

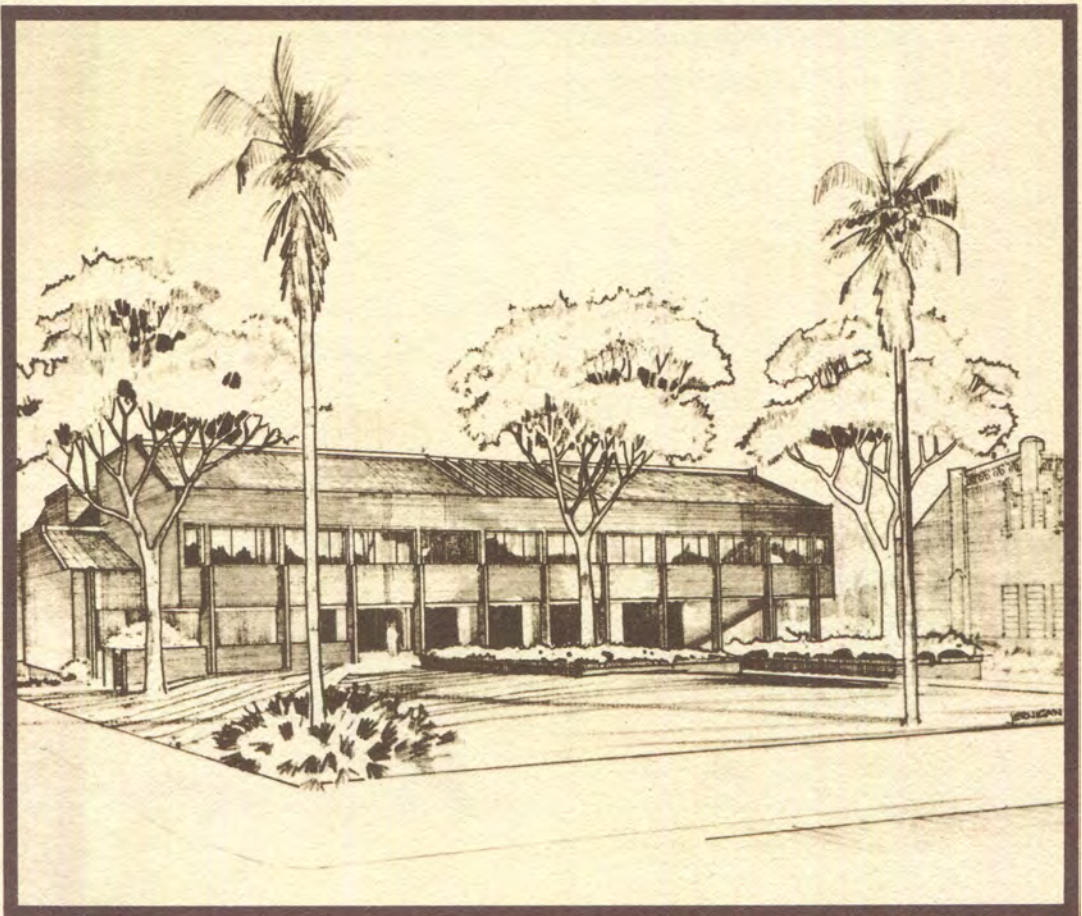
The Southeastern Librarian

WINTER, 1979

VOLUME XXIX

NUMBER 4

(ISSN 0038-3686)



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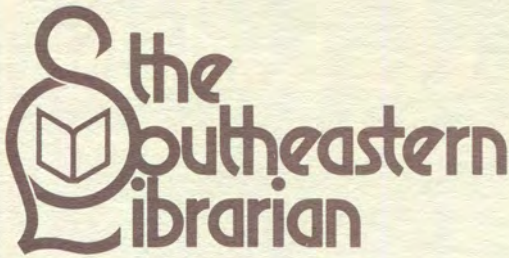
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COVER: This architect's drawing illustrates the new building which will house the School of Library Science at Florida State University.

November 20-22, 1980
Hyatt House, Birmingham

November 10-13, 1982
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Approximately one year ago, as I began to realize that it was only a short time until I was going to become *the* editor, my first New Year's resolution was that during early January I would write four columns for the journal. There were going to be no frantic times of putting together a column after the established deadlines. Well, just like my second resolution — to lose 5 pounds — my editorial resolution went down the drain. However, perhaps it is just as well that those columns never were written so far in advance. Had that been the case, I would not be able to pause at this point to reconnoiter.

The receipt of the H. W. Wilson Award was possibly the highlight of the year for the editorial board. Our membership has always been complimentary and helpful, but the Wilson Award helped us to feel that the compliments we had been receiving were sincere.

Because of the financial state of the Association, the editorial board has sought to be as frugal as possible. By the cutting the listings of state officers in one issue and the association officers in another, we were able to save the printing and paper costs of four additional pages in each issue. To omit the names of library leaders in the Southeast was no easy decision to make, but when we realized that we could save approximately \$850.00 for the Association, it could not be questioned further.

Even though proofing of the journal is done by at least three persons on every issue, we discover that typos still slip by us. Thank you one and all for not being critical of our oversights.

A goodly number of people still send us articles for consideration. However, we need others.

Our supply of pictures for future covers is low. If you consider your new building worthy of the cover, send along a picture or a letter of offer to submit one.

Beginning with this issue in an effort to acquaint the membership with their officers, pictures of chairpersons are being printed. These are the only pictures received at this time. Other chairpersons are requested to send their photos at their earliest convenience.

Since the holiday season makes it impossible to project a delivery date for this issue of the journal, I can only say — May your new year be healthy and prosperous — and likewise your library budgets.

—Ellis E. Tucker

P.S. Welcome home, Ann.

DEADLINES FOR FUTURE ISSUES:

COPY DUE	PUBLICATION DATE
January 15, 1980	March 30, 1980
April 15, 1980	June 30, 1980
July 15, 1980	September 30, 1980
October 15, 1980	December 30, 1980

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HAPPY NEW YEAR, and. . .

Happy 60th anniversary to us! As we prepare for the observance of our 60th year of existence, I hope that you are as excited as I am about the many good things which will take place during the next twelve months.

First of all, we can anticipate a noticeable increase in the number of members. With Jim Ward and his efficient Membership Committee to lead us and to prod us at the appropriate times, I believe we shall all be pleased that our goal of 6,000 members will be reached early in the year. Of course, it will be easy only if each of us enlists a new member. Please read Jim's report elsewhere in this issue.

During October and November, I visited state association conferences in Mississippi, North Carolina, Georgia, and Kentucky. I believe part of my excitement stems from the overall feeling of optimism and vitality which was so evident at every conference. The officers and members of these associations are to be commended for planning and executing top-notch programs.

I was impressed by the number of JMRT members who attend their state meetings. Their enthusiasm and interest are a joy to behold. I feel that the strong state JMRT affiliates bode well for the newest Section of our association. I am expecting great things from them. They should add a new dimension as we work together to: promote library services and interest; cooperate with regional and national agencies with related interests; stimulate research in library and related problems in our region; and, encourage and support staff development to improve library and information services in our region.

My congratulations to Ralph Russell and the University and College Library Section for sponsoring four successful tutorials during October and November.

University, college, school, and special librarians, please forgive me if my public library life comes to the forefront here, but I must remind my fellow public librarians that their library trustees should plan to attend the Birmingham conference. Kay Vowvaldis and her committee are planning a special day for trustees and friends. You will hear more about this program later, but I wanted to clue you in early in the year. Trustees and Friends are among my favorite people, and I am anxious that all of us support the Trustees and Friends Section — a very important group of lay people!

My thanks to you who have replied to the questionnaire which was included as a temporary cover for the Fall issue. Mary Louise Rheay has requested that the deadline for returning the questionnaire be extended until January 15. Therefore, if the questionnaire still covers the picture of the beautiful new Cabell County Public Library on the cover, please remove, answer, and mail the questionnaire today. This can be your second activity of the year — the first one, of course, is to renew your membership if you have not already done so.

I hope to see you in Birmingham in November.

—Helen D. Lockhart



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Dear Editor:

I found Harold Boyer's article "Academic Reference Service: Conservative or Liberal Application" (Fall, 1979) most interesting. From personal observation, I believe most academic reference librarians fall somewhere between the conservative and liberal approaches in service provided to library users.

I disagree with Boyer's assertion that "too many patrons are dissatisfied with the service they are receiving in academic libraries." The best way to prove the validity, or lack thereof, of this statement is to conduct a user survey of the reference collection aimed at determining the degree of satisfaction or dissatisfaction experienced. Our staff conducted such a survey recently and found that the vast majority of respondents — 95 percent — were satisfied with the service provided.

Our experience may or may not be typical, but I believe the academic library reference department which has more dissatisfied than satisfied users is in a distinct minority. If this view is erroneous, academic reference librarians need to change their attitudes and improve their skills. Any reference librarian who acts as if he/she is nothing more than a custodian of books is unworthy of his/her keep.

Sincerely yours,
Alva W. Stewart
Head, Reference Department
Memphis State University
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Nominating Committee Requests Help

Elliott R. Horton

The Nominating Committee of the Southeastern Library Association met twice during the workshop in Atlanta last winter and faced problems which, it is obvious, were faced by many of the association's other committees. The first was financial; we simply do not have funds for the travel and meetings necessary. Our ingenuity will be taxed to provide alternative procedures. The second problem was a lack of background records and information. It is this lack which was the genesis of this article.

Two factors which the committee thought relevant in the selection of officers of the association were ethnic background and the desirability of candidates from the most recent states to join the association. Also, the committee believed that an analysis of the past officialdom of SELA would be helpful to deliberations and in stimulating input from the membership. The consensus of opinion was that this had already been done by past committees; but since there was no record of it, it was felt that the job should be done again and the results published for the benefit of future nominating committees and the entire membership.

The first and most obvious part of the analysis was geographical; the second part was the type of library represented, and the third part was the sex of the past officers. The following tables contain analyses of geographical areas and the types of libraries represented.

State	President	Vice President	Secretary-Treasurers	Totals
Alabama	0	2	0	2
Florida	4	3	2	9
Georgia	5	4	9	18
Kentucky	2	1	2	5
Mississippi	1	2	2	5
North Carolina	6	2	1	9
South Carolina	3	3	1	7
Tennessee	3	4	8	15
Virginia	2	5	3	10
West Virginia	0	0	0	0

Office	Public	Academic	School	Special
President	12	9*	4	1
Vice President	13	7*	5	1
Sec-Treas.	12	10	4	0
Totals	37	26	13	2
*Includes one library educator.				

Mr. Horton is Director of the Morgantown (WV) Public Library.

Fourteen women and twelve men have served as presidents of SELA; fifteen women and eleven men as Vice-President; fourteen women and fourteen men have been Secretary-Treasurer.

One of the major purposes of this statistical breakdown has been the hope that it will spur the membership of the Southeastern Library Association to suggest to the members of the Nominating Committee the names of suitable candidates for officers of the organization. We do need input; to date we have received only one suggested candidate from outside the ranks of the committee. Unless you as members care who directs the affairs of the association, we may as well nominate Donald Duck, Mickey Mouse, and Francis the Mule.

Please send your nominations or suggestions to any member of the Nominating Committee:

Elliott R. Horton
Morgantown Public Library
373 Spruce Street
Morgantown, WV 26505

Barbara Williams, State Librarian
Kentucky Department of Libraries and Archives
P.O. Box 537
Frankfort, KY 40602

Mrs. Laura S. Lewis
LaGrange Public Library
500 Broome Street
LaGrange, GA 30240

Ms. Janet E. Minnerath
Extension Librarian
Medical College of Virginia
P.O. Box 667
Richmond, VA 23298

Mr. Joseph A. Jackson
318 Arrow Drive
Signal Mountain, TN 37377

Mr. L. W. Walker
Florida Technological Library
P.O. Box 25000
Orlando, FL 32816

Mr. James F. Anderson, Dir.
First Regional Library
59 Commerce Street
Hernando, MS 38632

Mr. Jack D. Pitzer
109 Highland Drive
Greenville, SC 29605

Mrs. Elsie L. Brumbeck
Department of Public Instruction
Raleigh, NC 27611

Mrs. Margaret West, Dir.
Andalusia Public Library
272 South Three Notch Street
Andalusia, AL 36420

The Researcher Researched: An Interview with Richard B. Harwell

Charlotte Folk

PREFACE

Richard Barksdale Harwell, Curator of Rare Books and Manuscripts at the University of Georgia Libraries, is a highly regarded librarian. He is also a distinguished scholar, historian, bibliographer, biographer, author, and editor. He is an eminent researcher and, with more than fifty separate publications, he is probably the most widely published librarian in America.

From the time he began his career as a librarian four decades ago in Duke University's George Washington Flowers Memorial Collection of Southern Americana, Richard Harwell has been especially interested in the literary and publishing record of the Confederacy and has spent much of his career making the printed materials which reflect life in the Confederacy accessible to the historian and collector. The importance of his contribution in this area is recognized by historian Clifford Dowdey in his foreword to *Cornerstones of Confederate Collecting* (1953; 2nd ed.):

For the chronicler of the people who made the Confederacy, rather than its armies, the printed material which reflected their times on earth has not been — to say the least — invitingly accessible. Richard Barksdale Harwell's *Cornerstones of Confederate Collecting*, which might also be called a milestone for Confederate collectors, is the first guide for this rich and comparatively neglected field.

Having worked closely with the Confederate collections at Duke, Emory, the Boston Athenaeum, the Huntington Library, and the University of Virginia, in addition to possessing a rare combination of knowledgeable enthusiasm for the whole subject, Mr. Harwell brings to his material a solid back-

ground along with freshness of viewpoint. As one who gleaned the sparse field in pre-Harwell days, I must say I envy the writers of the Southern people's story who have at their disposal this evocative description of publications which will serve as more than a cornerstone — actually as a foundation — for insight into the life of a lost era. With *Cornerstones*, the Southern writer can confidently carry on the war in, perhaps, its true sphere.

Cornerstones of Confederate Collecting was not the first, and certainly not the last, of Harwell's descriptive cataloging of Confederate imprints. His first book *Confederate Belles-Lettres* (1941) started the chain, which includes *More Confederate Imprints* (1957; 2 volumes) and which is still being continued in his current work. Not only has he listed, annotated, and written historical essays concerning Confederate imprints, but also he has expanded the field by finding many imprints which were previously unknown or unlocated. Dee Alexander Brown, best known for *Bury My Heart at Wounded Knee*, says in the preface to Harwell's *The Confederate Hundred*:

Mr. Harwell's contributions to the history and bibliography of the American Civil War are too numerous to detail here. Scholars who work in that field know that he has no peer in the art of unearthing lost treasures of Civil War literature for both specialized and general readers.

Harwell's interest in the social life of the Confederacy has led him to write books on the music, art, literature, theater, and Army and Navy uniforms of the period. In addition, he has edited numerous journals and diaries which shed light on the lives of Confederate soldiers, nurses, and

Ms. Folk is Head, Cataloging Department, University of Georgia Libraries, Athens.

war correspondents, among others, and which portray the skill, courage, and resolution of the people of the Confederacy perhaps better than any other genre. In 1957 he assembled *The Confederate Reader*, a selection of writings of the times which touches on most aspects of Confederate life. Giving equal opportunity to "the other side" to tell its story of the war in its own words, Harwell compiled and edited *The Union Reader* in 1958.

What Harwell considers to have been his most difficult undertakings were his condensations of two multi-volume, Pulitzer-prize-winning biographies by Douglas Southall Freeman, the dean of Southern historians. Just as Freeman's name has become linked with the subjects of these two biographies, Robert E. Lee and George Washington, so has Harwell's name become linked with Freeman's. Reviewing Harwell's abridgement of Freeman's four-volume *R. E. Lee* in *The New York Times Book Review*, November 19, 1961, Dumas Malone praised the condensation while recognizing the difficulty involved for the editor in preserving the author's style:

Richard Harwell, an editor of high competence who is thoroughly at home in Confederate history, has not assumed the author's role; he has limited himself to the task of selection, which was difficult enough. He has . . . compressed the narrative. Yet, except for a few connecting sentences and phrases, every page of the book between the introduction and the index is wholly Freeman. . . . The net result . . . is to quicken the flow of the narrative.

