 weeks	78, 79
Organization & Administration of School Media Centers	USF	10 weeks	78, 79
Management of the School Media Program	GPC	4 weeks	78
School Media Program	UNCG	6 weeks	79
Organization & Administration of Media Centers	AUB	10 weeks	78, 79
Management of Media Services	JM	3 weeks	79
Problems in Administration of Media Services	AUB	8 weeks	79
Supervision of District Media Services	JM	3 weeks	79
Instructional Materials Centers: Development, Organization & Integration with Curriculum ²	USM	2 weeks	79
Administration of the School Media Center	NCU	7 weeks	78, 79
School Media Center	AU	8 weeks	79
Developing a Successful Media Center	USM	1 week	79
School Library Administration	MSU	4 weeks	78
Adm. of the Multi Media School Library	UMS	5 weeks	79
The School Library as an Educational Force	UMS	5 weeks	79
5a. PUBLIC LIBRARIES: ORGANIZATION & ADMINISTRATION			
Public Library Service	AU	8 weeks	79
Problems in Public Library Administration	FSU	8 weeks	78
Public Libraries	UKY	8 weeks	78
Public Library Administration	GPC	4 weeks	78, 79
Public Libraries: Today & Tomorrow	USM	1 week	79
5a. ACADEMIC & SPECIAL LIBRARIES: ORGANIZATION & ADMINISTRATION			
Academic Libraries	ALA	5 weeks	78
Academic Libraries	UKY	8 weeks	78
Academic Library Administration	GPC	4 weeks	78, 79
Seminar in Library Administration — Community College	ECU	5 weeks	78
Academic Library Service	AU	8 weeks	79
Special Library/Information Center Administration	GPC	4 weeks	79
Technical Library & Information Centers	UTK	6 weeks	79
Special Collections	UKY	8 weeks	79
Community College Librarianship	USF	10 weeks	79
6. COMMUNICATION OF KNOWLEDGE & IDEAS			
Educational Communications	ECU	5 weeks	79
Instructional Development in Educational Communication	ECU	5 weeks	79
Modes of Mediated Instruction	AUB	10 weeks	78, 79
Communications Theories	ALAM	8 weeks	79
Agencies & Media of Communication	UNC	5 weeks	79
Contemporary Publishing & the Book Trade	UNC	5 weeks	78
Basic Design & Practice in Printing	ALA	5 weeks	78, 79
Advanced Design & Practice in Printing	ALA	5 weeks	78, 79
Printing on Hand Presses ³	UKY	4 weeks	79
7. MATERIALS SELECTION & ACQUISITIONS			
Materials Selection & Collection Development	ALA	5 weeks	79
Selection & Acquisition of Library Materials	GPC	8 weeks	78, 79

COURSE TITLE	SCHOOL	DURATION	DATE/SUMMER
Library Collection Development	EMY	8 weeks	78
Principles of Materials Selection	UTK	6 weeks	78, 79
Selection of Library Materials	USF	10 weeks	78, 79
Selection of Media	ECU	5 weeks	78, 79
Media Resources	ALAM	8 weeks	79
Multimedia Materials	UKY	4 weeks	79
Multimedia Resources	UTK	6 weeks	78, 79
Audiovisual Library Media	GPC	4 weeks	78, 79
Non-Book Materials as Library Resources	UNC	5 weeks	78, 79
Audiovisual Utilization	USF	10 weeks	78
Selection, Acquisition & Evaluation of Non-Print Materials	WKY	3 weeks	79
Evaluation of Media Programs	AUB	8 weeks	78
Learning Resources	AUB	10 weeks	78
Collection Building	AU	8 weeks	79
Media for Minorities	ALA	5 weeks	79
Collection Development for Science Fiction	UTK	6 weeks	79
Intermediate Materials, Methods, Services II	NCU	7 weeks	78
Intermediate Resources & Services	NCU	7 weeks	79
Selection and Evaluation of Library Materials	UMC	5 weeks	79
8. REFERENCE			
Information Services	ALA	5 weeks	79
Reference & Bibliography	AU	8 weeks	79
Reference Materials & Services	AUB	8 weeks	78, 79
Introduction to Reference	ECU	5 weeks	79
Reference Problems	ECU	5 weeks	78
Reference Sources	EMY	8 weeks	78, 79
Information Services in Libraries	FSU	8 weeks	78
Reference & Information Services	UKY	8 weeks	78, 79
Reference Services	UNC	5 weeks	79
Reference Sources & Methods	UNCG	6 weeks	79
Basic Information Sources & Services	USF	10 weeks	78, 79
Intro to Reference Materials	UTK	12 weeks	78, 79
Subject Reference & Bibliography	UTK	12 weeks	78, 79
Reference	WKY	6 weeks	79
Reference & Bibliography	WVA	5 weeks	78
Information Resources	ALA	5 weeks	78, 79
Selection & Use of Reference Materials	NCU	7 weeks	78, 79
Seminar in Public Service ³	UNC	5 weeks	78, 79
Reference and Bibliography	UMS	5 weeks	79
9. BIBLIOGRAPHY			
Bibliography	FSU	8 weeks	78
Introduction to Bibliography	GPC	8 weeks	78, 79
Bibliography	UNC	5 weeks	78, 79
9a. BIBLIOGRAPHY — SPECIAL TOPICS			
Humanities	ALA	5 weeks	79
Reference in the Humanities	ECU	5 weeks	78
Humanities Literature	EMY	8 weeks	79
Bibliography of the Humanities	GPC	4 weeks	78, 79
Bibliography of the Humanities	UKY	8 weeks	78
Humanities Literature	UNC	5 weeks	79
Humanities Material, Methods & Services ⁴	NCU	7 weeks	78
Sources & Services in the Humanities	UTK	12 weeks	78, 79
Humanities Bibliography	MSU	4 weeks	79
Literature of the Social Sciences	AU	8 weeks	79
Social Science Resources & Services ⁴	NCU	7 weeks	79
Social Sciences	ALA	5 weeks	78, 79
Social Science Literature	EMY	8 weeks	79
Bibliography of the Social Sciences	GPC	4 weeks	78, 79
Bibliography of the Social Sciences	UKY	8 weeks	78, 79
Reference in the Social Sciences	ECU	5 weeks	79

COURSE TITLE	SCHOOL	DURATION	DATE/SUMMER
Information Sources & Services in Social Science	USF	10 weeks	79
Information Sources & Services in Business Management	UKY	8 weeks	79
Bibliography of Minority Cultures	GPC	4 weeks	78, 79
Legal Bibliography	UTK	10 weeks	78
Legal Bibliography ¹	UNC	5 weeks	78
Law Librarianship	EMY	8 weeks	78
Law Librarianship	UKY	4 weeks	78
Seminar in Law Librarianship ¹	UNC	5 weeks	78
Information Resources in Science & Technology	FSU	8 weeks	78
Information Sources & Services in Science & Technology	USF	10 weeks	78
Bibliography of the Sciences	GPC	4 weeks	78, 79
Bibliography of the Sciences	ALA	5 weeks	79
Bibliography/Literature of Science & Technology	UNCG	6 weeks	79
Sources & Services for the Natural Sciences	UTK	12 weeks	78, 79
Science & Technology Literature Searching	FSU	8 weeks	78
Sources & Services in Energy & Environment	UTK	6 weeks	79
Literature of Science & Technology	AU	8 weeks	79
Science & Technology Bibliography	MSU	9 weeks	78
Resources & Services in Library Specializations ⁴	NCU	7 weeks	79
10. SPECIAL MATERIALS: GOVERNMENT DOCUMENTS			
Government Publications	UTK	12 weeks	78, 79
Government Documents	ALA	5 weeks	78
Government Publications	EMY	8 weeks	78, 79
Government Publications	FSU	8 weeks	78
Government Publications	GPC	4 weeks	78, 79
Government Publications	ECU	5 weeks	79
Government Publications	UKY	8 weeks	79
Government Documents	AU	8 weeks	79
Public Documents	UNC	5 weeks	78, 79
Documents & Serials	USF	10 weeks	78
Government Publications	UMS	5 weeks	79
10. SPECIAL MATERIALS: ARCHIVES & SPECIAL COLLECTIONS			
Archives	ALA	5 weeks	78, 79
Practicum in Archives	ALA	5 weeks	79
Archival Practices ⁵	EMY	4 weeks	78, 79
Special Collections	UKY	8 weeks	79
Special Librarianship	AU	8 weeks	79
10. SPECIAL MATERIALS: A/V			
Design of Multimedia Materials	ECU	5 weeks	79
A/V Production	USF	10 weeks	78, 79
Introduction to A/V Equipment & Production	USF	10 weeks	79
Preparing Single Concept Films	USF	10 weeks	78
Media Production	EMY	8 weeks	78, 79
Design & Production of Non-Print Materials	GPC	4 weeks	78, 79
Graphic Media Production & Libraries	FSU	8 weeks	78
A/V Materials & Methods	WKY	3 weeks	79
Institute: Multi-Image Production	UNCG	6 weeks	79
Preparation of Instructional Material	ALAM	8 weeks	79
Instructional Graphics	USF	10 weeks	79
Educational Media	JM	6 weeks	79
Educational Media	AUB	10 weeks	78, 79
Utilization of Educational Media	UKY	4 weeks	78, 79
Audiovisual Aids	ALAM	8 weeks	79
Audiovisual Utilization	ALAM	8 weeks	79
Media Services	EMY	8 weeks	78, 79
Media Services	ALA	5 weeks	78, 79
Basic Media	ALA	5 weeks	78, 79
Advanced Media	ALA	5 weeks	78, 79
A/V Equipment	USF	10 weeks	78, 79

COURSE TITLE	SCHOOL	DURATION	DATE/SUMMER
Equipment Repair & Maintenance	JM	2 weeks	79
Utilizing Instructional Media	UTK	6 weeks	78
Media Facilities	WKY	3 weeks	79
A/V Materials, Equipment & Services	AU	8 weeks	79
Curriculum Materials in the Media Center	AU	8 weeks	79
Administration & Use of Non-Print Materials	NCU	7 weeks	78
Non-Print Resources & Services	NCU	7 weeks	79
10. SPECIAL MATERIALS: MEDICAL/HEALTH SCIENCES			
Medical Librarianship	EMY	8 weeks	78
Health Sciences Librarianship	GPC	4 weeks	78
11. MATERIALS & SERVICES FOR CHILDREN			
Books & Related Materials for Children ⁶	UTK	6 weeks	78, 79
Books & Related Materials for Children	UNC	5 weeks	78, 79
Books & Related Materials for Children	GPC	4 weeks	78, 79
Children's Literature & Related Material	UKY	8 weeks	78, 79
Library Materials for Children	EMY	8 weeks	78
Library Media for Children	FSU	8 weeks	78
Literature for Children	WVA	5 weeks	78
Media for Children	AUB	8 weeks	78, 79
Media for Children	ALA	5 weeks	78, 79
Advanced Literature for Children	UKY	8 weeks	79
Children's Literature	WKY	6 weeks	79
Advanced Children's Literature	WKY	6 weeks	79
Critical History of Children's Literature	UTK	12 weeks	78, 79
Library Service to Children	EMY	8 weeks	78, 79
Library Work with Children & Young People	FSU	8 weeks	78
Creative Library Programs for Children	UKY	4 weeks	78
Reading Guidance for Children & Young People	FSU	12 weeks	79
Library Service for the Special Child	JM	6 weeks	79
Reading Interests & Guidance for Children	UNCG	3 weeks	79
Media for Children	ECU	5 weeks	79
Materials for Children	USF	10 weeks	79
Materials for Children	UNCG	6 weeks	79
Books & Related Materials for Children ⁶	NCU	7 weeks	78, 79
Children's Literature	AU	8 weeks	79
Ethnic Materials for Children & Youth	AU	8 weeks	79
Early Childhood Resources & Services I ¹	NCU	7 weeks	78, 79
Early Childhood Resources & Services II ¹	NCU	7 weeks	79
Seminar: Research in Children's Literature	AUB	8 weeks	78
Books & Related Library Materials for Children	MSU	4 weeks	78
Social & Literary Analysis of Selected Humanities			
Items: Ten Children's Books Made into Films	USF		79
Storytelling ⁶	ECU	5 weeks	79
Storytelling	WKY	6 weeks	79
Selection of Media for Children	UMS	5 weeks	79
12. MATERIALS & SERVICES FOR YOUNG ADULTS			
Literature & Related Material for Young People	UKY	8 weeks	78
Selection of Books & Related Materials for Young People			
Books & Related Materials for Youth	UNC	5 weeks	78, 79
Books & Related Materials for Youth	GPC	4 weeks	78, 79
Books & Related Materials for Young Adults	USF	10 weeks	79
Literature for Young Adults	ALAM	8 weeks	79
Literature for Young Adults	WKY	6 weeks	79
Media for Young Adults	ALA	5 weeks	78, 79
Media for Young Adults	AUB	8 weeks	78, 79
Library Media for Young Adults	FSU	8 weeks	78
Library Service for Young Adults	EMY	8 weeks	79
Principles & Practices in Library Services for Youth	NUC	7 weeks	78, 79
Literature for Young Adults	AU	8 weeks	79
Selection of Media for Young Adults	UMS	5 weeks	79

COURSE TITLE	SCHOOL	DURATION	DATE/SUMMER
13. ADULT READING GUIDANCE & MATERIALS			
Materials for Adults	FSU	8 weeks	78
Reading Guidance for Adults	FSU	8 weeks	78
Reading Guidance for Adults	ECU	5 weeks	78
Reading Interests in an Age of Mass Media	GPC	4 weeks	78
Reading and the Library ¹	NCU	7 weeks	78
15. RESEARCH METHODS IN LIBRARIANSHIP			
Research in Librarianship	NCU	7 weeks	78
Research in Librarianship & Information Science	NCU	7 weeks	79
Research Methods in Library Science	ECU	5 weeks	79
Library Science Research	FSU	8 weeks	78
Research in Educational Media	AUB	8 weeks	78
Research Methods	EMY	8 weeks	78
Research Methods	ALA	5 weeks	78, 79
Research Skills ⁶	ECU	5 weeks	78
Methods of Research in Librarianship	UMS	5 weeks	79
17. EDUCATION FOR LIBRARIANSHIP			
Education for Librarianship	ALA	5 weeks	79
18. INTRODUCTION TO LIBRARIANSHIP			
Survey of Librarianship	NCU	7 weeks	78
Survey of Librarianship & Information Science	NCU	7 weeks	79
Libraries & Librarianship	AU	8 weeks	79
Foundations of Librarianship	ALA	5 weeks	78, 79
Foundations of Librarianship	FSU	8 weeks	78
Foundations of Librarianship	GPC	8 weeks	78, 79
Foundations of Librarianship	USF	10 weeks	78, 79
Foundations of Librarianship	ALAM	8 weeks	79
Foundations of Librarianship	MSU	4 weeks	78
Survey of Librarianship	EMY	8 weeks	78, 79
Libraries & Librarianship	UTK	6 weeks	78
Principles of Media Services	AUB	10 weeks	78, 79
Foundation of the Media Professions	UNCG	6 weeks	79
Current Trends in Librarianship	UKY	4 weeks	78
Intro. to Librarianship	UMS	5 weeks	79
19. LIBRARY BUILDINGS			
Library Facilities	UTK	6 weeks	78, 79
Space Planning & Practical Design for Libraries ⁷	UTK	3 days	79
OTHER (INCLUDING PRACTICA)			
Practicum for Library Specializations	NC	7 weeks	78, 79
Practicum in Librarianship & Educational Technology	UNCG	6 weeks	79
Internship in Educational Media	AUB	8 weeks	78
Seminar: Simulation & Caring for Teachers & Media Specialists	AUB	8 weeks	79
Values Education for Teachers & Media Specialists	AUB	10 weeks	79
Practicum in Elementary School	ALA	5 weeks	79
Practicum in Secondary School	ALA	5 weeks	79
Practicum in Media	ALA	5 weeks	79
Practicum in Public Libraries	MKY	(unknown)	79
Field Work — School Media	UMS	5 weeks	79
Field Work — Academic	UMS	5 weeks	79
Field Work — Public	UMS	5 weeks	79

NOTES

¹Offered every other year. ²Course is specifically designed for 25 school librarians in southern Mississippi; those selected for the program will receive stipends. ³Permission of instructor required. ⁴Offered every third year. ⁵By special application; can be taken not for credit at lower fee; class is full-time: 8:30-4:30 M-F. ⁶Not for graduate credit. ⁷A \$200 fee covers cost of the course and all materials.

