

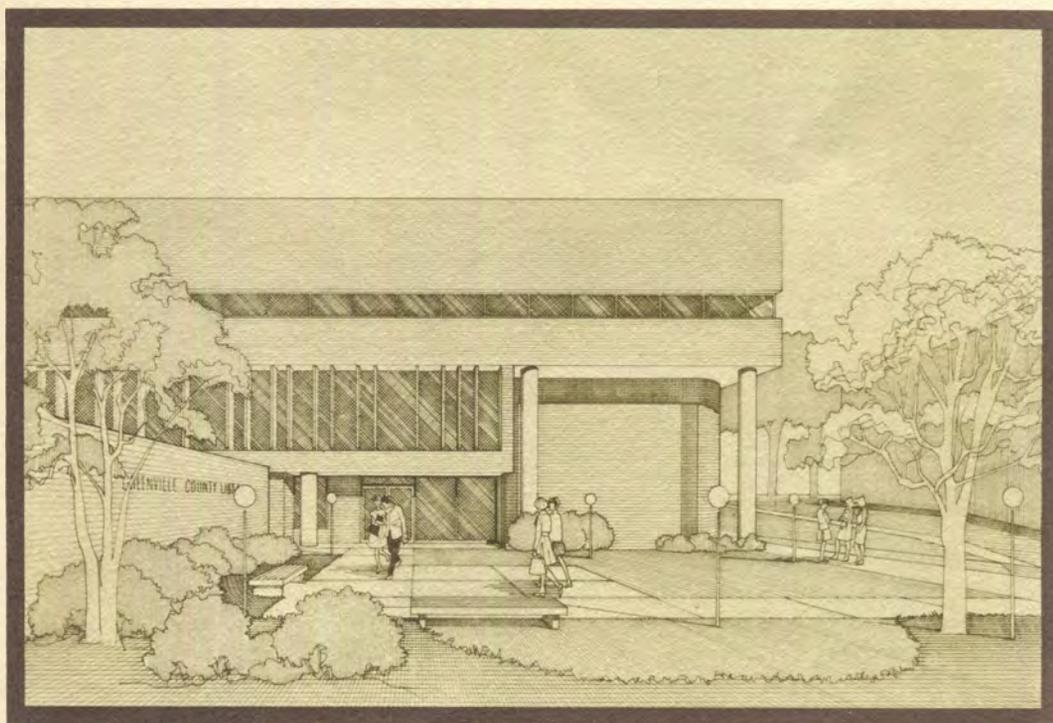
# The Southeastern Librarian

SPRING, 1980

VOLUME XXX

NUMBER 1

(ISSN 0038-3686)



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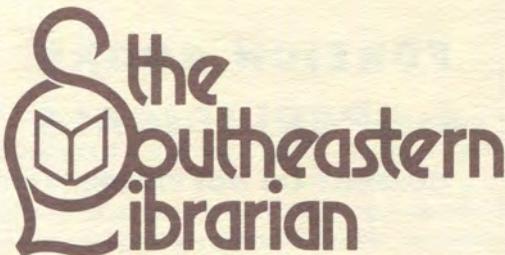
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COVER: The Greenville (SC) County Library building was originally opened in 1970. The F. W. Symmes Courtyard entrance shown in the photo was opened in 1975 at the request of patrons who wanted easier access to the building from the parking lot.

#### SELA BIENNIAL CONFERENCES

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From something I overheard in the staff lounge the other day, I have reason to believe that a number of friends and associates were working on an office pool on how long it was going to be before one of my columns was devoted to the person who lights up my life, the linguistic genius with whom I share a collection of books that was begun before I ever knew her, my niece Kim. Alas, this is not to be the time. If you had heard her, at age two and one-half saying " 'Twas the Night Before Christmas" at our family Christmas gathering — In fact if you wish to hear her, send me a blank tape and I'll dub one for you! — you would have been ready for all of the details I am sure. Perhaps next time, because there are professional items to be covered.

First, I would be quite remiss if I did not pause with the first issue of the new year to pay tribute to the persons who have done so much in assuring that the journal is out on time and that it is all that it should be. They are, of course: Steven B. Schoenly, Managing Editor; John David Marshall, Book Review Editor; Kay Reeder, Advertising Manager; and, J. B. Howell, Contributing Editor. I know that Steve puts in hours and hours each month because I can observe him at work. I know that the others do also, because their copy always arrives in good form and on time. Because of various and sundry illnesses associated with turning 39 for the tenth time, I have not privately expressed my appreciation to them. Perhaps they will forgive my seeming ingratitude if I now do it publicly.

Elsewhere in the journal, because I fear that most of you do not read my column, you will find the announcement that the author of the best article for the 1979-80 biennium will be rewarded. We are placing the H. W. Wilson Award money in an interest-bearing account in order that our contributors may be recognized.

Chicago was a busy period for me. I attended three scheduled meetings of the Editorial Board of the *Journal of Library Automation*, plus several unscheduled ones. In between all of these meetings was the Executive Board of SELA. It was a good session. You will find minutes in the Chronicle section. It appears that we are turning the corner financially. By the time we meet in Birmingham, all should be well, providing we have each done our share in the recruiting of members.

The original intent of this column for this time was to make it a single-emphasis one and to report on a conversation I recently had with a college freshman who is an avid and discerning reader. When I asked if he was read to, etc., as a small child, he indicated that this was not the case. It seems that he began his reading in the fourth grade with the Tom Swift books. Who knows, there might have even been a few letters to the editor saying this young man was an exception while others perhaps would have taken the other side. Even though the case is briefly stated, are there any takers?

— Ellis E. Tucker

**DEADLINES FOR FUTURE ISSUES:**

<b>COPY DUE</b>	<b>PUBLICATION DATE</b>
April 15, 1980	June 30, 1980
July 15, 1980	September 30, 1980
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The climax of years of planning came to fruition in November when the White House Conference on Libraries and Information Services was held. The momentum attained, the inspiration gained, and the motivation received should grow and become even more pronounced in the days and months ahead.

SELA delegates met on Thursday afternoon preceding the conference and once during the conference. Bill Whitesides, Chairman of the Interstate Cooperation Committee, worked with the local committee on arrangements and called to order the first meeting. Frank Grisham, Tennessee delegate, was elected to preside and Sandra Ulm, Florida delegate, served as recorder. The delegates discussed the idea of a regional post-WHCLIS meeting and agreed that a program-report meeting of delegates and interested persons should be held during the conference.



Minutes of the Executive Board meeting during ALA Midwinter in Chicago are included in this issue, and it is not necessary that I report on that meeting except to suggest that you read them to learn more about some of the exciting things which have happened and are in process in the Southeast.

Speaking of the Executive Board, I must congratulate each state on its selection of its representatives. It is a joy to have this opportunity to work with the officers, ten state representatives, and *ex-officio* members, the SOUTHEASTERN LIBRARIAN editor and the Executive Secretary.

The affairs of the association are in good hands. Each person is conscientious and enthusiastic, two very important qualities in discharging any responsibility.

Good news from headquarters is that membership dues are being received every day. I had planned to write one article and not mention our membership goal of 6,000 members. The thought has occurred that I might leave the impression that I feel the goal is unattainable, therefore, I needed to promote membership each time. No, no, that is not true. I feel very optimistic about attaining the 6,000 membership, for after all, Jim Ward and his membership committee are doing such a super-duper job, I need only sit back and marvel at their efficiency and competency.

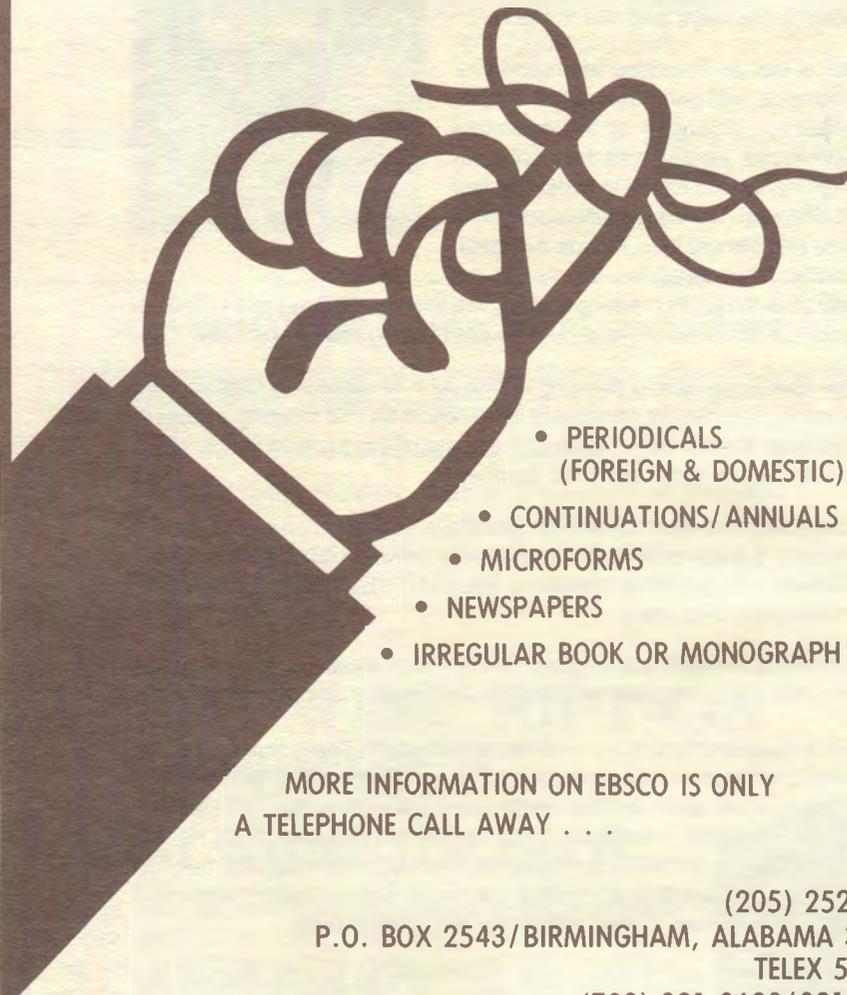
Better communication is still a major goal. Your ideas on how to improve our association are welcome. Please keep in touch with your officers, executive board, and headquarters staff.

\* \* \* \* \*

Johnnie Givens, former Executive Director, has submitted her final report. The Executive Board, as appointing authority and the one to whom Ms. Givens reported, wishes to announce that a copy of her report may be obtained by writing to SELA Headquarters, P.O. Box 987, Tucker, GA 30084.

— Helen D. Lockhart

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# The White House Conference on Library and Information Services: — An Overview

Myra Macon

The White House Conference on Library and Information Services (WHCLIS) was authorized by Public Law 93-568, signed on December 31, 1974, by President Gerald R. Ford after extensive hearings in the U.S. Congress. The law states that the purpose of the Conference is to develop recommendations to improve the Nation's libraries and information centers and their use by the public.

The idea for the Conference gradually gained support and momentum over the course of twenty-two years. Channing Bete, Sr., a library trustee from Greenfield, Massachusetts, first suggested the Conference in 1957 at a meeting of the American Library Trustee Association. Later, the American Library Association endorsed the proposal and strongly supported legislation to authorize the Conference. Presidents Lyndon B. Johnson, Richard M. Nixon, Gerald R. Ford, and Jimmy Carter all supported the concept.

On May 4, 1977, President Carter signed an appropriations bill which set aside \$3.5 million to plan and conduct the Conference under the guidance of the National Commission on Libraries and Information Science, a permanent, independent Federal agency. In September 1977, the Commission added a small consulting staff to assist the States, the District of Columbia, the United States Territories and American Indians living on or near reservations to conduct pre-White House Conferences.

The Conferences were designed to examine the current status of library and information services at the state and local levels and to make recommendations to improve them to meet the needs of the people. An estimated 100,000 persons, representing a wide variety of lay people, as well as professional librarians, participated in 57 pre-White House Conferences, five theme conferences, and planning sessions during the past two years. They debated issues, selected approximately 900 delegates and alternates to represent them at the national meeting, November 15-19, 1979, and adopted more than 3,000 resolutions designed to improve library and information services. A research staff carefully analyzed the ideas in those resolutions and used them to structure the five basic Conference themes which were:

Library and Information Services for:  
1) personal needs; 2) lifelong learning;  
3) organizations and the professions;  
4) governing our society; and 5) international understanding and cooperation.

The legislation authorizing the national meeting directed the Commission to submit to the President within 120 days of the close of the Conference findings and recommendations to improve library and information services. The law also required the President to send his recommendations to the U.S. Congress within 90 days after he received the final report.

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Dr. Macon is Associate Professor, Graduate School of Library and Information Science, University of Mississippi. Dr. Macon attended the conference as a member of the press and prepared this report at the request of the editor.

One of the highlights of the Conference was when the President of the United States spoke to the group on the second day of the Conference. President Jimmy Carter temporarily forgot the world's problems and encouraged the American people to develop their own knowledge through better libraries, better information services, and new communications technology when he addressed the WHCLIS on November 16, 1979. He said one of his most important responsibilities is to make sure that the public has a maximum access to knowledge about controversial issues. In closing, President Carter reminded the audience that "you've got a friend in the White House."

Stuart Eizenstat, President Carter's Assistant for Domestic Affairs and Policy assured the participants in his address on the last day of the Conference that he is establishing a task force in the Office of the President to give consideration to the full range of the Conference's recommendations at the "highest" level.

Other speakers at the Conference were: Marion Barry, Mayor of Washington, D.C.; Herbert Benington, Vice President and General Manager, The MITRE Corporation; James H. Boren, the self-styled "Bureaucrats' Bureaucrat"; Governor Bill Clinton of Arkansas; Nicholas Johnson, former Federal Communications Commissioner; Francis Keppel, Director of the Aspen Institute for Humanistic Studies; Ralph Nader, Consumer Activist; Richard Neustadt, Assistant Director, White House Domestic Policy Staff; Bernard Ostry, Deputy Minister of Communications for Canada; Major R. Owens, New York State Senator; Robert B. Pfannkuch, President of Bell and Howell Company's Video Group; George Schrader, City Manager of Dallas, Texas; Charles Benton, Chairman of the National Commission on Libraries and Information Science and the Conference; Marilyn K. Gell, Conference Director; and Clara S. Jones, University of California, Berkeley.

Also participating in the Conference were Judge Abner Mikva, former member of the U.S. House of Representatives from Illinois, and Edmund M. Reggie, Executive Counsel to the Governor of Louisiana.

Delegates had a unique information resource at hand to support their work — a functioning Information Center. Located in the Exhibit Hall of the Washington Hilton Hotel, the Center had six major functions. Delegates could:

- receive custom-tailored information relating to any Conference theme or issue;

- ask questions on virtually any subject;
- monitor the progress of working groups through a computer teleconference system;
- express ideas on resolutions in progress by sending electronic messages via computer terminals;
- obtain full texts of resolutions from the state or territorial pre-White House Conference; and
- request the computer to search over 100 specialized information files.

There were four main activity areas in the Information Center. The "Information-on-Demand Area" was staffed by professional librarians skilled in locating information. They analyzed questions and relayed replies or documents in person, by phone, messenger, teletype, or computer terminal depending on the nature and urgency of requests. Telephones and computer terminals linked delegate working groups to the Information-on-Demand Area for rapid communications and service. Over 400 reference books and more than 100 computerized data bases were used to retrieve facts, statistics, references to publications, and background information in support of work group activities and the formulation of recommendations.

The "Conference Communications Area" was the focal point for sending messages to other delegates, monitoring workshop action, and staying abreast of new resolutions. Closed circuit television monitors provided an electronic bulletin board for up-to-date information on the Conference schedule, special events, and special announcements. Through the Electronic Information Exchange System (EIES), print-outs from a computer terminal enabled delegates to track progress of any work group.

The "State Resolutions Area" provided access to the full texts of resolutions from the state and territorial Pre-White House Conferences. By using the on-line data base management system, delegates were able to obtain information about issues dealt with at the 57 state conferences held during the past two years. All state conference resolutions, totaling more than 3,000, were entered into the National Library of Medicine's INQUIRE data base management system.

The "Blind and Physically Handicapped Media Area" produced on-demand copies of information on tape cassette or in Braille for handicapped delegates. One of the latest developments in computer technology, the Kurzweil machine, was available for use by blind or visually handicapped

persons for reading Conference or personal materials, with output in either synthesized speech or Braille.

Delegates to the White House Conference on Library and Information Services were not the only people using the library of the future. Amy Carter visited the White House Conference on November 16 and toured the Information Center. Accompanied by nine friends and young delegates, Amy first used a computer terminal which produced a list of books in the Library of Congress on earthquakes. Next stop on her tour was for a demonstration of the Kurzweil reader for the blind and Amy's final stop was at the Conference Communication area for a demonstration of the EIES machine, which enabled electronic message transmission between people in widely separated locations.