Although Harwell has published so many books, pamphlets, articles, and book reviews dealing with the Confederacy, neither his interests nor his publications are limited to that period. The modern South, with its traditions and attitudes shaped by its unique past, has engaged his attention in essays which have appeared in such books as *The Lasting South*, edited by Louis D. Rubin (1957), and *The Idea of the South: Pursuit of a Central Theme*, edited by Frank E. Vandiver (1964).

Harwell's editing of *Margaret Mitchell's "Gone With The Wind" Letters, 1936-1949* (1976) has served to enhance that author's reputation in the eyes of scholars and of the general reading public. In a review in *The New Republic* of December 4, 1976, Rubin, Distinguished Professor of English at the University of North Carolina at Chapel Hill, wrote:

The letters written by Margaret Mitchell following her novel's acceptance by the Macmillan Company have now been ably edited by Richard

Harwell. The woman who wrote these letters, and who not only never wrote another novel but apparently never even seriously considered doing so, was a remarkable lady and clearly no literary hack. . . . This well-chosen selection of letters will, I think, show something of her mettle.

Harwell's literary skill and enthusiasm are nowhere more apparent than in his 1975 book *The Mint Julep*. Its opening paragraph sets a tone of liveliness and humor which charms and informs the reader:

Wherever there is a mint julep, there is a bit of the Old South. For the julep is part ceremony, tradition, and regional nostalgia; part flavor, taste, and aroma; and only by definition liquor, simple syrup, mint, and ice. It is all delight. It is nectar to the Virginian, mother's milk to the Kentuckian, and ambrosia to Southerners anywhere. The mint julep is the subject of the poet and the cliché of the novelist, yet the best receipts for it are more poetic than the poetry it has inspired, and its elusive history is more intriguing than many a piece of fiction.

When one considers Harwell's remarkable productivity as a bibliographer, historian, writer, and editor, he may forget the author is first of all a librarian. Librarianship has provided the base from which he has undertaken his writing and research, and it is as a librarian that he primarily views himself. After working in the Duke University Library from 1939-40, he moved to the Emory University Library. Except for three years which he spent in the U.S. Navy he remained there until 1955, serving as Assistant Librarian during his last seven years. From 1955-56 he was Director of the Southeastern Interlibrary Research Facility and from 1956-57, Director of Publications at the Virginia State Library.

In 1957 Harwell moved to Chicago to serve as Executive Secretary of the Association of College and Research Libraries until 1961; concurrently, from 1958-61 he was Associate Executive Director of the American Library Association. Bowdoin College called him to be its Librarian from 1961-68, and Smith College, from 1968-70. Harwell returned to Georgia in 1970 to become Director of Libraries at Georgia Southern College. There he remained until 1975 when he came to the University of Georgia Libraries. He has served as consultant to libraries in several Middle Eastern countries and in Burma and for various academic libraries in the United States.

The honors and awards which Harwell has received, and the memberships and elective positions in organizations which he has held in the past and which he currently holds, are too numer-

ous to mention here. It is interesting to note, however, the award which he says has been most meaningful to him. It is not the honorary doctorate he received from New England College in 1966, nor his membership in Beta Phi Mu, Phi Beta Kappa, or the Grolier Club of New York. Rather, it is one associated with his deep interest in history — membership in the American Antiquarian Society.

This introduction provides only the most cursory overview of Harwell's distinguished service as a librarian who has engaged in research from the time he first entered the profession. Through his research he has not only contributed much to, but indeed has enlarged the scope of, his career-long endeavor, the literary and printing history of the Confederacy.

INTERVIEW WITH RICHARD B. HARWELL

Editor's note: Since this interview took place Richard Harwell has edited the screenplay of *Gone With the Wind*, which will be published as *GWTW: The Screenplay* by Macmillan in January 1980. To be issued both in hard-cover and paper, it will be a Literary Guild alternate, a Fireside Book Club selection, and a Movie Book Club selection. In May 1980 the University of Georgia Press will reprint the rare *Alexander Letters*, edited by Harwell from the letters of a family in Washington, Georgia.

Q: Many writers who have written about the South — Ellen Glasgow, Eudora Welty, Douglas Southall Freeman, C. Vann Woodward, Margaret Mitchell, etc. — were born and bred with a feeling of the spirit of the past. Where did you grow up, and was it in an atmosphere such as this?

R.H.: I was born in Washington, Georgia, and have recently moved back there. My mother's family had lived in Washington for a number of generations. My father had lived there before my parents were married, but he was from Newton County, Georgia. I had Confederate soliders as ancestors on both sides and grew up with my Great-Grandfather Foreman living with us when I was very young. I remember him, though barely so. I moved from Washington [with my family] when I was seven, and I really grew up in Atlanta, where I lived until 1956, except for time in the Navy and two years that I worked at Duke in my first library job.

When I graduated from library school at Emory I was particularly interested in the then current books about the South. If anything, Southerners

were more self-conscious about being Southerners in the 30's than they are now, and I was very much aware of the problems of the South in the Depression. But my first job was working with Southern historical materials for the Flowers Collection at Duke. That is a great collection of Southern items similar to our Georgia collections, but covering the whole Southeast. This got me interested in Confederate imprints in particular because at that time Duke was buying them heavily and, generally, in all materials in Southern history, particularly the literary history.

Q: In *Cornerstones of Confederate Collecting* you mention the Boston Athenaeum and the Library of Congress as having the largest early collections of Confederate imprints.

R.H.: The Boston Athenaeum had been the first place to collect Confederate imprints, starting within a month after the close of the War, with Francis Parkman buying them in Richmond and taking them back to Boston. They accumulated rather than were collected at the Library of Congress.

Q: How does the collection of Confederate imprints at the University of Georgia compare with other collections?

R.H.: This collection was relatively small until Mr. Felix Hargrett gave his extensive personal collection to the University in the early 1960's. Because he knew that Mr. Hargrett had this fine collection which he was giving to us in installments, Mr. Porter Kellam had been buying Confederate imprints and building up the collection here. It grew a great deal during his tenure as Director of Libraries. It has continued to grow and we have added more than 200 items to it in the last three years. We assume this is now the largest collection in any library.

Q: In *More Confederate Imprints* (1957) you wrote that about 7,000 bibliographical items were published during the Confederacy. You have discovered many since then. How many Confederate imprints would you now estimate there are?

R.H.: In the mid-50's we thought that the upper limit for Confederate imprints was probably around 8,500. That number should be increased, but most of the ones that we have bought recently were already recorded and at least one copy was somewhere. I believe that — going by bibliographical entry, in which one entry for general orders, for example, might include 200 or 300 small publications — somewhere between 8,500 to 9,000 still would incorporate the whole record

of Confederate publishing.

Q: How many Confederate imprints does the University of Georgia have?

R.H.: We have something over 3,500. We haven't done an exact count in a long time. But that's a big representation, when you consider this is a whole national bibliography in a sense.

Q: When you were living in Atlanta in the 1930's and '40's, how well did you know Margaret Mitchell?

R.H.: I grew up in the same part of Atlanta that Margaret Mitchell lived in. We were not close neighbors, but I knew who she was. My brother delivered papers to her apartment when she lived on 17th Street. Then in 1939 she moved about two blocks from where I lived, and I saw her more often. I didn't really get to know her until after World War II began and we worked together in one of the campaigns for raising funds for the cruiser *Atlanta*. Then after I was away in the Navy and came back at the end of the War, I got to know her quite well. The first full-sized book that I wrote [*Confederate Music*, (1950)] was dedicated to her.

Q: Was Margaret Mitchell interested in publishing in the South?

R.H.: Oh, yes, she was interested in everything about books, and about the Civil War, and about Atlanta. And as far as I know, mine was the only book by anyone else that she read as a whole in manuscript while it was being worked on.

Q: Your book dealt with the music of the Confederacy. Are you a trained musician?

R.H.: I know nothing about music. I got interested in it because this was a blank spot in the record of Confederate printing.

Q: Has any more music published during the Confederacy been discovered recently?

R.H.: In the 1955 and '57 bibliographies we added not more than two dozen, and only a handful has been added since then. There are pieces of sheet music that we know were published from the advertisements on the backs of others, but that we've never located. So some still might turn up.

One of the things that makes Confederate bibliography interesting is that some of the things are so hard to find, and the fact that they said something was published doesn't always mean it was. Usually a newspaper ad for it you can count on, but the listing on the back of a music sheet along with other titles you can't trust completely. This is because Confederate copyright law required only the registering of a title intended for publication,

not a copy of a completed publication.

Q: In one of your earliest works, *Confederate Belles-Lettres* (1941), you cataloged the novels, poetry, drama, humor, and songsters printed during the Confederacy. Throughout your career, your interests seem to have been concentrated more on the social and cultural life of the Confederacy than on the political or military aspects.

R.H.: You inevitably end up getting involved in the military, because the military was a major portion of all of Confederate life. I think, probably, the best thing I have ever written was the introduction to John Esten Cooke's series of newspaper articles about military life called *Outlines from the Outpost*. But what I wrote about it is certainly not military. It's writing about what a Confederate war correspondent did, not what battles he was engaged in and things of that sort.

Q: Going back to Atlanta when you were living there in the 1930's and '40's, there were many other writers besides Margaret Mitchell at the time. Were you acquainted with any of them, and do you think any have lasting merit as writers?

R.H.: I think lots of them have lasting merit. I grew up with Foster FitzSimons, who wrote one novel and then went into another career; Edwin Peeples, who published several novels, was a little older than I. I remember very slightly Frances Newman, who was Atlanta's great literary light of the '20's. Erskine Caldwell was there when I was a little boy, and I didn't know him until much, much later. Ernest Hartsock was enough older than I that I never knew him. Donald Windham, who is certainly the best short story writer ever to grow up in Atlanta, lived within a few blocks of me, and we had many common acquaintances, but I didn't know him until about two years ago.

Q: How would you rank Caldwell among American writers?

R.H.: I know him quite well now, and I think he's been very much misinterpreted by critics, because people have jumped at the sensational in his writings. In his early days he was full of the influence that probably came from his father, who was an itinerant Reformed Presbyterian preacher, and there's a great deal of the missionary in some of Caldwell's early work. It was unhappily received in Georgia by people who didn't want to admit that such scenes as are in *Tobacco Road* or *God's Little Acre* could happen in this state. So he set out with Margaret Bourke-White to do a series of photographs showing that things were real. It turned into a very beautiful book itself in *You Have Seen Their Faces*. I've not read all of

Caldwell's novels, and I am sure they do not all hold up to the artistic standards of the best ones. But I think he will have a lasting reputation as a proletarian author of importance in America.

He [Caldwell] is presently probably the world's best-selling author. Until her death Dame Agatha Christie was, and her books have sold over 350 million copies in all titles and in all languages. Then it drops off to Caldwell and Daphne Du Maurier whose books have probably sold between 75 and 80 million copies in all titles. I think Caldwell's have sold a few more million than Du Maurier's. Then close behind are Louis L'Amour, who writes westerns, and Barbara Cartland, who writes froth; I don't think either of them can really be counted as serious authors.

Q: Are you working on a project concerning Caldwell now?

R.H.: Jimmy Taylor of our staff and I are working on a bibliography of all editions of his separately published works.

Q: What are your other recent or current projects?

R.H.: My editing of a diary kept by Mr. Wilbur Kurtz, who was the historian for [the film version of] *Gone With the Wind* while they were making it, was recently published as a number of the *Atlanta Historical Society Journal*. And I have just signed a contract to edit the screenplay of *Gone With the Wind*, making use of the three preliminary scripts as well as the one recording what was actually shown on the screen. It's a tricky job, but I expect it to be fun, too.

Then early in 1979 I had a book called *In Tall Cotton* published by the Jenkins Publishing Company and Frontier America Corporation in Texas. It's a book about selected Confederate books of special interest to collectors: two hundred titles in all, with annotations and an introduction.

I don't usually like to talk about things farther away than when they're completed, but my editing of Richard Malcolm Johnston's *Georgia Sketches*, which was first published in 1864, will be published by the Beehive Press in Savannah in 1980, I hope. Johnston was a professor of rhetoric and belles-lettres here at the University in the 1850's and wrote in the same vein as Judge A. B. Longstreet's *Georgia Scenes* the kind of short stories and sketches that have been this state's greatest contribution to American literary history, because Georgia practically invented this particular kind of local color.

Q: What were the literary centers of the South during the Confederacy?

R.H.: Richmond was already a publishing center of a sort, the *Southern Literary Messenger*, which Poe once edited, being published there. Charleston had tried and tried to be a literary center, and is still trying. Augusta, Macon, Columbia, and Mobile were publishing centers but could hardly be called literary centers.

The remarkable thing about the South in those days was that the South itself was a center, or at least east of the Mississippi. The literary population was relatively small, so that William Gilmore Simms in South Carolina knew, and had correspondence with, John R. Thompson in Virginia, and Philip Pendleton Cooke and John Esten Cooke in Virginia, Henry Timrod and Henry Lynden Flash in Georgia, and Paul Hamilton Hayne in his own state; and these people regarded themselves as a literary community within the Confederacy. There was never in the South the kind of literary school that one finds from time to time in English literary history, or a group of writer that can be classed together like the New Englanders can in American literature.

Q: What do you think of the Fugitive group at Vanderbilt in the early part of the 20th century?

R.H.: It's hard for me to know what I think of them as writers. I have not read much of any of them recently, except Robert Penn Warren, whose work I admire very, very much. I think his *The Legacy of the Civil War* is one of the finest statements of what it means to be a Southerner I've ever read anywhere, comparable to Will Alexander Percy's *Lanterns on the Levee*.

I wonder about the Fugitives. I think they looked backward instead of forward and, if you call me a historian, which sometimes I am a bit of, this seems a strange objection on my part. But a historian's *attitudes* don't have to look backward, even if what he writes does.

Q: Who do you think are the best living Georgia writers?

R.H.: It's too early to know, for one thing. I think we can count Caldwell as a Georgian, but we really can't count him as a Georgia writer. He's done his whole writing career outside of the state. There are some very successful ones. I suppose it takes more than one book. I like Margaret Anne Barnes' *Murder in Coweta County*, but she needs another book to back that up before one can say that she's our leading current author. One of the most interesting Georgia authors is Katherine DuPre Lumpkin, who grew up right down the road in Oglethorpe and Greene counties.

Q: C. Vann Woodward wrote in *The Burden of*

Southern History, "White Southerners have only recently found expression of the tragic potentials of their past in literature. The Negro has yet to do that. His first step will be an acknowledgment that he is also a Southerner as well as an American." Who are the important Black writers in the South, and in Georgia?

R.H.: Most of the good Black writers of the South have migrated to the Midwest or the North to do their writing. Probably the best with a Georgia background is John Oliver Killens. But I think the greatest Black writer in Georgia's history is W. E. B. DuBois, and his *The Souls of Black Folk* is one of the major Georgia books by any account. He turned into a political extremist later and fell out of favor with the citizens of Georgia, and he wrote a number of novels which do not stand up well as novels, but *The Souls of Black Folk* is a remarkable book, and a very, very good one.

I think what you quoted from Woodward saying that Blacks must realize they are Southerners as well as Americans is true of whites, too. And it's even more important a little bit differently; I think it's very important for Southerners to realize they're Americans as well as Southerners.

Q: Walker Percy said when he was at the University of Georgia last winter that, with race relations no longer a major problem in the South, our problems are now those of the rest of America: urban living, dislocation, etc. Is our perception of ourselves as different dissolving now that the South is being amalgamated into the mainstream of American life?

R.H.: This works both ways. I think the election of Jimmy Carter and the spotlight on him as a Georgian and a Southerner have called forth a lot of junk writing about peanutsy things and about how Georgians are different when they really aren't. I don't think we're as fully amalgamated as a surface reading of what Walker Percy said would imply. I think the Sunbelt, so-called, is trying to capitalize on its differentness, and the good and bad of this work both ways. Because I think it's good for Southerners to feel that we are a real part of America. At the same time, I think it's important that Southerners hang on to their regional differences, but it's also important that New Englanders hang on to their regional differences, and Midwesterners. We don't want to all be homogenized, and all have BBC accents.

Q: Many noted Southerners have moved to the North to work: Vann Woodward and Robert Penn Warren at Yale; Truman Capote, Willie Morris, William Styron, and Allen Tate, to name a few.