Ideas, Concepts, and Practices

FOSTERING IMPROVED USER PERCEPTIONS OF LIBRARY STAFF THROUGH DISPLAYS

An Ashanti fertility doll, hair combs from Malawi, Liberian money, a ghost mask from Gabon, and colorful pages from books about African art on display in Hughes Library initiated an awareness not only of the Library's collection of books on the arts and crafts of Africa but also of the library staff as interesting individuals in the Old Dominion University community.

As newly-appointed Public Relations Committee Chairperson for our library staff association, I inherited responsibility for filling an often barren display case located in the lobby. Avoiding the easy-way-out approach of adapting the exhibits illustrated in the *Wilson Library Bulletin* and in books on library display, I concentrated instead on the problem of how to enlist wide participation in the project without sacrificing quality and efficiency. I hoped that a dispersal of responsibility among the staff would not only ease my burden but also be a good public relations venture. Indeed, it proved to be so.

Initially, I sent a letter to each of the fifty-eight professional and non-professional staff members, requesting them to share a personal interest by loaning items from a treasured collection, objects created by them, or items representative of a special avocation for a display, explaining that our committee would choose appropriate library materials as accompaniments. The response was gratifying: we receive fourteen replies guaranteeing at least twenty-one choices for exhibits. The committee then met to review the responses, to schedule displays, and to divide the responsibility for selecting related library materials, arranging backdrops, lettering, and the like, for the coming months.

Our first exhibit was stunningly successful. A colorful display of African artifacts, described previously, owned by two reference librarians who had served in the Peace Corps, together with

handsomely illustrated books from the Library's collection on African arts and crafts attracted great attention. Not only were library users curious about the labelled artifacts; many of them also expressed appreciation for the opportunity to become better acquainted with those two staff members. An anthropology professor arranged to borrow some of the objects for later class use. Predictably, the displays were successful in provoking interest in the library materials too: requests for the displayed books were submitted to the Circulation Department almost as soon as the exhibit appeared. With this first display we realized two objectives: to spotlight a special segment of the collection and to foster an improved perception of the library staff by the users.

These objectives continued to be met with later displays. Another reference librarians shared his interest in antique automobiles by exhibiting models he had constructed and a collection of photographs. The Circulation Librarians and a Reserve Room clerk combined their collections of antique toys and old children's books. A science librarian and two library assistants pooled their shell collection, adding sea oats and sand.

Enthusiasm for the displays spread throughout the library community and generated offers from teaching faculty members to contribute items for future exhibits. The committee planned to follow through on these offers, realizing the potential public relations value of accepting them. However, we achieved a high degree of satisfaction in simply observing the progress made toward the staff perception goal. The academic community was obviously beginning to perceive the staff members as more than card filers and book checkers; to perceive them, in fact, as genuinely interesting persons with fascinating lives beyond the Hughes Library doors.

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— Cynthia Swaine,
Assistant Reference Librarian,
Old Dominion University

WHY A SHEFLIST?

Now that libraries are closing their catalogs and moving to such laborsaving devices as COM catalogs, how about taking another look at another bastion of the library world: the shelflist. Ester J. Piercy in *Common Sense Cataloging* (N.Y.: Wilson, 1965, p. 75) claims that the value and uses of the shelflist include (1) an inventory record of every volume and copy in the library, (2) a basis for establishing the value of the collection, (3) an element of the acquisitions procedure, (4) a record of bibliographical details and prices, (5) a source for preparation of bibliographies, and (6) a tool for statistical counts, inventory, and cataloging. "A very small library might get along without a catalog, but it would have difficulty functioning without a shelflist record." I would have to disagree with this omnipotent view of a shelflist since our library has lived without one for four years without any harmful effects, and I am confident other libraries can put aside this security blanket with minimal withdrawal symptoms.

Fortunately I was at a juncture which facilitated abandonment of the shelflist. In the fall of 1974 I began working at a new campus of a five-campus community college. Naturally, the shelflist for our library was a union list for all campuses. Along with our furniture, circulation desk, and new books, thirty boxes containing approximately 40,000 shelf cards arrived in the library that autumn. The original set and the subsequent 1,000 plus cards received each month were sorted roughly by letter with each category being found in several different boxes. Since spending the book budget to acquire a usable collection was top priority for the first year, the shelflist had to wait. It wasn't until the summer of 1976 that there was adequate staff and time to undertake the project of assembling the shelflist. By then the number of cards had assumed monumental proportions.

Since a printout of our holdings (by single campus or by multiple campuses) was available in shelflist order, the importance of maintaining a *card* shelflist was discussed at length. It was decided that our campus used the shelflist for three major functions: for locations (determination of a book's home campus), for inventory, and for complete bibliographic citations. Since our computer printout is characterized by accession number, call number (including date and volume designations), campus location, copy numbers, full main

entry, and truncated title, it easily handled the first two functions, and the microfiche catalog took care of the last. Unfortunately, since the early printouts were received irregularly and were not entirely efficient, we kept a backup file of the slips which were pulled from the books which had been received. This file, arranged by title, was the tool we used in acquisitions work to eliminate duplication. Since those neophyte days, the computer's products have become increasingly reliable and regular, and we have become more dependent upon its labor than upon manpower.

Are the other traditional functions of the shelflist as enumerated by Ms. Piercy being adequately met by the printout? Yes, and then some. Whereas shelflist used to be computed by the inch to obtain a rough statistical count, the printout is multiplied by listings per page for bibliographic surveys and quick accounting by accreditation teams. When faculty members request a list of holdings in their programs or fields, a bibliography can be compiled or, more simply, appropriate pages can be torn from our shelflist printout duplicate. Furthermore, when items are withdrawn from the collection, transaction cards are sent to the computer center and the entry is cleared from the next printout. Another program allows for indication on the printout if a title is temporarily missing. Lastly (for the moment), the printout has the added benefit of readily pointing out discrepancies in master carding (used for our circulation system), labeling, and copy numbering among the five campuses.

Obviously this entire system assumes that a library has access to basic computer programs, but even many who do still continue to maintain a white elephant shelflist without questioning the need of its complexity or even its existence. Discover available computer capabilities, rethink your library's *real* needs, and ask yourself, "Is this step really necessary? Couldn't the staff time spent on the shelflist be better spent on our patrons?"

— Cathy Sabol
Librarian
Learning Resources Center
Northern Virginia Community
College

View from the States

J. B. Howell

How long has it been, if you live outside the Great State of Tennessee, since you glanced at an editorial in the *Tennessee Librarian*? If you are not so fortunate as to work in the Magnolia State, did you happen to see an intriguing article on the photography of Eudora Welty in a recent issue of *Mississippi Library News*? If you are not a West Virginian, have you ever seen a copy of *West Virginia Libraries*, which is similar in format to *The Southeastern Librarian*? The chances are, unless you are a member of NCLA or the Kentucky Library Association, that you have never browsed through a single issue of *North Carolina Libraries* or the *KLA Bulletin*.

As a matter of geographical fact, copies of state library publications are not readily available to librarians in adjacent or other states. And, files of these professional periodicals are rarely found even in the larger out-of-state libraries or in the library agencies of other states.

In enumerating the activities of the various state library associations in the region in *Libraries and Library Services in the Southeast*, Mary Edna Anders listed first the issuance of a newsletter or journal. According to this professional survey, all the state associations in the region regularly publish some type of news journal, and "all but one reported that during the last five years the association had produced a directory, bibliography, or similar publication." Frequently, these "extras" were issued as a regular or special num-

ber of the state library journal.

The importance of regularly and systematically collecting and publishing news of regional interest from the library association of the ten constituent states has long been recognized by the editorial board of *The Southeastern Librarian*. Upon assuming the editorship of the regional journal in 1976, Leland Park immediately replaced the state reporters with the editors of the state library publications, who became associate editors of *The Southeastern Librarian*.

A further step in transmitting library news across state lines and in publicizing articles of special significance in the various state journals was taken in the summer of 1977, when "View from the States" became a regular feature in this quarterly journal. Since that time, Ralph E. Russell, librarian of Georgia State University in Atlanta, has analyzed the contents of current issues of the state journals, noted articles of particular interest, and reported his findings in this column.

Among his initial decisions, Editor Ellis Tucker announced his intention to retain this column during the current biennium. Unquestionably, a number of articles and other items which appear in the state journals are of regional interest to the profession and should, therefore, be brought to the attention of librarians throughout the Southland. It is my hope that this column will continue to be an effective medium through which this information can be submitted to regional readership.

Librarian's Bookshelf

Edited By John David Marshall

American Library History: A Bibliography. By Michael H. Harris and Donald G. Davis, Jr. Austin: University of Texas Press, 1978. 260 pp. \$18.00.

Michael H. Harris and Donald G. Davis, Jr. have added an impressive accomplishment to their already-distinguished record of work in library history. *American Library History: A Bibliography* is exactly the reference book we needed at this stage of development of the library history art, and it will be of value to students and scholars for many years to come. We hope that the University of Texas Press, which has designed and printed the book very attractively, will also publish its sequel when enough additional items have accrued to warrant a second edition.

There is very little of importance about the bibliography that Edward Holley has not said in his *Foreword*. But a few general comments can be made, a few details mentioned, and some suggestions offered.

Beginning with "Historiography and Sources," and then "General Studies," the entries are subsequently arranged under types of library, with adequate subdivisions of larger headings and sections on "Library Associations," such "Special Aspects" as international relations and reference work, and "Biographies." Author and subject indexes complete the work.

The arrangement suits the subject matter well, and the entries themselves are neat, clear, and concise. The introduction to the sections provide intelligent overviews from which to judge the coverage of topics within. About 400 journals are cited, ranging from the *Albany Medical Annals* to the *Wonderful World of Ohio* by way of BCCQNL,

PNHCHS, and SLAGMDB. Merely working out the initials for these must have been a chore, to say nothing of tracing, locating, and analyzing the individual issues. In addition, a number of books of essays and monographs are represented.

It was astonishing to this reviewer that there have been 29 studies on Thomas Bray, who is treated in "Predecessors of the Public Library" along with an equal number of entries scattered among circulating, Sunday school, school district, and YMCA libraries, and no fewer than 216 on "Social Libraries." The chief reason for this early upper-class imbalance (which must have displeased egalitarian Mike Harris) is probably the existence of fuller records of the more exclusive institutions.

Once underway, however, the public library became the bibliothecal glory of the United States, and the 666 entries in that section of Harris-and-Davis is ample evidence of the historical interest it has aroused. First listed are 152 general studies, the rest falling under "Special" in the sense of pertaining more narrowly to one locality, and arranged by state. The latter show only one entry each for Nebraska and Oklahoma, but an amazing 72 for Ohio. More than half of the Ohio studies are master's theses from Western Reserve University and eleven are from Kent State. Catholic University is equally strong in historical master's theses in every category, while Atlanta University has produced a large number of theses on the history of library service for blacks and on black librarians. In the section on school libraries almost all the studies listed are theses from library schools. In fact, this bibliography reveals much more than mere titles to the perceptive library historian.

The Southeastern Librarian considers for review books dealing with librarianship and information science, books and publishing. Readers interested in reviewing books should write the Book Review Editor, John David Marshall, 802 East Main Street, Riviera Apts. No. 34, Murfreesboro, Tennessee 37130. Publishers should send review copies to this address.

One shortcoming of the book is the large number of non-distinctive titles that should be explained. This has been done in the "Biographies" section, where some names have been added to the entry in brackets even though they already appear in the heading, and at least one entry in another section (1244) has a bracketed location to aid the reader. The editors slipped up in failing to revise the introduction to the biographical section, where Francis Miksa's study of C. A. Cutter is mentioned as "unpublished" and a "further volume planned," whereas it is listed as in print in item 2927. And on page 174 they say that users of Section XII should also consult the part dealing with the ALA, when there is no such part.

The typographical errors are few and insignificant; the index, though not perfect, is good enough. Titles that were overlooked will no doubt be reported to the compilers in due course. And let us hope that the next edition of this *American Library History: Bibliography* will be twice as big.

— Barbara McCrimmon
Tallahassee, FL

A Bibliography of the Writings on Georgia History, 1900-1970. By Arthur Ray Rowland and James E. Dorsey. Revised and Enlarged Edition. Spartanburg, South Carolina: Reprint Company, 1978. 530 pp. \$30.00.

Reference librarians, and scholars interested in Georgia history or the broader field of southern history, will welcome publication of the revised edition of this bibliography which gives coverage through 1970. The new edition consists of three parts. The first is a reprint of the original volume without change, the writings from 1900 through 1955; part two is a bibliography of writings, 1956-1970, and part three is a bibliography of graduate and unpublished research, 1900-1970.

The arrangement of each part is alphabetical by author, with entries numbered consecutively; the detailed index serves as a subject guide. There are 5,080 entries, or more than double the number found in the 1966 edition, and many of the entries include a brief annotation.

Part three will be welcomed by scholars since by its very nature it contains references not readily found. The large number of research titles that have been located is a tribute to the diligence of the compilers, and the range of institutions represented is impressive. A random sampling of the index indicates that it is accurate, with good cov-

erage, and the entire volume reflects careful editing. And a scanning of the titles leaves one with the feeling that few, if indeed any, relevant items escaped the compilers' search.

In view of the preceding statements we can offer no serious criticism, yet it is our opinion that a subject arrangement, with author index, would find favor with users of this volume. Also, it is unfortunate that entries, at least for parts one and two, could not have been interfiled. Undoubtedly these possibilities were considered and rejected for reasons which the editor-compilers regarded as valid.

A good bibliography is one of the most valuable of reference tools, but to prepare one is not an easy task and the cost of publication makes the price almost prohibitive. In spite of these problems it is to be hoped that state departments of archives and history, state library associations, and perhaps Southeastern, will lend encouragement to such projects, and that even individuals will be bold enough to start on their own. In addition to this present work, Sam Smith, with his editing of *Tennessee History: A Bibliography* (1974), prepared a fine model that others might copy. Earlier, Michael Harris's *Florida History: A Bibliography* (1972) was published, and in 1975 Harold Easterby's *Guide to the Reading and Study of South Carolina History* (1950) was updated by Noel Polk. Other than these the most recently published state bibliography is Hugh Lefler's *Guide to the Reading and Study of North Carolina History*, the third edition of which appeared in 1969. In 1971 the Virginia State Library published a modest, forty-two page bibliography of Virginia local history, which by its size and very nature has limited usefulness.

Florida alone of the southeastern states is attempting to keep a bibliography current. In July 1971 the *Florida Historical Quarterly* inaugurated "Florida History in Periodicals," which is supplemented by "Florida History Research in Progress" started some months earlier (January, 1970), both are published annually. The inspiration for Michael Harris's bibliography of Florida history may well have been supplied by the excellent bibliographical essay prepared by Hale Smith, Herbert J. Doherty, and Charlton Tebeau entitled, "Florida Bibliography and History," published in the *Florida Historical Quarterly* (volume 37, 1958). In 1954 (volume 16) the *Journal of Mississippi History* began the annual publication of "A Bibliography of Theses and Dissertations Relating to Mississippi." Beginning in 1975 the

Georgia Historical Quarterly is now publishing, "Recent Theses and Dissertations in Georgia History." Whatever the motivation that brought about these works and the work of Rowland and Dorsey, librarians and historians are indebted to each of the bibliographers who had a part in seeing them completed.

Ray Rowland and James Dorsey are librarians, each with a sound background in Georgia history. Rowland, librarian of Augusta College and one who is highly respected in professional circles, was the compiler and editor of the first edition. Dorsey, librarian and assistant professor of history at Emanuel County Junior College, Swainsboro, Georgia, joined him in editing the revised edition.

— J. Isaac Copeland
University of North Carolina
at Chapel Hill.

The College Learning Resource Center. By Dwight F. Burlingame, Dennis C. Fields, and Anthony C. Scholzetzenberg. Littleton, Colorado: Libraries Unlimited, Inc. 1978 176 pp. \$15.00 US and Canada; \$18.00 elsewhere.

The stated purpose of this volume is to serve as a textbook on the Learning Resources Center (LRC) concept in general and as a handbook for LRC administrators. The authors are careful to acknowledge that this text must be supplemented by more detailed works on college library administration, and rightly so, for while this book touches on a wide range of subjects, it lacks the depth likely to be required by more specific study. One is impressed with the practical tone and style of the book. That is to say, the straight-forward language, strategically placed organization charts, and the suggested methods for approaching practical problems lend credibility to its handbook purpose.