Twenty-nine resolutions dealing with the future of library and information services emerged from the November 15-19 White House Conference when over 900 delegates listened, discussed, caucused, argued, petitioned and voted in work sessions and theme sessions. The final resolutions passed by the delegates dealt with the following issues: Networking; International Information Exchange; Assistant Secretary for Library and Information Services in the new Department of Education; National Information Policy; Literacy; Education for all the Handicapped; First Amendment and Public Issues; Access; School Libraries; Technology; Federal International Communication and Accountability; National Library Act; Public Awareness; Federal Resources for Library and Information Services; National Funding for Library and Information Service; National Indian Omnibus Library Bill; Archives and Historical Records; Literary, Musical, and Artistic Donations to Libraries; Information in U.S. Territories; Pricing of Basic Government Publications; Future White House Conferences; Youth Caucus Resolution; and Formation of National Information Policy.

Two resolutions were not passed by the voting delegates. They were resolutions for Lifelong Learning and National Planning for a national depository for all government publications, a national periodicals center, a national referral cen-

ter, and a national library network.

An unique feature of the Conference was the on-site Congressional Hearing on Library and Information Services' National Needs. The hearing was scheduled from 11:00 a.m. to 1:00 p.m. on November 19. This joint session was co-chaired by Senator Claiborne Peel (D-R.I.) and Representative William Ford (D-Mich.), Chairmen, respectively, of the Senate Subcommittee on Education Arts, and the Humanities, and of the House Subcommittee on Postsecondary Education.

Other special events of the Conference included:

- A dinner and reception at the Library of Congress which was co-sponsored by the American Library Association and the Library of Congress to honor Conference delegates.
- A multi-media program consisting of "This Library: A Place to Grow," Audiovisual Center, The University of Iowa; "Libraries in the Information Age," Educational Systems and Learning Resources," University of Utah; "The Future Is Today," Colorado State Library; "Ideas for the Library of the Future," The School of Architecture, Mississippi State University.
- An International Reception hosted simultaneously at the Embassy of Australia; Embassy of Canada; Embassy of India; Embassy of the Ivory Coast; Organization of American States; U.S. Department of State.

Now that the great American library dream has been realized . . . now that the Nation's first White House Conference on Library and Information Services is over, what affect will it have on libraries and information services tomorrow, next month, next year, and the years beyond that?

Clearly, all the issues that were discussed at the Conference were not resolved in the five-day meeting. But, hopefully, the Conference did help to educate the public about the importance of information in our lives, publicize the importance of libraries in an information-laden environment and develop a manageable set of resolutions that will clearly establish priorities and recommendations for specific action on the parts of Congress, the White House, associations, and individuals.

*In Memoriam*

Louis Round Wilson

December 27, 1876 — December 10, 1979

# School Librarians' Attitudes Towards Membership in Professional Library Organizations

Elizabeth Snead

*The motivation of Virginia public school librarians to join or not to join professional library organizations was surveyed using a representative sampling technique. Fifty percent of the two hundred and fifty questionnaires were completed and returned. Survey results offer a challenge for library organizations to improve programs, to publicize their accomplishments, and to make the dues structure more attractive to school librarians.*

The choice of a professional organization which best serves the needs of the school librarian has long been an issue of concern. To determine the major reasons for membership in professional library organizations among school librarians, a survey was taken in Virginia using a random sampling technique.

A total of 126 forms were completed and returned from the 250 sent out, for a return percentage of 50.4. Fifty-three respondents, 42 percent indicated that they were members of some professional library organization. Seventy-three, 58 percent, either no longer belonged or never had belonged.

Sixty-four percent of those who currently held membership belonged to the Virginia Educational Media Association; forty-three percent belonged to the Virginia Library Association; fifteen percent belonged to the American Library Association; and eleven percent belonged to the Southeastern Library Association. The following summarizes their reasons for maintaining membership:

Reason	Percent
Way of keeping current in the field	85
Increased communication with colleagues in the field	70
Obligation to support my professional organization	60
Feel professional organizations keep the standards high	43
Influence of professional organization on legislation is of great concern to me	30
Chapter and division programs especially relevant	28
Looks good on annual faculty activity sheet	13

Written comments revealed that regional and national organizations were viewed as public library associations, not geared towards the interests of school librarians. Programs were criticized in seven written comments. Written comments

Mrs. Snead is Librarian, Park View Junior High School, South Hill, Va.

also revealed concern that dues were too high.

Comments were made indicating that meetings were often difficult or impossible to attend because of location or date. There were comments of disillusionment with organizations because leadership was centered in large cities or because the same people retained leadership roles.

Thirty-six respondents were former members. The following summarizes their reasons for not maintaining membership:

Reason	Percent
Dues are too high	75
Unable to attend meetings	52.7
Programs do not meet my needs	22
Unsure if these organizations meet any needs	19
Duplication of membership in other groups	11

Written responses from this group related to cost, lack of information about organizations, dissatisfaction with programs and activities, and lack of time for participation.

Thirty-seven librarians had never belonged to any professional library organization. The following summarizes their reasons for not maintaining membership:

Reason	Percent
Unsure if these organizations meet any needs	48.6
Unable to attend meetings	35
Dues are too high	32
I am new to the profession and have not decided yet	27
Never have been asked	21.6
Programs do not meet my needs	8
Duplication of membership in other groups	8

Written comments from this group concerned lack of time for participation, feelings of not being eligible, cost, lack of information, and questions concerning the need for belonging.

Suggested changes from those responding included the need for localized meetings, specific projects, more relevant programs, dues restructuring, better publications, and the need for more men in the field. Some wanted to join but had never received membership information. Project suggestions included more political pressure for funding, release time from local schools, and concern that some organizations did not relate to school librarians at all.

# Universal Library Skills: An Outdated Concept

Donald J. Kenney

*Librarians at all levels call for programs to train patrons in library skills. Librarians at different levels and in different types of institutions see those skills differently. Because library technology is rapidly changing, any set of skills that is tied to a type of library today will be less than universal tomorrow. More important and lasting than specific skills are the universal attitudes and values that patrons form as a result of orientation programs.*

At the Virginia Governor's Conference on Library and Information Services, a card with "Universal Book Drop" written on it was submitted to the resolutions committee. This expression somehow, and perhaps jokingly, became a catch phrase for the conference. However, the irony of the idea did illustrate the fact that whenever librarians talk about universality they are treading on dangerous ground. Given the many factors to consider, including the human one, universal concepts and principles can rarely be applied in education, especially in library education. How best to provide access to the vast store of knowledge in libraries has been a problem pondered by both educators and librarians for decades. Training in universal library skills, although an objective of many libraries, is probably like the universal book drop, a fanciful notion that does not hold up under close scrutiny.

School librarians nationwide would like to see students graduating from public school with certain basic users' skills. Public and academic librarians feel that they deserve patrons who have acquired some basic users' skills so that their institutions, especially academic libraries, might broaden these skills. School, public and academic librarians generally agree that users need

basic bibliographic instruction to utilize a library. However, there are several stumbling blocks to identifying and then teaching basic, universal skills.

Problems arise because there is little agreement on needed basic skills by librarians of different types of libraries. Some say use of the card catalog is essential; others say that the present format of the catalog is changing technologically and traditional card catalog skills will soon become obsolete. Thus, public librarians may promote the ability to use and interpret card catalogs and indexes, while academic librarians would see skills in research strategy as necessary, even essential prerequisites to using the library.

A second problem in the determination and subsequent teaching of universal library skills exists even when guidelines have been developed, for there is still the problem of how best to provide the patrons with the specific skills they need. With an increasing number of bibliographic tools available, it has become more and more difficult to teach users what they must know in order to make library information accessible.

A third major problem is the resistance of library patrons, whether elementary school students or university graduate students, to learning any li-

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Mr. Kenney is Assistant General Reference Librarian, Virginia Polytechnic Institute and State University.

library skills at all. Thus, bibliographic instruction programs often fail because the users are not ready for such skills until the need for information is apparent to them. If the information need is immediate, the patrons are more open to acquiring the skills they need. But the skills demanded by users who are seeking a specific piece of information usually relate only to the finding of that fact. They want to know only how to find what they need at the moment. Efforts by librarians to turn searches into mini-lessons in library use are rarely successful, and it is doubtful that users retain even the very narrow skills they learn while fulfilling their immediate information needs.

No solution to the demand for universal skills is apt to surface soon, although there have been some attempts to identify those skills. Rather than focusing on specific skills, librarians should give attention to molding the attitudes and values of future library users, as well as their higher reasoning skills. To carry out this goal, bibliographic instructional programs should reflect the following concepts:

1. all instruction should center on the fact that there is a "knowledge explosion" and that information is available in many different forms;
2. users should be prepared to utilize libraries that will in the future be automated and collections that possibly will be non-book;
3. instruction should bring users to understand that libraries are, therefore, dynamic, ever-changing sources of organized knowledge;
4. users should be helped to realize that any system of organized knowledge is incomplete and imperfect and only organizes the types of knowledge present when the system is established;
5. instruction in the use of research sources, consequently, should attempt to teach people to think critically and to select information from varied sources;
6. library instruction should teach users to ask questions clearly, to identify the principal

elements in their problems, and to seek alternative ways of asking questions;

7. and, users should be trained to seek out ways in which the organizational scheme of a library may be brought to match the elements of their problems and how that scheme may be temporarily restructured to produce the answers to their questions.

What is called for by such a concept of library education is a program that prepares the user to be an active part of the library system, not a passive victim of it. Such users would bring to the library a full sense of what is needed and of the dynamics of research, and they would work with the librarians to mold and reshape systems so that they were responsive to their needs.

All library sectors must bear some responsibility for the failure to prepare knowledgeable users of libraries. The weakness of bibliographic instruction at all levels is not that it is not done but that the emphasis has too often been placed on narrow, specific skills. Rather than stressing the skills a student may need today and in a particular library, librarians should teach users the skills that endure, skills that enable them to use different kinds and sizes of libraries and other sources of information. Users need skills not only to find and to obtain information but also to synthesize and to abstract information from a variety of sources. Whatever skills are being taught, the true test of relevancy is whether or not the skills are needed and transferable and whether or not the instruction teaches the patrons to make judgements for themselves. How these two principles are conveyed to users depends on the willingness of patrons, the type of library, and the method of instruction. Given the rapid growth of knowledge and the steady development of technology, programs of library education often benefit neither the user nor the library. Only a program of library education that produces a user who is an active participant in the information environment can meet the challenges of the modern, technological world.

# A Dilemma For Today's Public Librarian: The Problem Patron

Alice Driscoll

*Today's public librarians are faced with the dilemma of what to do with problem patrons. A problem patron is defined as a disturbed individual with aberrant sexual or emotional behavior. The main source for this paper was interviews with library personnel and with members of other institutions who deal with these types of individuals. Although specific offenses are not cited, a sociological explanation is given for the attraction that the public library holds for the problem patron. Certain functional areas within the library which lend themselves to problem situations are also noted. Although no panacea for handling all problem situations is available, practical solutions and aids are offered. These include monitors, mechanical security devices, workshops, cooperation with police and mental health units, and a written policy on the problem patron. Also, the librarian is urged to become informed on the basic sociological, psychological, and legal aspects of dealing with the problem patron.*

There is a type of person frequenting public libraries who has no interest in library resources. This type, designated the "problem patron", is a very disturbed person with aberrant emotional or sexual behavior. Reports indicate that the problem patron can be found in all locales. Without attempting to be either a doctor or a lawyer, it is important that every librarian have an elementary understanding of what can and cannot be done when confronted with a situation created by a problem patron.

The most difficult part of this discussion is in coming to some agreement as to what constitutes a problem patron. Librarians are faced daily with decisions as to whether or not certain instances of misconduct may be tolerated in their libraries. In most cases, personal judgment is used to solve the problem. But when the librarian feels threatened by the circumstance, or indignant over the patron's actions, the situation needs to be put in a broader perspective. Most people who have

worked a year or more in a public library have faced such situations. It would be a waste of time to describe specific instances of voyeurism, drunkenness, drug addiction, molesting, exhibitionism, or extreme neurosis to which librarians have been subjected. The necessity is to define what it is within this category of actions that triggers a response — and what that response should be.

Some of the conduct listed in the above sentence is tolerated to a degree, while some is strictly forbidden in any social context. In a definition of voyeurism and child molesting, Morton Hunt describes such forms of behavior as, "psychologically so aberrant, and socially so disruptive, that they generate no supportive structures or substructures of their own and remain wholly in conflict with the law, custom, and existing institutions".<sup>1</sup> For these reasons, the sexual deviate is the most easily identified problem patron.

Other types of problem patrons are harder to

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identify. Our society is changing rapidly, the pressures are high. This often results in a more violent reaction from an individual than the immediate circumstance requires. Although the librarian may be in sympathy with the problem patron, many situations require mental health therapy that the librarian is not trained to give. The act of calling the police to remove a troubled patron does not indicate that the librarian has made a moral judgment against that person. The librarian is merely acknowledging the fact that professional aid is required.

When considering acceptable public behavior, Irving Goffman identifies three types of offenders.<sup>2</sup> His groupings can be appropriately applied to the problem patron in the public library. First there is the spiteful individual who knows that his or her actions are offensive. This group includes many of the noisy juveniles who come to the library, and persons who have become upset at some library procedure. The second type of offender does so without realizing that he or she is doing so. Included in this group would be severe cases of alcoholism and drug addiction, and brain-damaged persons. Either their actions or their physical habits may be unacceptable. The third offender falls between the other two categories. This person may change his or her behavior when the offense is pointed out in a professional way. Alcoholics, sleepers, and juveniles come most readily to mind for this group. The degree to which the patrons in these groups are considered to be problems depends on the librarian's knowledge of mental illness, alcoholism, juvenile psychology, and drug addiction. Although the librarian is not expected to be a psychologist or social worker, it is only practical that a person who has daily contact with all types of people should have a basic understanding of human beings and the problems which they face.

If it seems that public librarians are encountering more problem patrons than they did fifteen or twenty years ago, that assumption is correct. Fewer mentally ill persons are being institutionalized. There is a nationwide trend in the treatment of mentally ill persons called "community mental health treatment". Under this policy, unless a person is known to be a danger to himself or others, he cannot be forced into an institution.<sup>3</sup> Persons with lesser problems are being treated in sheltered centers, rehabilitation homes, or in private homes. Many such individuals, having much free time and a certain amount of mobility, find their way to public places such as business estab-

lishments, museums and libraries. In such places they can be part of society and yet remain anonymous if they choose. The library has features which make it especially attractive to troubled persons. It is usually a community landmark, making it easy to find. Librarians have made special efforts to create a calm and friendly atmosphere, while maintaining a structured routine to insure service. The socially maladjusted person is attracted to the library because, as stated by Normal Samet, "It is free. It is open long hours. He never has to identify himself. If he wants to use or borrow material, it can be done through an impersonal transaction with a card or form."<sup>4</sup> Good citizenship requires that we help such people in any way we possibly can as long as neither staff nor patrons are forced into uncomfortable circumstances.

Within the library, there are several locations which seem to be the focal points for problem situations. The easiest area to identify as such is the children's room. Library planners have isolated younger patrons so that their noise will not disturb adults. This arrangement has worked well for both children's librarians and reference librarians, but it also works to the advantage of sexual deviates. There are two problems which can arise in the children's room. The first difficulty is one which presents itself whenever a female librarian works alone in any separated area. She may be subjected to improper advances or comments from the type of man who preys upon isolated women. The second type of deviate attracted to the children's room is the child molester. Since the offenders in both types of problems are men, the librarian is understandably suspicious of any male who loiters in or near the children's section of the library.

Two other sections of the library present their own special problems. Record areas with listening posts and periodical rooms both contain the types of material that may be used daily by the same individuals. Troubled individuals can come regularly to either of these areas and spend hours listing to records or reading magazines and newspapers without having their purpose for being there questioned. However, in some cases, they begin to feel that certain chairs and/or library materials are theirs alone, and can become violent if asked to relinquish "their" property. Repeated contact with the same staff member can also prompt the troubled person to place unreasonable demands on the time of a favored employee.

The most insidious area of the library is the restroom. Vandalism occurs in both the men's and the women's restrooms, but our concern is for a more serious activity which is limited to the men's restroom. The problem there is child molesting and/or indecent exposure.<sup>5</sup>

Problem patrons and problem areas have been identified. Now it is important to define the librarian's role in dealing with these problems. At first glance, this seemed an easy task. But after numerous interviews with library staff members, and after reading the few articles written on the subject, it became evident that a dichotomy of attitudes existed. The best way to illustrate these diverse opinions is by using contrasting sets of quotations. While the words were not uttered exactly as written here, they express the feelings of some of the librarians interviewed.