You lived in the Midwest in the '50's and in the North in the '60's. Does a Southerner gain a new perspective on himself and his region by living outside it?

R.H.: I think he does, but I think that's incidental to the other reasons that you live where you happen to live at any particular time. Someone like Truman Capote is to some extent a refugee from the South, as is Tennessee Williams. Woodward simply moved up the ladder of very high-grade teaching appointments to Yale, and he's in the best institution for his purposes in the country. Others are simply able to make a living better somewhere else.

I think that it is probably easier for a researcher or an author to work away from where he knows too many people, because there are fewer distractions. But I think the best thing that one can learn is to be able to work in little bits. If you have only a little while available to work today, it's important not to give up and say "I don't have time." Not to have to sharpen 20 pencils to start writing; just sit down and start writing.

Q: Do you have a system for recalling your train of thought quickly?

R.H.: I like to leave off work one evening maybe in the middle of a sentence, maybe in the middle of a paragraph, but certainly knowing exactly where I'm going from there, even if it's just the next sentence or so, because that gets you started the next time.

Q: You must be very well-disciplined to accomplish as much as you do.

R.H.: I don't think it's discipline as much as it's compulsion to get something done, and once you get into it to finish it.

Q: Do you enjoy the actual process of writing?

R.H.: I think so, though I'm not really sure because it wears my hand out; I mean, I tire. I don't see how anyone could do it that doesn't enjoy it.

Q: You are a distinguished scholar, historian, bibliographer, biographer, writer, editor, librarian, researcher, etc. Among these many roles, what would you consider your primary role to be, or what is the role in which you think of yourself?

R.H.: I think of myself as a librarian because that's where I've earned a living for the longest. Actually, I've worked in libraries for 45 years, except for 3½ years in the Navy. And I think that in relation to writing this is good, too, because writing, even though a project has been of great importance to me when I was doing it, it was still recreation from another kind of work. And the only time that it wasn't was when I was working for the

Virginia State Library as head of their publications, and I found myself less wanting to do anything of my own because I did it all day at work. There wasn't the feeling of change and recreation in going home and working on something else.

Q: What has been your most interesting project, the one you've most enjoyed doing? Also, what work would you most like to be remembered for? Which do you think is the most significant?

R.H.: I got deeply involved in the Margaret Mitchell letters, and I think having a hand in bringing about their publication when she herself said she never wanted them published and her brother was uncertain whether they should be or not, was probably the most worthwhile thing I've done. But I enjoyed as much, certainly, condensing the two multi-volume biographies by Douglas Freeman of Robert E. Lee and George Washington. The Lee book has sold more, but I like the Washington book better. I didn't think I was going to like Washington when I got into it, having already done the Lee, but he was such a fabulous person that you just can't resist him once you learn something about him.

Q: What was it about Washington that intrigued you?

R.H.: It's that he did everything. He did everything he did well. He was almost faultless. And this isn't a myth, this is real. He was a very human person. I often say in response to people who question, "Why so much interest in the Civil War as opposed to the Revolution?" that the main factor to us now is that we can see ourselves in Civil War uniforms because they wore trousers, and in the Revolution they wore costumes. They just don't seem real in the same way to us.

Q: Do you think Washington was the greatest leader we've had?

R.H.: I sure do. I don't think he had the intellect of Jefferson, or the compassion of Lincoln, or the political ability of Franklin Roosevelt. But I think he was the greatest of all of them.

Q: You have received many honors and awards during your career. Which of the many that you have received means most to you?

R.H.: Any awards are nice. Even a nice book review makes you feel very nice, but I think what I appreciate most is membership in the American Antiquarian Society.

Q: You have mentioned several projects which you're working on now. When you retire, will you undertake projects in any new directions?

R.H.: I expect to keep on doing the same kind of thing, but working less time. I'm going to have

more time to work in the yard, which I enjoy very much.

Q: What about writing fiction and short stories?

R.H.: I haven't tried writing any fiction in a long, long time. I would like to try writing some Georgia sketches of the sort that Johnston and Longstreet and such wrote a hundred years ago and see if I can make them come off. But I don't have the fictive imagination, and I don't know whether I can do it or not. I don't know whether I can discipline myself to think in more imaginative terms.

Q: I hope we'll be seeing some of your fiction soon.

R.H.: You might, because I'm going to try.

Q: For your personal book collection, what authors do you collect?

R.H.: Georgia authors, and principally, Georgia authors from the 1920's onward, because you can still find their volumes relatively cheap. But my best groups of books are those of Caldwell, Mitchell, and Windham.

Q: What advice would you give to a novice collector with limited time and means?

R.H.: I wouldn't pick just one author, because if you pick one who's not already considered highly collectable, you may have someone who's going to be of no real interest to you later on. I'd pick a group that has some centrality that you can identify.

Or, start out by collecting the paperback books by the big boys. This can be exceedingly worthwhile. For example, one of the things we lack in our Caldwell collection is a first paperback printing of *Tobacco Road*. Paperbacks disappear from the market because they are printed by the hundreds of thousands, and when they don't sell on the newstands they are not returned to the publisher, but simply the backs are torn off to show how many they didn't sell, and the dealer is refunded on that basis. Then, except for second-hand paperback shops, which are not the collector kind of shops — they're the reader kind of shops, which is perfectly all right — very often they don't get into the rare book market. I've seen dealers who treat them as throwaways when they buy a collection of books, because the paperbacks are not worth a rare book dealer's cataloging. So they very quickly turn into rare books.

If you had a collection of all the Faulkner paperbacks, you'd have something just about as hard to put together as a collection of signed Faulkners. And once you start collecting, then it grows in the way you want it to grow, and you can concentrate on it. But my best advice is collect something. Books are great to live with.

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The Archives of Ancient Ebla

Ron Ecker

At Tell Mardikh, Syria in 1975, Italian archeologists discovered over 15,000 cuneiform tablets while unearthing the ruins of Ebla, a long lost city which flourished in the third millennium B.C. The tablets, found in the ruins of the Eblaite royal palace, are the archives of Ebla's ancient kings, and when finally assessed these documents could well eclipse such celebrated finds as Ashurbanipal's library and the Dead Sea Scrolls in historical significance. Though the task of translation is still far from completion, and though years of work lie ahead before all of the Eblaite ruins are uncovered, the contents of Ebla's royal archives have already broadened dramatically our historical perspective of the late third millennium. They have brought to light a virtually forgotten civilization, for a time perhaps the most powerful kingdom in the Ancient Near East.

When the Italian Archeological Mission in Syria, under the direction of Paolo Matthiae, began excavations at Tell Mardikh in 1964, the city of Ebla — its ruins buried for centuries in a 140-acre mound — was known to us only from its mention in ancient inscriptions.¹ King Naram-Sin of Akkad (ca. 2250 B.C.) boasted of conquering Ebla, a feat unparalleled, he claimed, since the creation of man.² Such ancient kings in recording their victories were fond of exaggeration, but in this case Naram-Sin had reason to boast. The recovered Eblaite archives have revealed that Ebla, with a population of over 260,000, was the center of a Semitic civilization in northern Syria which at its height (2400-2250 B.C.) reduced to vassalage the Akkadians of Mesopotamia.³

Treaties, trade agreements and other records in these archives show that in the late third millennium Ebla's commercial and political sphere of influence reached as far south as Sinai, including all of Syria-Palestine, to Cyprus in the west and the Mesopotamian highlands in the east.⁴ Among the tablets are a commercial treaty with Assur, an Eblaite general's report to the king on his conquest of Mari, and a record of tribute extracted from the Akkadians.⁵ The treaty with Assur closes with a curse for the violator, addressed to the Assyrian king:

The moment that he does not respect the treaty, may the god Sun, the god Adad, and his own personal god disperse his decision in the steppe; for his messengers who set out on a journey may there be not water: may you have no stable abode, may you undertake a trip of perdition!⁶

The tablets are written in Sumerian cuneiform script but not all are in the Sumerian language, which served as the diplomatic parlance of the day. Predating the similar achievement of the Akkadians, the Eblaite scribes successfully adapted the Sumerian logograms to their own Semitic dialect, producing a new written language. Giovanni Pettinato, the Tell Mardikh expedition's epigrapher, has named this dialect Paleo-Canaanite, the oldest Northwest Semitic language now known and an ancestor of biblical Hebrew.⁷ Some of the archives are lexical texts which include syllabaries for learning Sumerian. There are 32 bilingual vocabularies, the oldest in history, with one tablet translating nearly 1,000 Sumerian words into Paleo-Canaanite.⁸

At the time this article was accepted for publication, Mr. Ecker was a graduate student at the Florida State University School of Library Science.

(Editor's Note: It is the current policy of *The Southeastern Librarian* not to publish historical studies. However, this article was accepted for publication by the previous editor.)

Biblical scholars, as they eagerly await publication of the original texts, are intrigued by the indications of Eblaite roots among the biblical Hebrews.⁹ Outstanding among the Eblaite kings, for example, is Ebrum (or Ebrum), a name strikingly similar to "Hebrew" (*'ibri*) and the Eber whom Genesis lists as a forefather of Abraham.¹⁰ The tablets contain several Eblaite personal names found later in Hebrew usage, such as Ishmael, Michael, Saul and Israel, and among the Eblaite deities was a god named Ya, almost certainly to be identified with Yah or Yahweh, the name of the Israelite God which is translated "the LORD" in English versions of the Old Testament.¹¹ The tablets also reveal an Eblaite priesthood similar to that of the later Israelites, including the practice of animal sacrifice. There are also mythological texts, hymns to the gods, incantations and collections of proverbs.¹²

The discovery by Matthiae and his colleagues of these ancient royal archives came only after many seasons of painstaking excavation. It was not until 1974, ten years after work at Tell Mardikh began, that the first 42 tablets were discovered in the process of unearthing the palace ruins. These were largely administrative documents dealing with metals, wood and textiles, and were found on the floor of a room which perhaps was an official's residence.¹³ The major finds came in 1975 with the excavation of two rooms immediately behind the palace facade. These two rooms flanked the main entrance to the palace courtyard.¹⁴ The first was a small storeroom containing about 1,000 tablets. These dealt largely with rations of food and drink for journeying functionaries and had been arranged on high wooden shelves (now lost) built into the mud-brick walls.¹⁵ These finds, though valuable, hardly prepared the archeologists for what was about to come. The second room, 3.5 meters wide and 5.5 meters long, was the library proper, containing over 14,000 tablets.¹⁶ The words of Matthiae's wife Gabriela, an Egyptologist and registrar of the expedition, convey the excitement of this discovery:

When I saw the great quantity of tablets . . . I couldn't *believe* we had discovered such an immense, beautiful, important treasure. Even my husband, who rarely loses his *sang-froid*, found it an emotional experience. He suddenly felt like an archeologist of the last century must have, like Botta discovering the archives of Ashurbanipal and Hilprecht, the tablets of Nippur.¹⁷

From the archeological evidence Matthiae was able to establish much about the library's original state. In the mud-brick walls and floor of the room were regularly spaced holes which once held wooden planking to support the shelves. The wooden shelves had been 0.80 meters deep, with half a meter between shelves, and had covered three walls. From the positions on the floor of the fallen tables it could be determined that the majority, being square or rectangular, had been stored on the shelves in rows side by side, upright and facing outward, "much as we keep cards in a file."¹⁸ The lexical texts had apparently been kept on the top shelf of one wall. Oversized commercial accounts (as many as 3,000 lines to a tablet) and small round tablets had been kept on the floor beneath the shelves. As Matthiae comments:

This constitutes an extraordinary example of a surviving ancient library. One should recall that the outstanding examples of ancient libraries in the Near East, such as the Neo-Sumerian and Old Babylonian library of Nippur and the Neo-Assyrian library of Nineveh which were discovered in the last decades of the 19th century in a good state of preservation, could not be explored with the precision of modern archeological research.¹⁹

The finds at Tell Mardikh tends to corroborate the ancient boast of Naram-Sin. There is ample evidence that Ebla fell to the Akkadian conqueror around 2250 B.C. and the abandoned royal palace was put to the torch.²⁰ In the library room, as flames engulfed the palace, the records of an empire fell, row upon row, through burning shelves to the floor.²¹ It was there the archeologists found them, unmoved from where they had come to rest over 4,000 years ago.

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¹⁸Matthiae, "Ebla," pp. 101-102, and "Tell Mardikh," p. 250.

¹⁹Matthiae, "Ebla," pp. 101, 103.

²⁰*ibid.*, p. 98; Pettinato, p. 44.

²¹Matthiae, "Ebla," p. 102.

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Library History and College Catalogs

Boyd Childress

The writing of the history of libraries has assumed a major role in the study of librarianship. Such studies cannot be completed without adequate sources, a problem which faces most historians at one time or another. This paper provides a brief history of four Southeastern university libraries using but one of the many primary resources available to library historians, the college catalog. Also, the paper will briefly identify some areas of academic library history which can be explored by using college catalogs and other suggested resources.

College catalogs have been used before in writing library history as well as the history of higher education. Benjamin E. Powell made use of them in his dissertation completed in 1946 at the University of Chicago, and it is Powell's work which prompted this research. Other studies have used college catalogs in varying degrees in research.¹

This research project involves the history of Southern state university libraries from the beginning of the Civil War through the end of that historical period we know as reconstruction, or the years from 1860 to 1880. These years were chosen because they involve not only the damage to the universities in the South during the war but also the political reconstruction of Southern higher education. These were years of many significant developments in libraries despite the fact they preceded the evolution of "collections of books" into libraries.

The four libraries are those of the Universities of Tennessee, North Carolina, South Carolina, and Georgia. The paper was written using the college catalogs of the four schools to show the growth of the library collections, the development of library policies and procedures, and the changing role of the position of librarian. Other sources were used to supplement the information found in

catalogs, as they need to be checked for accuracy and catalogs raise some questions which require answers to provide a full description of the library.

The use of college catalogs for research can often reveal information not available elsewhere, but they cannot be consulted without remembering they are, in part, the product of a university's attempt to attract students. Their descriptions of curricula, size of classes, and physical facilities (including libraries) need to be checked in other sources. These include contemporary accounts of university life in archival collections and various university histories. An additional problem is their inconsistent publication during the years under study, due to the closing of the various universities during the Civil War and reconstruction. Thus any developments during the inoperative years had to be traced through other sources. An example is the use of the buildings of the University of Georgia for Confederate hospital facilities during the war. At the same time, the books of the library did receive some use from individuals in the community. This is not evident from any University of Georgia catalog.

College catalogs also make available many historical facts about institutions of higher education. These include the courses of study, the size and educational training of the faculty, names and hometowns of students, a brief description of the campus, and general background on the history of an institution. The convenience of the catalog is that it is usually available for any school, no matter if the institution is large or small, public or private.