The authors have included appropriate bibliographies with each chapter in addition to a more complete final bibliography (also arranged to correspond with chapter headings) and the entire include references both basic and recent. Used as obviously intended, these bibliographies may provide the in-depth discussion and detail lacking in the book itself.

There are appendices: sample job descriptions for LRC personnel are shown in one. There is also a simple index.

While the authors seem to have made at least

passing reference to most areas of concern to an LRC administrator, it is peculiar to note that while a very brief acknowledgement is made of legal implications of equal employment opportunity, there is no reference to copyright implications to the library on LRC.

One of the more interesting concepts promulgated by the authors and one which perhaps more than others marks a clear distinction between an LRC and a "traditional library" (a term used not quite contemptuously in the book) is under the heading "Faculty Development." There is the suggestion that faculty development may be a logical function of the LRC because it is closely related to instructional development. Instructional development is defined as a process of these essential elements: improvement of instruction, systematic in approach, cognizance of all resources, goal oriented, and use of all formats of instructional materials. This is a provocative idea and although the authors cautiously present it as one alternative, it is intriguing to speculate on its implementation in the academic community.

In an early chapter the authors acknowledge that the learning resources concept is not a revolutionary move, that it is largely a combination of existing services and resources. They proceed to list five generally accepted LRC goals and functions: curriculum support, independent learning, faculty research, administrative support, and leisure reading, listening and viewing. Some would say these are the components of good library service. The authors are aware of those of us who are somewhat suspicious of substituting the acronym LRC for "library," and they proceed very deliberately to note dissimilarities and similarities of the two concepts. Indeed, many of the definitive quotations used in the book (and there are many) use the term library as if it were interchangeable with LRC. Whether one accepts the notion that one must alter the term because we are dealing with computer terminals and video tapes instead of, or in addition to, clay tablets or books is, of course, debatable. The authors of this book have accepted the LRC concept and present it here in an introductory fashion which will be useful to prospective and practicing librarians in arriving at their own conclusions. As such, this book should be useful to students of academic library resources and services.

— James F. Parks
Millsaps-Wilson Library
Millsaps College Jackson, MS

Education for Librarianship. By Peter G. New. Hamden, Connecticut: Linnet Books/Shoe String Press, Inc., 1978. 174 pp. \$10.00.

The title of this book is rather misleading. If the reader is looking for a book which gives a highly personal and rather superficial overview of education for the library profession in Great Britain, with an emphasis on library education at the Polytechnic of North London School of Librarianship, then this book will clearly fill the bill. Unlike the recent book by Lloyd Houser and Alvin M. Schrader, *The Search for a Scientific Profession: Library Science Education in the U.S. and Canada* in which the authors attempt to establish the need for a theoretical and scientific basis for library education, Mr. New indicates in the Preface that his book "... attempts to discuss the decisions which have to be made in establishing, organizing, and running a system of professional education for librarians." Given the nature of and the author's approach to the subject matter, there is little here that would interest any reader who has even a rudimentary knowledge of what happens in graduate library schools either in this country or in Great Britain. Approximately two-thirds of the book is devoted to a description of such fundamental aspects of education as the advantages and disadvantages of correspondences, part-time and full-time study; the various levels of graduate library education, particularly in Great Britain; the various administrative structures which can be adapted to the different types of library schools; qualifications for faculty and other staff members; the requisite educational background and qualifications of potential library school students; as well as advice on how to construct a syllabus. The author even includes a sample syllabus based on the one used at the Polytechnic of North London School of Librarianship.

The three chapters dealing with the actual content of the library school curriculum are not written by the author, but are contributed by three of his colleagues. If there is any part of this book which would be of interest to the reader who is generally knowledgeable about and interested in library education, the material is contained in these three chapters, particularly the chapter by D. W. Langridge entitled, "Teaching the Organization of Knowledge." Those concerned about the degree to which library schools should focus on the theoretical over the practical will find some interesting ideas here, particularly the distinction which the

author makes between library science and librarianship as the terms are used in library education today.

This book might serve some useful purpose to librarians in one of the emerging nations who are contemplating establishing a system of library education. In fact, the book seems basically to have as its focus advice to beginning library schools, a how-to-do-it text. It is a good example of the type of professional writing that comprises too great a proportion of the scholarship of librarianship, the "how-we-did-it-good-at-our-library (library school)" approach, with little attention to a general application to the profession at large.

— Tom Watson
University of the South
Sewanee, TN

Information Sources in Children's Literature. By Mary Meacham. (Contributions in Librarianship and Information Science, No. 24) Westport, Connecticut: Greenwood Press, 1978. 256 pp. \$18.95.

Despite being touted as "a practical reference guide for children's librarians, elementary school teachers, and students of children's literature," this work comes off more as a textbook for children's media selection courses. The primary purpose of the author, who is on the faculty of the University of Oklahoma School of Library Science, was to describe a comprehensive, working list of selection aids most helpful in choosing a variety of media for children. Sample pages from the selection tools discussed are included for many of the titles. A paperback might have solved a couple of problems: the price tag and the not-so-practical format.

On the assumption that a "void exists in the knowledge of books and serial publications about children's literature," Meacham suggests that ISCL be used as a "key to the vast resources available in dealing with the numerous questions, problems, and decisions in the area of children's trade books and other materials that librarians and teachers face daily in an ordinary elementary school library or children's section of a public library." Having described the contents as comprehensive in scope and a sort of bibliography of bibliographies, the author might wisely have concluded the Preface. Instead, she recommends the book as a guide for non-professionals (it is

not) working with children. Implying that the volume will assist persons so poorly informed that they continue to rely on pre-World War II selection aides; or that knowledge of its contents will miraculously convert a broom closet into a media center; or that it will magically upgrade skills and techniques of uninformed and/or non-professional staff members are totally ridiculous implications. Persons who depend upon forty-year-old selection aids or who take refuge in broom closets are an unlikely audience for this book.

Described in Chapter 1 are several comprehensive and general bibliographies recommended for building a core collection of books. In Chapter 2, "Keeping Up-to-Date; Science Books; Indexes and Abstracts," the author discusses aids intended to keep the collection current and viable, along with special tools in the field of science, information about abstracts and indexes to reviews, and annual best books lists. Probably the most helpful section, Chapter 3, "Special Help for Special Fields," includes guides to magazines, remedial reading titles, reference sources, international and foreign language books, publications for deaf and visually impaired children, nonsexist and multiethnic lists and readings, seasonal lists, A-V materials, folk literature, poetry, sci/fi and series titles, plays, biographies, histories and historical novels, paperback and inexpensive resources, and miscellaneous titles. "Illustrators, Authors, and Awards," Chapter 4, is brief but adequate. Chapter 5, "Using Books with Children," contains bibliographies on curricula-related materials, storytelling and related activities; sources for exhibits, fairs, and promotions; and a section entitled "Fostering a Love of Books." A few sources on ordering and simplified cataloging are included in Chapter 6. Appendix 1 provides a book bibliography on how to run a media center; Appendix 2 outlines the criteria for judging a children's book; and Appendix 3 provides a bibliography for further reading.

Because the cut-off date for titles included was some time before the end of 1976, several excellent volumes published either late in 1976 or in 1977 do not appear. And an oldie like *Books for Elementary School Libraries, An Initial Collection* (1969; o.p.), cited on pages 13-5, if relied upon at all, must be used cautiously.

Although this guide is not an essential purchase like Broderick's *Library Work with Children* (1977) and Boyle's and Calvert's *Children's Media Market Place* (1978), it will be useful for (1) li-

brary schools whose curriculum makes available a variety of courses in the area of children's media, and more specifically for the course(s) dealing with media selection; (2) heads of children's departments responsible for media selection in public libraries; and (3) elementary school library supervisors.

— Carolyn Baggett
Graduate School of Library
and Information Science
University of Mississippi

The Library of Congress in Perspective. Edited by John Y. Cole. New York: R. R. Bowker Company, 1978. 281 pp. \$21.95.

The core of this book is the "Report of the 1976 Librarian's Task Force on Goals, Organization and Planning." This consists of thirty-three specific recommendations considered feasible for the immediate improvement of the Library of Congress. These are imbedded in eight chapters of discussion covering services to Congress and the nation, access, collection development, bibliographic control, cultural and educational programs, staff development and communication, planning and management, and a summary of the recommendations. Second in importance only to the main report are the reports of eight Advisory Groups of outside experts called in to assist the Task Force. These reports are printed in full and address the relationship of the Library to the arts, humanities, law, libraries, media, publishers, science and technology, and the social sciences. The Task Force was further assisted by fourteen subcommittees, but only two of their reports are included: Services to Congress, and Services to Libraries. In addition three background papers are reprinted: Reference Service in the Library of Congress, Area Studies, and A Proposal for a Retrospective Bibliography of American History and Culture. An "Epilogue" explains what has already been done to implement the suggestions of the Report by the new Office of Planning and Development which was established by the Librarian of Congress on the same day the Task Force submitted its report. All of these disparate elements are tied together by the editor, John Y. Cole, who was also Chairman of the Task Force. An authority on the history of the Library of Congress, he provides a readable, thoroughly documented historical introduction describing the de-

velopment of this vast library from 1800 to 1975. Understandably he emphasizes the four previous analyses made of the Library: in 1940 under MacLeish, in 1947 under Evans, and in 1962 and 1967 under Mumford.

Overall the Library seems to need a general tightening of administrative reins through the "unabashed exercise of leadership," which sounds strange after the participative management furor of the 1960s. This should create a "sense of wholeness" and strengthen "a sense of service." But in general the venerable library is doing an excellent job so the thirty-three recommendations essentially suggest ways in which the Library of Congress can do what it is doing better. No sweeping library-of-the-future changes are envisioned, just improvements here and there — enlarge one service and streamline another. Much homely housekeeping is discussed such as alleviating the plight of the pages, and stationing catalogers in the public catalog so they can find out what the public wants. Seemingly endless boards, councils, and committees are suggested which may have rough going in this day of simplifying the federal bureaucracy. As with most government reports, implementation will take more money and more staff. It is simply not possible to reduce the administrative patterns of a library of 72 million items, an annual budget of 137 million dollars, and 5,000 employees to the simplicity of, say, a peanut plantation.

The reports of the eight Advisory Groups make interesting reading, although their recommendations are incorporated in the main report. Each Group met in the Library at least twice for briefings by the staff and on-the-spot observations. As all the Groups, except the Libraries Group, were made up of non-librarians, most were greatly impressed by the library's hugeness and multiplicity of services. For some it was like seeing the whole Loch Ness Monster where formerly they had been aware of only a few coils above the waves.

The Media Group, representing newspapers and TV, amazed at the wealth of information which could be made available for newsbroadcasts and documentaries, went so far as to suggest a studio in the Library where they could film pictorial resources (prints, photos, and motion pictures) for use as backgrounds for broadcasts and telecasts.

The Publishers' Group recommended the establishment of a Library of Congress Press along the lines of a university press, and the improvement of the *Quarterly Journal* along the lines of

the *Smithsonian*. However Dan Lacey, the Chairman and ever-watchful guardian of private publishing against the inroads of government competition, emphatically disagreed with his own committee and in effect vetoed both suggestions.

For a government report this is quite lively and interesting reading, at least to librarians. It will find a place in every library school library, and on the desks of administrators of large scholarly libraries. Indeed in this day of networks and the increasing centralization of library services, every professional librarian is vitally concerned with the future of our national library, and the Task Force Report will be the little tugboat that will guide the immense liner through the dangerous waters of the next few years.

The R. R. Bowker Company is offering this book in an adequate if somewhat crowded hard-back format. This will guarantee it wide dissemination, but one wonders if, as a government report, it may not later reappear as a federal document in a more complete, and possibly cheaper, volume.

— Budd L. Gambee
School of Library Science
University of North Carolina
at Chapel Hill

Map Librarianship: An Introduction. By Mary Larsgaard. Littleton, Colorado: Libraries Unlimited, Inc., 1978. 330 pp. \$17.50 US & Canada, \$21.00 elsewhere.

Having come through library school when special libraries and their problems were treated in two or three lectures in an advanced library administration course, I must confess to a great feeling of pleasure that a book has finally been written that treats of maps in a very thorough, readable, and interesting way. Ms. Larsgaard has apparently been a tireless reader and note-taker, and she supports her discussions with copious documentation in a style sparked with wit and humor. Not only has she delved into all facets of a map librarian's work, from the usual categories of acquisitions, cataloging and classification, care, storage, repair, reference, public relations, and administration, but she also goes into a brief history of maps, education for their use, and a discussion of the employment outlook for map librarians! (As a former map cataloger, I was particularly happy to learn that Ms. Larsgaard prefers LC

to other systems of map cataloging.)

The appendices are notable for their variety and their completeness — e.g., a sample acquisitions policy, a basic form for requesting free maps, a sampling of manufacturers of map-room equipment, a glossary of terms. The bibliography is particularly important: it comprises some 45 pages, and includes a supplemental reading list, rendering the literature of map librarianship up-to-date and exhaustive. I venture to hope that future courses in map librarianship in library schools will use *Map Librarianship: An Introduction* as a text, and that future map librarians will refer to *Larsgaard* as reverently as reference people speak of *Winchell*.

— Frances K. Drew
Georgia Institute of Technology
Atlanta, GA

Micrographics. By William Saffady. Littleton, Colorado: Libraries Unlimited, Inc., 1978. 238 pp. \$15.00 U.S. and Canada; \$18.00 elsewhere.

I have never understood the unwritten law that textbooks have to be dull! It would seem that, being closer to publishing than some other subject fields, library science might do better. Unfortunately such is not the case, at least with *Micrographics*. The type is small and crowded; there is practically no white space at all. The illustrations are terrible. They are all in black and white and all supplied by equipment manufacturers. None were done specifically for the book.

Saffady's literary style is hardly scintillating; dry is probably the best thing that can be said for it. However, he *is* clear, if not concise. He is also thorough. He has said practically everything there is to say about micrographics. He covers the ways microforms are used in libraries; different types and the advantages and disadvantages of each; the equipment which produces microforms and that used to read and reproduce them; types of micropublishing; and all levels of bibliographic control.

Since I spent over ten years working directly with microforms, I found nothing new in the chapters "Microforms and Libraries" and "Types of Microforms and Their Uses." But I found only one thing missing. There is no discussion of the implications of copyright for libraries making copies from film or fiche or those producing their own microform masters. There were a few minor dis-

crepancies. Saffady assumes a standardization of terms which I don't think exists. But perhaps his very positive statements will make them acceptable to everyone.

There was one area, not quite omitted, but which I felt needed expansion. That was the discussion of the effect the physical and psychological environment have on microform users. When the microform viewing area is drab and uninviting and the librarian's attitude is negative, the user is not going to be happy with microforms. This point is briefly made, but no solutions were put forth.

The chapter on "Computer-Output-Microfilm" told me more than I wanted to know about COM. But if my library were considering a COM application, I'm sure I would have been more interested. In fact, the comprehensiveness of *Micrographics* almost assures that no one reader is likely to find the whole work fascinating. The chapter on "Microform Storage and Retrieval System," for example, is much more applicable to business and industry than to libraries. The chapters on microfilming equipment won't be needed by most libraries either. Yet the library may be called upon by its business office, registrar's office, mayor's office, etc. to provide some expertise in this area.

Micrographics is not only a book librarians can profit from dipping into, but is also a valuable reference book for the public. It should not be relegated to the librarian's office but placed on the shelf for all.

— Lafaye Cobb
Shelby State Community
College Library
Memphis, TN

Negotiating for Computer Services: Proceedings of the 1977 Clinic on Library Applications of Data Processing. Edited by J. L. Divilbiss. Urbana-Champaign, Illinois: Graduate School of Library Science, University of Illinois, 1978. 117 pp. \$8.00.

The nine articles included in this volume continue the significant contribution which is made to the library profession by the annual Clinic on Library Applications of Data Processing. Although many librarians and library science students are familiar with the uses and operations of automated systems and services, even experienced administrators may find the topic of this book enlightening. If technical expertise, money, and

enthusiasm cannot by themselves guarantee the successful implementation of efficient and cost-effective automated systems and services, one missing factor may well be the subject of this book: the development of intelligence, confidence, and awareness concerning the legal, psychological, and technical processes and issues involved in negotiating for computer services.

The coverage is even in quality and in scope. The types of negotiations include Glyn T. Evans' discussion of OCLC's contractual arrangements, Janet Egeland's discussion of commercial on-line search service arrangements, James F. Corey's treatment of intra-organizational negotiations, Richard W. Boss' treatment of automated circulation system negotiations, and Bruce D. Bajema's article on negotiations for innovative automated systems. G. E. Gurr's article balances the dominant librarians' perspective with a discussion of the constraints and interests of the typical vendor, and the article on MINITEX by Lois Upham and Alice Wilcox discusses the factors which influence the data base producer's negotiations for resource sharing.