Those pretty young librarians ask for such attention by the way they dress.

Just because we are public servants we should not have to tolerate such behavior.

In most cases when these statements were made, they were in response to the female librarian's personal attitude toward voyeurs. It angered them that they had to alter their attire (pants rather than skirts), and work patterns (change to other tasks) because of such people. Even though authorities tell women that the voyeur is harmless, the female librarian resents his presence. The situation is really latent with the unknown, and that's what makes it threatening. The librarian wonders what the person who stares is thinking, and what will be his reaction if confronted.<sup>6</sup> The library staff has the same rights as other private citizens. These rights extend to being able to work in a non-threatening environment.

A librarian who can't accept such behavior shouldn't be in public work.

We are not hired to be disciplinarians but to be information specialists.

These statements were made by librarians describing their role when confronted with disruptive conduct. Both remarks contain elements of truth. As one librarian pointed out, a person who works with the public is not working with a select social group, and therefore must expect a certain amount of occurrences which will be personally irritating.<sup>7</sup> However, this does not mean that sympathy for a problem patron will prohibit any action being taken when a threat is made or physical abuse actually occurs. One librarian interviewed was emphatic that there be a distinction made

between discipline and establishing order. She felt that the second task was the job of the librarian, since it is impossible for the library to function properly without some order in the conduct of the patrons.<sup>8</sup>

The library administrator doesn't seem to care.

Don't make waves.

Some of the workshops and articles on the problem patron seem to have been initiated by staff members in order to stimulate action by library administrators. Initial staff reports concerning problem patrons were often ignored by directors for fear of legal entanglements. Persistence on the part of staff members, and the increasing number of reports finally forced the directors to examine the situation in their own libraries.<sup>9</sup>

It is up to each librarian to take positive action when any incident occurs which threatens either staff or patron, whether the threat is overt or covert. In cases which do not involve direct threats, it must be decided if the library is being used in an appropriate manner. Inappropriate use of the library, such as for sleeping may not be a frightening situation, but it can be annoying and disruptive. When the decision has been made that a patron is using the library in an inappropriate manner, the librarian must be firm in that conviction and take appropriate action. As one librarian said, "Our concern for a person's right to free expression is balanced against the right of other people to have free access to untroubled, unmolested use of the library."<sup>10</sup>

With a definition of the problem patron established, and some ideas as to how librarians react to deviant behavior, it is time to offer some solutions. The first, and most obvious action for each library director to take is to discover what potential problems exist in his or her own community by holding discussions with staff, the police, and community mental health workers. Each group should contribute positive ideas on the maintenance of the library's service-oriented role in the community. In turn, the director is insuring that the appropriate actions will be taken by staff and outside aid when problems arise.

The discussions with staff members are not a one-time activity. A workshop dealing with the problem patron is an excellent springboard for further action. But unless all employees are involved, and an on-going program is developed, its effect will be minimal. In fact, those members who participated in the workshop may question the sincerity of the director if the subject is dropped

after the workshop has been held. If the workshop has dealt with the problem patron on a general basis, it should be followed by a questionnaire which will allow the staff to voice their particular concerns and the support they expect from their own director.

Good rapport with the police department before problems arise is essential. The image of the library as a safe place is one which we wish to maintain, but it must be an honest image. A conference with the chief of police can alert the librarian to conditions within the community which could result in problems for the library. Few of us are aware of the persistent problems in our community until they become so sensational that they are discussed in the newspaper or on television. Conversely, the chief of police may not realize that the library is having problems which demand his department's advice or action. Our image as a safe haven has been well established even in the eyes of other public institutions. A visit to the police station is also an excellent time to update the library's copy of the penal code.<sup>11</sup> Even if the library has a current copy of the code, it is a good opportunity to discover how the local police interpret its provisions.

Since community mental health facilities are assuming the care of the majority of today's mentally ill patients, the library director must know the specific means by which such care is given locally. Some mental health units are equipped to answer calls for assistance immediately in order to subdue a person who threatens violence or becomes violent. Other units are referral agencies only. In instances where the director is unsure of how to handle a problem patron who is more of an annoyance than a threat, a previously established relationship with a mental health professional may provide valuable guidelines.

Once the library director has made an appraisal of the library's position in regard to potential problems, (with the aid of the staff and community input), a policy on problem patrons should be written. This policy, like the book selection policy and others already formulated for libraries, must be both philosophical and practical. Knowledge that such a document exists and is implemented can in itself solve some problems. Staff members are able to act with more confidence; especially in cases involving patrons who previously provoked disturbances knowing that no coordinated action would be taken against them.

A policy on problem patrons should begin with a statement of purpose, as most other library poli-

cies usually do. Ideas for such a statement can be found in Peter Jordan's "Behavior in Libraries."<sup>12</sup>

A "Sample Policy on Problem Behavior" is included in the manual which accompanies the video tape titled "The Public Library and the Problem Patron". It lists seven problem situations and the required actions by the staff member involved. These circumstances are: "emergency situations" which require immediate action to prevent physical harm; "theft and vandalism"; "other illegal activities", such as indecent exposure; "disruptive behavior"; "inappropriate use of the library", such as for sleeping; "verbal abuse of the staff"; and "misuse of staff time" by a demanding patron. Each category briefly describes the type of problem to be considered and lists the appropriate staff action to be taken. The policy strives to be broad in its descriptions and very specific in reporting procedures so that all situations can be covered.<sup>13</sup>

Measures can be taken within the library to remove conditions which encourage problems. The removal of lounging furniture, if the problem of sleepers is acute, is an example of a simple solution. Tighter security in restrooms and other isolated areas will be a deterrent to deviates who take advantage of those facilities and will make the public aware of the library's concern for everyone's well-being. When planning new rooms, the entire layout should be considered with an eye to problem areas. The staff should be aware that their conduct may also contribute to problem situations; employees who speak in loud voices and rustle papers may be exceeding the established noise level. The total environment of the library must be considered before the problem patron can be dealt with in a consistent manner.

The librarian must make decisions concerning the amount of control he or she can maintain in each specific situation involving a problem patron. The offenders who must be dealt with by the librarian most often without outside aid seem to be the voyeur and the mildly disruptive person. When these persons are confronted, they should be told that their conduct cannot be tolerated in the library. The concept of what is and is not appropriate use of library facilities is stressed.

Several male staff members suggested staring back at a voyeur, but that seems to be a solution with which few female librarians felt comfortable. Being comfortable with oneself in a stressful situation was a theme emphasized several times by both librarians and mental health workers. This does not mean that the librarian must be a big

strapping male to be effective in stressful situations. Very often the small female can be extremely competent in handling a problem patron. Whatever the size or sex of the librarian, the important characteristic of this person should be an ability to communicate an attitude of strength to the troubled person.<sup>14</sup>

Often merely approaching a disturbed person will make the situation worse. Great care must be taken when dealing with a potentially violent person; especially one who appears to be under the influence of drugs or alcohol. A mental health worker advises that when someone is displaying the signs of an impending violent outburst, "Don't intensify the situation by agitating the person further. Keep calm, approach slowly, speak in a low voice, and above all be careful not to violate the person's space."<sup>15</sup> (An understanding of the importance of personal space to all individuals, mentally disturbed or otherwise, can be found in *The Environment and Social Behavior*, by Irvin Altman.)<sup>16</sup> Sometimes it is best to have a third person enter the scene. This is especially true if the patron has become upset by the librarian who originally tries to handle matters. Remember that the irrational person is unpredictable. If he or she does strike out, it will probably not be with the intent to hurt, but rather to defend that personal space.

Recurring problems with the same individual may necessitate denial of the use of the library. Granted, a public library should be open to all segments of society, but this does not mean that extremely deviant behavior should be tolerated there. When a patron is to be banned from the library for objectional behavior, that person and the library staff must be informed of the reasons for the action, and the length of time library access is to be denied. If that person subsequently attempts to enter the library, immediate and firm denial must be issued. This sanction should be enforced with the aid of the police if necessary.

Apprehension of the problem patron is difficult in both its physical and legal aspects. When, how, and by whom such action should be taken must be anticipated. Most library directors permit any librarian to make assistance calls without going through the supervisor when there is immediate danger to staff or patron. Emergency numbers (police, vice squad, para-medics, etc.) should be posted at each telephone. Also noted should be the number of the watch commander in case police response is slow.<sup>17</sup> The staff member initiating the request for police action must be available

when the police arrive because a misdemeanor charge requires an eye witness. In effect, what the librarian has done is to make a citizen's arrest.<sup>18</sup>

When a call is made, this does not mean that the police will automatically issue the offender a citation. In many cases of voyeurism or disturbing the peace, when the policeman realizes that making an arrest would be legally questionable, another tactic can be effective. Many offenders can be discouraged from causing further problems simply by the officer taking them outside the library building and lecturing them on why their behavior is inappropriate. The policeman may note their names and addresses for further reference in case the offences are repeated. When the offender's name is taken, the policeman checks to see if there are any warrants pending for that person's arrest. This action has led to arrests of wanted persons in several instances.<sup>19</sup> In these cases, the apprehension of a known offender may have been aided by a librarian's initial determination that the rules for social behavior had been broken.

The citing of an offender does not mean that he or she will be jailed. A person is held by the police only if there is a likelihood of the offense continuing.<sup>20</sup> When a high rate of a certain type of problem situation surfaces at the library, it is not uncommon for the regular police patrol unit or the vice squad to put the library on its rounds.

Sometimes the police are called in to make a legal judgment. This seems to be an excellent procedure when a patron is evidently not aware that he or she is posing a threat. For example, one administrator cited the case of a young man who carried a very long knife as part of his religious symbols. The police were summoned, but before they arrived, the administrator explained to the young man that the reason the law officer was coming was to determine the legality of wearing such a weapon in public. The patron was informed that no complaint would be filed against him. In such instances, the patron needs to be assured that his presence in the library is not being questioned, only the legality of the item he has brought with him.<sup>21</sup>

When an especially traumatic episode has taken place in the library, it should be discussed at a staff meeting. Some administrators require a written report from anyone who handles an incident involving a problem patron — especially if the police were summoned. These reports can help to enlighten the staff as to what actually

happened, and preclude hearsay accounts from distorting the occurrence. If the situation is felt to be a continuing threat, a rap session might be conducted to which a police officer and/or mental health worker is invited. The more secure the entire staff is made to feel about their work environment, the more responsive they can be to the public they serve.

Various aids to library security are available at some libraries. In locations where a telephone is not accessible, or the use of the phone might intensify a volatile situation, a silent alarm can be installed. This alarm is connected either to a location inside the building so that another staff member responds, or to a police station. The alarm which summons the police takes special handling. One branch which installed such a system discovered that the police responded with drawn weapons; a silent alarm meant "burglary in progress", and they reacted accordingly.<sup>22</sup>

Many medium-sized and large libraries have felt a need to hire persons for the express purpose of maintaining the desired library environment. In this report these employees will be referred to as "monitors". Depending upon job descriptions, other libraries call these staff members "library inspectors", "security guards", "page masters", or some other appropriate title. Medium-sized libraries that want to have full-time security personnel must usually provide concurrent tasks for the monitors to perform because their duties as stated above will not fill an entire work shift. In the libraries surveyed, these other responsibilities range from handyman and groundskeeper to page supervisor. One library, by using the term "administrative intern", is able to hire qualified employees to train as monitors using CETA funds.<sup>23</sup>

In libraries which hire monitors, the staff members are usually instructed to summon them to handle all discipline problems. Because the monitor deals with very sensitive circumstances that affect the entire library environment, he or she needs to be given special training in public relations when first hired. A mental health center may be able to provide assistance in training monitors who have had no previous experience in handling troubled persons. Since the monitor will often be working with problems that have legal ramifications, it is logical that part of the orientation should be conducted by a law enforcement agent. If mental health units are available to assist with certain types of problem situations, the monitor should also have some contact with these groups.

The position of monitor can be held successfully by either men or women. In fact, the most effective evening monitor interviewed was a woman. Her background included a great deal of experience in police work and community relations.<sup>24</sup> It would seem, from observing that monitor at work, that greeting patrons and establishing eye contact helps to foresee problem conditions.

An effective method of providing security in a public library involves teaming a mechanical device with a library employee. A TV monitor is one example. While it is not practical in any but the largest libraries to have a person watching a monitor board full time, the fact that such a device is present can be a deterrent to some potential troublemakers.<sup>25</sup> Another mechanical device used by some monitors is an electronic pager. This device, usually activated by someone in the reference department, can summon assistance without disturbing the whole library.

Whatever surveillance procedure monitors use, they must always remember that there is no infallible way of identifying a potential problem patron. As one mental health worker put it, "The reality is that if you begin to stop and question everybody who looks strange in the library, you are going to have an awful large task on your hands."<sup>26</sup>

Unfortunately, there is no panacea when dealing with problem patrons. However, certain generalizations can be made. The librarian must be observant and try to communicate with the person in trouble. Not all problem patrons are mentally ill, but anyone exhibiting symptoms of extreme agitation has an unrealistic view of the existing situation. The librarian should listen carefully to such persons to see if their wants are really being understood and met.<sup>27</sup> Moral judgments or irrelevant comments must be avoided. There is a chance that the librarian may have completely misinterpreted the situation, and subsequent actions could result in an infringement of the patron's rights.

In the last analysis, common sense must prevail. A librarian who has taken the time to become sensitive to the community, particularly to that segment which uses the library, is better qualified to deal with threatening situations as they arise. And arise they will. Librarians who ignore the fact that threatening and repulsive circumstances can and do occur in the public library not only find themselves defenseless when they are attacked, but are also failing to provide a safe environment for all library patrons.

Workshops and video tapes on the problem patron are currently being produced all over the United States. These activities are very therapeutic for librarians who have dealt with traumatic situations. Librarians are relieved to hear that others share their concerns, and that there are positive actions which can be taken to reduce the stress of dealing with troubled individuals. But it is still up to each librarian to see that a comprehensive procedure for dealing with problem patrons is implemented in his or her own library.

Fortunate is the librarian who has a staff mem-

ber, such as a monitor, who will handle all problem patrons, or who has excellent rapport with local police and mental health units. But these auxiliary aids do not preclude the psychological, sociological, and legal knowledge each librarian must have to deal effectively with the public. Through this fundamental knowledge, the librarian is capable of exercising good judgment when dealing with problem patrons, thereby assuring that all persons who enter the public library can function in a secure environment.

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# Rights and Responsibilities in Interlibrary Cooperative Ventures

Katie Wilson, et al.

*A general discussion of the rights and responsibilities of participating libraries, individual librarians, and users of library consortia are addressed here. Presented are issues involved in six areas of interlibrary cooperation: collection development, reference service, interlibrary loan, user's rights, cataloging, and network governance. A basis for discussion of the issues involved in establishing a new consortium is provided; suggestions are kept general to increase their applicability.*

Interlibrary cooperation has increased greatly in recent years, bringing with it changes in the rights and responsibilities of participating libraries, individual librarians, and users. However, little has been written about these rights and responsibilities. Contractual agreements of consortia deal chiefly with governance structure and rarely spell out particular rights and responsibilities, perhaps because specific requirements are difficult to agree upon and can result in the exclusion of institutions unwilling or unable to comply. When particular responsibilities are enumerated in an agreement, they may be difficult to enforce, as is the case with OCLC's requirement that member libraries contribute cataloging. Despite these difficulties, an examination of rights and responsibilities in library consortia could be useful, perhaps as a basis for discussion of issues involved in establishing a new consortium. Consequently, in July 1977, when H. Gordon Buchanan, library director at Virginia Polytechnic Institute and State University, appointed an Advisory Committee on Interlibrary Cooperation, he included in the committee's charge a directive to study the issue of rights and responsibilities of libraries in networks.

After surveying various library networks in the

United States, the committee prepared the following report. It presents some issues involved in six areas of interlibrary cooperative activity: collection development, reference service, interlibrary loan, user's rights, cataloging, and network governance. The paper is intended to be a general statement on rights and responsibilities of libraries engaged in cooperative ventures and should not be interpreted as being specific to any one network. Suggestions and standards have thus been kept general in order to increase their applicability; however, it should be remembered that they reflect the opinions of only one group of academic librarians.

## COLLECTION DEVELOPMENT

The reasons for cooperative collection development activities have become increasingly compelling as library costs climb and budgets hold steady or decrease. As the amount of published material continues to increase, no library can maintain control of the published output. Cooperative collection development can increase this control while reducing the rate of growth of a library's collection and eliminating or reducing duplication of materials. Furthermore, cooperative collection development increases the opportuni-

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ties for subject specialization among the staff and, in academic institutions, enhances the environment of research for both faculty and students.