The University of Tennessee closed in 1862 and reopened in 1866 and there is a set of catalogs for the remainder of the 1860's and 1870's. The first examined is for 1860-61. The library is mentioned in a separate entry: "The Libraries of the University and Literary Societies contain sev-

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eral thousand volumes. To these libraries the students have access."²

The next catalog is for the year 1867-68. The library was open to all students "free of charge," leading to the conclusion that there were no library fees, which apparently was the case at Tennessee until 1880. The most significant development indicated in this catalog is the listing of Frederic DeForest Allen with the faculty as librarian. No librarian is mentioned in the catalogs again until 1880, and Powell lists the first librarian at Tennessee as late as 1878. In an appendix to the 4th annual report of the Smithsonian Institution, Librarian Charles C. Jewett indicates that a separate report for the University of Tennessee was filed by Albert M. Lea, Librarian. While it is true that a faculty member was usually elected librarian, Allen is not listed as having any teaching duties. The faculty minutes for the years 1869 to 1881 frequently mention the election of a librarian.³

The next significant development in the university library occurred in 1876, when:

a considerable sum of money has recently been applied to the purchase of new books; and the donation, originally of fifteen thousand dollars, from the City of Knoxville to the University for the Library, will enable the Trustees to add to its shelves, from time to time, choice works in Science and Literature.⁴

What had actually happened involved the city of Knoxville failing to pay an appropriation of \$15,000 to the university to help gain a land grant college for Knoxville from Morrill Act funds. In 1874, the university gained a \$20,000 judgment from the city in 6% city bonds. The Trustees insisted that \$5,000 of the amount be used for a library building, and the interest was planned to be used for new book purchases.⁵

In the 1877-78 catalog, the library was considered an educational asset, as "all the means of improvement offered by the library, public lectures, museums, and laboratories are open to all students in the University, alike."⁶

In 1880-81, William Gibbs McAdoo was appointed librarian, although he was also a regular member of the teaching faculty. The 1880 catalog is also significant because of the first mention of a three-man Board of Trustees standing committee on the library. In addition, the usual statement on the library was more descriptive than before. It indicated there were "about four thousand volumes" in the library, and:

this number is increasing both from donations and

purchases. The selection of books has been judiciously made, and upon the shelves of the library will be found the leading standard works on the various topics of human learning.⁷

The statement also mentions a "small fee to maintain the current expenses of the Library." This is the first indication in the catalogs of a student library fee, although Jewett's 1850 report states the library "is supported by fees for the use of books." Hours are also mentioned, as "the library is accessible at stated hours daily, under suitable regulations, and students may have the counsel of the librarian or professors, as to the right selection and use of books." The only other mention of library hours is in the faculty minutes for fall of 1879, when the "librarian [was] instructed to open the library to students daily from 12:30 to 2:00 p.m. during school days and at such time as he may choose on Saturdays." In the fall of 1878, the library was closed one week for inventory.⁸

The size of the University of Tennessee library collection is not at all certain. Only in 1880 does the catalog mention "about four thousand volumes," but Powell estimates the size to be 5,000 volumes in 1860. The U.S. Office of Education gives the figures for 1875 as 3,039 volumes and 4,512 volumes in 1880. Other totals reported range from 2,300 to 4,500 volumes before 1860. Librarian McAdoo's report in 1881 stated "the library contained 3,236 volumes, of which 207 had been added during the two years he had been in charge, mostly as donations." A safe estimate of the size of the collection would be between 3,000 and 3,500 volumes by 1880, although there is an estimate of 2,600 volumes for 1877. The significant decline can be attributed to damages suffered by the library in the Civil War. An editorial in a Knoxville newspaper summed up the state of the collection: "We were particularly struck with the spoilage of the library, which is now but a wreck of its former self, nearly all the most costly and valuable volumes having been purloined or destroyed." The two literary societies contained a similar number of books.⁹

The University of North Carolina had no catalogs published for the years 1871 to 1874 due to its being closed. In the years before 1864, there is no mention in the catalogs of the university library or a librarian. In the catalog for the years 1864-66, there is mention of a librarian, Fordyce M. Hubbard, who was also the professor of Latin. Hubbard remained the librarian until 1869 when Fisk P. Brewer, professor of Greek, took over the post.

The 1869-70 catalog also marks the first mention of the libraries.

The University Library has been arranged on the shelves of the handsome building erected for its use in 1850. It numbers 6,700 volumes, having received an addition of over 200 since March 1869.

The Libraries of the Dialectic and Philanthropic Societies contain together about 15,000 volumes. The Libraries are all open and free to students.

This number of volumes coincides closely with the figures available from the U.S. Office of Education.¹⁰

The number dwindled to 5,000 by 1875. This decrease can be attributed to the loss of books during reconstruction. The University of North Carolina had been saved from wartime destruction by the presence of commanding Union General William T. Sherman, who ordered that the university be preserved. Former North Carolina Governor Zebulon Vance contended after the war that the university and society libraries were pilaged for a total of almost 20,000 volumes by federal troops and very few of these books were ever recovered.¹¹

The university reopened in 1875-76 with seven faculty members, including professor of engineering and librarian Ralph H. Graves. There was also a major change in the description of the library, as its size was the already noted figure of 5,000 volumes, and "and 2,000 pamphlets. It is especially useful to students of history and language. Its French and English editions of the classics and of books illustrating Greek and Roman history, antiquities and mythology are rare and valuable." The literary societies were described in even more detail, each containing "about six thousand volumes, including history, biography, poetry, science, philosophy, and the standard English and American Reviews and Magazines." The society libraries were obviously better endowed than the university library, and Vance's estimated loss of 20,000 volumes is an exaggeration. The combined total of 17,000 volumes in all three libraries as described in the 1876 catalog closely parallels figures available for 1860 to 1871, which number in excess of 20,000. Therefore, a loss of 20,000 volumes due to the war would have been a total loss.¹²

The 1876-77 catalog of North Carolina marks the beginning of a significant addition to the college catalog. This is an annual (at least through 1881) listing of additions to the university library and those to the two societies. For example, in

1876-77, these are some of the donations to the library: the *American Archives* and *American State Papers*, a set of *Waverly Novels*, *Boston Journal of Music*, *The Koran*, 36 volumes of public documents from the Department of the Interior, the 1876 Bureau of Education report on public libraries and annual catalogs given by leading college and universities.¹³

From all indications, the size of the library was growing by the end of reconstruction. Powell states that the library grew by only "300 books of little value" during these same years. The U.S. Office of Education reports 7,000 volumes by 1880, an increase of 2,000 over the 5,000 volumes mentioned in the 1875-76 catalog.¹⁴

By 1881, there had been three more individuals who functioned as librarians. Two of these, Frederic W. Simonds and Adolphus W. Mangrum, were faculty members. The third was a student, Henry Horace Williams from Greensboro, who in 1881 was enrolled in the third year classical course of study. Williams remained the librarian until 1883 and would later join the university faculty. The catalog description of the library changed very little by 1881 but still included donations.¹⁵

There is very little indication of other information about the library in the catalogs. There is no mention of regulations or hours, but this information is nevertheless available. The library was rarely open, as "the Librarian shall appoint a day and hour for delivering and receiving books, and shall attend once a week for these purposes." The faculty determined these library hours. Lost books were to be paid for, and books were not to be loaned to other students after they were checked out. Discipline was strict in the library itself, as "while the students are attending at the library they shall observe an orderly deportment," and "a student may not at any time, take down a book from the shelves of the Library. The Librarian alone is to deliver it to him, and return it to its place."¹⁶

Seemingly, the only other important library development was the occupation in 1853 of a separate library building. This was Smith Hall, still standing on the campus. It was intended not only for a library, but also to serve as a ballroom and meeting room. The library had been housed in the South Building until Smith Hall was completed. After being located in Smith, the library was again shifted, this time to Old East Hall when the war began. Smith Hall was finally to become a home for all of the books in 1869, when Breer moved

them back. The collections of the two literary societies were given to the library and transferred there by 1886.¹⁷ In conclusion, the excellent collections of the University of North Carolina which are available there today had barely been established in the 1870's. This differs from the next university library to be discussed, that of South Carolina.

The University of South Carolina was the first school in the nation to build a separate library building. It was completed in 1840, and, with wings added in the 20th century, today the building houses the South Caroliniana Library, containing the special collections and manuscripts departments. The state Senate held its sessions in the library for two years following the war.

University catalogs are available for most of the years and reveal a great deal about the library and its operations. They were not published from 1862 to 1867 while the school was closed. The 1859 catalog lists Beverly W. Means as the librarian. He was not included as a faculty member, but was added to the list of faculty in 1861. When the Civil War began, Means enlisted in the Confederate army and was killed at the Battle of Seven Pines in 1862.¹⁸

The 1859 catalog describes the library in some detail.

The College Library contains twenty-four thousand volumes. A liberal sum annually granted by the legislature provides for the constant increase of the number of books. The Library is opened Tuesdays and Saturdays for the accommodation of the students. Resident graduates, in common with undergraduates, have the privilege of taking out books.

Besides the College Library, there are libraries belonging to the two Literary Societies, which are respectively reserved for the use of their members.

This growth rate is verified by other sources, as there were 17,000 volumes in the collection in 1850 and almost 24,000 in 1857. Evidence is also provided by Jewett's report in 1850 which cited an annual increase of 500 volumes. The catalog makes no mention of the size of the two literary society libraries, each of which had almost 1,000 volumes.¹⁹

The catalogs frequently referred to a fee charged students for using the library. In 1859, it is combined with tuition and room rent and the amount was \$50. In 1866, the fee was set at \$15 annually, although this is not listed in a catalog. The report of the treasurer in 1868 indicated a library fee of \$7.50, but the 1869 catalog lists a fee of \$10. In 1876, the catalog states there is no

charge for use of the library, however, upon reopening in 1880, the library fee was again \$10.²⁰

In the 1867 catalog, C. Bruce Walker was listed as librarian. The 1866 treasurer's report also indicated Walker as librarian. Walker's duties also included those of the university treasurer and the secretary of the faculty. These responsibilities obviously kept Walker busily engaged, and he thus seems to be the first individual at the universities studied whose primary duties included those of a librarian. Walker remained in his post until 1873, when he resigned. According to the 1872-73 catalog, two faculty members had been removed, and six had resigned, Walker among them. Only one member of the 1871-72 faculty remained. The University of South Carolina was under radical control from 1873 to 1877, thus the mass resignations in 1873.²¹

E. W. Everson replaced Walker as librarian and filled the position for two years, when Richard T. Greener took over the post. Greener was a professor of mental and moral philosophy, a Harvard graduate, and he was black. In 1875, Greener prepared a 40-page report on the library for the U.S. Bureau of Education, which at that time was preparing its 1876 report on libraries in the United States. To the board of trustees, he reported the "Library being in great confusion owing to the accumulation of books and the disorder in which they had been left." Greener further stated that Everson had begun preparation of a catalogue, "but he had only progressed far enough to throw everything into disorder." In 1875, Louis G. Smith was appointed librarian, treasurer and secretary of the faculty and remained in the position until 1877 when the school closed.²²

The size of the collection at South Carolina is most impressive for a 19th century academic library. As already noted, there were 24,000 volumes in 1859. According to the 1869 catalog, this figure had grown to 25,000 and reached 27,000 in 1872. A report to the state legislature in 1875 indicated there were 30,000 volumes, although the 1876 catalog lists only 26,000. Upon reopening in 1880, the catalog reports 27,000 volumes. These figures match those in the U.S. Office of Education reports.²³

Library operations are also described in the catalogs. As previously noted, the library was open three days a week for student use. These days remained the same at least until 1873. In an appendix to the 1880 catalog, the days and hours are indicated.

From the first day of October to the fifteenth day of July, the Library shall be open the six secular days of the week, from 9 o'clock a.m. to 1 o'clock p.m., except Christmas day, Good Friday, and the Fourth of July, and such other days as, for special reason, the Library Committee shall direct it to be closed.

From July to October, the library was open one morning a week.

Books were to be checked out and returned on Tuesdays, Thursdays, and Saturdays. Students could check out only one book at a time and the circulation period was three weeks. Periodicals could be checked out for three days. There was a 25¢ a day overdue charge and library obligations had to be cleared before a new academic year began.

Discipline was also stated, as conversation was to be kept at a minimum and students were expected "to observe the strictest decorum while receiving books from the Librarian." The wearing of hats and smoking were prohibited, and extreme care was to be taken if a lamp or candle were used in the library.²⁴

The librarian's responsibilities were carefully stated. He could suspend a student's library privileges. His duties also included those of the treasurer, and he was to be elected by the trustees. He had to give bond before he assumed his duties. A four man library committee was provided for, but the librarian was not a member. The committee met at least once a month and had "general control and supervision of the Library."

Only the library committee had authorization to purchase new books, but the librarian was responsible for receiving such purchases. He also was to provide a catalog of the collection, arrange it for use and perform other duties expected of the librarian. He was the only one to have a key to the library and to check out books. Also, the librarian had to be present for all hours the library was open. If he was absent, a "competent deputy" was to be appointed. His title, despite the varying nature of his duties, was librarian.²⁵

The University of Georgia still has a complete set of catalogs, except for the years 1862 to 1865, when the university closed. The campus buildings were used as hospital facilities by the Confederacy for the duration of the Civil War. The library was housed on the second floor of a newly erected building and the university maintained control of this structure. The library collection did receive some use during the war; users consisted of patients in the make-shift hospital, university faculty members, and some Athens residents.

The institution as a whole suffered little physical damage during the war years.²⁶

The 1860-61 catalog gives this brief description of the library: "The College Library contains above 13,000 volumes of Standard Literary and Scientific works, and an annual appropriation is made for its increase. The Demosthenian Society has 2,750 and the Phi Kappa Society, 2,500 volumes." Along with higher costs of tuition, room rent and "servant's hire", the library fee consisted of \$50 annually. The librarian was Williams Rutherford, Jr. professor of mathematics, astronomy, and mechanical philosophy. He had compiled a catalog of the library collection in 1858 at the request of the Board of Trustees and this 192 page document had been printed. Previously, library catalogs had been printed in 1850 and 1853. When the university reopened for the 1865-66 school year, Rutherford was still on the faculty, but was not designated as the librarian. The same fees as mentioned above had risen to \$75 by 1866.²⁷

By 1868, the description of the library in the catalog had changed to read:

There are four Libraries to which students of the University have free access, viz, the College Library, the Gilmer Library, the Library of the Phi Kappa Society, and the Library of the Demosthenian Society.

The College Library contains above 13,000 volumes of Standard Literary and Scientific works, carefully selected with a view to secure the greatest amount of valuable solid reading matter. In foreign periodicals and costly works of reference, this Library is especially useful.

The Gilmer Library is a collection of about a thousand volumes of select literature, bequeathed to the University by his Excellency, the late George R. Gilmer.

The Demosthenian and the Phi Kappa Libraries are well stored with current literary works, containing each about 30,000 volumes.

The charges of the university, including the library fee, had increased to \$100. J. G. Barnwell was the librarian, and he was listed as Major Barnwell under housing facilities. Actually, he was the superintendent of buildings. Barnwell remained in his dual position until 1871.²⁸

In the 1872 catalog, the duties of the librarian and recording secretary were assigned to adjunct professor Francis A. Lipscomb. Lipscomb had been on the faculty since 1870 and the 1874 catalog indicated he was deceased. He had been a professor of the belles lettres, thus making him a logical choice for librarian. There were no other librarians listed in the catalogs for the years under study.²⁹

In 1875, a separate library fee was added to university costs. The \$5 annual fee remained in effect during the following years, and the 1877 catalog indicated it was "required of every student." Perhaps some students using the society libraries did not feel the \$5 fee was warranted. This fee had been proposed to the trustees in 1872, but did not go into effect until 1875. This was the only regular library income until the 20th century and the library committee reported \$1,012 collected in fees for the first year it was charged.³⁰

The size of the collection was very static during the reconstruction years. The 1860-61 catalog reported 13,000 volumes, which did show a growth of almost 3,000 volumes since 1850, but 13,000 was the same figure given in 1868. The 1880 catalog also listed 13,000 as the size of the collection. In 1880, the U.S. Office of Education reported 16,000 volumes in the University of Georgia library, but this must have included the libraries of the two literary societies. This lack of growth caused concern among the faculty and they reported in 1873 that reconstruction had "not permitted appropriations to the purchase of books, which were demanded by the progress of the age." In 1874, the trustees recorded their concern for the condition of the library:

The College Library, we are sorry to say, is inadequate to the wants of the institution. There has been almost no increase in the number of volumes since the war, and of course there was none during the war. It is impossible for either officers or students to keep pace with the rapid advancement of science in these modern days without constant accessions to the library. To be ten years behind the times in this period of amazing progress is an evil not to be endured. The library of an institution claiming to be of the first rank ought to be abreast of the age; and for this purpose an appropriation of at the very least one thousand dollars per year would be necessary.³¹

Nevertheless, the 13,000 volumes represents a most adequate collection when compared to other university libraries in the South. In 1885, there was an increase in the library insurance to \$10,000, indicating an increase in the value of the collection.³²

There is no indication of library operations in the catalogs, but some idea of the hours is available. Jewett reports in 1850 that "the library is opened four times a week — Monday to Thursday, inclusive — and is kept open from half an hour to an hour each time. Undergraduates are required to return or renew their books every two weeks. The trustees and faculty alone are allowed to take books out of the town." In 1859, Rhees reported similar conditions, but more limited hours; "the library is open to the use of the students, one hour, two days in the week." In 1887, when the university established the office of librarian, "the hours were changed to 9 to 1 and 3 to 5:30 daily." Perhaps during this 18 year interval, the hours had made the library more accessible. Six and one-half hours a day are rather long hours for an academic library to be open in 1887.³³

As stated earlier, Powell's dissertation supplied much of the impetus for this study and this research is part of a larger project to study Southern state university libraries. Powell's work has also served as an outline for the entire research project. Since Powell completed his dissertation, several university histories have been published which suggest some additional sources of information. There are also some primary resources which this researcher has encountered which seem to offer a new perspective on the subject. Therefore, the following are offered as ideas for possible re-interpretations of some long standing conclusions about libraries in an academic setting.³⁴

First of all, there is need for reexamination of the relationship between the library collections and the university curriculum. There is also evidence available to study the role of the university librarian. A final, but by no means the last, suggestion is to study library operations and the accessibility of the collection to students. All three of these ideas are closely related. It is entirely possible that past interpretations will be supported, but published research on the history of academic libraries is not yet conclusive in any of the areas suggested for study, and both primary and secondary sources are available for research.