Negotiating for Computer Services is not a legal manual, and cannot substitute for professional legal counsel in actual negotiations, but all of the articles mention legal pitfalls and organizational problems which the librarian can attempt to avoid. Charles Dyer's tutorial on data processing contracts, in particular, may help the librarian to overcome his or her hesitancy both to read fine print and to look beyond fine print to the long-term interests of the library. This book can be recommended to all librarians and library science students who may someday be responsible for the implementation of an automated library system or service — to all those who need to understand that the success or failure of a proposed system or service may be determined by the librarian's ability to view the legal and psychological aspects of computer service negotiation, not as an excuse for feelings of intimidation or defensiveness, but as a means of promoting cooperation and good will between the vendor and the buyer.

— Steven B. Schoenly
Graduate School of Library and
Information Science
University of Mississippi

The On-Line Revolution in Libraries. Edited by Allen Kent and Thomas J. Galvin. New York: Marcel Dekker, Inc., 1978. 303 pp. \$29.75.

When the marquee is emblazoned with two renowned names, Kent and Galvin, and the show is titled *The On-Line Revolution in Libraries*, the reader has every right to expect a block-buster. In this case it is just a good show; it is not so good or so important that the presses should be stopped to run the review on page one.

Attention is directed to the small print on the title page. The reader learns there that the book is part of a series of monographs and textbooks collectively titled *Books in Library and Information Science*. This one is Vol. 23 of the series and is edited (but only partly written) by the educators whose names appear boldly on the cover and spine. The sub-title illuminates the substance of the book: *Proceedings of the 1977 Conference in Pittsburgh, Pennsylvania*, called by librarians the Pittsburgh Conference.

The Pittsburgh Conference! One might rather invoke Melvil Dewey, or John Cotton Dana than conjure with the Pittsburgh Conference. It is, each year, a landmark performance by and for the staff of the Graduate School of Library and Information Sciences, University of Pittsburgh and their colleagues.

This, then, is a worthwhile book, mistitled but worthwhile. The title would lead the reader to expect that the volume delivers a critical analysis of DIALOG, ORBIT, OCLC and other on-line bibliographic services for libraries. Instead of a tutorial review of basics, the book is an advanced treatise, one that covers, in order, the potential, training, retraining and impact for on-line library systems generally. The authors, outstanding authorities in the field of new library technology, attended the conference and reported on it at length. There may be better writers and thinkers in the field, but they are not readily found in quantity. The authors represented are given an excellent format for their expository dialog. Five position papers, commissioned for pre-conference presentation to all participants were each the object of critical and additive commentaries by four or, in some cases, five respondents. The recorded impromptu remarks by other participants concluded each topic (session) in the report of the three-day meeting. Galvin concludes the whole book with a summary chapter.

The reader who was present at the conference will use this volume as a cogent reminder of a fruitful seminar; the reader who was not present will participate vicariously in an event of some importance.

The book ends with a conference evaluation

and an index. Neither is very useful. Evaluators James Matarazzo, Evalyn Clough, and James Williams appear to have done a perfunctory pre-conference and post-conference attitude test among the participants to satisfy the sponsors — not the readers. The index is lacking in sharp detail and scope.

As indicated, this is a worthwhile volume. It is not perfect, but the reviewer found no critical mistakes. This book is recommended for the professional collection in libraries of every type.

— Charles H. Stevens
SOLINET
Atlanta, GA

Outreach: Library Services for the Institutionalized, the Elderly and the Physically Handicapped. By Gerald Bramley. Hamden, Connecticut: Linnet Books/Shoe String Press, Inc., 1978. 232 pp. \$12.50.

This textbook, "designed primarily for students of librarianship and . . . those just beginning their professional careers," is a clear and concise outline of library service in prisons and hospitals, and to the elderly, disabled, blind and partially sighted, mentally retarded, and deaf. It includes chapters on the history and development of prison and hospital libraries in Britain and, to some extent, the United States. The chapters on services to the handicapped also include brief histories of the development of the various services.

Despite the title, *Outreach* does not emphasize out-of-library services to the exclusion of others. The chapters on organization and administration of hospital and prison libraries include guidelines on finance, qualifications of personnel, selection, physical facilities, censorship, and special needs of patrons. The remaining chapters emphasize services the public library can provide to the handicapped both in and out of the library. Bramley gives special consideration to the use of volunteers, which has been both prevalent and necessary to provide these services.

One of the strengths of *Outreach* is the attention given to the needs of these special patrons beyond the obvious. For instance, there is a detailed discussion of the differences in reading preferences of long-term and short-term hospital patients, and of the necessity of considering whether a patient is merely a reluctant reader or does not really feel 'up to' reading. Special mate-

rials and equipment are explained and evaluated in terms of both the patron's physical comfort and his mental and emotional comfort. For example, the superiority of Braille over talking books for some materials, such as passages from some modern novels, where the spoken word might be embarrassing, is pointed out.

Bramley draws on both the practical experience of libraries providing these services and on research findings for his recommendations. The book concludes with selected reading lists for each area and an excellent index. Although slanted towards British librarians, this thorough and systematic book should be a useful handbook for those providing service in hospitals and prisons and for public librarians interested in serving the handicapped. Bramley's approach should provide insights not only to the student and beginner, but also to practicing librarians.

— Lisa deGruyter
Graduate Library School
University of Chicago
(Formerly Alpha Regional
Library)
Spencer, WV

Public Library Purpose: A Reader. Edited by Barry Totterdell. Hamden, Connecticut: Linnet Books/Shoe String Press, Inc., 1978. 159 pp. \$10.00.

The Public Libraries Research Group was formed to determine goals and objectives of the public library as a first step in developing performance measures. One activity was to assemble earlier statements dealing with public library purpose and to use these as a basis for discussion. Selected statements were then arranged chronologically to illustrate the changing attitudes of what the public library is or should be about and published as *Public Library Purpose: A Reader*. Presentations reflect concerns over purpose as expressed by both English and American public library specialists.

Although most of the statements were prepared during the past two decades, their authors rely upon the past century of public library development to express their concerns and suggest directions. Questions first raised in the nineteenth century are still with us and are still unresponsive to the single or simple answer.

Who should the public library serve — a diverse

clientele or an elite? What level of service should be provided — limited or comprehensive? Should the library perform a socially activist role or should it remain passive? Should the public library entertain or inform, and what should the balance be between the two? Is it the people's university or its entertainment center? What is the role of the public library in education, in communication, in social change? The statements selected by Tottendell reflect a century long search for a public library identity. Questions are raised, explored, and positions are taken. By book's end the reader is as unsure of what the public library's purpose is or should be as at its beginning. However, it becomes evident that this confusion of purpose is directly related to the diversity of its clienteles and the range of services it performs or is expected to perform. This collection of statements is excellent background for discussion and is recommended reading for public library thinkers, students and practitioners who wonder who we are, how we got here, and where we may be going.

— Ann E. Prentice
Graduate School of Library
and Information Science
University of Tennessee
Knoxville, TN

Southeastern Bibliographic Instruction Directory: Academic Libraries. Compiled by James E. Ward, Jane A. Albright, (and) Kathleen Phillips. Southeastern Library Association, 1978. 349 pp. \$6.00. (Copies available from Southeastern Library Association, P.O. Box 987, Tucker, Georgia 30084)

To librarians involved in teaching students and other users how to locate materials and services in their libraries, the *Southeastern Bibliographic Instruction Directory* can be a useful tool. Based on a survey of library orientation and bibliographic instruction programs in academic libraries in the ten southeastern states, the directory lists 349 libraries. General information about each institution includes size of student body, library collection, professional staff, and type of degree programs.

Orientation is treated separately from bibliographic instruction and includes tours and other methods of informing users where to locate materials and service points in the individual libraries. An examination of the entries reveals that the

most common method is a slide/tape presentation followed by a walking tour. Some institutions use self-guided tours employing either an audio-tape or a printed guide. Usually this service is offered to or required of all new students and faculty, and to others upon request.

Bibliographic instruction implies more detailed and in-depth teaching of search strategies in various disciplines. Few institutions offer a formal credit course in bibliographic instruction. The system in most use is based on one or more class periods of instruction included in the beginning English course. Teaching methods vary from simple lecture to sophisticated video-tape programs with the majority falling into a combination lecture/slide/tape presentation.

An interesting variety of media in specialized teaching tools is apparent upon examination of the entries. The University of South Carolina, for example, has a video-tape set up at the card catalog for self-instruction in the use of the catalog, plus several other point-of-use self-instruction programs.

The directory will be useful to librarians who are developing programs, as well as to those who already have them both as a means of communication with others in the field and for comparison to and suggestions for their programs. Because library orientation/bibliographic instruction is an area of great interest now, up-dates will be very welcome for adding to the directory which has been published in a loose-leaf format. All Southeastern academic libraries will want a copy of this directory, and other libraries with responsibilities in orientation and instruction will find it equally useful.

— Virginia E. DeTreville
Reese Library
Augusta College
Augusta, GA

Special Collections in Libraries of the Southeast. Edited by J. B. Howell. Jackson, Mississippi: Howick House for the Southeastern Library Association, 1978. 423 pp. \$15.00 (Order from Southeastern Library Association, P.O. Box 987, Tucker, Georgia 30084)

This compendium is the result of a survey of special collections in the Southeast conducted in 1977 by a special committee of the Southeastern Library Association. The committee was com-

posed of one representative from each member state under the general editorship of J. B. Howell, highly respected Librarian at Mississippi College and former president of SELA. As stated by Howell in the preface, the publication "should serve as a current and comprehensive guide to both the obvious and the obscure in the special collections of literally hundreds of libraries throughout the Southland." It supplements existing sources such as (1) *Resources of Southern Libraries*, published by the American Library Association in 1938 under the editorship of Robert B. Downs; (2) Thomas H. English's *Roads to Research: Distinguished Library Collections of the Southeast*, 1968; (3) Lee Ash's periodic compilation in "Special Collections" published by Bowker; (4) Philip M. Hamer's *A Guide to Archives and Manuscripts in the U.S.*, 1961; (5) *The National Union Catalog of Manuscript Collections*, and numerous other publications dealing with state and local special collections.

No restrictions were placed on the size or richness of collections, and although the title would lead one to believe that the material is primarily of local interest, many significant as well as interesting collections are included which have universal appeal, thus making it of interest to a much wider audience.

The 2,022 entries, numbered consecutively throughout, are arranged first by state, and within each state are listed alphabetically by city. The name and address of the library/agency are given, followed by the name and a brief description of the collection. A special collection was considered to be "A collection of material of a certain form, on a certain subject, of a certain period, or gathered together for some particular reason, in a library . . .," as defined in the *ALA Glossary of Library Terms*.

Use of the compendium is greatly aided by three carefully prepared indexes, as follows: (1) a geographical index, indicating cities reporting genealogy and/or local and county history collections; (2) a corporate index of libraries and/or agencies housing the collections; and (3) a detailed general index.

In the excellent introduction by Frances Neel Cheney a breakdown is given of various disciplines and areas covered, with reference to examples of related collections contained in the compedium (e.g., the region's largest collection in the performing arts is the Belknap Collection at the University of Florida).

Descriptions are given of special collections in

all types of libraries with the exceptions of specialized governmental, church, and school libraries and libraries of professional schools and colleges, such as law and medicine.

Some of the entries included obviously are small and primarily of local interest, but a careful examination will reveal many quite significant collections which will serve a variety of research needs. A few examples of the latter include (1) the extensive Special Negro Collection at Fisk University in Nashville, Tennessee, consisting of materials in various formats relating to blacks in America and Africa; (2) the widely known Southern Historical Collection at The University of North Carolina in Chapel Hill; (3) the Civil Rights Archives in the Martin Luther King, Jr. Center in Atlanta; (4) the Eudora Welty Collection at the Mississippi Department of Archives and History; (5) the collection of the papers of Orville and Wilbur Wright, housed in North Carolina in the Research Library, Cape Hatteras National Seashore; and (6) among the rich collections at The University of Virginia in Charlottesville is the South Asia Collection, which with access to the CRL serials file is purported to be the most nearly complete collection of this kind of material in the world.

If this isn't enough to whet one's research appetite, one could find such interesting items as (1) a facsimile of a manuscript page from *Gone With the Wind*; (2) memorabilia from the Carter family at the college attended by both President Carter and the First Lady; (3) a collection of letters, travel diaries, etc., of Elizabeth Meriwether Gilmer, better known as Dorothy Dix; (4) a virtually complete collection of first editions of the "Tarzan" books; and (5) materials relating to the late Elvis Presley.

No doubt, this work will prove to be very useful to scholars and others in locating collections of interest on a variety of subjects and, therefore, is highly recommended for all libraries.

— James E. Ward
David Lipscomb College
Nashville, TN

To Know a Library: Essays and Annual Reports, 1970-1976. By Daniel Gore. (New Directions in Librarianship, Number 1) Westport, Connecticut: Greenwood Press, 1978. 379 pp. \$18.95.

Daniel Gore states that the purpose of this book is to "present a set of answers, both theoretical

and pragmatic" to the question of how libraries will continue to exist in the future when support is expected to decline. The author draws upon his experience at Macalester College during a period of declining budget support and relates the methods used to meet continuing needs. Although obviously faced with a difficult situation, Gore attacked his problem with an optimistic view which emphasized better use of staff through reassignment and redistribution of resources rather than technology. Although claiming success in methods applied the author readily and frankly admits error.

The author declares his theme to be "that a library can be made to yield better fruit, and ampler too, in its lean years than in its fat ones." His aim "is to bring theory and practice together in a way that will allow the reader . . . to get to know a library as a complex but unified organism . . ."

The essays cover many facets of library services: cataloging, budget, approval plans, serial costs, the use of oversewn binding, usage and availability of books, organization, management and performance measures. Included in the book are ten essays and six annual reports for Macalester College covering the years 1970/71 to 1975/76. The tenth essay, dealing with measuring library performance, appears for the first time. Two other essays are actually revisions of speeches. The seven remaining essays are reprints. Library science students at California State University-Fullerton compiled the index. Calligraphy and illustrations decorating some of the annual reports were evidently the work of Judith Anne Duncan. These decorations are pleasantly distracting from the otherwise often dull reports.

The essays are clever, entertaining, and

thought-provoking but not profound. The author writes with a smooth flowing style that is easy to follow and which encourages the reader to follow his analysis of a problem to the point of almost accepting the solution proposed as realistic, which it often is not.

Gore's annual reports are of value to both the new administrator as well as the experienced who has repeatedly faced these same concerns and perhaps given up trying to be innovative. Applying innovative solutions to humdrum problems is what Gore appears to enjoy. FASTCAT is such an example which Gore indicates be began with an idea borrowed from Marvin Silken's Frontlog Collection of the Orange, New Jersey, Public Library. One sees the author through his essays as a contemplative problem solver aggressively tackling each dilemma with serious imagination, creatively mixed with an appropriate amount of levity.

Eli Oboler opined ". . . no greater bore/Exists than stuff by Daniel Gore." Gore's willingness to tackle so called sacred issues and problems considered to be unsolveable is refreshing, if occasionally naive, but solutions offered and conclusions drawn are always interesting and stimulating — even when impractical. Gore's essays are certainly not boring.

To Know A Library is recommended for purchase for library science collections, professional collections, and for reading by librarians interested in or involved with library administration, especially in academic libraries.

— Charles E. Miller
Florida State University
Library
Tallahassee, FL

Note: *Twentieth-Century Literary Criticism*, reviewed by Marie Ellis in the Winter 1978 issue, will be an annual publication. The first sentence of the review should have reflected this fact.

- SELA MINUTES AND REPORTS
- REGIONAL NEWS
- COOPERATIVE EFFORTS
- CONTINUING EDUCATION OPPORTUNITIES
- SOUTHEASTERN JOBLINES
- DATES TO REMEMBER
- PERSONALS
- NAMES AND ADDRESSES OF ALL SELA:
 - Officers
 - State Representatives to the Executive Board
 - Section Chairmen
 - Committee Chairmen
 - SELA Headquarters
- STATE LIBRARY ASSOCIATION OFFICERS

THIS SECTION CONTAINS CURRENT INFORMATION ABOUT LIBRARIANS, LIBRARIES, AND LIBRARY ASSOCIATIONS IN THE 10-STATE AREA WHICH MAKE UP SELA. MATERIAL APPROPRIATE FOR THIS SECTION SHOULD BE SENT TO THE MANAGING EDITOR. PUBLICATION DEADLINES ARE LISTED EACH ISSUE ON THE EDITOR'S PAGE.