The primary goal of any library is to meet the information needs of its patrons, and collection development activities, as a first step towards meeting these needs, are fundamental in any library. (For the purposes of this discussion, acquisitions will be considered a technical aspect of collection development.) To provide a direction for the physical and intellectual growth of the collection, every library should have a collection development policy which summarizes its information needs and outlines the means of meeting these needs as economically as possible. (For example, an academic library will have a policy based upon and supportive of the academic programs of its institution.)

With the increase in interlibrary cooperative ventures, further guidelines for the use and development of collection development policies become necessary.

Libraries entering into cooperative collection development should emphasize first, meeting the information needs of their own institutions and second, attempting to reconcile this activity with the goals of the consortium. Libraries in the consortium must coordinate their collection development policies and consider the scope of material acquired by the individual libraries. To facilitate this, collection development policies should be obtained from each library. (Those lacking policies should be required to develop them.) Summaries, which should be updated annually can then be prepared. After a detailed study of the collection development policies from the member libraries, a network policy can be outlined. Each library should attempt to adhere to the network policy while still continuing to work toward its own objectives. In addition to the statement of the optimum consortium collection as set forth in the network collection development policy, a cooperative collection development program should ideally include a statement of the mission and objectives of the consortium; a program for the selection of materials which, though basic, need not be held by every library in the consortium (e.g. some encyclopedias); a union catalog of all materials, including serials; and, a manual identifying subject specialities of member libraries.

If cooperative collection development is to work, some means for access to the materials in member libraries must be established. Effective methods include reciprocal borrowing privileges,

interlibrary loans, and interlibrary reference service.

## REFERENCE SERVICE

A library consortium should provide a full range of reference service. Since librarians are aware of the difficulty patrons have in identifying and reaching proper sources of information, the librarians, as professionals, should consult among themselves on behalf of the reader. Thus, the consortium should plan to develop new avenues of cooperation and to improve existing channels of communication that would primarily serve libraries and librarians, so that they, in turn, could better serve their clientele. A consortium needs a guide to the range of quality of service that the member libraries are able and willing to provide. Although a great disparity exists between libraries with regard to the level of service that each can provide (due to differences in collection size, staffing, interests, etc.), a contract or agreement can be reached. This agreement would serve as the basis for cooperation.

The reference department at the University of Massachusetts library has compiled a **Reference Service Manual**, which states guidelines for providing a uniform level of reference service of the highest possible quality consistent with available resources. This manual (available as ERIC ED116701) could serve as a model for a guide that consortium libraries could follow. Each library would compile a similar guide to procedures and services it is able to provide to consortium members, and each library would be supplied with copies of the guides of other member libraries. Then it would be the responsibility of each librarian to know the resources within the consortium and contact the best library or resource person for information or service. In a consortium, individual librarians should assume greater responsibility. The librarian initially contacted by the patron must conduct a thorough reference interview. Then, if the reader's needs cannot be met locally, the librarian must make the necessary inquiries and referrals, after determining whom to contact. However, prior to seeking assistance elsewhere, the librarian must carefully consider the patron's needs, since automatic referral would be an abuse of the system.

Clearly, member libraries will differ both in benefits received from and in contributions to consortium activity. The notion of equitable payment, if carried too far, could mean excessive accounting costs. Instead, provision should be made to

monitor the directions of flow of information and activity; then, should it become evident that particular libraries are offering more service than they are receiving, adjustments can be made, either to ensure more equitable distribution of resources or to subsidize the "haves" for the continuation of their greater service. This may also be an opportunity for the "have nots" to review their needs and attempt improvements. Some consortia have adopted a hierarchical approach to obtaining services and information. This method tends to be cumbersome and lack flexibility and has been mentioned chiefly to indicate the existence of alternatives. If access is stressed, then the most efficient and direct route of information retrieval should be sought; all procedures within the consortium should be designed to provide the best possible reference service.

### INTERLIBRARY LOAN

Because interlibrary loan is an important method of ensuring accessibility to a wide range of library resources, every network must decide at the outset what its policies for interlibrary loan between member institutions will be. Several points should be considered. The pattern of routing requests among network libraries must be determined. A hierarchical system of borrowing may be enforced, network libraries may rely primarily on one focal institution, or subject strengths may be identified and requests routed according to subject matter. Since the size and composition of the network are factors in choosing a routing method, different networks will choose different methods.

In setting policies for interlibrary loan, the network must also consider the Copyright Law of 1976, since the guidelines of this law impose certain restrictions on the exchange of photocopies. (These restrictions may in turn affect the arrangements for subject specialization in cooperative collection development and acquisitions.) While it is still uncertain how much the law will affect libraries in practical terms, all libraries are obligated to keep records of photocopy transactions and are expected to act within the spirit of the law.

Another important part of the network interlibrary loan policy for member libraries will be the modifications made in the ALA interlibrary loan code. Possible privileges for member libraries include modification of photocopy charges, an increase in the kinds of materials which circulate among network libraries, and a more liberal inter-

pretation of eligibility for ILL borrowing privileges.

Although certain modifications in the ALA interlibrary loan code will probably be made for member libraries, certain standards must always exist in interlibrary borrowing. Requests to borrow must be bibliographically sound and verified to the extent allowed by the reference tools of the requesting library. In addition, lending libraries should be as generous as possible in searching unverified requests and in loaning materials. It should be remembered that the interlibrary loan system exists to supplement a library's collection by making available resources of other libraries. Each library, however, must maintain responsibility for meeting the basic needs of its users.

### USER'S RIGHTS

Because a major goal of interlibrary cooperation is improved service to users, the user's rights and responsibilities must be carefully considered in any networking venture. One benefit to users often found in cooperative ventures is the reciprocal borrowing privilege. This means that a patron of a consortium library has the right to borrow materials directly from other member libraries. Generally, direct borrowing is faster than interlibrary loan, particularly if the lending library is conveniently located. In addition, reciprocal borrowing privileges give patrons access to more and larger collections. Greater convenience is another benefit; for example, commuting students could use the collections of member libraries closer to home.

A standard loan policy for reciprocal borrowing should be agreed upon at the outset of the network, though agreement may be difficult to reach, particularly in heterogeneous networks. For example, academic institutions often have longer loan periods than public libraries; among academic institutions, private colleges may feel they have more to lose than public institutions, since they are supported by endowments, grants, and tuition rather than by tax monies. However, potential benefits should outweigh the disadvantages, and a patron using the reciprocal borrowing privilege should have the same rights as a regular patron of a network library. (This does not preclude differences in borrowing privileges among users of a library. For example, an extended loan period granted by an academic library to faculty of its institution can be considered a prerequisite of the job; faculty of other schools should be given the same borrowing privileges as the majority of users.) When a potential user is not a patron of a

library in the network, borrowing privileges should be determined by the individual library and not by the network. The amount of service given may range from no service to building use rights only (e.g. in private institutions) to full and equal service (e.g. in areas with state-wide borrower cards).

Network members must also be careful to respect the user's personal privacy. All records of transactions between individuals and network institutions should be treated confidentially. Although requests for records of an individual's borrowing activity may be rare, a guarantee of privacy should eliminate any fears a person may have about using network services.

In addition to his/her rights, the user has certain responsibilities. Borrowed materials must be returned on time and in the same condition in which received. The user must also honor all recalls on materials borrowed. The network should approve procedures for dealing with problem users, such as those who fail to return materials to member libraries and those who are found mutilating materials. Network libraries could have the power to revoke all borrowing privileges of a problem user. In addition, if the network libraries agree that the parent institution is responsible for its users, then that institution must replace materials at the request of the library faced with the loss of material. This ensures that problem users will not cause extensive and permanent loss of material; the recovery of materials will be considerably more difficult if the user alone is responsible.

### CATALOGING

Interlibrary cooperation frequently affects the cataloging operations of participating institutions. Some networks, such as OCLC, are primarily for cataloging purposes; in some local or regional networks, centralized cataloging may be one aspect of cooperation, while in others cataloging will play a supporting role to public services, as in the establishment of a union catalog to facilitate interlibrary loan within the network. Rights and responsibilities will vary from network to network, depending in part on the purpose and composition of the network.

Standards for cataloging quality and quantity are apt to be one problem area. Mutually agreeable goals are necessary to ensure that the cataloging needs of the member libraries, and of the network as a whole, are met. For libraries joining an already established network, becoming a member means accepting the network standards,

and the question becomes one of whether the standards meet the library's needs and whether the library can meet the network's standards. Institutions just beginning to form a network must come to an agreement on cataloging standards. Various obstacles will arise. For example, does each library have an equal right to maintain its own cataloging standards, or will larger libraries be allowed to impose their standards on the smaller? How much cataloging must a member library contribute? Should institutional quotas be set? Must a library catalog a piece as quickly as possible, or does it have the right to delay cataloging in hopes of finding copy later? If cataloging is partly or completely centralized, how are cataloging priorities determined?

Obstacles to agreement will vary, as will the final agreement. Both depend in part on the kinds of cataloging effort and the kinds of libraries involved. For example, a union list in manual form would permit more diversity than an automated data base, and thus individual libraries would probably have a greater right to maintain their own cataloging standards. Centralized cataloging for member libraries would need to be more standardized to be efficient, and the standards of larger libraries might prevail; cataloging priorities, however, might favor the smaller libraries, since they would likely be acquiring a greater proportion of materials high in demand. In general, networks comprising academic, public, and special libraries would face greater difficulty in agreeing on cataloging standards than more homogeneous networks, due to a greater diversity in cataloging needs.

Once having joined a network, the individual library must assume the responsibility of maintaining the minimum quality and quantity of cataloging specified in network standards. Increased costs and workload may be major problems to the library in meeting this responsibility. If network standards are significantly higher than the library's former standards, cataloging costs will also be greater, due to the greater amount of work in meeting these new standards. Furthermore, if network participation entails beginning machine cataloging, automation costs and training costs must also be faced. In addition, the extra work involved in machine cataloging (e.g. MARC tagging) may decrease productivity. If these costs are not offset by cataloging benefits from the network (such as decreased original cataloging due to improved access to cataloging copy), the library may find it necessary to compensate by

decreasing the time spent on special projects or by attempting to increase productivity (through greater use of paraprofessional staff, job enhancement, etc.).

The pressure of network responsibilities will also affect individual catalogers. Though many cataloging standards will be set by the network or by the library, each cataloger must also make his or her own decisions. For example, how far should a personal or corporate name be searched? How much time and effort should be put into subject cataloging and classification? Networking may alter these personal compromises between cataloging quantity and quality. For example, the ease of searching an automated data base might permit greater name searching; alternatively, the time saved could be used for more intensive subject cataloging or for cataloging more material.

It is impossible to enumerate all rights and responsibilities involved in cataloging aspects of networking, since they will vary from network to network. The following, however, will apply to many networks:

- Networks must be responsive to their members' cataloging needs, which may change with time. Minimum standards for cataloging quality and quantity should be set and maintained.
- Each library has the right to cataloging which meets the needs of its users. Once having joined a network, however, the institution has the responsibility of participation in it, even if participation demands some cataloging and management changes.
- Individual catalogers must balance cataloging quantity and quality within the framework of network and library standards.

### **NETWORK GOVERNANCE**

Rights and responsibilities are also involved in network governance. When forming a network, careful consideration must be given to the issues of the network's membership, legal authority, governing body, and governing principles.

Membership in a network should be available to those libraries which meet network standards for need and capability for participation, regardless of the library's physical location, size, and type. The main criteria should be the institution's desire for and commitment to network participation.

The legal authority of a network will depend, in part, on the kinds of libraries involved. The operation of a network composed solely of state-sup-

ported libraries must follow the existing laws and regulations governing them. Operations involving private libraries and attempts to acquire external funding will require legal documents, such as a constitution, bylaws, and contractual agreements for the delivery of services. Establishing the network as an autonomous organization will facilitate certain activities, while increasing the complexity and expense of others. Legal counsel must be involved in establishing any binding documents.

A network must also establish a steering group, such as a board of directors. Representation on this body may be based on a combination of several factors, including financial contribution to the network, commitment to long-term participation, magnitude of participation, net level of contribution (vs. benefits received), available expertise, and size of library.

In addition to the overall responsibility for network functioning, the responsibilities of the governing body include, among others, those of contracting for services externally, binding members of the network to participation, ensuring financial stability by establishing pricing mechanisms and by seeking funding from external and internal sources, and representing the network in external affairs and communications with outside agencies. The governing body must also establish procedures for operation and decision-making. The principle of majority rule is commonly accepted, but those member institutions with pertinent background and expertise should be expected to participate actively in formulating network policy and procedure.

There are governing principles common to all networks. The foundation of a network lies in the concept of accruing mutual benefits from cooperative endeavor. All participating institutions must be committed to this principle for the network to succeed. The network should provide services to members to meet expressed needs that would be difficult or impossible to fulfill without cooperative organization. Member libraries must make creative use of network-provided services to ensure their viability. Each library must participate in the governance process as required by the establishing documents. Libraries must be willing to contribute information about their activities and services to a shared pool of information about the network, even when such information would normally be considered to be private and of local interest only. Libraries must also assume the responsibility of treating such shared data with discretion and trying to avoid its misinterpretation.

To avoid competition among member libraries for scarce personnel resources, network activities requiring staff on a regular basis should be performed by network staff. If representation in network governance is based in part on the member library's contribution, staff effort, as well as financial contributions, should be credited to the library. Although the network must respect its users' personal privacy, it should retain the authority to categorize an individual's activity, without identifying the individual. This allows reports

of network activity to be prepared for purposes of network management and external reporting.

Network procedures for expressing dissatisfaction or disagreement with services and policies must be available to both institutions and individuals. These formal mechanisms should lead to reevaluation of the objectionable service or policy by the governing body. The responsibility to speak out against perceived problems lies with the individual as much as with the network institutions.

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# Ideas, Concepts, and Practices

## Library Displays On A Shoestring

Barbara Fox

"What, do a display?! I wouldn't know where to start!" If that sounds familiar, your library may be missing an important outreach technique.

Few libraries, especially smaller ones, have the funds or personnel to do a professional job in preparing library displays. Most libraries, however, do benefit from the interest and color displays create, as well as the publicity they provide for the collections librarians are working so hard to build and circulate. Displays can teach library skills and create good will by describing services or dealing lightheartedly with certain regulations or procedures. Attractive displays can be successfully prepared with minimal assets.

Consider first locations and supplies. Bulletin boards are available in most libraries, and they may be supplemented by placing a table in front to hold a book display. Open wall spaces or glassed areas, again with a table in front provide other natural spots. Display cases are very versatile if you are lucky enough to have one. Easels, new or rejuvenated ones from the Art Department, are very useful as are folding screens which may be purchased or made, but they should be placed away from heavily trafficked areas.

Supplies may include inexpensive construction paper, cloth remnants, newsprint, aluminum foil, wallpaper, wrapping paper and old maps for the purpose of providing background. For lettering, often the most demanding part of a display, there are pin-back letters, plastic templates to trace and cut your own, transfer or rub-on letters (to be used sparingly), and such commercial products as the Alphaline Labeling System which utilizes strips of gummed paper lettered in a special device which is simple and easy to operate.

Other supplies should include selected book jackets which have been trimmed to just the front section and various book display racks and

easels, including one you can make yourself from cardboard by making two right triangles, cutting a notch which tapers toward the top in the lower end of the hypotenuse of each, and taping the straight sides together and open.

The possibilities for displays are as varied as your imagination and resourcefulness will allow. One easy and interesting approach is the montage effect on a bulletin board. Overlap trimmed, colorful book jackets placing them at a variety of angles, allowing the titles to show. Any small spaces which might occur may be filled in with colored paper. Try some third dimensional effects, such as stapling on a pocket full of book-marks or pamphlets, or make a lariat of rope, pinned in place with a caption which might be, "Learn the Ropes" (library procedure), or "Lasso some good books". Viewer participation displays are also interesting, if a little unpredictable. Christmas time provides an opportunity for users to express their holiday sentiments. Attach a pocket full of paper, and line up some thumb tacks on a Christmas paper-covered bulletin board. Displays utilizing Poloroid snapshots of staff members may be used periodically to introduce new students or patrons to library personnel.

If a display case is available, personal collectibles of patrons, students, or faculty may be shown, perhaps with some appropriate books selected to be included. In a college library, displays of faculty publications are interesting and create good will on the part of the faculty. If an author is in your midst, an interesting display might illustrate the development of that person's book, including rough notes, various drafts, galley proofs, and the finished book. Additional books might be included on writing techniques, how to contact publishers, writer's experiences, etc.