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²²University of South Carolina, *Catalogue*, 1872-73, p. 5; Carter G. Woodson, "Richard Theodore Greener," in *Dictionary of American Biography*, Volume 7 (New York, 1931), p. 578-579; Daniel Walker Hollis, *University of South Carolina: Volume II, College to University* (Columbia, 1956), p. 78; University of South Carolina, *Catalogue*, 1876, p. 12; University of South Carolina, "Minutes of the Board of Trustees," November 1, 1875. (Deposited at University of South Carolina Archives, Columbia.) It seems obvious that Greener's report was for the 1876 special report of the U.S. Commissioner of Education. In Volume 1 of the report, a short description of the library appears on pages 121 and 122. In the Minutes of the Board of Trustees for November 1, 1875, Greener indicates that his 40 page report was submitted too late for the special report. The description as noted above does not incorporate any of the information he reported to the trustees.

²³University of South Carolina, *Catalogue*, 1859, p. 24; Rhees, *Manual on Public Libraries*, p. 640; University of South Carolina, *Catalogue*, 1869, p. 43; University of South Carolina, *Catalogue*, 1872, p. 35; *Report of the Chairman of the University of South Carolina in Response to a Resolution of the House of Representatives and of the Senate, Passed February 18, 1875* (Columbia, 1875), n. p.; University of South Carolina, *Catalogue*, 1880-81, p. 21; *Report of the Commissioner of Education Made to the Secretary of the Interior for the Year 1870, with Accompanying Papers* (Washington, 1870), p. 515; *Report of the Commissioner of Education for the Year 1875*, p. 875.

²⁴University of South Carolina, *Catalogue*, 1880-81, p. 36-39.

²⁵University of South Carolina, *Catalogue*, 1880-81, p. 39; *By Laws of the South Carolina College, 1880* (Columbia, 1880), p. 21-23.

²⁶Elizabeth LaBoone, "A History of the University of Georgia Library," (MA thesis, University of Georgia, 1955), p. 41. (Hereafter cited as LaBoone, "University of Georgia Library,")

²⁷University of Georgia, *Catalogue of the University of Georgia, 1860-61*, p. 4, 21-22; Williams Rutherford, Jr., *Catalogue of Books in the Library of the University of Georgia*. Published by order of the Board of Trustees. Richard M. Johnston, John D. Easter and William Rutherford, committee. Williams Rutherford, Jr., librarian. Athens, Georgia, The College, 1858; University of Georgia, *Catalogue*, 1865-66, p. 4, 19.

²⁸University of Georgia, *Catalogue*, 1868-69, p. 4, 46.

²⁹University of Georgia, *Catalogue*, 1872, p. 4-5; University of Georgia, *Catalogue*, 1874, p. 41.

³⁰University of Georgia, *Catalogue*, 1875, p. 75; University of Georgia, *Catalogue*, 1877, p. 58; LaBoone, "University of Georgia Library," p. 63-65.

³¹University of Georgia, *Catalogue*, 1860-61, p. 21; Jewett, *Report on Public Libraries in the United States*, p. 156; University of Georgia, *Catalogue*, 1868-69, p. 41; University of Georgia, *Catalogue*, 1880, p. 47; *Report of the Commissioner of Education for the Year 1880*, p. 664; LaBoone, "University of Georgia Library," p. 63-65.

³²LaBoone, "University of Georgia Library," p. 70-71. In comparison, only the Universities of South Carolina and Virginia had larger collections of the various institutions of higher education in the South.

³³Jewett, *Report on Public Libraries in the United States*, p. 157; Rhees, *Manual on Public Libraries*, p. 26; LaBoone, "University of Georgia Library," p. 94.

³⁴These include the university histories by Hollis and Folmsbee already mentioned, as well as such books as Archibald Henderson's *The Campus of the First State University* (Chapel Hill, 1949), James B. Sellers' *History of the University of Alabama* (University, AL., 1953), and Allen Cabaniss, *The University of Mississippi; Its First Hundred Years* (Hattiesburg, 1971).

SELA 60th ANNIVERSARY SPECIAL RESOLUTION

WHEREAS, the Southeastern Library Association will celebrate its 60th anniversary in 1980, and WHEREAS, the goal set by the Membership Committee is to have 6,000 members by the close of our 1980 convention, scheduled for November 19-21 in Birmingham, Alabama, and

WHEREAS, SELA is one of the nation's largest and strongest professional library associations, and WHEREAS, the Southeastern Library Association provides leadership and numerous opportunities for professional growth and involvement, and

WHEREAS, it is important that the Association move into the new decade with growing strength, and WHEREAS, there are thousands of librarians in the Southeast who can provide talent and energy for the Association.

NOW, THEREFORE, be it resolved that all librarians in the Southeast join forces in helping SELA to reach its goal of 6,000 members and become actively involved in making a great association even better.

Witness our hands, this the seventeenth day of October, 1979.

THE MEMBERSHIP COMMITTEE

James E. Ward, Chairman

Bill Bolte, KY

Ken Boyd, Commercial Representatives

Charles Carr, AL

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Beyond Faculty Status: Creating a Library Constitution

Michael McDavid

Since the 1960's faculty rank and status have been major concerns among academic librarians. Much debate, maneuvering, and concerted effort have been expended in the quest for academic and intellectual equality. Yet the acquisition of official rank and status has often been only the first step in the larger process of fully integrating the librarians into the faculty.

Many institutions require of their academic units or divisions a formal system of internal governance. Creating and implementing such governance in the form of a code, constitution, or by-laws can prove to be as demanding a task as the initial acquisition of faculty rank and status. At Georgia State University in Atlanta the librarians have recently undergone such an experience.

Traditionally the librarians as a whole at Georgia State played little or no role in library management. Due to the heavily hierarchical structure of the university administration, the University Librarian is mandated broad, general authority over all library operations. Even though the librarians were granted faculty rank and status in 1968 without real opposition, library administration operated in a traditional unilateral fashion.

By 1975 there was growing concern among many librarians who believed the library faculty as a whole should have a more active role in the library's internal affairs. In response to this concern, the Acting University Librarian created an *Ad Hoc* Committee on Library Governance. This committee was charged

to investigate methods for internal governance currently in existence in other academic libraries for the purpose of making recommendations to the

library administration for changes, as appropriate, in the internal governance of the Georgia State University Library. . .

The group worked steadily for six months. Letters were sent to libraries comparable to Georgia State inquiring about their experiences in setting up systems of governance. A thorough search of the library literature was made. Using information from other libraries and from published sources, the committee compiled its final report.

This report consisted of a series of recommendations for proposed action. Foremost the committee urged ". . . that the librarians organize as a Library Faculty, and that a constitution be drawn up to effect this." This charge was followed by a series of proposals as to how this should be accomplished within the organizational structure of the library. The longest section of the report dealt with specific suggestions as to what aspects of library governance should be included and provided an extensive list of questions to be considered by the proposed committee drafting the constitution.

The University Librarian then moved to appoint the constitution committee. Five members were chosen from a pool of volunteers with the University Librarian serving as an ex-officio, non-voting member. They agreed to follow the recommendations in the *ad hoc* committee's report. Five areas of faculty governance were considered:

The role of the library as an integral part of the university;
the University Librarian and the library administrative staff;

Mr. McDavid is Corporation Librarian, Equifax, Inc., Atlanta.

a library administrative council; functions and duties of the faculty as a whole; and, permanent standing committees within the library.

A draft of each section was written by a committee member. At the meetings the members examined, questioned, and dissected each part, often at great lengths and with considerable differences of opinions.

Membership of the committee was, in many ways, a microcosm of the participatory management conflict that has characterized many academic libraries for the last decade. Several members advocated the traditionalist viewpoint seeking to maintain the locus of authority where it had traditionally lain, with the library administration and department heads. Juxtaposed against this viewpoint was a "reformist" opinion wishing to dilute some of the administrators' authority and give the faculty as a whole a greater voice in library policy and decision making.

Throughout the drafting period there was a seesawing of wills and opposing viewpoints as the document took shape. Because of philosophical differences, creating some sections of the draft entailed considerable debate, argument, and sometimes cajoling of minority opinions on an issue. In instances where no consensus could be reached, a vote was taken with the majority prevailing. On several occasions legal counsel was sought to clarify nebulous points, and university administrators were consulted as to how a proposed point might conflict with university policy.

In such a give-and-take process, the proposed constitution slowly took shape. Some sections were written and rewritten several times before an acceptable version was articulated. Fortunately there were no real "personality conflicts" among the six committee members. Even though the philosophical conflict between the reformers versus the traditionalists was usually present in work sessions, the group worked together very harmoniously. Everyone seemed to agree on one point. A written, officially sanctioned form of faculty governance was a needed step for a more content, hence more efficient, library.

After nine months of long hours, much debate and discussion, and countless soft drinks and cups of coffee, a final draft was ready. Even though all the committee members agreed upon the finished product, no one was happy with every section of it. Disparate philosophical viewpoints over issues, such as the role and authority of faculty committees, made complete satisfaction

impossible. Yet despite the differences, everyone did agree that the total document was an acceptable compromise.

A complete copy of the proposed document was sent to all library faculty members. After a reasonable time for study and consideration, hearings were scheduled to allow the faculty to comment upon the draft and question the committee about the constitution's intent and content. Many faculty took advantage of the opportunity to make suggestions.

Following the hearings the committee met again to consider the comments and suggestions. A revised draft was prepared which received unanimous committee approval. Copies of this draft were forwarded to all faculty, and a meeting was called for a vote on the document. At that meeting several amendments were proposed and accepted, after which the faculty voted overwhelmingly to accept the document. Upon receiving faculty approval, the constitution was given to the University Librarian who asked for several minor revisions. The faculty agreed to these changes, and the University Librarian gave his assent to the constitution.

The document was now ready for its final hurdle, approval by the university administration. Both the Vice-President for Academic Affairs and the President had to approve. The Vice-President agreed relatively soon, after suggesting a few minor changes which were made. The constitution was then forwarded to the President who turned it over to an advisory council for consideration. They studied the draft for several months and also suggested a few changes, such as changing its official title from "constitution" to "bylaws" to bring it into accord with the statutes for the university faculty. Once these changes were made, the advisory council pronounced the new bylaws acceptable and recommended that the President approve them.

The final version of the new bylaws represented a compromise between the principal points of view on the committee. From the traditionalist viewpoint the document did bring change to the library. Elective faculty committees were established to play specified roles in areas such as tenure and promotion, grievance procedures, and public relations. An Administrative Council was created to supersede the former department heads meetings. This body composed of library administrators, department heads, and elected members of the faculty meets regularly with the University Librarian to provide advice and discuss

library-wide policies. Performance evaluations of the University Librarian and Associate University Librarian by the faculty are required every five years with the results sent to the university administration. These changes and others should help to guarantee that there will be no return to the old days of unilateral, autocratic administration.

At the same time, the bylaws do not set up a system of faculty governance that is truly participatory. Because of the requirements of the university administration, the authority of the University Librarian could not be abridged from within. Legally the University Librarian still has the authority to veto or alter any decision or recommendation made by any of the bodies established in the bylaws.

Yet substantively there has been a shift in the meaningful distribution of library policy formulation and decision making. While there is no question of the University Librarian's being the final arbiter within the library, the establishment of a formal, administratively sanctioned system of governance should make it more difficult for the University Librarian to rule without the advice and consent of the governed. The creation of an Administrative Council, a committee system charged with specific responsibilities and the required holding of regular faculty meetings all help to create a formal means of consultation and communication between faculty and administration that will be very difficult to ignore or circumvent in the future.

Even though the bylaws are still relatively new at the Georgia State University Library and some

of the "kinks" are still being worked out of the system, the general consensus among the faculty seems to be that the document is both realistic and workable. It does not change the basic authority exercised by the University Librarian; yet the bylaws have effected a system of governance that should bring the library faculty into closer working harmony.

Reflection upon the entire process of creating the Georgia State University Library Bylaws yields a number of points that other libraries considering the same process might want to consider.

1. *Do careful groundwork.*
Investigate what other libraries have done and, if possible, how they created their documents. Good ideas and suggestions turn up from researching and taking advantage of other's experiences — both successes and failures.
2. *Involve the entire library.*
Give all faculty members affected by the document a chance to provide input to the process on as many levels as are feasible. Be receptive to outside suggestions and ideas; the document will be for all faculty, ultimately.
3. *Be thorough and careful in the drafting process.*
Make sure that the proposed document does not violate university regulations or state and federal law. This point is very important if appeals and grievance procedures are being included.
4. *Be realistic.*
Know the political environment of the institution and create a document that has an honest opportunity of being accepted by the administration. A compromise form of governance is much preferable to no governance at all.

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Ideas, Concepts, and Practices

Turner Clark Gallery at Memphis Public

John A. Whisler

In January of 1979, the Art, Music and Recreation Department of the Memphis/Shelby County Public Library and Information Center began an art exhibition program that is already proving to be an important and interesting asset to the fine arts in Memphis. The primary purpose of the Turner Clark gallery is to feature monthly one-person exhibitions of work by notable regional artists. The media coverage which has accompanied many of the exhibitions has helped significantly to place the library in the public eye. Robert McGowan, director of the Gallery and Art Specialist with the library, attributes the Gallery's success to three primary factors: suitable physical space, effective publicity, and careful selection of exhibitors.

An art gallery in a public library must overcome the unfortunate notion, regrettably prominent among serious artists, that the library is not a likely place to find important original art properly displayed. "For that reason," says Mr. McGowan, "the first priority is to present to the prospective exhibitor a gallery space that will display the artist's work to maximum advantage." Important considerations are walls that are light in color and receptive to nails. A strong molding near the ceiling is a necessity for hanging heavier works with wire. The gallery space itself should be sparsely furnished, and the importance of sufficient and flexible lighting can not be over-emphasized.

Publicity for a serious library gallery program need not be prohibitively time-consuming or expensive. Exhibition announcements and press releases are expertly designed and printed in-house at Memphis Public, and mailings are selective. Personal letters and telephone calls to col-

umnists and to radio and television stations often bring surprisingly enthusiastic responses. In all, the cost of publicity is quite minor in view of the favorable attention which accrues to the library as a result of the Turner Clark Gallery program.

Ultimately, the most important factor in a successful gallery program is the selection of the artists. If a gallery is to become an important exhibition area in the city, the art being shown must be of a quality sufficient to merit the attention of area columnists and critics, as well as the respect of the professional art community. Mr. McGowan, formerly on the faculty of the Department of Art at Memphis State University, believes that "... it is probably best not to show *only* local art faculty or firmly established artists. There are plenty of advanced students and independent artists whose work is fresh and worth showing. I think the art community and the library's public are both well served when a wide variety of quality work is presented to them, and a gallery can perform a particularly useful function when it presents the work of a good artist who has had few previous exhibition opportunities."

W. Turner Clark contributed greatly to the profession of librarianship in the state of Tennessee, serving as President of the Tennessee Library Association and as Assistant Director for Administrative Services at the Memphis/Shelby County Public Library and Information Center. His death on July 26th, 1977, ending thirty-one years of service with the system, was a keenly-felt loss. It is hoped that this dynamic and vital gallery program, which bears his name, will serve as a fitting memorial.

Mr. Whisler is a music librarian at the Memphis/Shelby County Public Library and Information Center.