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P.O. Box 987, Tucker, GA 30084



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Miss () Ms ()
Mr. ()

Mailing Address _____

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Renewal for 1979 () 1980 ()

Membership year is January through December.

ANNUAL DUES (Check applicable category)

Table with 2 columns: PERSONAL MEMBERS and Annual Dues. Rows include Students and Trustees, No salary to annual salary of \$6,500, \$6,501 to 7,500, \$7,501 to 13,500, \$13,501 to 20,500, \$20,501 and up.

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() Sustaining membership \$25.00 () Contributing membership \$50.00 and up

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- Library Education Section.....() School and Children's Libraries Sec.()
Public Libraries Section.....() Special Libraries Section.....()
References & Adult Services.....() Trustees & Friends of Libraries Sec.()
Resources & Tech. Services.....() University & College Library Section()

I wish to join the Junior Members Round Table SELA Affiliate ()

Indicate standing committee(s) on which you have an interest in serving:

- () Archives () Govt. Relations () Lib. Develop. () Non-Print Media
() Awards () Handbook () Lib. Orient. & () Outstand. Author
() Budget () Hon. Memb'shp Biblio. Inst. () Publicity
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() Cons. & By-Laws Cooperation () Nominating () Sou. Bks. Comp.

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() I wish to have my name excluded from all but official Association mailings.

THANK YOU !

SELA Minutes and Reports

MEETING OF THE EXECUTIVE BOARD MINUTES

October 5, 1978

The Executive Board of the Southeastern Library Association met at the New Orleans Hilton in New Orleans, Louisiana, at 1:00 p.m. Officers present were: J. B. Howell, President; Helen D. Lockhart, Vice-President; Larry T. Nix, Secretary; Bill Roberts, Treasurer; and Betty Martin, Immediate Past President. State Representatives present were: Lorraine Schaeffer, Florida; Louise Bedford, Kentucky; Rush Miller, Mississippi; I. T. Littleton, North Carolina; Gerda Belknap, South Carolina; Anne Thurmond, Tennessee; and Roberta Miller, Virginia. Committee Chairmen present were: Hubert Whitlow, Constitution and Bylaws; Mary Louise Rhey, SELA Evaluation/Headquarters Committee; Paul Porterfield, Continuing Education; and James Ward, Library Orientation and Bibliographic Instruction. Also present were Johnnie Givens, Executive Director, and Leland Park, Editor, *Southeastern Librarian*.

President Howell welcomed the group to the final meeting of the current Executive Board. He noted that the Executive Board had met seven times in the biennium. He told the Board that there would be a break in the meeting from 2:30 until 3:00, and the second part of the meeting would be devoted primarily to section and committee reports. President Howell said that some committee chairmen had asked to report early because of other conference responsibilities.

Mary Louise Rhey reported for the SELA Evaluation/Headquarters Committee. The Committee recommended that the Ad Hoc Committee on Evaluation conduct "a long range in-depth study of SELA's objectives and the degree to which these objectives have been met, and also an assessment of the structure of SELA and its capacity to meet today's needs." The Committee further recommended that a standing committee be formed to serve as a "Headquarters Committee." This committee would serve as an expedient advisory committee for practical on-the-scene type of questions that come up at Headquarters.

J. B. Howell expressed the Board's appreciation for the work of Mary Louise Rhey and her Committee.

James Ward then reported for the Library Orientation and Bibliographic Instruction Committee. Dr. Ward noted that the two major accomplishments of the committee were the establishment of a clearinghouse for the Southeast of materials on library orientation and bibliographic instruction and the compilation and publication of the *Southeastern Bibliographic Instruction Directory; Academic Libraries*.

President Howell asked if there were any corrections to the Minutes of the June 26, 1978, meeting of the Board. President Howell noted that SELA would be celebrating its 60th or diamond anniversary in 1980 not its 50th or golden anniversary. There were no other corrections, and the minutes stood approved as submitted.

Bill Roberts, treasurer, then presented an interim report. He reported that total receipts through September 30, 1978, stood at \$156,901.59, and total expenditures through the same period were \$158,095.82. He noted that there were still two months left in the biennium. He pointed out that the largest single source of income for the biennium was the \$70,000 TVA grant. He said this would be reduced to \$30,000 during the next biennium.

J. B. Howell expressed his hope that the President would be allocated more than \$1,500 in the next biennium, and that funds could be found to publish a Membership Directory.

I. T. Littleton suggested that full expenses not be paid for attending the spring workshop for the next biennium.

Bill Roberts reported on the status of the Association's checking and savings accounts, and indicated that some funds in the savings accounts might need to be utilized at the end of the biennium.

President Howell told the Board that its decision not to place the recommended constitutional changes before the membership at this conference posed a major obstacle to the establishment of a "junior members" unit in SELA.

Hubert Whitlow, Chairman of the Constitution and Bylaws Committee, then presented a proposed change in Article IV which would make possible the establishment of a "junior members" unit.

Hubert Whitlow moved that the proposed revision in Article IV be approved by the Board and submitted to the membership. Roberta Miller seconded the motion. President Howell asked for discussion.

Bill Roberts pointed out that if only a portion of the recommended constitutional changes were adopted, that it would not fit into the existing Constitution. After further discussion, the motion was voted and defeated.

Betty Martin moved that the Executive Board approve the formation of a Junior Members Roundtable of SELA pending the formal revision of the Constitution. The motion was seconded by Leland Parks. Following discussion, the motion passed.

The first part of the Executive Board meeting adjourned at 2:30 p.m.

The second part of the Executive Board meeting began at 3:00 p.m. State Representatives joining the meeting were: Wayne Love, Alabama; David Estes, Georgia; and James Nelson, West Virginia. Section Chairmen joining the meeting were: Alice Smith, Library Education Section; Virginia Grigg, Public Librarians Section; Mildred Emmons, Resources and Technical Services Librarians Section; Tom Rogers, Special Libraries Section; and Ruth Byrd, Trustees and Friends of Libraries Section. Committee Chairmen joining the meeting were Frank J. Anderson, Southern Books Competition; Edwin C. Strohecker, Intellectual Freedom; Harold

Goldstein, Manpower; Barbara Bonfilii, Non-Book Media; and Barbara Loar, Publicity. Also joining the meeting were: Gerald McCabe, Member, Rothrock Award Committee; Aileen Ellis, Chairman-Elect, special Libraries Section; Paul H. Spence, Vice-President Elect, SELA; Mae Tucker, Incoming State Representative for North Carolina; and John Scott, Incoming Treasurer, SELA.

Johnnie Givens, Executive Director of SELA, then presented her report to the Executive Board. She distributed copies of her report to the membership, and a summary of the Association's Program Development Account. The total amount which went through the Program Development Account was \$129,601.01.

Ms. Givens then reported on the Association's responsibility for benefit payments under Georgia's Employment Security Law. She recommended that the Association elect the reimbursement method of dealing with this responsibility.

Gerda Belknap moved that Ms. Givens' recommendation in regard to Employment Security be accepted. Bill Roberts seconded the motion, and it carried.

Bill Roberts asked Ms. Givens about the future of the Solar Technology Transfer Project. She indicated that its administration was being moved from the Oak Ridge National Laboratory to the newly established Southern Solar Energy Center, and the SELA staff would be continued for the time being. She said she thought the future looked promising for the continuation and expansion of the project.

President Howell told the group that the next issue of the *Southeastern Librarian* would be the last under the editorship of Leland Park. He then asked Leland Park to give his report. Dr. Park reported that the next issue will make over 800 pages of the *Southeastern Librarian* which have been published under his editorship. He thanked Dudley Yates for his contribution as Advertising Manager, Jean Martin for serving as Book Reviewing Editor, and Ellis Tucker for serving as Managing Editor.

President Howell expressed the Executive Board's appreciation to Leland Park for his outstanding contribution to SELA as Editor of the *Southeastern Librarian*.

President Howell told the Board that storage for back issues of the *Southeastern Librarian* continued to be a problem. Johnnie Givens recommended that the following policy be implemented:

1951-1971 issues — 5 copies be maintained for distribution

1972-1975 issues — 10 copies be maintained for distribution

1976 — to date — keep all issues available.

Leland Park spoke in favor of this policy, and suggested that any full sets available be advertised in the professional media.

President Howell suggested that this be left in the hands of the Executive Director to be handled in the best interest of the Association. The Board concurred in this.

Bill Roberts suggested that back records of the Treasurer be sent to the Archivist, Porter Kellam, except for the last biennium which would be turned over to the new Treasurer.

He also suggested that most of the actual bookkeeping for the Association should be handled by the Headquarters staff with notification sent to the Treasurer. He emphasized how extensive the work of the Treasurer had become, and noted that a significant time delay was now necessary for the payroll and other payments of the Association.

Mr. Roberts then moved that checks be written and financial records be maintained by the Executive Director, and that monthly reports be given to the elected Treasurer so that required reports could be made to the Association. Louise Bedford seconded the motion, and it carried.

The Executive Board then heard Committee and Section Reports.

In the absence of Porter Kellam, David Estes presented the report for the Archives Committee.

President Howell said that Frank Grisham was unable to be present to report for the Awards Committee, but asked Larry Nix to tell the group about the Association's first award for an outstanding library report. Mr. Nix explained that the Greenville County Library in South Carolina had won the award for its Project Little Kids. He described the project as a demonstration of the role a public library could play in early childhood development. He noted that the project was the first public library service project funded by the Appalachian Regional Commission.

President Howell reported that the 1980 Conference would be held at the Hyatt House in Birmingham, Alabama, and that the 1982 Conference would be held at the Galt House in Louisville, Kentucky.

Paul Porterfield reported for the Ad Hoc Continuing Education Committee. The Committee recommended that SELA take an association membership in C.L.E. N.E. President Howell indicated that it would be up to the new Board to follow through on the Committee's recommendations.

President Howell reported for the Honorary Membership Committee. He said that Dr. Isaac Copeland and Ms. Roy Land would receive Honorary Memberships during the biennial business session on October 8.

Edwin C. Strohecker reported for the Intellectual Freedom Committee.

Helen Lockhart reported for the Library Development Committee. She noted that progress has been made on the recommendations made by the Committee at the 1977 spring workshop. Work is currently underway on completing the organization of the headquarters office and staff, the development of computerized membership rolls, and coordination of membership drives with state and national membership drives. Annual workshops have been held for presidents and presidents-elect of the state associations. Efforts are being made to coordinate information and results of the state Governors' Conferences. Seminars have been held on the White House Conference, on Copyright, and Accreditation.

Ms. Lockhart indicated that the primary charge of the Governmental Relations Committee will be to explore the possibility of a joint meeting of the states in preparation for the White House Conference.

I. T. Littleton recommended that the resolutions of the state Governors' Conferences be brought together and published.

Barbara Bonfilii reported for the Non-Book Media Committee.

Johnnie Givens reported for the Membership Committee in the absence of Nancy Nelms. She indicated that there were currently 2,550 personal memberships, 262 institutional memberships, and 27 honorary memberships.

Ms. Givens also reported that the Committee assigned to study the computerization of Association membership records would like for the current Board to recommend a high priority for this project to the incoming Board. She indicated that a minimum of \$5,000 would be required to convert the records and \$3,000 annually to maintain them. This would be a total of \$8,000 for the next biennium.

After discussion, Jim Nelson moved that the Executive Board go on record as giving the computerization of membership records a high priority. The motion was seconded, and it carried.

Frank Anderson reported for the Southern Books Competition. He indicated that he had completed a narrative report which described fully the various functions and procedures of the Committee, and that this could be utilized by future Committee members. He noted that the University of Kentucky had been the repository for the winning entries for a number of years, and questioned a recommendation to place future entries at SELA Headquarters.

President Howell in the absence of Jesse Mills, Chairman of the Rothrock Award Committee, reported that John Gribbin and Kenneth Toombs would be co-recipients of the Rothrock Award. The selection was made on the recipients' contribution to the development of SOLINET.

David Estes indicated that he had no report from the Grants Review Committee as no grants had been submitted for review.

President Howell reported that the *Special Collections Compendium* was not yet available, but that it should be ready soon for sale and distribution.

President Howell announced that Eudora Welty would be the first recipient of the SELA Outstanding Author Award.

Ruth Byrd reported for the Trustees and Friends of Libraries Section.

Alice Smith, Chairman of the Library Education Section, indicated that she would make recommendations after the meeting of the Section.

Mildred Emmons reported for the Resources and Technical Services Librarians Section.

Leland Park reported for the University and College Library Section.

Thomas Rogero reported for the Special Libraries Section. He urged the Board to develop needed guidelines for workshops and seminars sponsored by units of the Association. It was indicated that the Executive Director had been directed to accomplish this.

Barbara Loar reported for the Publicity Committee. She outlined many of the difficulties relating to this Committee; she recommended that the chairman of this Committee come from the Atlanta area, and that a specific charge be given to the Committee. She said that thought should be given to having only one person handle publicity for the Association.

President Howell introduced some guests and the meeting adjourned.

— Larry T. Nix
Secretary

EXECUTIVE MEETING

October 8, 1978

The Executive Board of the Southeastern Library Association met on October 8, 1978, at 1:50 p.m. in the Trafalgar Room of the New Orleans Hilton Hotel. Those present were Mrs. Helen D. Lockhart, President; Mr. Paul H. Spence, Vice President; Mr. J. B. Howell, Immediate Past President; Mrs. Betty Martin, (President, 1974-76); Mr. Ellis Tucker, Editor; Miss Johnnie Givens, Executive Director; Miss Mary Frances Griffin, Secretary. The state representatives present were Mr. Luther Lee, Alabama; Mrs. Lorraine Schaeffer, Florida; Mr. David Estes, Georgia; Mr. Rush B. Miller, Mississippi; Mrs. Mae S. Tucker, North Carolina; Mrs. Ann Thurmond, Tennessee; and Mrs. July Rule, West Virginia.

SELA Committees approved by the board for 1978-80 are shown on the attached list.

The following persons were approved as staff members of the Southeastern Librarian:

Managing Editor:	Dr. Steven B. Schoenly Graduate School of Library and Information Service The University of Mississippi University, Mississippi 38677
Advertising Manager:	Mrs. Kay Reeder Library Tennessee Tech Cookeville, Tennessee
Book Review Editor:	Mr. John David Marshall Library Middle Tennessee State University Murfreesboro, Tennessee 37130

The copy deadline date for the Southeastern Librarian will be January 15, 1979.

The Executive Board of the Southeastern Library Association will not hold a meeting during the ALA Mid-Winter Meeting in Washington, January 7-12, 1979.

The 1979 workshop of SELA will be held late January or early February, 1979. Mrs. Lockhart will send each board member a schedule for reactions. The Executive Director will negotiate facilities for the workshop.

Mrs. Lockhart set a membership goal of 6,000. Each member of the board could assist with making this figure a reality.

The Junior Members Round Table will begin functioning as a section of SELA. Therefore JMRT should be represented on the Executive Board of SELA.

Mr. David Estes stated that consideration should be given to making the SELA representative a voting member at the ALA convention.

Mr. Luther Lee stated that consideration should be given to a pictorial history of SELA. Also, another joint conference should be held with the Southwestern Library Association.

The meeting adjourned at 2:50 p.m.

— Mary Francis Griffin
Secretary

Minutes of the Biennial Business Meeting

October 8, 1978

The SELA Biennial Business Meeting for 1977-1978 took place at 9:30 a.m. in the Grand Ballroom of the New Orleans Hilton on Sunday, October 8, 1978. President J. B. Howell presided at the meeting.

President Howell called the meeting to order. He recognized representatives of Title Books of Birmingham and Southern Library Bindery of Nashville, noting their contribution of a \$500 cash award for the SELA Outstanding Author Award.

Bill Roberts, Treasurer for the Association, presented an interim report. He indicated total receipts to date were \$156,901.59 and total expenditures were \$158,095.82.

President Howell introduced Larry T. Nix, Secretary, and Edward G. Holley, Parliamentarian, at the podium.

Hubert Whitlow presented the report of the Constitution and Bylaws Committee. He reported that the recommendations of the Committee regarding major revisions of the Constitution had been published in the Summer 1978 issue of the *Southeastern Librarian*. He requested that the membership consider the proposed changes and make comments to the Committee early in the new biennium.

Johnnie Givens, Executive Director, presented her report to the membership. She reported on the Solar Technology Transfer Project which was being administered by SELA. She encouraged sections and committees to keep the SELA Headquarters staff informed of their activities in order that this information could be made available to others.