A basic selection of equipment to purchase for making displays might include:

- 1 set white pin-back letters, 1½ inch, upper and lower case

Ms. Fox is Collection Development Librarian at Madison Memorial Library, James Madison University, Harrisonburg, VA.

1 set white pin-back letters, 1¼ inch, upper and lower case

1 large can rubber cement

1 pair small scissors

1 pair cuticle or decoupage scissors for cutting out letters

1 paper cutting board

1 Exacto knife set

Construction paper in various sizes and colors

1 package of straight pins

1 artgum eraser

1 set marking pens

1 metal edge ruler

Poster board in selected colors

Some general helpful hints for the display-maker are:

1. When setting up a bulletin board, use straight pins to position material. Step back and view the arrangement, then staple.

2. Use a straight edge held in place by pins when placing the pin-back letters on the bulletin board. Again, step back occasionally to see how it looks.

3. Keep it simple! Generally use one focal

point, make the theme clear, and use colors that are compatible and easy on the eye. (Example — avoid red on green or vice versa)

4. Become a horder — save large and small pieces of cardboard along with any paper with an interesting texture or color that may appear. Alert co-workers to watch for materials for you.

5. Save the paper from previous displays. Even smaller pieces can be used again later on. Get a box — preferably one with a removable cover and keep your supplies together.

6. When placing materials in a horizontal display case, be sure they do not all lie flat. Prop some items up at different heights with any handy small objects to give some variety to the arrangement.

To do displays successfully, let the imagination soar; keep them simple and neat; vary materials, letters, and designs; expect to produce some winners and some losers; and, keep trying. It is worth the effort!

# View from the States

J. B. Howell

The "Great Bible," as it came to be called, was translated by Miles Coverdale, an English bishop and scholar of the sixteenth century. Although his acceptance at court depended upon the whims of four successive Tudor monarchs, Coverdale's translation of the Scriptures ultimately became the first authorized Bible of the Church of England. And, four hundred and forty years later a copy of the "Great Bible," printed in 1566, was selected as the millionth volume added to the Ralph Brown Draughon Library of Auburn University.

This significant milestone in the development of the Auburn Library was marked by a commemorative address presented by Edward G. Holley on February 15, 1979. The text of Dr. Holley's speech, along with an article on the life and work of Coverdale, appears in the November/December, 1979, issue of *The Alabama Librarian*.

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Growing Collection: The preservation of a whisker of Jefferson Davis in the manuscript collection of the University of Georgia Library was noted in the preface to SELA's *Special Collections in Libraries of the Southeast* as one of the rareties among library holdings in the region.

Now, according to a nationally syndicated article, a lock of the Confederate President's hair, entwined in a gold brooch bordered by twenty-four matching pearls, has recently been presented to the University of Georgia Library. Incidentally, the presentation of the brooch, accompanied by a note by Mrs. Varina Howell Davis documenting its authenticity, coincided with the restoring of U.S. citizenship to Jefferson Davis by President Carter last year.

A study of current user behavior, made by Dorothy Pollett of the Library of Congress and summarized in the cover story of the Fall, 1979, issue of *The South Carolina Librarian*, emphasizes the importance of signs in helping people feel comfortable and confident in libraries. Basically, the information conveyed by a sign system includes: directions from one point to another within the library; identification, marking specific areas; and instruction, indicating the use of library materials and equipment. However, a significant but subtle result of effective signage, according to Ms. Pollett, is "arousal" or a heightened response to the library environment.

In addition to the article cited, practical advice in visual guidance is given in *Sign Systems for Libraries*, compiled by Pollett and Haskell and published by Bowker in 1979.

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Even before WHCLIS: In a candid photograph taken on a jogging round with President Carter at Camp David last summer, North Carolina Governor Jim Hunt was wearing a bright red T-shirt with GET HIGH ON READING emblazoned on it. As this picture was widely circulated, the North Carolina State Library received a number of inquiries regarding the source of the T-shirt.

According to his press secretary, the Governor was speaking to an assembly of educators in Charlotte when he noticed the shirt on a young woman in the audience. Governor Hunt exclaimed, "I see I have a cheerleader on the front row — I want that T-shirt." When the lady immediately began to take it off, the Governor hastened to add, "Not right now!" He later received the shirt in the mail, and it has been a favorite ever since.

This picture, along with other library-related activities of Governor Hunt may be found in the

September/October, 1979, issue of *Tar Heel Libraries*.

Among the presidents pictured in the Winter, 1979, issue of *Mississippi Libraries* are Thomas J. Galvin, ALA president, who recently spoke at

the University of Southern Mississippi in Hattiesburg; Dr. Lelia G. Rhodes, president of MLA and author of *The History of Jackson State University, 1877-1977*; and eleven past presidents of MLA, who were honored on the seventieth anniversary of the Mississippi Library Association in October, 1979.

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#### *The Southeastern Librarian*

#### BEST ARTICLE AWARD

A monetary award will be made at the biennial conference in Birmingham for the best article appearing in *The Southeastern Librarian* during the 1978-1980 biennium. Articles will be judged and the winning article chosen by an impartial committee from outside the editorial staff.

Details will be announced in the next issue. In the meantime, manuscript submission guidelines are listed in the back of each issue of the journal. Manuscripts submitted before July 15, 1980 will be eligible for the award.

Share your research and literary efforts with your colleagues in the Southeast!

# Librarian's Bookshelf

Edited by John David Marshall

*AACR 2: An Introduction to the Second Edition of Anglo-American Cataloguing Rules.* By Eric J. Hunter. Hamden, Connecticut; Linnet Books/Shoe String Press, Inc., 1979. 148 pp. \$12.50.

In the absence of day-to-day use and interpretation, librarians may find it difficult to assimilate the second edition of the *Anglo American Cataloguing Rules (AACR 2)*. Eric Hunter's *AACR 2: an Introduction to the Second Edition of Anglo-American Cataloguing Rules* will assist in the process of familiarizing the reader with the code and providing practice in its application.

The book is a programmed text, consisting of 216 frames, each of which presents a piece of information reinforced by a problem to which the reader must supply a solution. The correct answer and its explanation are given in a further frame. Rather than passively reading the rules, the user of Hunter's *Introduction* (which must be used together with *AACR 2*) is required to absorb each rule, make a decision based on the rule, and discover whether the decision is correct.

Technically the book is well done. Hunter follows the order of *AACR 2* as the logical order in cataloguing an item. Attention is given to the structure of the rules (the relationship between chapter 1 and chapters 2-11; the procession from general to specific) and the usefulness of the index is emphasized. Examples from different media point out the scope and versatility of *AACR 2* in providing guidance for cataloguing anything, including a banana (frame 13). The answer frames do not merely supply the answer, they also provide an explanation and cite the relevant rule. The answer frames are not in sequential order so there is no temptation to peek ahead at

the answer to the next question.

Considering that *AACR 2* is not yet in effect, Hunter does an admirable job of presenting examples. Admittedly, many of his examples are taken directly from *AACR 2*, which is both an advantage and a disadvantage. On the one hand, faulty interpretations are avoided. However, it makes the process of applying *AACR 2* appear to be mechanical and easy. There is no mention of differences in interpretation and several tricky topics, such as headings for subordinate corporate bodies, are dealt with cursorily in a few frames. Hunter does hint at possible difficulties in the "Errata and Additional Comments" (attached to p. 14) where he admits: "Keen-eyed students may, perhaps, have noticed that the cataloguing . . . is not quite so straightforward as was claimed! . . . Rule 6.1F1 could prove somewhat difficult to apply in practice."

Despite this shortcoming, Hunter's book is well recommended to those who accept the pedagogical method of programmed instruction. It claims to be no more than an introduction to *AACR 2* and as such serves adequately in the absence of actual application. Hunter's *Introduction* cannot substitute for reading and studying *AACR 2*, but it can assist the uninitiated in working through the new code. — Lorene Ludy Brause, *University of South Alabama, Mobile, AL.*

*Academic Research and Library Resources: Changing Patterns in America.* By Charles B. Osburn. (New Directions in Librarianship, Number 3) Westport, Connecticut: Greenwood Press, 1979. 187 pp. \$18.95.

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*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.

With projections for decreasing enrollments and no expectation of increased federal support for academic research, no one seems to be predicting a bright future for research libraries. Nevertheless, Charles Osburn takes a practical look at the needs of researchers today and finds new hope for the libraries that are willing to serve real needs rather than old ideals.

He suggests that large academic libraries could deal effectively with the realities of the present and the future by adjusting their goals to meet the changed patterns of research in academe and chronicles the history of federal funding that has changed the thrust of academic research. The government's interest in solving social problems has manifested itself in a shift from funding research in pure science to funding research in applied fields. In fact, the social sciences have benefited at the expense of the pure sciences. Federal funding for the humanities has shifted to interdisciplinary undertakings. In all the disciplines, government money goes to those who can quantify the results of research that narrows in on specific social questions. The narrowness (some might say myopia) of research and the need for quantification have led to less dependence on erudition, thus on the traditional library, and more dependence on sources outside the library.

The implications of these changes for the research libraries of the nation are many. As scholars became researchers infected with "projectitis," libraries still funded their collection development efforts on an ideal of fairness to each discipline rather than on a doctrine of service to the real needs of researchers. Adopting the concept of service in collection development means accepting the existence of the "invisible university" and the computer center as conveyors of information equally important as the library. Furthermore, it means that those responsible for developing collections must themselves be in tune with needs of researchers in their disciplines. Dwindling funds can be spent efficiently if the library's role in the support of research can be identified. The fact is that complete collections, the libraries of record, are things of the past. The new research library will consist of a core collection of materials that are used consistently by researchers — the distinction between quality and quantity will be reaffirmed.

Osburn does not criticize those libraries that have built tremendous research collections. In fact, he applauds them. However, he feels that now, as federal funding has levelled off, the fed-

eral government should be willing to preserve the national treasures that individual libraries have developed. He envisions an information community of the future in which research collections are identified as having national, state, or local significance and supported accordingly.

Whether or not this vision will become a reality, the fact remains that service, always the primary goal of librarianship, must be redefined in terms of fiscal exigencies and the real needs of library users. Osburn has presented several well-honed arguments in support of this contention that should interest collection development officers in all types of libraries. — *Benjamin F. Shearer, East Tennessee State University, Johnson City, TN*

*As Much to Learn As to Teach: Essays in Honor of Lester Asheim.* Edited by Joel M. Lee and Beth A. Hamilton. Hamden, Connecticut: Linnnet Books/Shoe String Press, Inc., 1979. 273 pp. \$12.50.

In 1975 Lester Asheim was named William Rand Kenan, Jr., Professor of Library Science at the University of North Carolina in Chapel Hill. Prior to his appointment to this professorship, he had been professor and dean of the University of Chicago Graduate Library School, Director of the American Library Association's International Relations Office, and Director of ALA's Office of Library Education. To honor him on his sixty-fifth birthday (January 22, 1979), two of his former students — Joel M. Lee and Beth A. Hamilton — have compiled and edited the fourteen essays included in *As Much to Learn As to Teach*.

The essays in this attractively printed and designed *Festschrift* deal with subjects that have been of particular interest to the honoree: intellectual freedom, international librarianship, academic libraries, public libraries, and education for librarianship. Edward G. Holley considers "Library Issues in the Seventies"; David K. Berninghausen, "Asheim's Liberal Approach to Intellectual Freedom"; Alice B. Ihrig, "Librarians and the Political Process"; Cyril O. Houle, "Seven Adult Educational Roles of the Public Library"; Roderick G. Swartz, "The Library Change Agent: A State Library Role of the Future"; Kathleen M. Heim, "Professional Education: Some Comparisons"; Irving Lieberman, "Library Education—Changing Goals"; Robert B. Downs, "Changing Trends in Academic Libraries"; W. Boyd Raymond, "The Literature of International and Com-

parative Librarianship." Haynes McMullen writes of "American Librarians and the Pursuit of Happiness," affirming his belief that "librarians should deliberately and unashamedly set about helping Americans in their pursuit of happiness, by providing them with a plentiful supply of emotionally satisfying materials and, in particular, with works of the imagination."

Grace T. Stevenson and Ruth French Carnovsky (colleagues of Asheim at ALA and at the GLS) provided biographical appreciations. Eric H. Halvorson's bibliography of writings by and about Asheim indicates the range of his interests and the scope of his career. (Halvorson missed one reprinting of Asheim's classic essay, "Not Censorship But Selection," which appeared in a volume bearing the Shoe String Press imprint.)

The last essay in this *Festschrift* is a real charmer. Subtitled "A University of Chicago Fantasy," it reveals much about the effect Asheim has on his students and the esteem in which they hold him. One rather suspects that there may be more truth than fantasy in this lively piece.

The idea for this book is a worthy one. *As Much to Learn As to Teach* is worthy of the idea. — *John David Marshall, Middle Tennessee State University, Murfreesboro, TN*

*Audiovisual Equipment and Materials: A Basic Repair and Maintenance Manual.* By Don Schroeder and Gary Lare. Metuchen, New Jersey: Scarecrow Press, Inc., 1979. 167 pp. \$8.50.

Essentially this book complements the "operators' manuals" long familiar to librarians responsible for audiovisual collections. These manuals summarized the instructions for operating a wide variety of specific brands of audiovisual equipment for projectionists and other technical personnel. By contrast the book being reviewed provides instructions for the simple, in-house repair and maintenance of the major types of audiovisual equipment apt to be found in the average library. Here the approach is generic and identification of individual makes is avoided. This more general treatment may be a disappointment to some users, but it may have been necessary to keep the book a manageable size.

The most important part of the book is the second, "Equipment Maintenance and Repair", which provides individual illustrated sections each explaining upkeep of one of a large number

of classes of audiovisual equipment including motion picture, filmstrip, slide, overhead, and opaque projectors; record players, cassette tape recorders, and public address systems; video tape recorders, cameras and monitors. In each section problems are listed under mechanical, optical, and electric-electronic as relevant, and then the solutions are discussed in corresponding paragraphs in the following pages. For example, the reviewer checked a problem with overhead projectors and was pleased to find it listed on page 29, but then had to skim through the text to page 31 to find the solution. Speed of use might have been enhanced if the identification of each problem was immediately followed by its solution with headings typographically emphasized to aid in locating the information. The illustrations in each of these sections are by close-up photographs, often sequential in nature, and generally very clear.

This is a book primarily about the repair of equipment, the use of the word "materials" in the title is not justified by the few superficial "first aid" suggestions in the 9 pages of photos in Part Three, designed to "keep the show on the road" in an emergency. The authors would do well to provide an in-depth manual on the repair and maintenance of audiovisual materials for their next publication.

A curious feature of this book is that the basic 54-page text on the repairing equipment has been supplemented with 80 pages of appendixes — or perhaps it is *vice versa*. Are all of these appendixes truly supplementary or does the tail wag the dog? Those treating of tools, cleaners, solvents, lubricants, adhesives, the technique of soldering, and basic facts of electricity would seem to be suitable as appendixes, although the importance of these topics might argue for placement as an introductory chapter rather than banishment to the back of the book. However sections dealing with equipment would seem better placed in the main text. For example, in Appendix F, curiously entitled, "How We Use Magnetism", there are unexpectedly to be found extensive illustrated discussions of microphones, headsets, phono pick-ups, and electric motors. Similarly much of the material in Appendix G, "How We Control Light", and all of Appendix I, "Cables and Connectors", might better be located in the text itself. These, however, are matters of arrangement, not of quality, and they could easily be rearranged in a subsequent edition.

The book is in a typical manual format — a

perfect bound, 8½ x 11-inch paperback, providing readable, amply-spaced pages in a book guaranteed to lie flat on a work bench.

The authors are well qualified for their task. Both have excellent educational qualifications, and extensive experience involving audiovisual media. Dr. Lare is Assistant Professor of Education at the University of Cincinnati and Director of its Curriculum Resources Center, while Mr. Schroeder is Instructional Consultant for Media with the Cincinnati Public Schools.

This practical handbook should prove a valuable aid to have readily available in the audiovisual departments of libraries, and as a helpful textbook in the training of library technical assistants. — *Budd L. Gambee, University of North Carolina, Chapel Hill, NC*

*Basic Media Skills Through Games.* By Irene Wood Bell and Jeanne E. Wieckert. Littleton, Colorado: Libraries Unlimited, Inc., 1979. 242 pp. \$13.50 U.S. and Canada. \$15.00 elsewhere.

At last elementary school media specialists have a ready reference tool for the teaching of media skills. Irene Wood Bell and Jeanne E. Wieckert, experienced school media specialists, have designed a handy book filled with innovative and exciting ways to instruct and reinforce basic media skills to students in grades one through six.