Librarian's Bookshelf

Edited by John David Marshall

Developing Library Collections. By G. Edward Evans. Littleton, Colorado: Libraries Unlimited, Inc., 1979. 340 pp. \$15.00 U.S. & Canada; \$18.00 elsewhere.

Developing Library Collections is a textbook for introductory courses in book selection and acquisition. Unlike many textbooks, however, it is issue-oriented and provocative, providing a theoretical orientation rather than a detailed step-by-step approach. Practical and useful information about procedures, techniques and policies are presented throughout the book in a highly readable style but they are generally related to principles and theory. In the chapter on "Selection of Books," Dr. Evans brings together a brief review of the principles of book selection contained in many of the classic works of librarianship by such authors as Lionel McColvin, Arthur Bostwick, Francis Drury, Helen Haines, and S. R. Ranganathan.

The author claims that unlike any other book on acquisitions, it "provides an integrated approach to the process of building a library collection for a specific community of readers" — integrated in the sense that each element in the process of acquisitions "flows from one to the other." Six basic elements of collection development are identified: community analysis and surveys, collection development policies, selection of books and audio-visual materials, acquisitions work, weeding the collection, and collection evaluation. Chapters dealing with important issues on each of these subjects should be helpful not only to students but to experienced librarians as well.

The third part of the book brings into focus the additional issues of copyright, cooperation/net-

working, and censorship as they relate to acquisitions and book selection. The author asks the question: "Is copyright an issue in collection development?" and answers it with an emphatic yes! He then proceeds to point out why this is so and provides highlights of the new copyright law.

A brief history of major cooperative collection development programs as well as a discussion of factors in cooperation are provocative and timely.

The book contains information and suggestions of value for all types of libraries but there is greater emphasis on collection development for public libraries. The Chapter on "Community Analysis and Surveys" is definitely for public libraries. The section on "selection aids" emphasizes primarily English language bibliography but no in-depth treatment of foreign language bibliography. This reviewer could find no mention of methods of allocating book funds by subject or by academic departments, or techniques for coping with declining budgets and rising prices. Another neglected issue is the role of faculty versus that of library staff and subject bibliographies in book selection. Blanket order plans, so popular among academic libraries several years ago, are not discussed. These omissions can be excused because the book is not intended to be an advanced, comprehensive treatise on collection development and cannot be expected to be all things to all libraries. Excellent bibliographies at the end of each chapter provide references for those who may wish to explore a topic in greater depth.

The author's sincerity and his love of collection development comes through loud and clear in his readable style and in his philosophy. Although intended for library science students, experienced librarians will find Evans' dynamic ap-

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. 38, Murfreesboro, TN 37130. Publishers should send review copies to this address.

proach refreshing and thought-provoking. — I. T. Littleton, North Carolina State University Library, Raleigh, NC.

Federal Programs for Libraries: a Directory. Compiled by Lawrence E. Leonard and Ann M. Erteschik. Washington, D. C.: U.S. Department of Health, Education, and Welfare. Office of Education. 1978. 64pp. Paper. Free.

How can libraries tap into government largesse? *Federal Programs for Libraries* is a sixty-four page guide to the how, what, when, and where. The why doesn't need explaining! Compiled from such sources as the *Catalog of Federal Domestic Assistance* and the *ALA Washington Newsletter*, *FPL* outlines programs which may fund library projects. Only nine federal grant programs are dedicated exclusively to the support of library services and activities. *LPL* describes an additional seventy-two programs for which libraries are potential grantees. The inherent challenge is for libraries to develop creative, imaginative approaches in order to compete successfully with non-library institutions.

Program descriptions are presented in tabular form. Information given includes purpose, eligibility requirements, amount of funding available, average award granted, closing date for applying, and federal office responsible for the program. Since this publication is intended to be a guide only, detailed information about preparing and submitting a proposal must be obtained from the administering agency. For libraries with a project in mind, the subject index will be most useful. The applicant eligibility index indicates programs funding the following categories: state institutions, local institutions, other organizations/institutions, and individuals. Two bibliographies supplement the directory and its several indices. One is an annotated list of publications on library funding sources, including information about aid from the private sector. The other is a bibliography of books on grantsmanship.

The U.S. government administers hundreds of grant programs. *Federal Programs for Libraries* highlights those of interest to the library community. It seems somehow appropriate that it was put together by a federal office, and is available at no cost. Request from: Office of Libraries and Learning Resources, ROB no. 3, Room 3124, U.S. Office of Education, 400 Maryland Avenue SW, Washington, D. C. 20202. SUDOCs number HE 19.102:P94/6. — Linda E. Williamson, Vanderbilt University Library, Nashville, TN.

In Search of New Horizons: Epic Tales of Travel and Exploration. By Robert B. Downs. Chicago: American Library Association, 1978. 290 pp. \$15.00.

Much have I travelled in the realms of gold
And many goodly states and kingdoms seen;
Round many western islands have I been
Which bards in fealty to Apollo hold.

Readers of these descriptions of travel and exploration may feel as Keats did when he wrote "On First Looking into Chapman's Homer." For Dr. Downs has selected 24 famous accounts, arranged them chronologically from 464 B.C. to 1953, and given the flavor of each, together with biographies of the writers and estimates of their contributions to our knowledge of the work.

A few of his well-written essays have appeared earlier: Bartram's Travels, in his *Books That Changed the South*; revised and expanded discussions of Amerigo Vespucci's *Four Voyages*, Dana's *Two Years Before the Mast*, and Parkman's *Oregon Trail*, from his *Famous American Books*; Lewis and Clark's *History of the Expedition*, from his *Books That Changed America*. Downs admits that his selection is highly personal, but with advice from "both actual and arm-chair travelers." He regrets the omission of many epic tales, "perhaps saved for a second volume."

Great travelers, according to Downs, have been driven by one or more aims or impulses: patriotic and religious reasons, a craving for material wealth, and a spirit of adventure. These are borne out in the narratives that follow, from Herodotus, whose objectivity and broad appreciation of all nations made his *History* one of the great travel narratives of all times, to Sir John Hunt's conquest of Everest. *Marco Polo's Travels, 1271-1295* and Amerigo Vespucci's *Four Voyages, 1497-1504*, follow Herodotus. Downs considers Vespucci the best cosmographer of his day and gives good reasons why America should have been named for him, "one of the greatest in an age of great seamen, discoverers, and explorers." Magellan, too, was a capable seaman and born leader, based in part on Pigafetta's account of Magellan's ill-fated last voyage. And of course, *Captain James Cook's Journals, 1768*, with its hair-raising adventures, receive favorable attention, while Cook's contributions to our knowledge of the oceans and the prevention of scurvy, the seaman's scourge, make us lament his violent death at the hands of the Hawaiian natives, a fate much like that of Magellan.

Next come the intrepid explorers of uncharted lands, whose indomitable courage is matched by their keen powers of observation. These include Bartram, one of the great early naturalists, with a deep feeling that the environment should be protected; Mungo Park, so fascinated with Africa that he returned there eight years after finding the Niger, to die, no one knows where or when; and Humboldt, called by Darwin "the greatest scientific traveler who ever lived," and who lived to be 90, writing numbers of books.

Men who explored the North American continent are represented by Lewis and Clark, Schoolcraft, and Parkman. Both Schoolcraft and Parkman tried to read everything that had been written by the early explorers, and Parkman's indomitable spirit carried him through hardships in the West that nearly wrecked his constitution and left him partially blind.

Darwin, on his five-year voyage on the *Beagle* had to cope with constant seasickness as well as the violent temper of the Captain, but as Alan Villiers concludes, "Because young Darwin was on board the *Beagle*, the journey became far more than the hydrographic survey that was its official mission. To some it ranks as one of the epochal voyages of all time, perhaps equal in its impact to the feats of Columbus and Magellan." Perhaps less epochal was George Borrow's *The Bible in Spain*, but it was a tale of thrilling adventure which made him famous overnight. Also included is another long time best seller, Dana's *Two Years Before the Mast*.

Representing a more modern period are Richard Burton (colorful pilgrim to Mecca), Yukichi Fukuzawa (traveler to America in the 1860's and later founder of Keio University), Stanley, Joshua Slocum (who sailed around the world alone), Peary, Amundsen, Theodore Roosevelt (through the Brazilian wilderness), Heyerdahl (Kon-Tiki), Herzog (Annapurna), and Sir John Hunt's conquest of Mt. Everest in 1953. A final chapter, "Travel in Fact and Fancy", gives a brief overview of travel literature, both fact and fiction.

These are well-selected, interestingly written essays, but we will be but "dim watchers of the skies" if we read only Dr. Downs' admirable summaries. They are surely intended to spur us on to read the original narratives if we haven't read them. Dr. Downs has generously appended a list of them, complete with bibliographic detail, and with notes on first editions and English translations. — *Frances Neel Cheney, Smyrna, TN.*

Is That the Library Speaking? By Ken Hornsby.
New York: St. Martin's Press, 1979. 172 pp.
\$7.95

Have you ever known anyone who worked in a library by his own choice, or because he liked books? Ken Hornsby, too, thought liking books was sufficient reason to frame his career with a public library. Seldom has the experience been put into words or books as enjoyably as Ken has accomplished for *Is That the Library Speaking?*

Set in an English library which is never identified, Hornsby's experience could have occurred in any library. From the Chief Librarian's interview to the Branch Librarian-for-a-day episode, the scenes are awesomely familiar. At advanced age of 22, Hornsby gave up a planned career as company secretary to give the library a try. He soon learned that hours on his feet dispelled the reputation of a library as a dreary, intellectual atmosphere to work in.

Having read a few books on librarianship from the mysterious room upstairs known as "cataloging," he was trained by a character, Beaver, in the procedures of running the library. Beaver loved helping. His ego thrived on appearing efficient, useful, helpful, kind, encouraging. Beaver taught Hornsby how to run the counter, how to check in and out books on "the public's" tickets and of course, how to shelve books.

Learning to cope with the switchboard, however, in this Central Library was something Hornsby had to learn pretty much on his own. This was because the switchboard usually buzzed when everybody else was engaged elsewhere. Only then did Mr. Okimbu want to renew books and reserve books, all of which could be done simply if only enough help were available to take care of that unscheduled and unpredictable "reading public." The typical personification of the Library was most frequently communicated through the switchboard — "*Is that the Library Speaking?*"

Hornsby had his neophytic communication problem in identifying and finding the book *The Sea Chase* when the "brown voice" clearly asked for *The CJ's* on a busy Saturday afternoon. The BNB was no more help than another staff member who thought it was a coffee bar. The man with the brown voice found it on the shelf himself. Not until the man in overalls shoved a piece of paper across the counter with "I Drive" written on it and with the question "Can you help me find this?" did Ken learn that every request is not for a book. The

driver simply needed to know where Number One the Drive was so he could deliver his sand and cement.

After enduring the pandemonium of the children on their way home from school and solving the puddle problem, Hornsby began to realize why libraries call children juvenile as in juvenile delinquent. One can even surmise why those children's librarians so devoted to the little dears have resisted all efforts to call them anything but juveniles.

Library jargon abounds as Hornsby learns from colleague Tovey that everything is not how it sounds. A man yelling "Gross. Binders" is just the bookbinder trying to make a delivery. "Ruddy bleeders" becomes a favorite for bloody readers which is almost as popular as bloody reservation. The "book trolley" came into action so much more vividly than "book truck" the day a lady tried to escape the loose hamster. The "silence" rule became anything but the Golden Rule when Hornsby found himself cast somewhere between local government official and law enforcer.

Hornsby also discovered that libraries — branch libraries at least — have a way of running themselves. Caught alone on a Saturday afternoon he set out to prove that the branch, even though new to him, was a one-person operation. Colleague Tovey arrived to check out some books only to find "the public" answering the telephone, stamping the books in and out for themselves and others, looking for the exit release button, another making out reserve forms at a desk and Hornsby in the stacks looking for a book.

The arrival of photocharging was as mysterious and exciting as any of us recall new inventions and innovations. Even the task of "conversion" which involved writing the number of every book on its flyleaf — top right and corner — sounded worth the elimination of filing those silly tickets every night. Nobody was prepared for the dry run of the photocharger after it had been laboriously installed. The machine went off like a clap of thunder and lightning scaring bodies into howls and old 'uns into reminiscing about the war.

After two years Ken Hornsby became a member of the public again. Whether it was the advent of "automation" or frequent skirmishes with "the staff" and "the public" is not clear. — *William L. Whitesides, Fairfax County Public Library, Springfield, VA.*

Library Instruction: A Bibliography. Compiled by Deborah L. Lockwood. Westport, Connecticut:

Greenwood Press, 1979. 166pp. \$16.50.

Deborah Lockwood's *Library Instruction: A Bibliography* is an ambitious attempt to provide an annotated, cross-referenced, subject access bibliography to recent bibliographic instruction literature covering school, public, special, and academic libraries. This bibliography borders on being an excellent source for anyone involved in library instruction; unfortunately, it falls short of its potential.

The bibliography includes English language publications exclusively, articles, books, theses, and ERIC documents, written ". . . for the librarian developing a program and not for the patron who is learning the use of the library." The time period covered is 1970-1977, although the author includes some pre-1970 citations to works that she feels are ". . . particularly classical statements of educational philosophy or those with unusual and imaginative ideas." This policy should be particularly helpful to the new instruction librarian who is yet unfamiliar with standard pre-1970 works such as those of Knapp and Branscomb.

The post-1970 bibliography is, by Lockwood's own admission, not comprehensive; neither is it fully annotated. The annotations themselves vary in quality; some are succinct and informative, others are too brief to be helpful. Needless to say, a comprehensive well-annotated bibliography would have been more desirable.

The unique feature of this volume, and both its strength and weakness, is the subject arrangement of materials. No bibliography to date in the field of bibliographic education has attempted to offer such a thorough and in-depth subject arrangement to library instruction literature. The work is divided into three major sections: "general philosophy and state of the art, types of libraries, and methods of instruction." Each of these chapters is then divided into broad subject areas and then further subdivided into specialized areas. For example, librarians involved in constructing an instructional methodology will certainly find the chapter on "Teaching Methods and Formats," which includes subdivisions for audio-visuals, graphics, printed handouts, self-paced instruction, lectures to classes, workshops, course-integrated instruction, separate courses, and teaching specific tools, informative and practical.

However, the specialized subdivisions, which are sprinkled throughout this and other chapters are not represented in the table of contents (the broad subject divisions are), making it virtually

impossible for the reader to know that there are materials organized under such specialized subdivisions as 'Computerized Data Bases' under "Teaching Methods and Formats — Teaching Specific Tools," or "Liaison with Teaching Faculty" located in the chapter on "Types of Libraries — Academic Libraries," or 'Training and Role of the Librarian,' which is found under "General Philosophy — Planning a Library Instruction Program." Therefore, the reader must scrutinize (and memorize?) all three chapters before the full potential of this bibliography can be realized.

Not including these smaller specialized subdivisions as part of the table of contents or in a separate subject index robs the reader of the most promising feature of this bibliography, its subject arrangement.

In addition to the bibliography's inadequate access to subject areas, the index is limited to personal author, making no provision for subject, title, or corporate authorship access. The extensive cross-reference system, which is vital to the usefulness of this volume, is a numerical arrangement which becomes increasingly more complex and complicated to use near the end of the bibliography.

Despite the physically flawed format of the bibliography, it still combines several attractive ingredients: 1) it covers several recent years of bibliographic literature on all types of libraries; 2) it provides specialized subject divisions; 3) it is thoroughly cross-referenced; and 4) it provides the graduate student and both the beginning and the experienced librarian, with a nearly comprehensive recent annotated bibliography on instruction literature.

Although instruction librarians concerned about keeping current with studies in bibliographic instruction would be well advised to continue to rely on Hannelore Rader's annual annotated bibliography (in *Reference Service Review*), *Library Instruction: A Bibliography* is a welcome, if not perfect, addition to library instruction literature. — *Cerise Oberman-Soroka, College of Charleston Library, Charleston, SC.*

Progress in Educating the Library User. Edited by John Lubans, Jr. New York: R. R. Bowker Company, 1978. 230 pp. \$15.95.

As stated in the preface, it was the intent of this publication to "complement and bring up to date the 1974 volume, *Educating the Library User*, by

analyzing, in original papers, recent international trends, innovations, and new directions in the field." As in the earlier publication, this volume consists of individual essays prepared by several (18) contributors, mostly new.