President Howell indicated that there would be oral reports from only a few of the twenty-four committees of the Association. He then gave a brief report for the Archives Committee.

It was reported that the Library Orientation and Bibliographic Instruction Committee chaired by James Ward had completed two major projects during the biennium. One was the establishment of a clearinghouse for information on library orientation programs at David Lipscomb College in Nashville, Tennessee, and the second was the publication of a *Southeastern Bibliographic Instruction Directory*.

President Howell thanked the Outstanding Author Award Committee and the Criteria for Selection Committee for their work in implementing this new award. He announced that the first recipient would be Eudora Welty who would receive the Award later in the day.

President Howell announced that the Special Collections Compendium for the Southeast which had been compiled would be available for sale in the next few weeks.

Frank Grisham, Chairman of the Awards Committee, then presented the Association's first Award of Merit to a library for an outstanding library activity. The Award was presented to the Greenville County (S.C.) Library for its Project Little Kids, an innovative approach to public library involvement in early childhood development and parenting. Larry Nix accepted the Award on behalf of the Greenville County Library.

Ray Rowland, Chairman of the Honorary Membership Committee, made the presentation of Honorary Memberships in the Association. The Memberships were presented to Dr. Issac Copeland and Ms. Roy Land.

Gerald McCabe, member of the Rothrock Award Committee, presented the Rothrock Award in behalf of the Association. The Award was presented to Kenneth Toombs and John Gribbin for their contribution to the establishment of SOLINET.

President Howell announced that a gift will be presented to Ann W. Morton on behalf of the Association for her work as Executive Secretary with the message, "Best wishes from a grateful Association to Ann W. Morton."

President Howell expressed his appreciation to Leland Park for his work as Editor of the *Southeastern Librarian*. He then introduced Ellis Tucker, the new Editor.

President Howell reported that recent action by the Executive Board had paved the way for the creation of a Junior Members unit of SELA.

Richard Barker, Chairman of the Resolutions Committee then reported.

He moved the adoption of the following resolution:

Whereas, the Southeastern Library Association and the Southwestern Association have been assembled in Joint Conference in New Orleans, Louisiana, from October 5-8, 1978; and

Whereas, this conference has proven to be a meaningful and beneficial one for all participants;

Be it resolved that the Southeastern Library Association extends its thanks to G. Sheppard Hicks, Program Chairperson; to Hester B. Slocum, Local Arrangements Chairperson; to Dorothy J. Whittemore, Exhibits Chairperson, and to all other conference chairpersons and committee members.

Be it further resolved that special thanks be given to those who have spoken at this conference in general sessions and section meetings, and that our appreciation be expressed to all who by their efforts and presence as this conference contributed to its success.

October 8, 1978

— J. B. Howell
President

No second was necessary, and the motion carried.

Mr. Barker then moved the adoption of the following resolution:

The Southeastern Library Association takes this opportunity to honor one who has contributed much to the library profession and to this association. Miss Tommie Dora Barker, who died on February 6, 1978, will have a lasting influence on many members of the library profession.

For forty-five years, Miss Barker actively worked for the development and extension of library service in the Southeast, beginning as an assistant in the Alabama Department of Archives and History Library Extension in 1909. She was associated with the Atlanta Carnegie Library (the present Atlanta Public Library) from 1911 to 1930, serving as head librarian and director of the Atlanta Library School for the last fifteen years of this period. During this time she was instrumental in the transfer of the Library School to its current affiliation with Emory University. In 1930, she received the first honorary doctorate awarded to a woman by Emory University. From 1930 to 1936, she served as Southern Regional Field Agent for the American Library Association, traveling extensively to promote the creation and development of library service in the region. In 1936, she was appointed dean of the Emory Library School and served in this capacity until her retirement in 1954.

October 8, 1978

— J. B. Howell
President

No second was necessary, and the motion carried.

President Howell then asked Helen Lockart to come to the speakers stand, and he presented the gavel to her as the President of SELA, 1978-80.

Ms. Lockhart paid tribute to J. B. Howell for his outstanding service as President during the past biennium.

President Lockhart also expressed appreciation to Johnnie Givens for her word as Executive Director.

She then introduced the newly elected officers for the Association.

President Lockhart announced the following goals for the next biennium.

1. To have a total membership of 6,000 by the Association's 60th anniversary, in 1980;
2. To more actively involve trustees and friends in the activities of the Association.
3. To escape more involvement by more members;
4. To hold a regional conference in preparation for the White House Conference on Library and Information Services and
5. To improve communication with the Association.

There being no further business the meeting adjourned.

— Larry T. Nix
Secretary

LIBRARY EDUCATION SECTION

The business meeting of the Library Education Section was held on Friday, October 6, 1978 at 2:00 p.m. in the Prince of Wales Room of the New Orleans Hilton Hotel in New Orleans, Louisiana. Alice G. Smith, Chairman, presided. Ramona Mahood read a summary of the activities of the group during the last biennium; Harold Goldstein presented a summary of the Manpower Report; Gary Purcell, President AALS, proposed that the Library Education Section of SELA endorse a proposal of the Association of American Library Schools for the establishment of a Bureau of Library Education Studies. The proposal was moved and passed unanimously. The report of the Nominating Committee was read by John McCrossan:

Chairman: Eugenia Mauldin

Vice-Chairman/Chairman-Elect: Dorothy Haith

Secretary: Ramona M. Mahood

The proposed slate was approved and elected. A short questionnaire was distributed. The meeting adjourned at 2:30 p.m.

The program portion of the joint SELA-SWLA meeting was called to order by Eugenia Mauldin. The speaker, George E. Gullen, Jr., President, Wayne State University, Detroit, Michigan was introduced by Dr. Smith. Dr. Gullen spoke on Human Relations and the Librarian, stressing the importance of education and its effect on all aspects of life. Dr. Gullen clarified the principles he espoused with numerous examples.

— Ramona M. Mahood
Secretary

SCHOOL AND CHILDREN'S LIBRARIANS SECTION

I. Business Meeting

On Saturday, October 7, 1978, at 9:30 a.m., the SELA School and Children's Librarians Section business meeting was called to order by Mrs. Barbara C. Cade, Chairman.

Mrs. Betty D. Beal, vice-chairman of the nominating committee, submitted names of the nominees for the 1978-80 offices of vice-chairman/chairman-elect and secretary. Diana Young of Raleigh, North Carolina (North Carolina State Public Library Division), was nominated as vice-chairman/chairman-elect; Mary Emma Smith of Yazoo City High School, Mississippi, was nominated as secretary. The slate of officers, as presented, was accepted. The nominating committee was composed of Barbara P. Carroon, Chairman, of Jackson, Mississippi; Betty D. Beal of Birmingham, Alabama; and Eleanor Pourron of Arlington, Virginia.

Mrs. Cade introduced her successor, Pat Scales of Greenville Middle School, Greenville, South Carolina, who will serve as chairman for 1978-80.

Dr. Shirley Aaron, director of Region 5 of AASL, was introduced by Mrs. Cade. Dr. Aaron reported on activities in which the AASL board is involved.

1. The Alabama Instructional Media Association was approved as a government affiliate to AASL.
2. A new series of publications on the various aspects of school libraries for practitioners will be published. The first three in the series should be ready by December 1978.
3. The Board approved the formation of the non-public school section of AASL.

The AASL Affiliate Assembly, which serves as a communication vehicle in Region 5, concerns were with affiliation problems with NEA, accrediting associations, and attempts to "water down" standards. Dr. Aaron reported that some of the resolutions to the Board from the Affiliate Assembly were as follows: 1) to see AASL launch a national campaign of public awareness, 2) to get representation at the White House Conference for school media specialists, and 3) to get AASL to re-examine its copyright policy for publications. Since Dr. Aaron is representing the members, she would like for people to get in touch with her about any concerns they have regarding libraries.

Mrs. Cade suggested the group should start having regional meetings for better participation by members.

There being no further business, the meeting was adjourned.

— Dorothy S. Crowell
Secretary

II. Joint Program Meeting with SWLA

On Saturday, October 7, 1978, at 10:00 a.m., the SELA School and Children's Librarians Sections and SWLA Youth Services Interest Group Joint Program was called to order by Mrs. Barbara C. Cade, Chairman.

Mrs. Cade thanked all the people who made the session possible — the local arrangements people and those who helped to plan the school tours. A special thanks was given to Mrs. Reva Chesson, Chairman of SWLA.

Officers for SELA SCHOOL AND CHILDREN'S LIBRARIANS SECTION were introduced by Mrs. Cade. They are Ms. Pat Scales, chairman, of Greenville, South Carolina; Ms. Diana Young, vice-chairman, of Raleigh, North Carolina; and Ms. Mary Emma Smith, secretary, of Yazoo City, Mississippi.

Ms. Pat Scales introduced the speaker, Ms. Elaine L. Konigsburg, author and Newbery Award recipient. Her subject GOING HOME touched upon the author's aim for her books. She stressed that everyone needs to "go home" — a place where things got started, the times and places we all carry around inside of us, where the naked truth about ourselves exists. The over 200 people hearing her gave Ms. Konigsburg a standing ovation.

Mrs. Cade adjourned the meeting.

— Dorothy S. Crowell
Secretary

ARCHIVES COMMITTEE REPORT

The mission of the Committee as authorized by the Executive Board is to: 1) complete the assembling of the official records of the Southeastern Library Association, 2) collect other materials of historical interest to the Association, and 3) to recommend a permanent repository for the archives collection. The members of the Committee are: Frances Drew, Sarah Jones, and Porter Kellam, Chairman.

The Committee was slow in beginning its work because of the Chairman's dilatoriness. However, a meeting was held early in this year, with the Executive Secretary of the Association, Mary Edna Anders, and Graham Roberts attending by invitation. In a weak moment, the Chairman was swayed by the others present to assume the task of sorting, weeding, and arranging the records. It was agreed that in general duplicate materials, travel and hotel reservations, correspondence and forms regarding travel reimburse-

ments, check stubs, and cancelled checks would be discarded. Other materials would be evaluated as handled. Subsequently, all the records were transferred from the Georgia Tech Library to the Chairman's office in the Main Library at the University of Georgia for convenience in working with them. The job is about half completed.

There has been no effort to locate any other records of the Association. It seems that most of the officers passed their records on to their successors and they have been preserved. However, the files of committees and sections are often quite skimpy. It would be well for the President or the Executive Secretary to ask (through the *Southeastern Librarian*) all previous living officers and chairmen of committees and sections to search their files for SELA materials and, if any are found, to send them to Headquarters.

The Archives Committee has suggested to the Southern Books Competition Committee that hereafter one copy of each title submitted in competition be placed in Headquarters.

The Archives Committee recommends to the Board that Headquarters be designated as the depository for the archives. It is believed that two 4-drawer filing cabinets would be adequate for the present collection.

— W. Porter Kellum, Chairman

LIBRARY ORIENTATION AND BIBLIOGRAPHIC INSTRUCTION COMMITTEE

New committee members are: ALABAMA: Exir Brennan, University of Alabama; FLORIDA: Phyllis Hudson, Florida Technological University; GEORGIA: Eric Nitschke, Emory University; KENTUCKY: Glenda Neely, University of Louisville; MISSISSIPPI: Ada Sumrall, Mississippi College; NORTH CAROLINA: Rose Anderson, Sandhills Community College; SOUTH CAROLINA: Trish Ridgeway, Winthrop College; TENNESSEE: Tom Watson, University of the South; VIRGINIA: Bill Prince, V.P.I. and State University; WEST VIRGINIA: John Collins, Glenville State College. Pam Cravey, Georgia State University, will chair the committee and Jim Ward, David Lipscomb College, will continue to coordinate the Clearinghouse. Please keep your state representative posted on happenings and sent two copies of instructional materials to the Clearinghouse.

From Bill Prince comes news that Fred Reenstjerna, Hollis Branch, Roanoke County Public Library, has been elected chairman of the Virginia Library Association's Library Instruction Forum. Betty Kondayan, Head, Reference and Public Services, Washington and Lee University, is now Vice Chair/Chair Elect. The three major areas of concentration for the Forum will be regional programs, publications, and standards.

The College of Charleston hosted the second annual Southeastern Conference on Approaches to Bibliographic Instruction, Marsh 22-23. In addition to a fine display of selected instructional materials from the Southeast, the following programs were presented: "Class-Related, Separated or Workbook Instruction? A Philosophical Defense" — a panel featuring Jacqueline Morris (SUNY — College of Environmental Science and Forestry), Judith Pryor (University of Wisconsin/Parkside), and Sharon Rogers (University of Toledo); "Politics of Library Instruction: Internal and External" — a presentation by Anne Roberts (SUNY — Albany); "Bibliographic Education: A Radical Assessment" — a presentation by James Benson, Graduate School of Library Science, University of Alabama; and "Library Instruction in the Academic Curriculum: Isolation or Integration?" — a panel of refereed papers, moderated by Lennart Pearson, Presbyterian College. Hats off to Cerise Oberman-Soroka for another outstanding conference and to Glenda Neely and Greg Dean (University of Louisville) for coordinating the SELA Drop-In Center.

Word comes from Georgia that the Subcommittee on Bibliographic Instruction of the Regents Academic Committee on Libraries is preparing a survey of bibliographic instruction programs at the state-supported institutions in Georgia. The basis for their survey will be the original survey done by Jim Ward, David Lipscomb College, and the SELA *Southeastern Bibliographic Instruction Directory: Academic Libraries*, prepared by this committee. Congratulations to the Georgia Regents Academic Committee for their leadership in Bibliographic Instruction in academic libraries and to the subcommittee members: Thomas Basler (Medical College of Georgia); Jack Bennett (Clayton Junior College); Jan Fennell (Georgia College); A. J. McLemore (Savannah State College); and Mildred Tietjen (Georgia Southwestern College), Chair.

Clearinghouse news: Mimi Dudley's new workbook is now available for borrowing from the Clearinghouse.

Two southeastern librarians have been nominated for office in the ALA ACRL Bibliographic Instruction Section. Jim Ward, David Lipscomb College, will run for Vice Chair/Chair Elect and Cerise Oberman-Soloka for Member-at-Large. Let's support these two candidates in June!

The Bibliographic Instruction Section of ACRL is presenting two exciting programs at ALA in Dallas. The first, a pre-conference, will feature Anne Roberts (SUNY — Albany) "Management of Library Instruction Programs," Joan Ormondroyd (Cornell) "Teaching the Teachers," Anne Lipow (Berkeley) "Faculty and Graduate Library Instruction," Beverly Renford (Penn. State) "Library Instruction Workbooks," Sharon Hogan (University of Michigan) "The One Hour Stand," and a representative from Earlham College on "Integrated Bibliographic Instruction." Participants will have a choice of one workshop to attend and will all leave with manuals, workbooks, lectures, or checklists to implement on the home front. The other program, offered in conjunction with the BIS membership meeting, is "Grantsmanship for Bibliographic Instruction." Three speakers will talk about locating sources of funding, techniques for proposal writing and selling, the future of grants for bibliographic instruction, and pitfalls of grantsmanship. For pre-conference information contact Mimi Dudley at UCLA; for conference program information, Pam Cravey, Georgia State University.

Please send all information about library instruction in your state — grants, conferences, workshops, etc. — to Pam Cravey, Bibliographic Instruction Coordinator, Pullen Library, Georgia State University, Atlanta, GA 30303.

SELA COMMITTEES 1978-80

(Under each committee, the name of the chairman is listed first.)

Archives: W. Porter Kelliam (GA), Mary Edna Anders (GA), Frances Drew (GA), Sara Jones (GA).

Awards: Sybil Ann Hanna (MS), Ted Pfarrer (FL), Betty Callahan (SC), Herndon McLeary (TN), Beverly J. Bagan (VA), Ardie Kelly (VA).

Birmingham Conference: Patricia S. Moore — Local Arrangements, Jerry Stephens — Exhibits, Virginia Jackson — Program.
Budget: Paul H. Spence (AL), Cecil P. Beach (FL), Roxanna Austin (GA), Isaac T. Littleton (NC), William H. Roberts (NC), Forrest C. Palmer (VA), John E. Scott (WV).

Committee on Committees: J. B. Howell (MS), Frances Hatfield (FL), Ann Morton (GA), Ronald F. Steensland (KY).

Conference Parliamentarian: Kathryn C. Culbertson (TN).

Conference Site Selection: H. William O'Shea (NC), Lennart Pearson (SC).