Divided into five parts, the book contains seventy-four games for individual and team use. Each section provides a progression of skills beginning with games for primary grades (one through three) and continuing in degree of complexity through intermediate grades (four through six).

"Breaking the Ice: Introduction to the Instructional Materials Center" (Part I) contains six games for primary students and eleven games for intermediate students. This section acquaints younger students with the physical facility, media-center terminology, book care, and simple alphabetizing and shelving. Older students review parts of the book, media-center terminology, alphabetizing authors' names, and other basic skills that need reinforcement each year.

"Dipping into the Drawer: The Card Catalog" (Part II) provides eleven games for primary grades and eleven games for intermediate grades. Simple games like "C C Worm" offers younger students an opportunity to practice locat-

ing the correct drawer in which they can find an author, title, or subject card. The other games in this section continue to reinforce that skill. The intermediate students begin with practice skills and progress to actually locating information in the card catalog by subject.

"Melvil Dewey's Legacy: The Dewey Decimal System" (Part III) has no games for primary grades but contains fourteen for the intermediate grades. "Dewey Concentration" is the simplest game, designed to offer students practice in locating non-fiction on shelves. The students complete their study of this particular skill with "Dewey Shuffle," a game designed to demonstrate the knowledge of the various subject groups and to independently locate materials within the groupings.

"Rocketing Into Reference: Reference Books" (Part IV) gives four games for primary students and seven for intermediate students. Younger students have the opportunity to learn and practice simple dictionary and map skills, while older students have an introduction and practice in the use of the encyclopedia, atlas, almanac, and a few specific reference sources such as *Roget's Thesaurus* and *The Guinness Book of World Records*.

"The Message in the Machine: AV Equipment" (Part V) is the final section and furnishes an opportunity for the development of skills in an area often neglected in library skills units. Two games introduce primary grades to AV vocabulary and provide experience in handling simple hardware and software. Eight games familiarize the intermediate grades with AV vocabulary and give them an opportunity to progress to operating and demonstrating various AV hardware.

The table of contents is concise and easy to use; therefore, no index is necessary. Each game has a stated purpose and contains the following information: grade level, time, number of players, method of checking, materials needed, and procedure for execution. The authors in their respective media centers have tried and tested each game. Materials used are inexpensive and easily accessible. In some instances, the authors offer suggestions for variations of games.

Two appendices augment the text. One outlines in chart form the various concepts for mastery at certain grade levels, and the second gives an annotated list of reference sources used in the various games.

*Basic Media Skills Through Games* is a book that every school media center and every profes-

sional library should have. The organization and usability of the book is evidence that the authors know students and their learning needs. School media specialists will certainly welcome this book as a necessary guide in the development of a media skills program. — *Pat Scales, Greenville Middle School, Greenville, SC*

*The Hughes Free Public Library, Rugby, Tennessee, 1880-1895.* By Douglas Kirke Gordon. Rugby, Tennessee: Rugby Restoration Press, 1979. 47 pg. \$3.00 plus 30¢ postage.

Tennessee's Rugby colony in the northern part of Morgan County was opened in October 1880. It was the last organized, chartered English colonization effort in the United States. Founded by Thomas Hughes, author of *Tom Brown's School Days* (1857), the colony was designed to provide a haven for the second sons of the English gentry. At Rugby in a society based on co-operation and culture the young Englishmen would establish a "kingdom" where they would enjoy the benefits of plain living and high thinking. Largely because of the lack of business-like methods in handling the affairs of the settlement, the colony within a few years was a failure.

Except for Andrew Jackson's Hermitage, Rugby is probably the most written-about historic site in Tennessee. Located some eighteen miles east of Jamestown on State Highway 52, Rugby today is reached from Interstate 40 at Crossville via U.S. 127 or at Harriman via U.S. 27. For librarians a visit to Rugby provides an opportunity to visit one of America's unique libraries, the Hughes Free Public Library, with its more than 5000-volume collection of reprints contributed by some thirty-eight American publishers "as a token of respect for Thomas Hughes." One student of the Rugby experiment believes that the Hughes Library contains "one of the best representative collections of Victorian literature in America." (Brian L. Stagg, "Tennessee's Rugby Colony," *Tennessee Historical Quarterly*, 27: 213, Fall 1968)

Douglas Kirke Gordon, a member of the Austin Peay State University faculty, in the monograph here under review, provides a carefully researched history of the Hughes Free Public Library from 1880 to 1895. His account reveals that financial problems were ever-present in the library, that there were delays in receiving promised gift books, that there were pressures on the

librarian to process the books received quickly, that there were classification/cataloging problems, that many of the books were poorly bound and needed repair/rebinding after being borrowed a few times, that there was a leaky roof which became a "minor cause celebre" for several years. These matters gave this reviewer a feeling of *deja vu*.

William Frederic Poole, Librarian of the Chicago Public Library; Dana Estes, Boston publisher; Eduard Bertz, first official librarian, and his successor, Mary Percival, each played a major role in the library's history. Mr. Gordon describes their contributions to the story in a straight forward manner. The library's "Preliminary Catalogue," shelf classification letters, regulations for use, and charter of incorporation are reprinted as appendices. The several illustrations are welcome lagniappe. The 10-point Eurostile Type used for the text is a mite hard on the eyes. Our thanks go to Mr. Gordon for writing this history and to the Rugby Restoration Press for publishing it. — *John David Marshall, Middle Tennessee State University, Murfreesboro, TN*

*Improving Library Instruction: How to Teach and How to Evaluate.* Edited by Carolyn A. Kirkendall. Ann Arbor, Michigan: Pierian Press, 1979. 142 pp. \$8.50.

Carolyn Kirkendall and the staff of LOEX have added another volume to the series of proceedings taken from the annual conferences on Library Orientation for Academic Libraries held at Eastern Michigan University. Unfortunately, the majority of these papers from the Eighth Conference held in 1978 do not address themselves to the issues promised by the title. Only three of the twelve contributions deal with learning and teaching methodology and only another three discuss program evaluation. Even these latter essays treat evaluation from an experiential "this is how I ran my program" perspective. There are no papers dealing with the theoretical basis of evaluation or with the methodology of evaluating student and faculty knowledge and attitudes.

As in previous volumes, the papers vary in quality and stylistic excellence. The two most substantive and polished contributions are theoretical in nature. Larry Hardesty's "Instructional Development in Library Use Education" presents data drawn from sociology, social psychology, and education on the communication and adop-

tion of innovative ideas. The librarian struggling to establish a new user education program or to revamp an old one will do well to ponder Hardesty's sociological and psychological reasons why faculty and staff are resistant to change. Peter K. Fox, in "Teaching the Librarian to Teach," reviews the British state of training librarians in methods of instruction. Unfortunately, the situation for methods training of librarians is as dismal in Britain as it is here, with the exception of a program developed at the University of Surrey under the direction of P. J. Hills. Entitled *A Package on Teaching and Learning Methods for Librarians*, this assortment of audiovisual and printed material is designed to substitute for classroom work in teaching methodology for librarians who cannot attend a formal course. Although the package was still in its trial stage in 1978, it seems a promising tool for the development of teaching skills in user education. The essay "Perspectives on Learning and Motivation," by Israel Woronoff, is a basic review of elementary learning theory added to some informal good advice. It must have been more effective as a speech, for it does not translate well into print.

Except for Edward Holley's paper, which asks some necessary questions about the future of instructional programs in the face of declining budgets, the rest of the contributions are the customary recountings of actual practice that we have come to expect from the literature of bibliographic instruction. Whether a reader finds them useful will depend on the stage to which his own program of instruction has progressed.

Two valuable features of the earlier volumes in this series have been continued. Carolyn Kirken-dall reviews LOEX activities and the general state of bibliographic instruction in the United States. Hannelore Rader has also contributed another of her thorough annotated bibliographies of the literature of library instruction. *Improving Library Instruction*, like its predecessors, is a mixed bag, with something for everyone at every stage of user education. — Marie E. Devine, University of North Carolina at Asheville, Asheville, NC

*In Tall Cotton: The 200 Most Important Confederate Books for the Reader, Researcher and Collector.* By Richard Barksdale Harwell. Austin, Texas: Jenkins Publishing Company & Frontier America Corporation, 1978. 82 pp. \$20.00.

Richard Barksdale Harwell, that indefatigable scholar of the Confederacy, has produced another delightful contribution to the Civil War bookshelf. *In Tall Cotton* is an annotated bibliography of what he considers the most significant books on the Confederacy. It reflects a great variety, and includes diaries, contemporary narrative accounts, as well as the standard historical treatises.

Harwell's annotations add literary merit to this thoroughly practical guide. His evaluations of the entries are well written, concise, and based on sound scholarship. My favorite comment is his note on John Edwin Bakeless' *Spies of the Confederacy*: "So much rot has been written about (and by) Civil War spies that it is especially refreshing to come upon a book on this subject sanely conceived, thoroughly researched, and well written."

Harwell's bibliography is certainly not the only or the most extensive treatment of Civil War materials. Douglas Southhall Freeman's various works and *Civil War Books: A Critical Bibliography* (Nevins, Robertson and Wiley) are recognized standards in the field. *In Tall Cotton*, however, stands out because of the author's obvious delight in its preparation. It represents a personal commentary on a period in American history which has molded the outlook of many generations of Americans.

The book is handsomely produced and has an excellent index. Dr. E. Merton Coulter has supplied the preface.

In spite of the high price, libraries with Civil War collections would do well to acquire a copy. It can be ordered from Jenkins Publishing Co., Box 2085, Austin, Texas. — James Dorsey, Emanuel County Junior College, Swainsboro, GA

*Library Lit. 9 – The Best of 1978.* Edited by Bill Katz. Metuchen, N.J.: Scarecrow Press, Inc., 1979. 419 pp. \$12.00.

The ninth collection of selected best articles is out and all of us can quickly check to see if our favorites are there. This collection is intended to acquaint librarians with 30 best articles (as determined by a panel of judges) about libraries and librarians. The judges, as stated in the introduction, have sought to choose articles in which the message is the primary consideration and have particularly looked for articles presenting something new to say about libraries and the future concerns of librarians.

The articles are arranged around four general topics: libraries and librarians; technical services/readers' services; communication and education; the social prerogative. The articles included in each section are generally related to the topic but loosely related to each other. They are broad in scope with approaches to the subject ranging from philosophic to practical. An effort has been made to accommodate the diverse interests of readers. Articles examine such divergent subjects as access to information in a post-industrial society, information service in the Peoples' Republic of China, ownership of public documents, shelving practices, ALA censorship, and the librarian as youth counselor. Valuable lists of references to additional resources accompany each article. Through research and observation, the authors communicate with intelligence and imagination an appreciative understanding of issues and interests prevalent among librarians today.

It is good to see a collection that contains articles written by newcomers to the profession as well as by well-known figures in librarianship. There are also several articles written by authors with audiences other than librarians. In addition, there are a few articles by foreign authors. Most of the selections are from the best-known library journals but there are selections from less widely circulated titles in librarianship and titles outside the profession. Murray Hausknecht's "The Problem of Pornography" has been reprinted from a 1978 issue of *Dissent*. Nigel Hawkes, a contributor to *Science*, is the author of a selection on the use by the British of telephones and TV's to tap a data bank.

Obviously, in examining the list of articles, every reader will note omissions to the volume. Since there is no totally objective method of determining or evaluating "best", there is certainly room for disagreement over the selections included. As editor Katz states "otherwise thoughtful, courteous and generous people turn into combatants of no mean resolution" in the defense of their favorites. This collection of articles as a whole, however, does offer a divergence of views about librarians and the place they occupy in the world. It reflects the creative responses of librarians to challenges before them. Librarians can be proud of the quality of our professional literature as represented by this collection. — *Mabel W. Shaw, Tallahassee, Community College, Tallahassee, FL*

*The Library of the Woman's College, Duke University, 1930-1972.* By Betty Irene Young. Durham, N.C.: The Regulator Press, 1978. 140 pp. \$7.50.

This is the story of how an excellent library was born, flourished for four decades, and then died — at least as a separate organization — when changing social and educational ideas brought about the death of Duke's separate college for women in 1972.

Presidents of the old Trinity College in Durham had been uncomfortable with its *de facto* coeducation for some years; soon after it was re-born as Duke University and acquired a new campus, it had the chance to create a separate women's college on its old campus. This it did in 1930. The University was fortunate, that year, in finding an experienced, vigorous, forward-looking librarian, Mrs. Lillian Griggs, to develop the library of the new college.

Mrs. Young tells us how the new librarian, abetted by a sympathetic faculty library committee, successfully schemed and fought until she built a fine collection — too fine, in the eyes of some. At one point, the university librarian accused her and her committee of "the flagrant misuse of funds to order books of advanced, non-undergraduate character" (p. 33). Apparently, most of the books were well suited to the use of undergraduates but certain areas did receive special attention. For example, because Mrs. Griggs felt that college women should have access to children's books, she found a professor whom she described once as "perfectly willing and admits his ignorance" (p. 24) to teach a course on children's literature. She then set about building a collection to support his work.

This book is far more than an account of the collections developed by Lillian Griggs. It contains much detail about all aspects of the library's growth during her time and during the time of her successor, Evelyn Harrison, who was librarian from 1949 to 1972. Mrs. Griggs, like other progressive academic librarians of her day, was an advocate of open stacks, "browsing rooms" (she preferred the term "Booklover's Room" for hers), and dormitory libraries.

Mrs. Young has given us a straightforward, unadorned account of what happened in this library. Perhaps there is a little adornment, but we could wish for more — more about Mrs. Griggs to help us understand her as a person, and more about one or two other forceful characters such as

Professor William K. Boyd who was cutting a pretty wide swathe as a part-time director of university libraries until his library position was taken from him, almost forcibly, in 1934. We don't always feel that we are learning the real reasons why things happened: why did there sometimes seem to be a feeling of jealousy on the part of officers of the main library? The study is well documented; if these documents don't give direct evidence on some points, the author might have been forgiven for making surmises or reporting rumors (properly labelled as such, of course). I'll bet she actually knows. — Haynes McMullen, School of Library Science, University of North Carolina, Chapel Hill, NC

*Louis Shores, Author-Librarian: A Bibliography.* By John David Marshall. Tallahassee, Fla.: Gamma Chapter, Beta Phi Mu, School of Library Science, Florida State University, 1979. 78 pp. \$5.00.

It really isn't satisfactory to know Louis Shores only through a bibliography, however competently it has been compiled. While he has written and said many wise and influential things and has been a *force majeure* in Southern and international librarianship, those who have had the privilege of knowing him personally will always think of him primarily as a generous and perceptive friend. Yet this bibliography is needed to provide the solid evidence of his professional life style.

There isn't much to say about John David Marshall's bibliography except that we are glad it's here. It is impeccable in form, style, and execution. There is a listing of separate publications (including titles for which Shores was a collaborator), forewords and introductions to other works, contributions to other works, articles and essays, book reviews, editorial activities, and oral recordings. There are four pages of material about Shores, and there are introductory biographical notes by N. Orwin Rush (to 1964) and Barbara McCrimmon (since 1964). Also reprinted are Shores' first known published work, "The Holy Scoop," from the University of Toledo annual, *The Blockhouse*, and his essay on "Library Literature" (with minor changes) from the bibliography of Shores published in 1964.

It is a joy to browse through this bibliography and to recall things that Louis Shores has written and said. The wisdom and understanding crowded under that gray bur haircut ought to be a

scripture for every aspiring young librarian.

There is, however, one more point of significance about this work: It can serve as a model for similar bibliographies of productive and influential librarians. In the South we need such works for people like Louis R. Wilson, Robert B. Downs (always a Southerner even if the larger portion of his career was in the north), John Wyllie, William S. Hoole, Guy Lyle, Richard B. Harwell, and others. The Beta Phi Mu chapters could not have a better project. — Lawrence S. Thompson, University of Kentucky, Lexington, KY

*New Perspectives for Reference Service in Academic Libraries.* By Raymond G. McInnis. (Contributions in Librarianship and Information Science, Number 23) Westport, Connecticut: Greenwood Press, 1979, c1978. 351 pp. \$24.50.

If higher education has a significant impact upon our society, then it is entirely possible that the decade of the 70's might well be tagged the "Suspect Seventies" by many. Following the unrest that was so evident on our campuses and throughout the nation in the early years of that period, there seems to have developed the attitude that every value previously considered basic to the educational process is now to be questioned and/or thought to be obsolescent. A student with a secondary education diploma is to be considered armed with the necessary factual basis which is not to be repeated in higher education; therefore the college experience is to be a time when the student perfects research methods, and the instructor of those students should not be imparting knowledge, but rather aiding in this perfecting. Such an assumption leaves much to be desired, and those who are led down this path are likely to find the thorns.