The present volume is approximately half the size of its predecessor, but covers many of the same topics, including user education in various types of libraries and at all educational levels — elementary through university. In addition, some international coverage is given, with chapters on Britain, Canada, and the Scandinavian countries. Another new topic is the "Travelling Workshop Experiment," an internationally publicized research project developed in Britain in 1975, consisting of prepared instructional packages for use in library education. Appended is a list of library instruction clearinghouses, directories, and newsletters recently compiled by a subcommittee of the ACRL Bibliographic Instruction Section's Committee on Cooperation.

The volume is indexed and contains a very useful general bibliography in addition to several substantial bibliographies for individual chapters covering specialized areas. Most chapters are well written, with a minimum amount of duplication, considering the large number of contributors.

In the foreword, Thomas J. Galvin points out that education of the library user is becoming a dominant concern of a growing segment of the nation's library community and that library instruction seems likely to develop, along with networking and resource sharing, as a focus of interest and activity in the next few years. Galvin further emphasizes that the shift away from a materials-centered orientation toward a client-centered method of operation will cause education of the library user to become a matter of critical importance to librarians.

In assessing the progress since 1974, Lubans uses as his standard of measurement the degree to which we have been able to convince faculty members that library instruction is good and the degree to which they work with the library in user education. By this yardstick, one can hardly be overly optimistic regarding the present situation, on the basis of information presented in this publication.

A few points which seem to surface throughout the publication with frequent mention are: First, the increasing recognition of the importance of integrating library user education with the curriculum; second, the realization that non-library faculty members are crucial to the success or failure

of library instruction, since, to a great extent, they are the impelling factor governing student use of libraries; third, the increasing concern over the lack of attention given to library instruction by the library schools; fourth, the need for more effective means of evaluation; and lastly, the need for more cooperation and coordination among libraries and librarians to avoid needless duplication of effort in planning and developing user education programs.

Although there does not seem to be an overwhelming trend toward widespread use of library instruction, this publication does point out some encouraging signs of progress since 1974, and with the current interest level, there is reason to believe that these will continue, particularly with the establishment of the ACRL Bibliographic Instruction Section and the Library Instruction Round Table on the national level.

No doubt, this volume will be widely read, as was its predecessor, by librarians interested in user education, and it is recommended for purchase by libraries at all levels. — *James E. Ward, Crisman Memorial Library, David Lipscomb College, Nashville, TN.*

Qualitative Management and Dynamic Library Service. Edited by Ching-Chih Chen. Phoenix, Arizona: Oryx Press, 1978. 290 pp. \$16.50.

To the unsuspecting reviewer, *Qualitative Measurement and Dynamic Library Service* appeared to be another one of those compilations of articles and papers unified only by the editor's breadth of reading (or lack of same) and the work of the binder. But proving that you really can't judge a book by its cover, editor Ching-chih Chen has produced a remarkable work that truly adds to the literature of library science.

In November, 1976, and March, 1977, Simmons College sponsored a two-session institute with the same name as the book's title. (It is assumed that Editor Chen organized it.) Part one of the institute introduced the participants to the need for, concept of, the how "to's" of, and the literature on qualitative measurement of library service. Nothing unique in this.

Part two, however, was a gathering to which the participants returned bringing with them papers/articles showing how they had put what they had learned into practice. And what is unique is that the results are a number of unusually lucid, succinct, and interesting studies of the application

of the techniques of qualitative measurement to real life library situations.

As an outgrowth of the proceedings of the institute, the book's organization parallels that of the institute. Part one, a collection of four edited versions of papers presented, is entitled "Aspects of Qualitative Evaluation of Library Service." This section focuses on an overview of measurement of library services, achievements, and limitations of this approach, the use of statistical methods, and the employment of systems approaches. Presented in terms that require no background in statistics, the articles describe the need for this approach, particularly in our time of budget austerity, the procedures to follow, the pitfalls to avoid and, above all, the need to use common sense in such endeavors.

Part two of the volume consists of fourteen articles/papers with the heading "Practical Library Statistical Studies." Though weighted more heavily toward academic and special library issues, each is as the title says — practical. Reference services in a public library are examined, as are space utilization and, one of the best pieces, the impact of non-resident borrowers on a budget. This latter piece would be of particular use to any core city/suburban library system attempting to expand its base of funding. Academic librarians present quantitative studies of circulation and in-library use (comparing patterns in three institutions), develop cost-benefit analyses of book detection systems (two separate articles), study acquisition techniques, examine monographic duplication and life sciences book use, and investigate space utilization of a learning center. Journal usage in a community hospital and in a VA hospital, user demands in a corporate library, and performance measurement for a federal health sciences network are quantified by special service librarians.

A balanced bibliography and a most useful glossary round out this excellent volume. Editor Chen has translated what must have been a beneficial and enlightening institute into an equally beneficial and enlightening text. — *Edwin S. Clay, III, Assistant to the City Manager, for Public Information, and Human Resources, City of Virginia Beach, Virginia Beach, VA.*

Research Libraries and Collections in the United Kingdom: A Selective Inventory and Guide. Compiled by Stephen Roberts, Alan Cooper, and Lesley Gilder. Hamden, Connecticut: Lin-

net Books/Shoe String Press, Inc., 1979. 285 pp. \$25.00

"So what is the justification," ask the compilers in the preface of this guidebook, in anticipation of the reviewer's observation that many lists of libraries exist already. They respond that they have sought to compile a convenient, usefully packaged guide for the researcher, "whether specialist or not."

The compilers acknowledge the interdependence of all kinds of libraries in this day of cooperation, and they have aimed at producing a practical, useful tool for the individual needing basic information about major libraries in the United Kingdom.

As a directory to over 200 libraries in England, Scotland and Wales, the book is designed for quick reference. Its physical format is handy and small. A typical entry consists of ten elements, including name, address, phone numbers, parent organization, librarian, date founded, purpose, holdings statistics, special collections, hours of service, classification system, and eligibility requirements. The arrangement is alphabetical within four broad type-of-library units.

The volume is enhanced by Subject, Name, Geographical and a List of Libraries indexes. The reviewer noted one error in that the London Library is entered but not indexed.

There is a comprehensive listing of other guides to libraries in the United Kingdom, with annotations regarding their usefulness to researchers needing more information about particular subject fields.

Special attention is given to a selection of libraries that comprise the national collections of the British Museum, the National Library of Scotland, and the National Library of Wales. Indeed, 89 entries are required to list them all. The directory also includes as research libraries a number of large public libraries, in addition to the expected academic collections.

Subject strengths in each library are well represented and the subject index is adequate in locating them. It is easy to imagine a visiting scholar plotting his itinerary for special study, as well as determining his eligibility to use specific collections. For many entries, there is also a reference to other sources of information about a particular library.

Some of the libraries represented here must contend with being tourist attractions as well as libraries, the Bodleian for instance. A useful, but

not essential, feature might have been an indication of whether or not professional courtesies are extended to traveling librarians and under what circumstances.

This is a well-organized, logically arranged and practical guide for the librarian and the scholar interested in resources in the United Kingdom. As with any directory some of the information may be dated quickly; therefore, the price seems high. — *James F. Parks, Millsaps College Library, Jackson, MS.*

Systems Analysis in Libraries: A Question and Answer Approach. By Chet Gough and Taverekere Srikantaiah. Hamden, Connecticut: Linnet Books/Shoe String Press, Inc., 1978. 158 pp. \$9.50.

"The purpose of this book," according to the publisher, "is to teach the beginning student in library and information science a direct route through the discipline of systems analysis." Gough and Srikantaiah indicate that the book grew out of the need for a course guide for students in a course in systems analysis in the Division of Library Science. California State University, Fullerton.

Because it is often difficult for the practicing librarian to precisely describe what is required to carry out a specific function, *Systems Analysis in Libraries* meets a definite need in the library profession — that of providing a systematic guide for beginning library school students and others who need to understand the precise definition required for instituting automated procedures into library work. Well formulated for use as a text, it will be difficult for the uninitiated to understand without considerable guidance.

The authors begin by explaining the ideal system analysis and go on to follow the outline of many other books in the field. They lead the reader through the process of designing a system, and at the end of the text provide exercises which assist in understanding what has been read. In the authors' attempt to pull various sources of material together into a short and concise book, some topics are inadequately discussed.

The bibliography is extensive and well chosen. Sometimes the constant referrals to other sources which are interspersed throughout the text impede the ability of the reader to understand what he/she is reading. The authors — Gough, a

library systems analyst with OCLC, Inc., and Sri-kantiah, a documentation systems analyst at the World Bank in Washington, D. C. — provide in a few pages an overview of the field of systems design. — *Kenneth E. Toombs, University of South Carolina, Columbia, SC.*

The Vital Network: A Theory of Communication and Society. By Patrick Williams and Joan Thornton Pearce. (Contributions in Librarianship and Information Science, No. 25). Westport, Connecticut: Greenwood Press, 1978. 111 pp. \$13.95.

The "theory" turns upon hypotheses developed in the 1930s by George Herbert Mead (an American social philosopher) and Lev Vygotsky (a Russian psychologist). The authors believe the findings of these early scholars demonstrate that "human intelligence is a product of language" (p. 7), and that language is one of the three basic components of culture. The remaining two components are "story systems," which language communicates through its oral and written literature, and "institutions," which are the structures used to convey the story systems. Literature divides into the literature of knowledge and the literature of imagination. The latter offers insight into a society's culture, provides audiences with vicarious experiences, and further subdivides into the literature of art and the literature of entertainment, which the authors say, communicates no wisdom or understanding, only pleasure, diversion and satisfaction. They contend entertainment literature can also create its own reality if left uncontested.

Story systems are carried by the communications industries, which Williams and Pearce divide into three broad categories. The entertainment industry has the potential to degrade and

desensitize its audiences, and the inherent ability to create its own illusions. To counter these dangers, the authors call for competition. The journalism industry, unfortunately, mimes the entertainment industry, and thus creates similar problems. The education industry perceives its major function as preparing America's youth for employment, and, as a secondary function, fixing within youth the social and political creeds conducive to stabilizing the socioeconomic structure which supports employment.

Williams and Pearce discuss the library's role in communications and society in a final chapter. By preserving all types of story systems, the library makes them accessible, provides for their distribution, and serves as competition to the communications industries. If librarians keep this role in mind, the authors suggest, they will possess "the theoretical resources necessary to formulate and set priorities that are appropriate to the social importance of their work" (p. 98).

The theory is provocative and interesting, and deserves commendation for effort — librarianship definitely needs more theorizing. But the fabric which the authors weave is stretched too thin in several crucial places. To cite but one example, the reader is asked to believe that illusions created by the entertainment industry cause the instability of the contemporary American family and marriage. Perhaps so, but the authors should make some effort to weigh the influence of other potential variables (overcrowding, increase in leisure time, social, economic and peer group pressures, etc.). Even more important, however, is the Mead-Vygotsky theory itself, which now must be reexamined in the light of more recent works on related areas by Edward O. Wilson (*On Human Nature*, 1978) and Carl Sagan (*The Dragons of Eden*, 1977). — *Wayne A. Wiegand, College of Library Science, University of Kentucky, Lexington, KY.*

SELA SUSTAINING AND CONTRIBUTING MEMBERS

For information concerning sustaining and contributing membership in the SELA, contact James E. Ward, David Lipscomb College, Box 4146, Nashville, TN 37205.

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- 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 OF THE SELA. MATERIAL APPROPRIATE FOR THIS SECTION SHOULD BE SENT TO THE MANAGING EDITOR. PUBLICATION DEADLINES ARE LISTED EACH ISSUE ON THE EDITOR'S PAGE.

REGIONAL NEWS

ALABAMA

Dr. Dorothy Broderick will be a visiting professor in the Graduate School of Library Service of The University of Alabama during the spring, 1980, semester. Dr. Broderick is author, editor and professor of children's and young adult literature. Dr. Broderick has taught at several universities including Case Western Reserve and Dalhousie. Her writings include *Image of the Black in Children's Fiction*, 1973, *Library Work with Children*, 1977, and editorship of a periodical devoted exclusively to young adult library service, *Voice of Youth Advocates*, begun in 1978.

During its summer commencement exercises in 1979, the University of Michigan conferred the honorary degree Doctor of Letters upon Virginia Lacy Jones, Dean of the School of Library Service, Atlanta University. A native of Cincinnati, Ohio, Virginia Lacy Jones earned her bachelor's degree at Hampton Institute in 1936. In 1938 she received the B.L.S. degree from the University of Illinois and in 1945 completed her Ph.D. degree at the University of Chicago.

FLORIDA

U.S. Representative Claude Pepper is donating his extensive collection of official papers, documents and memorabilia to Florida State University. Pepper's wife, Mildred Irene Webster Pepper, who died March 31, 1979, in her lifetime also determined to donate her collection of papers, documents and memorabilia, including her own paintings, to Florida State, which she attended as a student. The collection, which will be expanded as Rep. Pepper's public career continues, is believed to be one of the largest and most valuable of any member of Congress and his spouse. Pepper's public career includes not only his service in the Florida House of Representatives in 1929 and 1930, but also 14 years in the U.S. Senate and now almost 17 years in the U.S. House of Representatives.

GEORGIA

The Chattahoochee Valley Regional Library System opened Columbus Georgia's first new

library branch in 26 years. Opened August 6th, the 12th Street Branch Library is primarily designed to serve the business community and the senior citizens of the downtown Columbus area. The Library System's business information and research books will be kept at the new branch library, along with business directories and business reports. Light reading materials such as paperbacks, magazines, newspapers, large print materials, phonograph records, and a collection of fiction and non-fiction books will also be kept at the branch.

MISSISSIPPI

An Institute on School Library-Media Services to the Handicapped, held at the University of Mississippi on July 30-August 10, afforded a group of 30 practicing school library media specialists an opportunity to develop their professional competencies in providing media services to the handicapped and in making available resources to teachers working with mainstreamed children in the regular classroom. The institute was coordinated by Dr. Myra Macon, Associate Professor of Library Science; consultants included Janice Antonow, Barbara Baskin, Austin Bunch, Wanda Dean, Ellen Fagan, Karen Hancock, Patricia Hendricks, Lora Long, Gail Ann McCreary, JoEllen Ostendorf, and Kieth Wright. The Institute was made available through a \$17,000 grant from HEW, Library Training Grant, Title II-B.

NORTH CAROLINA

Lois S. Neal, retired Genealogical Reference Librarian of the North Carolina State Library, has published a volume entitled *Abstracts of Vital Records from Raleigh, NC Newspapers, Vol. 1, 1799-1819*. For additional information, contact The Reprint Company, Publishers, Box 5401, Spartanburg, SC 29304.

Helen M. Tugwell of Wilson, NC, is the recipient of a \$1000 North Carolina Library Association memorial scholarship for the 1979-80 school year. The NCLA Scholarship Committee screens applicants on the basis of ability, achievement, character, purpose of study, interest in librarianship, and financial need.

SOUTH CAROLINA

South Carolina's delegates to the first White House Conference on Library and Information Services joined over 1,100 delegates from across the nation in Washington in November. Delegation lay members were James T. Braswell, Newberry; Ronald L. Copsey, Greenville; Lynn Hornsby, Rock Hill; Samuel B. Hudson, Georgetown; Randy M. LaCross, Lamar; James R. Martin, Union; Mrs. B. E. Nicholson, Edgefield; Hugh Rogers, Lexington; and Floyd L. Wilcox, Central. Professional librarians included Betty E. Callahan, Columbia; Catherine H. Lewis, Conway; Mary McAfee, Columbia, and Kathy J. Roe, Columbia.

TENNESSEE

The Knoxville-Knox County Public Library System has become the first public library in the United States to have a working demonstration of the "Magnavision™ Optical Videodisc Player," and is reported to be one of the few libraries in the country with a research program investigating the potential use of this revolutionary system in the public library. According to R. Paul Bartolini, Director of the Knoxville-Knox County Public Library System, several librarians at the Knoxville-Knox County Public Library have been following the development of this system for more than two years and are drafting a proposal on how the Library can best enter into this new medium and make it available to citizens in the area. Bartolini said the extent of the Library's future involvement in this area will be discussed in the coming months with the intention of finalizing a "plan of action so that this new service is available for local library patrons."