Constitution and Bylaws: Hubert H. Whitlow (GA), Betty D. Beal (AL), John Depew (FL), Louise Bedford (KY), Madel Morgan (MS), Louise Boone (NC), Martin R. Pautz (SC), Alva Stewart (TN), Henry James (VA), Robert Masters (WV).

Governmental Relations: Charles E. Miller (FL), Anthony W. Miele (AL), Juanita S. Brightwell (GA), Vivian S. Hall (KY), Joe Forsee (MS), Jan Buvinger (SC), Jess A. Martin (TN), Caroline Arden (VA), Ruth Ann Powell (WV), Judith Letsinger (NC).

Honorary Membership: John David Marshall (TN), J. Mitchell Reames (SC), John Goudeau (FL).

Intellectual Freedom: Edwin C. Strohecker (KY), Ann Harms (AL), Tyrone Bryant (FL), June L. Engle (GA), Georgia G. Tracy (MS), Thelma Elkins (SC), Joseph F. Lindenfeld (TN), Mary Alice Hupp (WV), Michele Leber (VA), Phillip Morris (NC).

Interstate Cooperation: William L. Whitesides (VA), William Highfill (AL), Bernadette Storch (FL), Michael W. McDavid (GA), Paul Willis (KY), Doris Boyer (MS), Anne Middleton (SC), Olivia Young (TN), Betty Collins (VA), Frederic J. Glazer (WV), Marion Leith (NC).

Library Development: Paul H. Spence (AL), Billy Pennington (FL), Ann Woodward (GA), Joy Terhune (KY), James F. Parks, Jr. (MS), David McKay (NC), Barbara Williams (SC), Melba W. Wash (TN), Ruby York Weinbrecht (VA), James B. Nelson (WV).

Library Orientation and Bibliographic Instruction Committee: Pamela J. Cravey (GA), Exir Brennan (AL), Phyllis J. Hudson (FL), Eric Nitschke (GA), Glenda S. Neely (KY), Ada M. Sumrall (MS), Rose Anderson (NC), Patricia M. Ridgeway (SC), Tom Watson (TN), William W. Prince (VA), John Collins (WV).

Manpower: Harold Goldstein (FL), A. Venable Lawson (GA), Evelyn G. Clement (TN), Onva K. Boshears (MS).

Membership: James E. Ward (TN), Bob Fisher (FL), Charles Carr (AL), Mildred G. Tietjin (GA), William F. Bolte (KY), Carl Stone (SC), Nellie Ford Smith (MS), Mary Glenn Hearne (TN), Eugene Fischer (VA), Kenneth Boyd, David Gillespie (WV), Alice Coleman (NC), A. B. Fortune (TN).

Nominating: Elliott Horton (WV), Margaret West (AL), L. W. Walker (FL), Laura S. Lewis (GA), James F. Anderson (MS), John D. Pitzer (SC), Joseph A. Jackson (TN), Jan Minnerath (VA), Elsie L. Brumback (NC), Barbara Williams (KY).

Non-Print Media: Barbara Bonfilii (WV), Betty Clark (AL), Barbara Ortiz (FL), Barbara Cade (GA), Omer Hamlin (KY), Frances W. Hardy (MS), Leonard L. Johnson (NC), Charles Curran (SC), Helen Karpinski (TN), Kenneth Jensen (VA).

Public Relations: Cosette Kies (TN), Eileen Cobb (FL), Ronald S. Kozłowski (KY), Jean Cornn (GA), Margaret Gunn (MS), Verena Bryson (SC), Chris Dunn (VA), John Pritchard (NC), Maureen Conley (WV).

Resolutions: Larry Mitlin (SC).

Rothrock Award: Lucille Deaderick (TN), Frances Means (SC), Gordon Bechanan (VA).

SELA Outstanding Author Awards: A. Ray Rowland (GA), G. Sheppard Hicks (AL), Florence E. Blakely (NC), Robert C. Smith (KY), Frankie Cubbedge (SC), Mary Jo Cocroft (MS), Thomas Raines (TN), Sarah V. Gray (VA).

Southern Books Competition: Frank J. Anderson (SC), J. B. Dobkins (FL), Arthur Goldsmith, Jr. (TN), Mary Stuart Mason (VA).

Review Grant Proposals: David E. Estes (GA), Virginia McJenkin (GA), Hallie Beacham Brooks (GA), Raiph Russell (GA).

Assist the Headquarters Staff: Paul Cousins (GA), Roberta L. Miller (VA), James Ward (TN).

Ad Hoc Conference Handbook Revision: Tom Sutherland (KY), Ruth Waldrop (AL), Mary Ann Rutledge (FL).

Continuing Education: Paul C. Porterfield (GA), Lorraine D. Schaeffer (FL), John E. Clemons (GA), Gerda M. Belknap (SC), Edward Walters (TN).

Headquarters Committee: Mary Louise Rheay (GA), Margaret B. Kerr (GA), Graham Roberts (GA), Mary Love (MS), Kenneth E. Toombs (SC), C. Lamar Wallis (TN).

REGIONAL NEWS

WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES INFORMATION ON STATE CONFERENCES

State/Territory	State/Territory Conference Date	State Liaison	Telephone
Alabama	January, 1979	Mozelle Cummings	203-832-5743
Florida	November, 1978	Barratt Wilkins	904-487-2651
Georgia	September, 1977	Elizabeth Cole	404-656-2461
Kentucky	March, 1979	Barbara Pospisil	502-564-7910
Mississippi	February, 1979	Madel Morgan	601-354-6369
North Carolina	October, 1978	David N. McKay	919-733-2576
South Carolina	March, 1979	Betty Callahan	803-758-3181
Tennessee	November, 1978	Katheryn C. Culbertson	615-741-2451
Virginia	March, 1979	Donald R. Haynes	804-786-2332
West Virginia	October, 1978	Frederick J. Glazer	304-348-2041

ALABAMA

A Workshop on State Documents and Depositories sponsored by the Government Documents Round Table of the Alabama Library Association was held at the Alabama Department of Archives and History in Montgomery on November 10, 1978. Key librarians throughout the State and representatives from many state agencies attended.

The Workshop was an important step in working out the establishment and operation of depositories for State of Alabama publications. Last April an Ad Hoc Committee, consisting of Amalia Harrison (APLS), Viola Harper (University of South Alabama), and Milo B. Howard, Jr., studied the depository systems of other states, including the GODORT Documents on Documents collection. It also made a comprehensive survey on state documents in Alabama. The Workshop served as an open forum in which librarians, the State agencies, and the Department of Archives and History as liaison could exchange views on a depository system for Alabama.

The Alabama Committee for the Humanities and Public Policy has awarded two grants to the Alabama Public Library Service and one grant to the Public Library of Selma-Dallas County. The monies to the Public Library of Selma-Dallas County will be used to fund the "Aging in Selma" program, a series of three public discussions on the problems of aging and the community values affecting those problems. The two grant awards to the Alabama Public Library Service will be used

for the "Humanist in Residence" program and partial funding of the Governor's Conference on Library and Information Services.

The University of Alabama Graduate School of Library Service co-hosted the Second Annual Conference on Literature on February 9-10, 1979. "Exploring the Use of Literature and Media with Children and Young Adults: New Possibilities and Challenges" was the theme of the conference. Program speakers included Jose Aruego, Dorothy Broderick and Jean Craighead George.

The University of Alabama Graduate School of Library Service reports news concerning its faculty. Richard-Gabriel Rummonds, proprietor of the Plain Wrapper Press in Verona, Italy, has returned to the Graduate School of Library Service of the University of Alabama as a visiting lecturer for the spring semester. Mr. Rummonds is one of the leading private printers in the world today. Dr. Phillip Turner, who teaches media in the library school, was recipient of the University of Alabama's "Outstanding Commitment to Teaching Award" for 1978/79. Two such awards are made annually by the National Alumni. Tom Minder has received an appointment as a consultant during July and August to Cukurova University, Adana, Turkey. He will serve under the auspices of UNESCO's "Assistance to New Universities" program. Before returning to the States, Professor Minder will deliver a paper at the IFLA meeting in Denmark, as well as lecture at the

Royal School of Librarianship, Copenhagen. Barry Neavill, a recent appointment to the library school faculty, initiates the new journal *Printing History* with a major article, "The Modern Library Series: Format and Design, 1917-77." Mr. Neavill is completing a dissertation on the Modern Library Series for a doctorate at the Graduate Library School, University of Chicago.

FLORIDA

Florida Libraries, the official publication of the Florida Library Association, has a new, revised format. The journal is seeking scholarly, researched articles from librarians in the Southeast as well as news about happenings in this area. Please send all manuscripts and/or copy to Mrs. Della Giblon, Editor, *Florida Libraries*, 1940 North Monroe Street, Suite 81, Tallahassee, Florida 32303.

The Florida Endowment for the Humanities is interested in funding grants to libraries which provide special programs that emphasize cultural resources and make them available and intelligible to the public. Examples include lectures, film or theatre discussion programs, and book discussions. Funding for past projects has ranged from \$500 to \$30,000. The next proposal deadline is April 15, 1979. A copy of the guidelines and goals of the project and preliminary applications may be obtained from William B. Brennan, Executive Director, Florida Endowment for the Humanities, University of South Florida, LET 360, Tampa, Florida 33620.

Barbara Cooper of Fort Lauderdale, chairman of the Florida Governor's Conference on Library and Information Services Planning Committee, has won the American Library Association's 1978 Trustee Citation Award as the outstanding library trustee in the nation.

KENTUCKY

The Office for Continuing Education (OFCE), College of Library Science, University of Kentucky has expanded its service responsibilities as of January 1, 1979, in an attempt to provide greater continuity in communication between the

College, its alumni, and other library and information professionals. In addition to offering continuing education activities, the OFCE is assuming responsibility for alumni affairs, including the publication of an alumni newsletter and sponsorship of occasional alumni gatherings. Professional placement services will also be handled by the OFCE. Library professionals are encouraged to contact the OFCE for assistance in locating qualified individuals for positions in the field as well as in determining available opportunities for individuals seeking professional employment. For additional information contact Nancy Little, Director OFCE, or Lynn Moore at 258-8877, 465 Patterson Office Tower, University of Kentucky, Lexington, Kentucky 40506.

Morehead State University held the official dedication of the new Julian M. Carroll Library Tower on October 21, 1978. This five-story, 40,000 square feet addition to the library provides space for a media center, Dial Access Center, Appalachian Resource Center, Reference and Government Documents. Governor Julian M. Carroll gave the dedicatory address at the official opening ceremonies attended by over 300 people.

Kentucky was one of seven states in the Southeast to participate in a federal information project known as the Solar Technology Transfer Project (STTP). Administered by the Southeastern Library Association, the project was funded by the U.S. Department of Energy in cooperation with the Oak Ridge National Laboratory in Oak Ridge, Tennessee, and the participating State Library agencies. Over 1800 specially designed basic kits of solar energy technology materials were distributed to all public libraries and their branches throughout the seven states of Tennessee, Virginia, Louisiana, Georgia, South Carolina, Mississippi and Kentucky.

Persons representing State government agencies, the Kentucky Department of Energy, and urban and regional libraries met in Frankfort last September for a two-day planning session to discuss information needs in Kentucky for solar energy and its application. Dr. Rand Capps, Chairman of the Speech and Communications Department, Western Kentucky University, served as the recorder/editor. A printed copy of the Ken-

tucky Planning Conference for the STTP is available at the State Library. The Planning Session was followed by five multi-region workshops in Hopkinsville, Munfordville, Paris, Morehead, and London.

The Division of Archives and Records Management has recently published a Kentucky Confederate Inventory of the Confederate records available in the Archives Center. The inventory cost is \$2.00 and the index is \$6.00. Anyone interested in these publications contact the Division of Archives and Records Management, Department of Library and Archives, P.O. Box 537, Frankfort, Kentucky 40602.

"We Love You Kentucky, Especially Your Libraries" will be the theme of the Kentucky Library Association's celebration of National Library Week, April 1-7. The observance will begin with a reception honoring children from all Kentucky counties at the Governor's Mansion in Frankfort on March 31.

NORTH CAROLINA

N.C. State University, Duke University and the University of North Carolina at Chapel Hill have been awarded a grant of \$250,000 for the purpose of strengthening research collection development. The funds will be used by each university to expand collections which will contribute to the principles and purposes of the National Humanities Center. The grant was awarded by the Department of Health, Education and Welfare under Title II-C of the Higher Education Act of 1965 as amended. It was the only such grant awarded in the southeast.

A new Online Users Group has been established in North Carolina. Although the greatest concentration of members is in the Triangle Area (Chapel Hill, Durham, Raleigh, and Research Triangle Park), there are also members from as far away as Charlotte and Greenville. After an organizational meeting in July, the first regular meeting was held at Duke University on October 30th. Representatives from North Carolina aca-

demie, corporate, government, and medical libraries described the state of online searching in these varied library settings. Approximately 65 people attended. It is expected that the group will meet quarterly, publish a newsletter, and feature an annual workshop in addition to the regular program meetings. This spring's workshop will focus on government-related data bases. Membership is open to any librarian or information specialist actively involved in or interested in online computer searching.

The next meeting of the North Carolina OCLC Users Group will be on Friday, May 11, 1979, at Meredith College in Raleigh.

Jonathan A. Lindsey has become the new editor of *North Carolina Libraries*.

SOUTH CAROLINA

Mrs. Lillian Hart of Clinton, South Carolina, received the prestigious Friend of Libraries Award at the South Carolina Library Association's (SCLA) annual convention held recently in Columbia. A former public library trustee for nearly 20 years, Mrs. Hart was instrumental in the growth and development of library service in Laurens County which included expanding the existing public library building in Laurens, building a modern branch in her home town of Clinton, and opening another branch in a small textile community. The Friend of Libraries Award recognizes annually a South Carolina person outside the library profession, who has made significant contributions to the library field in South Carolina. Previous winners have been Mrs. Jean Galloway Bissell of Columbia and Arthur Magill of Greenville.

The South Carolina Library Association has recently established a Continuing Education Grant-in-Aid program. The \$500.00 Grant-in-Aid fund is administered by the Association's Continuing Education Committee. Awards are made to practicing librarians for study in librarianship, media arts, information science, or for attendance of continuing education events. The Association's

first award of \$200.00 was made to Ann Burton from Midland Technical College, Columbia, S.C. Ann attended the LITA Institute's program, "Closing the Card Catalog," held in New Orleans on November 28-30.

TENNESSEE

The Memphis/Shelby County Public Library and Information Center has received grants from the Plough Foundation, Goldsmith Foundation and the Friends of Memphis and Shelby County Libraries to aid in the planning and presentation of an Early Start Workshop to help parents prepare their children, birth to 18 months, for reading. Subjects covered include child development, choosing and making toys, creative play, TV and young children, books to read with young children, use of the library and "How to Parent" books. Groups are small so that parents can bring their children and work directly with them. Additional information may be obtained by writing to Mrs. Margaret Moon, Children's Specialist.

A Career Development Day for the entire staff of Memphis/Shelby County Public Library and Information Center was held in November. Each person attended two of the following discussion groups: *Automation*, *Censorship*, *Clerk Recognition*, *Communication Skills*, *Ethics*, *Library Service for the Handicapped*, *Personal Safety*, *Problem Patrons* and *Reference Techniques*. The day's program was planned by a fourteen member staff committee with help and suggestion from many others.

VIRGINIA

Energy Information Transfer in Virginia: A Planning Conference, 8-9 Feb. 1978, is available from ERIC (Educational Resources Information Clearinghouse). It appears in the November edition of *Resources in Education*, accession #IR 006 094. This report, written by Patricia Hickin, serves as a plan for dissemination of solar and other types of energy information in Virginia. The report summarizes a planning conference conducted by SELA as part of the Solar Technology Transfer Program. Under contract to Oak Ridge National Laboratory with funding from the United States Department of Energy, SELA conducted Phase II, the information dissemination portion of the Solar Technology Transfer Program.

Governor John N. Dalton presented a 50-year service citation and pin to Mrs. Marjorie C. Gough, who has been employed by the Virginia State Library since December 6, 1928. The presentation was made in the governor's office on December 20. First hired by the library to fill a temporary position, Mrs. Gough was later appointed to serve as a secretary for Dr. Henry R. McIlwaine, who was state librarian from 1907 to 1934. In the following years she worked for three other state librarians: Dr. Wilmer L. Hall, 1934-46, Mr. Randolph W. Church, 1947-72, and currently under Mr. Donald Haynes. A Richmond native, Mrs. Gough attended John Marshall High School and the Richmond Business College before coming to the library. "I have had many opportunities to work elsewhere, but remained at the State Library because I've always been so happy with my job and the other people who work there."