McInnis, who is Head of the Reference Department and Social Sciences Librarian at the Wilson Library, Western Washington University in Bellingham, projects the future impact upon reference service based upon the above changing factors in higher education. He has documented his thesis in an exhaustive manner, but in so doing has raised some interesting questions. The classroom instructor is characterized as being forced to emphasize research and publications because of promotion and tenure considerations and yet considers teaching a prime responsibility. With this research orientation, the instructor is,

however, considered inept in instilling in students the knowledge of how to conduct library research. Further, the statement is made that librarians are not considered the equivalent of instructors (even by many in the profession) because "librarians seldom formally teach classes." If there is this research orientation in higher education, one is led to ask who is the true instructor? An interesting concept is presented that reference works have been created as summaries of information and so should be considered only as "intermediary sources"; and that, "because of several factors, including ignorance, a crazy-quilt of reference works has developed, some of which duplicate or overlap one another and others which do not give adequate coverage." He maintains that librarians have only secondary concern for the quality of the literature to which they refer students and faculty.

Beyond describing emphasis shifts in education, McInnis discusses the structure of scientific literature and the general subject matter of the social sciences in particular. Detailing such matters as the literature's bibliographical structure, substantive structure, and psychological structure. He then moves to the epistemological foundations of reference works and has postured structured inquiry as the mode for aiding inexperienced researchers. The balance of the volume is devoted to his proposal for library production of research guides, emphasizing annotation, so that sound research strategies may be developed. Approximately 55 pages of examples of guides produced by his library are included.

While there is recognition of the present high level of reference service assistance given on a one-to-one basis, this reviewer was not able to discern that McInnis's future of reference service includes any advancing of this personalized contact, or even its inclusion. — *Forrest C. Palmer, James Madison University, Harrisonburg, VA*

*The Self-Publishing Manual.* By Dan Poynter. Santa Barbara, California: Parachuting Publications (Box 4232), 1979, 173 pp. \$14.95, \$9.95 paper.

There's probably not a public, academic, or special library anywhere that doesn't have would-be authors among its patrons. Now, with the appearance of *The Self-Publishing Manual*, librarians will be able to recommend to such potential pen-persons a handy, concise, and infor-

mative sourcebook that is both an alternative and a complement to the information found in *Writer's Market* and *Literary Market Place*.

Author Dan Poynter has established solid credentials in the self-publishing field in the past several years: his small press has sold over \$1.5 million worth of his own titles, averaging sales of 10,000 copies per year. With previous experience in marketing and mail order, he brings a practical and business-like approach that is, oddly enough, often lacking in commercial publishing houses. There, it is common practice for a manuscript to be purchased and a book to be published before a market for it has ever been sought out.

According to Poynter, this is getting the cart before the horse. His philosophy — which applies primarily to non-fiction and "how to do it" works — is to first find and define a market, and *then* publish to reach that audience.

Taking the reader step by step, he shows how to write, print, promote, and sell one's own book. Each of his ten chapters is expertly organized and chock full of hard facts, helpful hints, and pertinent illustrations.

Chapter 3 ("Starting Your Own Publishing Company") is typical. In it the author covers such items as the company's structure (i.e., the pros and cons of sole proprietorship, partnership, or corporation), name, place of business, legal requirements, taxes, record keeping, ways of raising capital, and even basic matters like one's stationery, logo, telephone, and typewriter. His style is relentlessly no-frills:

"Run a streamlined, efficient operation. Do everything yourself and buy only those services you cannot perform. Avoid employees, they cost you time (management), money and paperwork. When contracting for services, remember that everyone is in business for himself first, you second. The graphic artist, accountant and all the rest will try to sell you more than you need . . .

"Keep on top of costs. If you can save \$1,000 per year by streamlining procedures and your net profit is normally 3%, the effect is the same as if you increased sales by \$30,000.

"Don't waste anything. Save the stamps from incoming mail. Stamp collecting is big business and you can sell them to the big companies."

With a bibliography, index and appendices with further information, this has to be one of the most thoughtful and thorough treatises on the subject of self-publishing. Recommended for all libraries which can afford its modest price. — *Paul G. Feehan, University of Miami Library, Coral Gables, FL*

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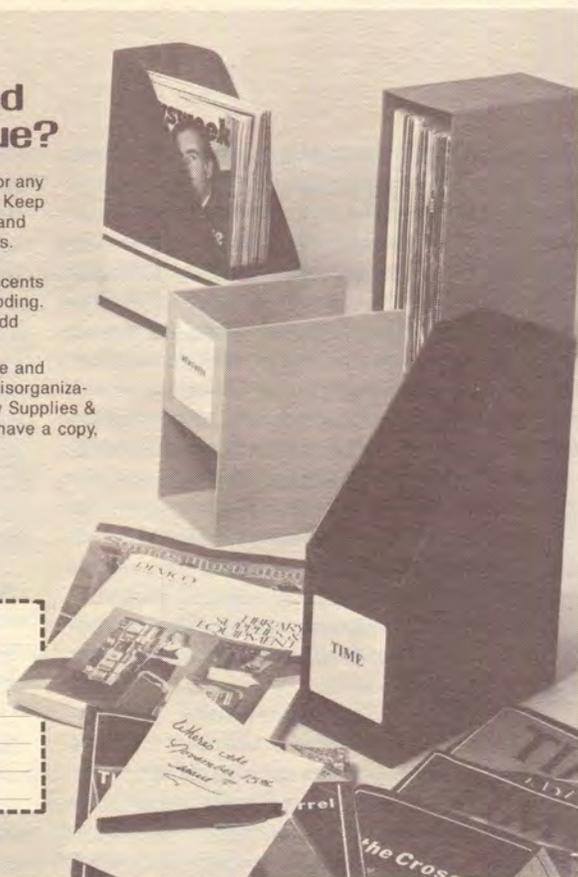
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- NAMES AND ADDRESSES OF ALL SELA:
  - Officers
  - State Representatives to the Executive Board
  - Section Chairmen
  - Committee Chairmen
  - SELA Headquarters
- STATE LIBRARY ASSOCIATION OFFICERS

*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.*

# SELA Minutes and Reports

## MEETING OF THE EXECUTIVE BOARD MINUTES January 21, 1980

The Executive Board of the Southeastern Library Association met at the Palmer House in Chicago, Illinois at 2:00 p.m. on Monday, January 21, 1980. Officers present were: Helen D. Lockhart, President and Paul H. Spence, Vice-President and President-Elect. State Representatives present were: Lorraine Schaeffer, Florida; Rush Miller, Mississippi; Mae Tucker, North Carolina; Gerda Belknap, South Carolina; Ann Thurmond, Tennessee; and Judy Rule, West Virginia. Also present were Ann Morton, Executive Secretary, and Ellis Tucker, Editor of *The Southeastern Librarian*.

Others in attendance were: David Warren, Chairman-Public Library Section; Ralph Russell, Chairman-University and College Section; Pat Scales, Chairman-School and Children's Librarian Section; James Ward, Chairman-Membership Committee; Blanche Wysor, Chairman-JMRT, and Johnnie Givens.

President Lockhart called the meeting to order and announced that Gerda Belknap would serve as secretary in the absence of Mary Frances Griffin. The minutes of the June 26, 1979, meeting were accepted as distributed.

The President announced the death of Dr. Louis Round Wilson on December 10, 1979. A telegram was sent to the family at that time and a letter will be written by the President expressing condolences from the Board. *The Southeastern Librarian* will have an "In Memoriam" page in the next issue of the magazine.

David Warren, Public Libraries Section Chairman, report that Dr. Patricia Breivik will speak on Alternate Sources of Funding at the Convention. The Public Library Section will contact the Public Library Sections of the state organizations trying to promote workshops on this topic. State Library agencies were contacted in the past. For the first time, members will choose between two candidates for each office in the Public Library Section for the next biennium.

Ralph Russell, University and College Section Chairman, reported on the four tutorials held on AACR2 in Birmingham, Tampa, Charlotte, and Richmond. These were very successful and he urged that other sections consider the possibility of having similar tutorials.

Pat Scales, School and Children's Librarians Section Chairman, reported on program plans for Birmingham. Ann Durrell of E. P. Dutton will speak for a luncheon meeting. Space will be provided for those wishing to hear the speech but unable to register for the luncheon. The Section will continue to work on a project featuring outstanding programs for children and expects to make available a short media presentation.

Jim Ward, Membership Committee Chairman, distributed SELA Membership Statistics as of December 31, 1979. Total membership was 2,275. He discussed the many ways in which the Membership Committee had worked and asked that the Board Members help in any way possible to increase the membership for 1980.

The Treasurer's Report was distributed by Judy Rule in the absence of the Treasurer. It was filed for audit. The President reported that it was customary to appoint a Convention Treasurer. Ann Thurmond moved that Jerry Stephens be designated as Treasurer for the Birmingham Convention. Judy Rule seconded the motion and it carried.

The President distributed a memorandum from Paul Cousins and Roberta Miller of the Committee on Computerization of Membership Records. After discussion, Paul Spence moved that the Committee be authorized to negotiate a lease purchase agreement for a word processing system within the range of the figures mentioned in the memorandum of January 17, 1980 with the final determination to be made by the SELA Budget Committee. Lorraine Schaeffer seconded the motion and it carried.

The President distributed a memorandum from Mary Louise Rheay, Chairman, Committee on Objectives. The memorandum contained the results of the SELA questionnaire to which only 156 members replied. After discussion, the Board agreed to put this item on the agenda for the June Board Meeting. The objectives of the Association will be discussed at this time.

Blanche Wysor, Junior Members Round Table Chairman, announced that the Convention program on Interviews and Interviewing will feature Kristen Dahlen, Personnel Officer, Library, Texas A & M University.

Ann Morton, Executive Secretary, distributed a report on her activities since assuming her duties in September 1979. A discussion was held on the reproduction of mailing labels.

Rush Miller moved that SELA adopt the Georgia Library Association requirements for rental of the membership list and that the policy go into effect after mailing labels can be reproduced by a word processor.

President Lockhart read a letter from ALA Legislation Committee Chairman Ella Yates asking for an increased donation to ALA's Washington office. After discussion, it was decided to delay a decision until the June Board Meeting. The President also read a report from Bill Whitesides, Chairman, Interstate Cooperation Committee, concerning the need to nominate ALA members from the southeast for at-large seats on ALA Council. The goal is to have twenty members from the southeast; at present there are only nine.

A request was read from Hubert Whitlow, Chairman, Constitution and By-Laws Committee, asking that a committee meeting in Atlanta be funded. It was agreed to fund this meeting to expedite the preparation of the proposed changes to the Constitution and By-Laws.

The election of SELA Board Members was discussed as the terms of members from five states expire in 1980. Each State Representative whose term expires in 1980 will appoint a nominating committee with at least three members and send the names to President Lockhart. The nominating committee in each state will select at least two nominees from the SELA members in that state. Board meetings will be held at ALA Midwinter Meeting and at ALA Convention so prospective Board Members should be able to attend. The names of nominees and biographical information must be sent to the Executive Secretary by April 15 for preparation of the ballots. The ballots will be mailed by Executive Office to SELA members in each state.

The President brought a question from David Estes, State Representative from Georgia, on the advisability of holding Board Meetings in conjunction with ALA Meetings instead of in the Southeast. After discussion, the Board was polled. The majority of the members indicated that their jobs required them to be in attendance at ALA Meetings and that a trip to Atlanta would be an additional expense.

A discussion was held on the handling of the draft of the revised Constitution and By-Laws. The Committee will meet and formulate a final draft. Copies will be sent to Board Members by March 1, 1980. Board Members will discuss the changes with members in their states and report the findings to the Chairman of the Constitution and By-Laws Committee with copies to the President and Vice-President. The June meeting will be a working session with the By-Laws and Constitution on the agenda.

President Lockhart announced that the Birmingham Program for the Library Education Section would be "New Dimensions in Library Education for the 1980's".

Paul Spence, Budget Committee Chairman, announced that the program development account had been closed out and that the Association now has only one checking account.

*The Southeastern Librarian* was awarded the H. W. Wilson Periodicals Award with a prize of \$500.00. The editor and former editor suggested that the interest from the money be used for an award for the best article during the biennium. Ann Thurmond moved the adoption and it was seconded by Judy Rule. The motion carried. Leland Park will be asked to establish the criteria and the first award will be presented in Birmingham.

President Lockhart reported that she had listed Monday, June 30, 1980, from 2:00-5:30 as the first choice for the SELA Board Meeting. A list of other meetings at that time was passed around. The members present had no conflicts in that time slot.

There being no further business, the meeting was adjourned.

— Gerda Belknap  
Acting Secretary

## **SELA NOMINEES, 1981-82**

### *Vice President/President Elect:*

Louise Bedord, Kentucky  
Barret Wilkins, Florida

### *Secretary:*

Joseph Boykin, North Carolina  
Luther Lee, Alabama

### *Treasurer:*

Jim Nelson, West Virginia  
Annette Phinazee, North Carolina

## EXECUTIVE SECRETARY'S REPORT January 21, 1980

Since assuming the duties of Executive Secretary of SELA in September 1979 much attention has been given to the analysis of the reorganization and the implementation of the new focus for the Association. The Executive Officers and various Committee Chairmen have provided direction and counsel as the Executive Secretary and the Office Manager have endeavored to stimulate growth; to provide coordination of activities; to increase the efficiency of headquarters operations; and to be responsive to the requests and needs of the membership.

These responsibilities have been related to the following key activities during the period September 10-January 21:

### NEEDS ASSESSMENT AND FEASIBILITY STUDY OF AN AUTOMATION SYSTEM FOR MEMBERSHIP RECORDS

The activities of the Computerization Committee have continued under the chairmanship of Paul Cousins. A systems consultant met with the Executive Secretary and Office Manager to evaluate the needs of the Association and to review word processing systems which might service the requirements of the Association. A system has been installed on a trial basis. A careful evaluation of that system is now underway by the Computerization Committee and the Headquarters Staff.

### REARRANGEMENT OF PHYSICAL FACILITIES AT HEADQUARTERS AND THE TERMINATION OF THE SOLAR TECHNOLOGY TRANSFER PROGRAM

The reduction of the staff necessitated the elimination of some furniture and materials. The surplus furniture (1 desk, 2 chairs, and shelving) were sold to Emory University Library. This transaction was approved by David Estes, Chairman of Headquarters Planning and Management Committee. Vast quantities of STTP material were discarded with the approval of the Southern Solar Energy Center. Additional storage space was acquired as a result of a reduction in the number of back issues of the *Southeastern Librarian*. This limitation of the size of the back issue file is in keeping with the policy established by the Executive Board (October 8, 1978). Additional reduction of the back issues will take place in the near future.

### WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES (WHCLIS)

The Executive Secretary attended the WHCLIS, November 15-19, as an official observer from the state of Georgia. In addition I assisted Bill Whitesides, Chairman of the Interstate Cooperation Committee, with the SELA caucus for regional delegates to the conference.

### ARCHIVES

The Greensboro Public Library sent to Headquarters a photograph of the conferees attending the 1924 SELA Conference at the Grove Park Inn in Asheville. This photograph has been framed and added to the archives. Contact is being made with the Chattanooga Public Library to acquire a print of the photograph of the participants in 1920 organizational meeting of SELA. Joseph Jackson, Director of Libraries, University of Tennessee (Chattanooga), has been requested to assist with this acquisition. The archives for 1922-1970 have been assembled and properly housed at Headquarters during the past three months. The Executive Secretary has assisted the Archives Committee under the direction of Chairman Porter Kellam with the formulation of guides for the archival collection. Consideration is now being given to a SELA archival display at the 1980 Biennial Conference. John David Marshall, Chairman of the Honorary Members Committee, has completed biographical sketches for all honorary members. These sketches, accompanied by photographs will be added to the archives. Efforts have been made to update information on the Past Presidents of SELA. Current data is pending for SELA President (1934-36) Helen Virginia Stelle, Tampa Public Library, Tampa, Florida.

### MEMBERSHIP ENLISTMENT

Headquarters requested the State Library Associations to provide SELA with mailing labels for their current membership. The response was prompt and cooperative. As a result, beginning on December 4, 1979, in excess of 10,000 enlistment letters and membership forms have been mailed. Returns are encouraging. To date 861 memberships have been received for 1980. This is a good beginning toward the realization of the goal of 6,000 members by November 20-22, 1980 (60th Anniversary Biennial Conference). Jim Ward, Chairman of the Membership Committee, has provided steady and enthusiastic leadership to membership enlistment.