John David Marshall of Middle Tennessee State University Library served as a consultant to the Churchill Memorial and Library, Westminster College, Fulton, Missouri on June 12-15, 1979. A collector of Churchilliana, Marshall has some 500 items in his collection, including a first edition of Churchill's only novel, *Savrola*.

The largest grant ever designated for a University of Tennessee library was announced by

Chancellor James E. Drinnon Jr., of the University of Tennessee at Chattanooga. The Lyndhurst Foundation has awarded \$394,000 for the development of the UTC library. Drinnon said that the award will be used to develop an innovative program of instruction in library methodologies tailored to the needs of UTC students and to purchase periodical backfiles, library equipment, instructional films, books and reference materials. In addition, some \$25,000 has been set aside to fund a year-long self-study of library needs.

On July 1, 1979, the Joint University Libraries (JUL), located in Nashville, Tennessee, became the library system of Vanderbilt University as a result of a merger between Vanderbilt and George Peabody College for Teachers. The JUL had operated since 1938 under a trust indenture that made Vanderbilt and Peabody corporate trustees, and Vanderbilt, Peabody, and Scarritt College the beneficiaries. Peabody resigned as a corporate trustee with the merger, the trust indenture was revoked, title to all JUL assets became vested in Vanderbilt, title to the Scarritt Library was conveyed to Scarritt by bill of sale, and a memorandum of understanding was signed providing for Scarritt's continuing use of Vanderbilt's library collections and services. The Executive Committee of the Vanderbilt Board of Trust meeting on September 11, 1979, agreed upon "Vanderbilt University Library" to replace "Joint University Libraries."

VIRGINIA

The Virginia Beach Public Library System has converted its card catalog to a computer-output-microfilm catalog. The microfilm will for the first time allow library users access to all materials within the library system collection and can be searched by author, title or subject. The conversion from card to microfilm of all cataloging records has been accomplished by the Virginia Beach library staff and Brodart, Inc. The catalog, which contains over 95,000 titles, will be displayed on ROM 3 readers provided by Information Design, Inc. For additional information contact Ms. Rheda Epstein, Technical Services Division, Virginia Beach Public Library, City of Virginia Beach, VA 23456.

WEST VIRGINIA

Mr. David M. Gillespie, Librarian at Glenville State College, has indexed via computer the complete citation for all 3,135 poems ballads, and songs found in the *West Virginia Hillbilly*. The "Hillbilly" is a weekly, regional Appalachian tabloid newspaper which began publication in 1956. The final format for Mr. Gillespie's author, title and first line index has not yet been determined.

The dedication of the new Stonewall Jackson Regional Library Building took place on October 13th in Buckhannon.

Luella Dye, Director of the Bluefield Public Library says that the expansion program for their library has been funded. Work is to get under way early next year.

A new 'outpost' library is scheduled for the Brown Hallack community near Morgantown. The site has been approved by the Board of Education and Library Commission.

The West Virginia Library Commission is celebrating fifty years of service. Fred Glazers newest brain child, "Be With A Book For A Day," created to involve more people in the White House Conference on November 15-19, surpasses the publicity for the Great Info Show of 1978. Packets of materials are available from the Library Commission.

A model of Taylor County's proposed new library was on display at the West Virginia Library Association Meeting October 25-27. The unique, triangular-shaped library has two levels, with outside entrances for both.

Huntington's new 'solar' climate controlled public library is to be completed in time for the state Library Association meeting in the fall of 1980.

COOPERATIVE EFFORTS

The Louise Giles Minority Scholarship is a \$3000 cash award presented annually to a student who is a member of a principal minority group (American Indian or Alaskan Native, Asian or Pacific Islander, Black or Hispanic). The student must be entering a fifth year master's level program in library science accredited by the American Library Association. The deadline for applications is January 15, 1980. For application forms write: Staff Liaison; ALA Louise Giles Minority Scholarship; 50 East Huron Street; Chicago, IL 60611.

"'80 and Beyond" will be the theme of the first AASL National Conference to be held in Louisville, Kentucky on September 25-28, 1980. Registration forms for the conference are available from the AASL Office, 50 East Huron Street, Chicago, IL 60611.

The National Commission on Libraries and Information Science, at its fall meeting in Denver, Colorado, voted to support the establishment of a National Periodicals Center as described in the NCLIS Advisory Committee on a National Periodicals System Legislative Drafting Team's legislative proposal of July 19, 1979.

Alex Ladenson of the Urban Libraries Council recently compiled 1979 data on state funding for public libraries. These are the specific *Per Capita* state aid expenditures for states in the SELA region:

	Total State Aid Appropriations	Total Per Capita Amount
AL	\$1,377,666	\$.38
FL	3,974,633	.58
GA	8,823,399	1.92
KY	1,805,088	.56
MS	2,294,473	1.03
NC	3,854,056	.75
SC	1,295,258	.50
TN	2,508,900	.64
VA	2,795,700	.60
WV	3,704,720	2.12

Georgia Public Television now offers libraries a free kit of materials, specially designed for displays and bulletin boards, about BY-LINE, a talk show for authors seen in six states of the SELA area. BY-LINE, a weekly half-hour show, is hosted by writer Gene Moore. The series attracts a wide variety of well-known authors, ranging from Art Buchwald to Susan Sontag. A number of Southern writers, such as Eudora Welty and James Dickey, have appeared on the program. For additional information about BY-LINE, please contact Liz Hornsby at Georgia Public Television, 1540 Stewart Avenue SW, Atlanta, GA 30310.

On May 24, 1979, the 5,000,000th record was entered into the OCLC database by cataloger Martha Akers of the University of Louisville.

SOLINET officers for 1979-80 are Ralph Russell (Georgia State University), Chairperson; Sara June McDavid (Federal Reserve Bank), Vice-Chairperson; Leland Park (Davidson College), Secretary; Calvin Boyer (University of Mississippi), Treasurer.

Nominations for the Allie Beth Martin Award to be presented at the 1980 New York Annual Conference of ALA are being accepted by the chair of the Award Committee, Elizabeth Fannon.

The award of \$2,000 and a citation are presented to a librarian who, in a public library setting, has demonstrated an extraordinary range and depth of knowledge about books or other library materials and has exhibited a distinguished ability to share that knowledge.

The award is named in honor of the late American Library Association president and Tulsa City-County Library System director Allie Beth Martin. The first recipient, named in 1979, was Harriet Bard of the Morrisson-Reeves Public Library, Richmond, Indiana.

The award is donated by the Baker & Taylor Company, Inc., and administered by the Public Library Association. Nomination forms may be obtained from the PLA Office, 50 E. Huron St., Chicago, IL 60611. The deadline for submitting nominations is January 1, 1980.

The Committee members are: (Chair) Eliza-

beth Fannon, Head Documents Collection, Cleveland Public Library, 325 Superior Ave., Cleveland, OH 44114; Mildred K. Smock, Free Public Library Library 200 Pearl Street, Council Bluffs, IA 51501; Betty Kemp, Director, Lee County Library, 219 Madison, Tupelo, MS 38801; Edythe O. Cawthorne, Prince George's Memorial Library, 6532 Adelphia Rd., Hyattsville, MD. 20872; Howard Downey, Director, Bellingham Public Library, P.O. Box 1197, Bellingham, WA 98225.

Nominations shall be submitted in double-spaced typing, not more than 250 words, and include a concise statement of the qualifications and reasons for the nomination. The nominations may also be submitted to the Committee members.

CONTINUING EDUCATION OPPORTUNITIES

A conference on "The Delivery of Reference Service," cosponsored by the Graduate School of Library Service and the Amelia Gayle Gorgas Library, will be held on the University of Alabama Campus, in Tuscaloosa, Alabama, on May 2, 1980. Speakers are Dr. Kay Murray, School of Library Sciences, University of North Carolina; Dr. Charles A. Bunge, Director of the Library School, University of Wisconsin at Madison; and Dr. James Benson, Graduate School of Library Service, University of Alabama. For additional information, please write James D. Ramer, Dean, Graduate School of Library Service, Box 6242, University, AL 35486.

The Graduate School of Library Service is also offering a series of minicourses during the 1979/80 academic year. For information concerning topics and schedule of offerings, contact Dean Ramer at the address listed above.

The Department of Library, Media and Information Studies of the University of South Florida is now accepting applications to its sixth-year program in Special Services in Libraries. Programs are planned individually according to the students' needs and purposes. For additional infor-

mation, contact the Committee of the Advanced Graduate Program, Department of Library, Media and Information Studies, Library 611, University of South Florida, Tampa, FL 33620.

The College of Librarianship of the University of South Carolina is sponsoring several workshops early in 1980. "Getting Ready for AACR II" will be offered on April 3; "AACR II Rules" will be offered the following day. These workshops have been designed to assist librarians in understanding and interpreting the new Anglo-American Cataloging Rules. On February 23, March 15, and April 26, "The Disabled Child in the Library" will provide librarians who have little experience in working with disabled children an introduction to services, materials, facilities, and equipment. For additional information, contact the College of Librarianship, University of South Carolina, Columbia SC 29208.

The UNC School of Library Science has announced a special offering of the required 12-semester hour core course over a period of two consecutive summers, 1980-81. In each summer, six semester hours will be offered in a six-week session. Students who wish to take advantage of this arrangement must be admitted to the M.S. in L.S. program prior to the summer of 1980. For further information and applications, contact: Fred W. Roper, Assistant Dean, School of Library Science, Manning Hall 026-A, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514.

The College of Library and Information Services, University of Maryland, is planning the fourteenth annual Library Administrators Development Program to be held May 4-16, 1980. Dr. John Rizzo, Professor of Management at Western Michigan University, will serve as the Director. For additional information, contact Effie T. Knight, Administrative Assistant, Library Administrators Development Program, College of Library and Information Services, University of Maryland, College Park, MD 20742.

"The LRC and the Life-Long Learner" is the theme for the 15th annual Community College Learning Resources Conference to be held March 3, 4, 5, 1980, at Southern Illinois University, Edwardsville, IL. For more information and registration, contact Ms. Peggy Mills, John A. Logan College, Carterville, IL 62981.

The first annual Sewanee Economics Symposium will be held on April 3-5, 1980, with the topic being "Business in the 'New South': A Historical Perspective". There will be panels on the early problems, modern success and future possibilities of Southern business and industry and on preserving the record of its development, with historians, economists, business people, librarians and archivists participating. For further information contact Professor Marvin E. Goodstein, Department of Economics, The University of the South, Sewanee, TN 37375.

SOUTHEASTERN JOBLINES

American Society for Information Science
(202) 659-8132

Florida: State Library (904) 488-5232

Georgia: Georgia Library Association JMRT
(404) 634-5726 (5 p.m.-8 a.m., M-F,
12 noon-8 a.m. S-M)

North Carolina: (919) 733-6410

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

Virginia: (804) 355-0384.

DATES TO REMEMBER

1980

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|--------------------|---|
| Jan. 20-26 | ALA Mid-Winter Meeting, Chicago |
| Feb. 14-17 | AALS, Sheraton-Crest Hotel, Austin, Texas |
| Apr. 13-19 | National Library Week |
| Apr. 16-18 | Alabama Library Association Conference, Hyatt House, Birmingham |
| Apr. 24-26 | Tennessee Library Association Conference, Gatlinburg Sheraton Hotel |
| June 29-
July 5 | ALA Annual Conference, New York |
| Sept. 25-28 | AASL National Conference, Louisville |
| Nov. 20-22 | Southeastern Library Association Biennial Conference, Hyatt House, Birmingham |

1981

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| Oct. 7-10 | Georgia Library Association Biennial Conference, Hilton Hotel, Atlanta |
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PERSONALS

APPOINTMENTS

Nancy A. BOOKS, Head of Humanities and Social Science Reference Department, Robert W. Woodruff Library, Emory University

Linde BRACY, Serials Librarian, Medical Center Library, Vanderbilt University

Deborah CARGILL, Reference Librarian, Greenville (SC) County Library

Bessie CARRINGTON, Reference Librarian, Perkins Library, Duke University

Joseph COLLINS, Germanic Languages Cataloger, University of North Carolina at Chapel Hill

Anita L. CRISTAN, Instructor and Catalog Editor, University of Tennessee Library, Knoxville

Ed DELONG, Head of Audiovisuals Section, Greenville County (SC) Library

Earnstein DUKES, Catalog/Periodicals Librarian, Memphis State University Libraries

Chris FERGUSON, Senior Librarian, Reference, John Davis Williams Library, University of Mississippi

Thomas GILBERT, Catalog Librarian, Jessie Ball Dupont Library, University of the South, Seawane

Jacqueline GRANIER, Documents Librarian, Vanderbilt University Library

Jaia HEYMANN, Head of Public Documents, Perkins Library, Duke University

Patricia L. HUDSON, Instructor and Undergraduate Reference Librarian, University of Tennessee Library, Knoxville

Carol IGLAUER, Science Reference Bibliographer, Atkins Library, University of North Carolina at Charlotte

Sandra KERBEL, Senior Librarian, Reference, John Davis Williams Library, University of Mississippi

Kathy KING, Instructor and Manager of Instructional Resources, University of Tennessee Center for the Health Sciences, Memphis

Ann LALIOTES, Director, Franklin County (NC) Library

Elizabeth Ann LANGE, Assistant Director of Libraries for Technical Services, Thomas Cooper Library, University of South Carolina

Emmett LANGLEY, Southern Regional Sales Manager, F. W. Faxon Company, Inc.

Carol LEWIS, Reference Librarian, Medical Center Library, Vanderbilt University

David A. LINCOVE, Assistant Reference Librarian, Thomas Cooper Library, University of

South Carolina

Joyce MCKIBBEN, Reference Librarian, Memphis State University Libraries

Pam MILLARD, Director, Gaston-Lincoln Regional Library, North Carolina

Barbara R. MILLER, Assistant Professor and Reference Librarian, University of Tennessee Library

Karen H. MOMENEE, Assistant Professor, School of Library Science, University of North Carolina at Chapel Hill

W. W. PENNINGTON, Assistant Professor and Circulation Supervisor/Information Analyst, Mervyn H. Sterne Library, University of Alabama in Birmingham

Janis PIVARNIK, Head of Government Documents Department, University of Kentucky Libraries

Joseph M. PUKL, Jr., Assistant Order Librarian, Thomas Cooper Library, University of South Carolina

Norma Janell RUDOLPH, Reference Librarian, Memphis State University Libraries

Lois SCHULTZ, Music Cataloger, Perkins Library, Duke University

Elizabeth SHANKLE, Reference Librarian, Greenville County (SC) Library

Eileen SHEAHAN, Head of Reference and Information Services, Vanderbilt University Library

Roger D. SIMMONS, Instructor and Head of Main Reserve, University of Tennessee Library

Katina STRAUCH, Acquisitions Librarian, Robert Scott Small Library, College of Charleston, SC

Celia WALL, Chief Librarian, The News and Observer, Raleigh, NC

Charles David WARREN, Director, Richland County (SC) Public Library

Randolph WHITSON, Special Assistant to the Director, University of Tennessee at Chattanooga Library

Beth S. WOODARD, Assistant Reference Librarian, Thomas Cooper Library, University of South Carolina

RETIREMENTS

Elsie CLEMONS, Head of Library Operations, Alabama Public Library Service

Sherrie GILLISPIE, Head of Humanities and Social Science Reference Department, Robert W. Woodruff Library, Emory University

Martha GRAHAM, Librarian for Newspapers

and Microforms, Perkins Library, Duke University
Betha JONES, Science Cataloger, Perkins Library, Duke University

Pattie B. MCINTYRE, Humanities Reference Department, Wilson Library, University of North Carolina at Chapel Hill

Archie Liddell MCNEAL, Director, University of Miami Libraries

Helen TURNER, Government Documents Department, Memphis State University Libraries

Lanelle B. VANDIVER, Professor and Head of Cataloging, University of Tennessee Library, Knoxville

NECROLOGY

Marie E. ANGELOTTI, Assistant Director for Library Services, Florida Atlantic University

Aileen ELLIS, Librarian, Eglin Air Force Base, Florida

Dorothy Ryan MCCARTHY

Kathleen MOORE, Children's Librarian, Public Library of Charlotte and Mecklenburg County, North Carolina

The Southeastern Librarian

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Compiled by Steven B. Schoenly

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