COOPERATIVE EFFORTS

The Association of Specialized and Cooperative Library Agencies (ASCLA) has a relatively new section called Library Service to the Impaired Elderly Section (LSIES). One of the LSIES's main concerns is to improve the quality of library service to the impaired elderly, including those with physical handicaps, emotional problems, those in institutions, in group living situations, and the homebound who cannot avail themselves of traditional library service. LSIES is making strides in recognizing the aged portion of America's population, developing standards of library service in this area, developing innovative techniques of service with the frail elderly, and encouraging the establishment of on-going programs in library schools and continuing education courses dealing with this subject.

For additional information, write to Sandra Cooper at ALA Headquarters.

The Larlin Corporation has acquired the assets of Norman S. Berg, Publisher of "Sellanraa," Dunwoody, Georgia. Mr. Berg passed away June 3, 1978. The Larlin Corporation will follow and continue the publishing philosophy of Norman S. Berg who simply believed that good books should not be allowed to die.

CONTINUING EDUCATION OPPORTUNITIES

The State University of New York at Buffalo Graduate School of Information and Library Studies will host an institute, Marketing For Libraries, May 28-June 1, 1979. The institute, which is being co-directed by Drs. John Ellison and Judith Braunagel, will present marketing concepts for libraries in their role as non-profit institutions, and will train participants to use marketing principles in planning library products and services. The institute will feature experts in both marketing for non-profit institutions and librarianship. Activities are geared toward the professional librarian with at least two years experience and engaged in a leadership or decision making position.

The seventh annual TIM (Touring Instructional Media) tour will be leaving Harrisonburg, Virginia on June 16, 1979. The tour will stop mainly at school libraries in Atlanta, New Orleans, Dallas, Memphis and Nashville. Participants may join the tour in Atlanta. There will also be a four-day stop in Dallas to attend the ALA convention. Cost will be \$400-\$450 (tentative at time of publication) for 3 graduate credits, housing and transportation. Deadline for application is May 15, 1979. For further information, contact Dr. Raymond Ramquist, Dept. of Library Science & Educational Media, James Madison University, Harrisonburg, VA 22807.

Utah State University College of Education, Department of Instructional Media and the Conference and Institute Division personnel are currently planning a joint seminar and workshop on Videodisc/Microcomputer applications in the educational, library and training environments. The seminar, to be held June 11-15, 1979, will feature morning sessions with papers, demonstrations and panel discussions dealing with applications of Videodisc and Microcomputer Technology. The afternoon will provide the seminar participants with time for readings, study and consultation with experts in the field. The workshop participants will be limited to fifty in number and will be provided "hands-on" laboratory learning experiences with both videodisc and microcomputers.

For specific information concerning the National Videodisc/Microcomputer Seminar and Workshop, write Dr. R. Kent Wood, Department of Instructional Media, Utah State University, Logan, Utah 84322.

The Department of Library Science and Instructional Media of Western Kentucky University will host "A Weekend with Daniel Fader" (author of *Hooked on Books*) on June 22-23, 1979.

AALS will sponsor a pre-conference on June 22-23, 1979, before the ALA Conference in Dallas on the topic, "Improving School Media Programs Through Action Research." Participants will be taught to do research projects in their own building/districts to help answer critical problems and questions affecting their success. No previous research background is necessary. Participants are limited to 100. For further information, contact Alice Fite, AASL Executive Secretary, ALA Headquarters.

"Legal Retrieval: A Reference Workshop" will be held March 26-27, 1979, at the Louisiana State Library in Baton Rouge. The workshop, sponsored by the Louisiana Library Association and its JMRT, will address four basic components of legal and legislative reference service: (1) how the law is made and how it works, (2) the reference sources — what is available and from whom, (3) the efficient use of these sources, and (4) the ethics of legal reference service. Further information is available from Susan Varca, Sims Memorial Library, Southeastern Louisiana University, P.O. Drawer 896, Hammond, LA 70402.

A Workshop on Systematic Strategies for Planning, Communicating, and Evaluating School Media Programs will be offered July 9-14, 1979, at the College of Library and Information Services, University of Maryland, College Park. The director of the workshop will be Dr. James Liesener, Professor in the College.

A research team of 12 scientists representing a variety of disciplines (Biology, Computer Science, Physics, Family Life and Human Development, Education, Psychology, Radio and Television, as well as Library, Information and Instructional Sciences) are currently engaged in the Videodisc Innovations Project at Utah State University. The project is currently preparing three demonstration videodisc programs for production in 1979. The VIP program is cooperating closely with the Center for Instructional Product Development in preparing to give assistance to the industrial, educational and business communities with videodisc design and development. Interested persons should write to CIPD for further information, care of Dr. Michael DeBloois, Executive Director of the Center for Instructional Product Development. For specific information concerning the Videodisc Innovations Project, write Dr. R. Kent Wood, who directs the VIP programs, Department of Instructional Media, Utah State University, Logan, Utah 84322.

"Can Your Patron Get from Here to There?" is the title of a workshop on library sign systems and environmental graphics sponsored by the South Carolina Library Association Public Services Section. The one-day workshop will be held at the Carolina Town House in Columbia on April 19, 1979. Aimed at all types of libraries, the workshop will include a graphic designer speaking on the elements of a good sign system, a librarian experienced in library graphics, and exhibitors who offer graphic materials and equipment. For further information, contact Trish Ridgeway, P.S. Workshop, Winthrop College Library, Rock Hill, S.C. 29733.

The State Library of Pennsylvania plans to offer several workshops on various topics and other types of Continuing Education activities in 1979. For information concerning the dates and topics of these workshops, contact Atauar Faruquee, Training Coordinator, Department of Education, State Library of Pennsylvania, Bureau of Library Development, Box 1601, Harrisburg, PA 17126.

The third in a series of Current Issues Symposium, sponsored by the Office for Continuing Edu-

cation, College of Library Science, University of Kentucky, is scheduled for Friday April 6, 1979, in the University Student Center Theater. The topic for the all day event is "Information for the Community." Keynote speaker, Dr. Brenda Dervin, Associate Professor of Communications, University of Washington, will be joined by community leaders in the fields of government, media, social services, and librarianship in focusing on information needs of citizens and citizen groups, information resources available in the typical community, and information transferral and linkage processes.

SOUTHEASTERN JOBLINES

American Society for Information Science
(202) 659-8132

Florida: State Library (904) 488-5232

Georgia: Georgia Library Association JMRT
(404) 378-2811 (5 p.m.-8 a.m., M-F,
12 noon-8 a.m. S-M)

North Carolina: Jobline (919) 733-6410

South Carolina: College of Librarianship (803)
777-8443

Virginia: State College Data Bank (804) 526-
5111 — Library Jobline (804) 355-
0384.

DATES TO REMEMBER

1979

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|----------------|---|
| Apr. 1-7 | National Library Week |
| Apr. 11-13 | Alabama Library Association — Montgomery Civic Center |
| May 9-12 | Florida Library Association — Orlando, Sheraton Twin Towers |
| June 24-30 | ALA Annual Conference — Dallas |
| Oct. 12-14 | Mississippi Library Association — Jackson, Ramada Inn |
| Oct. 25-27 | West Virginia Library Association — Morgantown, Lakeview Country Club |
| Oct. 28-Nov. 2 | White House Conference on Library and Information Services |
| Oct. 31-Nov. 2 | FLA-FAME Joint Conference. Sheraton Two Towers, Orlando, Florida |
| Nov. 8-10 | Kentucky Library Association — Lexington Hyatt-Regency Hotel |
| Nov. 12-18 | Children's Book Week |

1980

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| Nov. 19-21 | SELA Biennial Conference, Birmingham Hyatt House, Birmingham, Alabama |
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1981

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| Oct. 7-10 | GLA Biennial Conference, Atlanta Hilton, Atlanta, Georgia |
|-----------|---|

PERSONALS

APPOINTMENTS

Jaqualine Sue BROOME, Coordinator of Extension Services, Chatham-Effingham-Liberty Regional Library, Savannah, Georgia.

Linda Anne BULLOCK, Head, Documents Section, Virginia State Library.

Marie BYERS, Reference Librarian, David Lipscomb College, Nashville, Tennessee.

Carolyn CATALON, Cataloger of Music and Non-book Materials, University of Alabama in Birmingham.

Loletta CLOUSE, Head, Burlington Branch Library, Knoxville, Tennessee.

Barbara COOPER, Region IV Vice-President, American Library Trustee Association.

Tena L. CRENSHAW, Deputy Director, Louis Calder Memorial Library, University of Miami School of Medicine.

Susan DEGANGE, Assistant Reference Librarian, Georgia Southern College Library, Statesboro, Georgia.

Margaret DICKSON, Acting Director, Knoxville-Knox County Public Library System, Knoxville, Tennessee.

William R. ESHELMAN, President, Scarecrow Press.

Mary Alice FIELDS, Instructor/Librarian, University of South Florida.

John FORBES, Coordinator of the Appalachian Collection, Morehead State University Library.

Ralph M. GLAZIER, Head, Division of Medical Art and Photography, University of Virginia.

Catharine K. HALL, Readers Services Librarian (Reference), E. Lee Trinkle Library, Mary Washington College.

Lee T. HANDLEY, Technical Director, SO-LINET.

James O. HARRISON, Jr., Head Reference Librarian, Georgia Southern College Library, Statesboro, Georgia.

MaryKay HARTUNG, Instructor/Librarian, University of South Florida.

Jean HEATH, Public Library Consultant, Virginia State Library.

Cay HOHMEISTER, Head, Loans Section, Florida State Library.

Ed LAND, Reference Librarian, Chatham-Effingham-Liberty Regional Library, Savannah, Georgia.

Henry L. LEMKAU, Director, Louis Calder Memorial Library, University of Miami School of Medicine.

Libby LEWIS, Institutional Library Consultant, Virginia State Library.

Anne S. de Furia LYCAN, Reference Librarian in the General Reading Room, Virginia State Library.

Kenneth E. MARKS, Associate Professor and Associate Director for Public Services, University of Tennessee Library.

Kathy MAYO, Institution Library Consultant, Florida State Library.

Sue V. McCALLUM, Instructor and Serials Cataloger, University of Tennessee Library.

Stefanie MENDELL, Librarian, Data General Advanced Systems Library, Research Triangle Park, North Carolina.

Wilhelm MOLL, Executive Director, Health Sciences Communications Center, University of Virginia.

Marvin W. MOUNCE, Federal Projects Coordinator, Florida State Library.

Carol NUTTER, Coordinator of Regional Services, Morehead State University Library.

Sandra PICCHI, Head, Order Section, Virginia State Library.

Martha Jane PROCTOR, Public Library Consultant (Public Relations & Statistics), Florida State Library.

Gail Ann ROBERTS, Assistant Interlibrary Loan Librarian, Florida State Library.

Anthony SCHIMIZZI, Serials and Monographs Cataloger, University of Alabama in Birmingham.

Betty Ann SCOTT, Public Library Consultant (Adult Services), Florida State Library.

Mary Alice SEEMEYER, Public Information Officer, Virginia State Library.

Jill M. SHELBY, Instructor and Head, Interlibrary Services, University of Tennessee Library.

Maryruth STORER, Assistant Professor and Associate Law Librarian, University of Tennessee Library.

Patricia Little TAYLOR, Reference Librarian, Virginia State Library.

Sandra Gioia TREADWAY, Copy Editor, Virginia State Library.

Dan R. TWADDLE, Assistant Professor, Department of Library Science and Instructional Media, Western Kentucky University.

Debbie WARD, Coordinator of the Eastern Kentucky Health Science Information Network, Morehead State University Library.

Judith D. WEBSTER, Instructor and Head, Main Reserve Department, University of Tennessee Library.

David M. WOODBURN, Assistant Director for Administration, Mississippi Library Commission.

Ella WOODBURY, Head, Reference Section, Florida State Library.

Janet C. WOODY, Catalog Librarian, Virginia State Library.

Katherine WYLIE, Coordinator of Public Services, Delta State University, Cleveland, Mississippi.

RETIREMENTS

Lucile DEADERICK, Director, Knoxville-Knox County Public Library System.

Pearl GREER, Regional Librarian, Department of Library and Archives, Frankfort, Kentucky.

Eric MOON, President, Scarecrow Press.

Alverta Nevels MORRIS, Associate Librarian, Florida A & M University Library.

NECROLOGY

Helen CRAWFORD, formerly Assistant Law Librarian, University of Mississippi.

Alan SKELTON, Waterways Experiment Station, Vicksburg, Mississippi.

INDEX TO ADVERTISERS

	<i>Page</i>
Baker & Taylor	Inside Back Cover
Bound to Stay Bound	22
EBSCO Media	2
F. W. Faxon	4
Larlin Corporation	Inside Front Cover
McGregor Magazine Agency	6
The Reprint Company	4
Joseph Ruzicka-South, Inc.	6
Howard Stith	6

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Ozark, AL 36360

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Georgia State University
Atlanta, GA 30303

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State Librarian & Archivist, Tennessee State Library and
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Springfield, VA 22151

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Library, University Station, Birmingham, AL 35294

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Library, David Lipscomb College, Nashville, TN 37203

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Morgantown, WV 26505

Non-Print Media Committee: Barbara Bonfili, 746 Amherst Road,
Morgantown, WV 26505

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Science, George Peabody College for Teachers,
Nashville, TN 37203

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Library, 4120 Hillcrest Road, Richmond, VA 23225

Review Grant Proposals Committee: David E. Estes, Woodruff
Library, Emory University, Atlanta, GA 30322

Rothrock Award Committee: Lucille Deaderick, Public Library of
Knoxville and Knox County, 217 Market Street,
Knoxville, TN 37902

SELA Outstanding Author Awards Committee: A. Ray Rowland,
Augusta College Library, Augusta, GA 30904

Southern Books Competition Committee: Frank J. Anderson,
Sandor Teszler Library, Wofford College, Spartanburg, SC 29301

Ad-Hoc Conference Handbook Revision Committee: Tom
Sutherland, Paducah Public Library, 555 Washington,
Paducah, KY 42001

State Library Association Officers — SELA Area

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

Alabama Library Association

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Betty D. Beal
3429 Ridgecrest Drive
Birmingham, AL 35216

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School of Library Science
Florida State University
Tallahassee, FL 32306

Vice-President, President-elect:
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Tampa Public Library
900 N. Ashely
Tampa, FL 33602

Secretary:
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EDITORS

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Ellis E. Tucker, Director
Graduate School of Library and
Information Science
The University of Mississippi
University, MS 38677

Managing Editor

Steven B. Schoenly, Assistant Professor
Graduate School of Library and
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The University of Mississippi
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Advertising Manager:

Kay Reeder, Administrative Assistant
Tennessee Technological University
Cookeville, TN 38501

Contributing Editor:

J. B. Howell, Librarian
Mississippi College Library
Clinton, MS 39056

Book Review Editor:

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802 East Main Street
Riviera Apts. No. 34
Murfreesboro, TN 37130

ASSOCIATE EDITORS

Alabama:

Neal Snider
Station 12
Livingston University Library
Livingston, AL 35470

Florida:

Della Giblon
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Suite 81
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Virginia:

Mary C. Grattan
P.O. Box 12445
Richmond, VA 23241

West Virginia:

Barbara Bonfilii
746 Amherst Road
Morgantown, WV 26505

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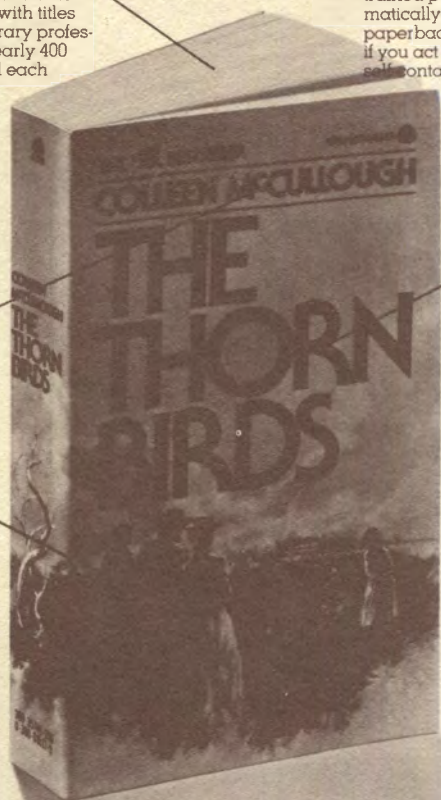
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