### TALENT BANK

The letter, dated August 7, 1979, from Bill Whitesides, Chairman of the Interstate Cooperation Committee, requesting speakers, workshop leaders, etc. for the SELA Talent Bank has produced a moderate nucleus for this resource/referral file. The topics covered are varied, including Administration, Archives, Authors, Building Programs, Cable TV, Communications, Films, Genealogy, Historical Resource, Legislative Activities, Public Relations, Puppetry, Reference, Staff Development, Story Telling, Technology, Trustees and Young Adult Service. Thirty-four persons have authorized the inclusion of their name for the Talent Bank. Responses from twenty-seven persons are pending. Additional contacts are being made. The classifying of the data is in progress. A method of accessibility to the Talent Bank is being studied.

Diligent efforts shall continue to be made by the Headquarters Staff toward the accomplishment of the objectives of the Association. Through leadership and membership the promotion, cooperation and stimulation necessary for growth can be realized as we move toward better library development in the region.

— Ann W. Morton  
Executive Secretary

# REGIONAL NEWS

## ALABAMA

Governor Fob James recently announced the appointment of the *Governor's Study Committee on Library Cooperation* "for the purpose of working toward a plan of formal cooperation among all types of libraries." The committee was created in response to a resolution passed at the Alabama Governor's Conference on Library and Information Services held in January, 1979. The committee held its organizational session December 3, 1979, and is now starting to compile information for its deliberations.

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The Graduate School of Library Service of the University of Alabama sponsored a miniconference on rare books and manuscripts in March, 1980. The program commenced on March 28 with a presentation by Sheila Waters on "The Creation of a Manuscript." The meeting concluded with Peter Waters, Restoration Officer, Preservation Office, Library of Congress, on the "Conservation and Preservation of Books."

## GEORGIA

The Georgia Tech Price Gilbert Library has become part of a five-year \$5 million project to design a comprehensive system of national information services for Egypt.

The National Science Foundation contract, of which Tech's library will receive \$83,721, is the biggest project in science and technology ever between the two countries, according to Vladimir Slamecka of Tech's School of Information and Computer Sciences, who was awarded the contract and who will direct the effort. It is also the largest grant ever awarded to the Tech library.

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The Woodruff Library of Emory University has purchased another collection of the writings of William Butler Yeats and of Lady Augusta Gregory.

The purchase, made at an auction Dec. 17 at the galleries of Sotheby Parke Bernet in London, is the bulk of the second part of a collection of Yeats works owned by Maj. R. C. Gregory, a grandson of Lady Gregory. Emory bought the first

part at auction in the summer of 1979.

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Mary Louise Rhey, director of the Cobb County Library System in Marietta, Georgia, has been named the winner of the second annual Allie Beth Martin Award co-sponsored by the Public Library Association and Baker & Taylor Company.

Active in library association work on the local, state, regional and national levels, Ms. Rhey has also been honored as Atlanta Woman of the Year in the Professions. Before assuming the directorship of Cobb County Library System, her career spanned 34 years at the Atlanta Public Library, where she spent more than two decades in various capacities with the Children's Department. From 1963 to 1975, she was Assistant Director, and she served as Acting Director during 1973-74.

The Allie Beth Martin Award is formally presented at the ALA's annual conference each year to honor a librarian who, in a public library setting, has demonstrated extraordinary range and depth of knowledge about books or other library materials and distinguished ability to share that knowledge.

## KENTUCKY

The University of Kentucky College of Library Science is holding a workshop "On-Line Literature Searchings: An Introduction with Hands-on Experience" on April 18 under the sponsorship of its Office for Continuing Education. The workshop leader is Dr. Carol Fenichel, Assistant Professor. A self-instruction manual for on-line searching will be distributed to all workshop participants. For additional information contact: Nancy S. Little, College of Library Science, University of Kentucky, 465 Patterson Office Tower, Lexington, KY 40506 (606) 258-8877.

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Kentucky has become an official participant in the State Data Center Program of the U.S. Bureau of the Census. The Kentucky Department of Library and Archives, the Office for Policy and Management, and the Urban Studies Center of

the University of Louisville are cooperating in the project.

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Ground breaking ceremonies were held December 10 in Frankfort for the new Department of Library and Archives building. The site overlooks the state capitol and the Kentucky River. The building will cover an area of 140,640 sq. ft. and will cost \$7,653,000. It should be completed in the spring of 1982.

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The Kentucky Historical Society received a partial matching grant of \$30,032 from the National Historical Publications and Records Commission for the first phase of a two year joint project with the Division of Archives and Records Management, Department of Library and Archives to arrange, describe, microfilm, and prepare an index to the records of Kentucky governors, 1792-1927.

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Bob Smith of the Department of Library Science and Instructional Media, Western Kentucky University is the new editor of the *KLA Bulletin*.

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Dr. Yushin Yoo, head of the acquisitions department of the university library at Murray State University is the author of the children's book *Bon Nom and the Pheasants* published by Prentice-Hall, Inc. It is a Korean folk tale and is available in both book and folding scroll editions.

### MISSISSIPPI

Citizens in Mississippi now have a wider selection of materials to choose from at their local public library. Selections may be made directly from the collections of the Mississippi Library Commission through the publication of the first edition of MLC's card catalog on microfiche. The catalog, which is a complete list of the books owned by MLC, includes more than 110,000 titles of adult and juvenile nonfiction. The list, which is arranged by author, title, and subject, is the first step in the development of a statewide catalog of books in all major libraries in the state. Four hundred copies of the microfiche catalog are being

distributed to headquarter libraries and many branches throughout the state. In addition, numerous libraries have received grants from MLC to purchase microfiche readers to enable them to use the catalog.

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At an organizational meeting during the MLA convention, groundwork was accomplished for the formation of LIRT (Library Instruction Roundtable). Elected to serve as officers until a formal petition could be presented to the MLA board were: Suzy Turner, coordinator; Skip Hamilton, vice-coordinator; Mary Schultz, secretary; Jane Bryan, affiliate representative. If approved, LIRT would be MLA's fifth roundtable.

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As a part of the University Libraries Directors Council's Cooperative Acquisitions and Resource Sharing Project, the Environment Information Center, Inc.'s (EIC) Energy and Envirofiche Collections were selected for cooperative purchasing. These collections, which began in 1971, are comprised of approximately 40,000 pieces of fiche (through 1979) at a cost of \$55,000. The subscribing institutions are Delta State University, Jackson State University, Mississippi Research and Development Center, Mississippi State University, University of Mississippi and the University of Southern Mississippi.

### NORTH CAROLINA

The North Carolina Central University School of Library Science will present its first Charlemae Hill Rollins Colloquium and dedicate its two special collections on April 20-21, 1980.

The special collections are the William Tucker Collection of Works by Black Writers and Illustrators for Children and the Black Librarians' Collection. Emphasis in both collections is upon *original* works and the response of authors, illustrators, and librarians has been encouraging. The entire personal library of Charlemae Hill Rollins' books was given to the Chicago Public Library, but her papers have been given to the NCCU School of Library Science. It is hoped that scholars will use the papers to provide a comprehensive analysis of her contributions to librarianship and to the Black Experience.

Persons interested in attending the Colloquium

or in receiving more information about it should write to Rollins Colloquium, School of Library Science, North Carolina Central University, Durham, North Carolina 27707.

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Dean Edward G. Holley has announced that the School of Library Science has completed negotiations for a new contract for library services with the Environmental Protection Agency, Research Triangle Park, NC. The new contract for 1979-80 provides for the employment of 12 library science students from the master's and doctoral program for twenty hours per-week at a rate of \$5,600 for the twelve-month period. Students in the master's program must have completed the twelve-hour basic Block before they can be selected for the program. Included in the services provided for the EPA Library are acquisitions, circulation, serials handling, interlibrary loans, reference and referral assistance, and maintenance of the Air Information Center. Faculty supervision will be provided by Dean Holley and Dr. Karen Momenee, Assistant Professor of Library Science.

### **SOUTH CAROLINA**

The 3rd Southeastern Conference on Approaches to Bibliographic Instruction was hosted by the College of Charleston, Charleston, S.C. on March 6-7, 1980. The Conference was intended for academic librarians who are presently involved in instructional programs, as well as those who are initiating such programs. The Conference addressed several areas of concern in bibliographic education: teaching the teachers (a workshop); a new approach to helping students develop research strategies; a revisionist look at the bibliographic education movement; and the role of the technical service librarian in bibliographic instruction.

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The South Carolina Library Association has been awarded the 1980 Grolier National Library Week grant. The \$1,000 grant is awarded to the state library association that produces the best public relations program plans for the coming year. South Carolina's proposal is aimed at informing adult non-library users about existing library services and encouraging greater use of

these library services by more and more people. The program activities include producing a traveling exhibit with the theme "Libraries — South Carolina's Greatest Bargain" for use in three shopping centers/ malls during National Library Week (April 13-19, 1980) and in two regional fairs plus the State Fair in the fall. The exhibit will identify specific resources available at the public library systems such as consumer information, automobile fix-it manuals, money investments information, etc. Also available at the exhibit will be large quantities of stickers and coupons redeemable for local library cards. Increased publicity visibility of libraries is a major goal of the South Carolina Library Association.

### **TENNESSEE**

Lawsuits have been filed in General Sessions Court in Knoxville against three library patrons who have repeatedly failed to respond to requests that they return overdue library books and other materials. In addition to probably being ordered to return the materials or pay for replacement, the patrons face the possibility of having a fine levied against them by the court. Nancy Petersen, head of Circulation for the library system, said numerous attempts have been made during the past months to get the materials returned, but all efforts such as mailed notices and letters, Mailgrams, and trips to the patron's homes, have been fruitless. The materials are valued at more than \$500, with the three individual patrons having items priced at: \$165, 122, and 231; some of the materials have been overdue for almost a year. A court hearing on the lawsuits was to have been held October 30th.

### **VIRGINIA**

A grant of \$299,933 was made to the University of Virginia under Title II-C for the strengthening of library resources for research. Cooperating in this project are the libraries of Vanderbilt University, the University of Alabama and the University of South Carolina. The plan is to extend the SO-LINET regional data base and the OCLC data base by a combined shelflist conversion, concentrating on the unique and rare research materials held by these libraries. The Vanderbilt University Library, which serves as director of the project, plans to devote a large part of its time to the adding of serial holdings to the data base.

## COOPERATIVE EFFORTS

A "special day" for Trustees and Friends will be on Friday, November 21, 1980 when SELA meets in Birmingham. A full day workshop, beginning at 9:00 a.m., will be presented by Auburn University based on a format developed for Alabama trustees. The program is considered to be stimulating, informative and beneficial to trustees, friends and public librarians alike. Also, for the first time, a very special segment will be presented for "Friends." Susan Whittle, public library consultant for the State Library of Florida is the coordinator for this part of the program. Many special events have been scheduled and outstanding people will be conducting the workshop. Watch for more details in forthcoming issues. In the meantime, this program could prove to be the catalyst to selling SELA to prospective members for the Trustees and Friends Section.

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On January 2, 1981, OCLC and the Library of Congress will begin applying the provisions of the *Anglo-American Cataloging Rules*, 2nd edition. Some libraries and library organizations have already begun preparing for the changeover while others are awaiting availability of further documentation. The SOLINET Board of Directors has requested that SOLINET staff assist the membership during this period of transition by serving as a clearinghouse for information about AACR 2 and its impact on member libraries. SOLINET invites members to share ideas, plans, citations, studies, workshop announcements, questions, etc., with other SOLINET libraries. For additional information, contact: SOLINET AACR 2 CLEARINGHOUSE, Suite 410, 615 Peachtree Street, NE, Atlanta, GA 30308.

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April 28-May 2, SOLINET will present its Spring series of workshops on the OCLC-MARC formats. Non-SOLINET libraries are welcome to send staff members to any of the workshops. The tentative schedule of workshops is:

April 28 — Books

April 29 — Serials

April 30 — Music Scores and Sound Recordings

May 1 — Audio-Visual Materials

May 2 — Maps. Manuscripts (concurrent workshops)

All workshops will be held in Atlanta. To register contact Joseph James, secretary, Member Services Department, SOLINET, Suite 410, 615 Peachtree St., N.E., Atlanta, GA 30308.

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In response to numerous inquiries from libraries about the regulation governing Section 504 of the 1973 Rehabilitation Act, the President's Committee on Employment of the Handicapped has prepared a ten page pamphlet, *A Librarian's Guide to 504*. A summary of the provisions of the 504 regulation as it impacts on libraries, the booklet is available from: Office for Civil Rights, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201, or the President's Committee, 6th Floor, Vanguard Building, 1111 20th St. N.W., Washington, D.C. 20036.

## CONTINUING EDUCATION OPPORTUNITIES

The 9th annual conference for continuing professional education "Media at the Center" sponsored by the Department of Educational Media and Librarianship will be held May 1 and 2 at the University of Georgia.

The overall theme of the conference will be "Into the Eighties." The program will focus on the needs of the media specialist/librarian in the areas of equipment, production and maintenance during the coming decade.

Ongoing workshops will highlight the conference. All media specialists, school librarians and teachers interested in the world of media are urged to attend.

For additional information contact Jane Terwilliger, Department of Educational Media and Librarianship, 607 Aderhold Hall, University of Georgia, Athens, GA 30602 or call (404) 542-3810.

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A one-day conference, "Past Imperfect, Future Conditional: Reference Service in Transition," will be held at the University of Alabama Continuing Education Center on May 2. Sponsored by the

Graduate School of Library Service and the University of Alabama Libraries, the conference will focus on information services and resources. A state-of-the-art assessment by Dr. Kay Murray, associate professor in the School of Library Science, The University of North Carolina at Chapel Hill, will lead off the morning session. Dr. Charles Bunge, Director of the Library School at the University of Wisconsin, Madison, will follow with a discussion of the measurement and evaluation of reference service. For further information contact Dean James D. Ramer, Graduate School of Library Service, P.O. Box 6242, University, AL 35486.

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A workshop "Personnel Management for Librarians" sponsored by the Community and Junior College Round Table of KLA and the University of Kentucky Community College System will be held May 19-21. For further information contact Lee Hisle, Library Director, Lexington Technical Institute, University of Kentucky, Lexington, KY 40506 (606) 258-4919.

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"Statistical Methods for Professional Librarians" is the topic for a workshop to be held May 28-31 at the School of Library Science of North Carolina Central University. For additional information, contact Annette Lewis Phinazee, Dean, School of Library Science, North Carolina Central University, Durham, NC 27707.

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"Teaching the Teachers," a workshop on improving the classroom teaching skills of librarians engaged in bibliographic instruction, will be held May 29 and 30, 1980 at The University of North Carolina at Asheville. The two-day workshop will focus on issues such as methods of increasing student motivation, techniques for delivering lectures, and the construction and interpretation of tests. For further information, contact Dr. Marie Devine, Instructional Services Librarian, Ramsey Library, University of North Carolina at Asheville, Asheville, NC 28804.

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The East Carolina University Library Science

SPRING, 1980

Alumni Association is sponsoring a one-day summer workshop on June 17, 1980, in cooperation with Lenoir Community College (Kinston, NC). The workshop topic is "Stretching the Budget," and will feature speakers talking on such topics as networking, extended hours programs, shared facilities, future sources of funds, and cooperative services for libraries. The workshop will be held at Lenoir Community College; application forms are available from the Department of Library Science, East Carolina University, Greenville, NC 27834.

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AACR 2 workshops have been held in various places in the Southeast, and more are planned for the coming months. For information concerning tentative dates for your area, contact one of the following persons:

Alice Bauer, Head  
Cataloging Department  
University of Virginia Library,  
Charlottesville, VA 22909

Lorene Brause,  
U. of South Alabama Library  
Mobile, AL 36688

Nancy Little, Dir. of Continuing Ed.  
College of Library Science  
Univ. of Kentucky  
Lexington, KY 40506

Virginia Patterson  
College of Librarianship  
University of South Carolina  
Columbia, SC 29208

## 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

Apr. 13-19 National Library Week  
Apr. 16-18 Alabama Library Association Conference, Hyatt House, Birmingham  
Apr. 24-26 Tennessee Library Association Conference, Gatlinburg Heraton 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**

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

**PERSONALS**

**APPOINTMENTS**

John D. BISSET, Head, Technical Services, E. Lee Trinkle Library, Mary Washington College, Fredericksburg, VA

Hulen BIVINS, Audio Visual Consultant, Alabama Public Library Service

Calvin BOYER, Director of Libraries, University of California, Irvine

Donna M. GAMBILL, Head, Government Documents Department, Memphis State University Libraries

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# SOUTHEASTERN LIBRARY ASSOCIATION

P.O. Box 987, Tucker, GA 30084

Phone: 404-939-5080

Founded 1920 — Incorporated 1950

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

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