

# The Southeastern Librarian

WINTER, 1980

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VOLUME XXX		WINTER, 1980	NUMBER 4
Ellis E. Tucker	179	Editor's Page	
Paul H. Spence	181	From the President's Desk	
Linda Lucas	183	Information Needs of the Aging	
Vivian S. Hall & Ruth Brown	187	The ABC's of Proposal Writing	
Betty Martin	191	A History of the School and Children's Librarians Section of the SELA	
Thomas L. Aud & Joyce McLeary	195	A History of the Trustees and Friends Section of the SELA	
	198	Ideas, Concepts, and Practices	
J. B. Howell	203	View from the States	
John David Marshall	205	Librarian's Bookshelf	
	211	SELA CHRONICLE	
Steven B. Schoenly	218	Index to Volume XXX, 1980	
	194	Index to Advertisers	

COVER: Groundbreaking ceremonies were held on October 23 for the new Broward County Main Library. The glass facade on the north, punctuated with landscaped terraces, will contrast with the other three sides of the building which will be covered primarily with keystone from the Florida Keys.

#### SELA BIENNIAL CONFERENCE

November 10-13, 1982  
Galt House, Louisville

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A recent request from the Library Education Committee of the Mississippi Library Association to speak during a pre-conference workshop on publishing caused me to review some of the factors involved in the selection of manuscripts for publication in *The Southeastern Librarian*. As I look back upon my presentation, I have only one regret. The time constraints were such that I did not have an opportunity to tell the audience about my three-year old niece!



Prior to the conference, discussions with Dr. Charles Evans and Dr. Steven Schoenly greatly assisted me as I looked at our publication, reviewed why people seek to publish with us, and formulated suggestions which often assure that reviewers smile upon manuscripts.

Why do people send us articles? Some few probably do it for an ego trip, because they wish to see their names in print, just as I go look in *Who's Who in the South and Southwest* every so often. Ideally an author should write because he wishes to disseminate knowledge or information. However, the hazard is that in the academic world the bottom line has become *publish or perish*, or to put it another way, *publish and prosper*.

Hopefully you who read this will write to impart knowledge or information. But whatever your reason for writing, allow me to offer some advice. Before you begin to write, analyze your topic. Ask some important questions. Does it have merit? Will it contribute to the sum total of knowledge? Can you present a novel approach to an old topic? Can you inform and/or motivate?

Next, determine your audience. Remember that we look for articles for the general public because our membership comes from all types of libraries. (This will help to explain why we either reject or severely edit manuscripts which come to us looking like copies of term papers which have had the cover page with the grade removed.)

After you have examined your topic and determined your audience, you are ready to develop the topic. Do so. Once the paper is written, the application of a few basic guidelines will help to assure that you ingratiate yourself with your editor and the reader. They are:

1. Use correct grammar.
2. Use a dictionary.
3. Prepare a clean, well-typed copy.
4. Proofread your manuscript.
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If it becomes necessary to re-type all or part of your manuscript, repeat steps 4 through 6.

Once you are ready to mail the manuscript, follow the guidelines for submission as given in the back of the journal.

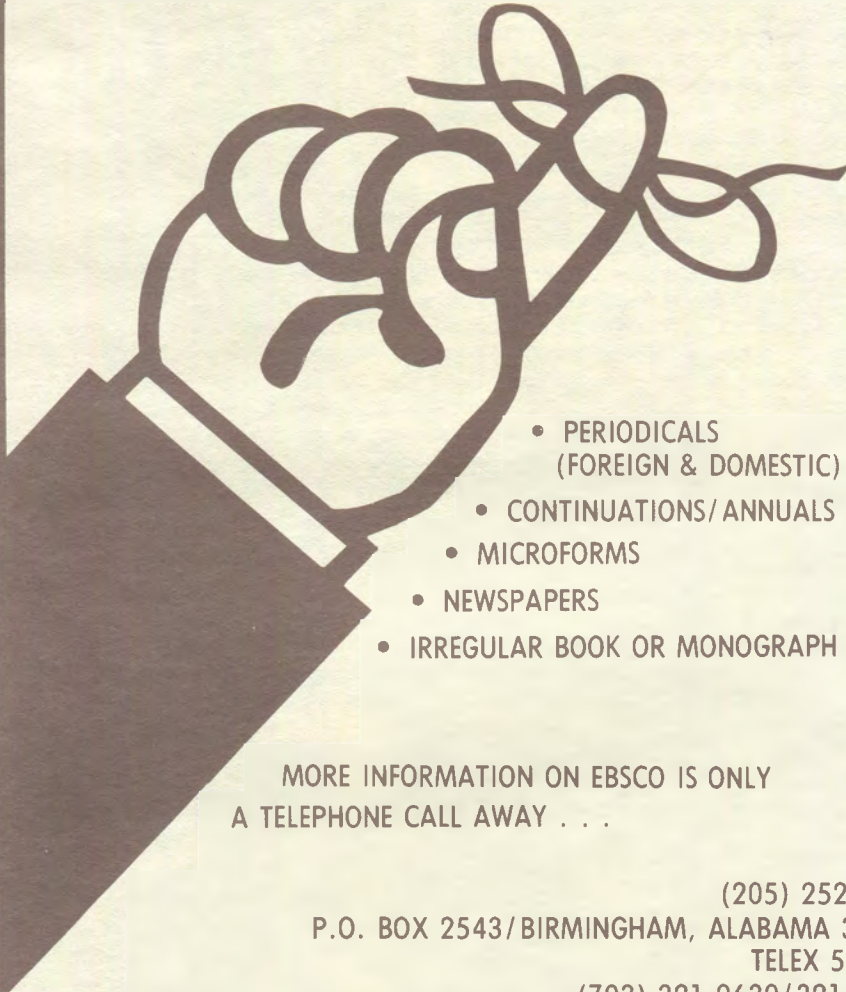
Now, you have in capsulized form what more than forty persons paid to hear. Of course they also heard John Berry (*Library Journal*) and Jim Parks (*Mississippi Libraries*). Hopefully John and Jim will also take ego trips by printing their own speeches in their respective journals.

— Ellis E. Tucker

#### DEADLINES FOR FUTURE ISSUES:

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It is with a great deal of humility that I write this first column from the President's desk. It was indeed an honor to be chosen by my fellow librarians for this position. The two years as Vice President, however, have magnified for me the responsibilities of the position, and it is only because of my confidence in the interest and support of an ever increasing membership that I enter into the term of presidency with optimism.

After two decades of comparative affluence following the launching of Sputnik, libraries are facing inflationary costs and declining financial support. From a shortage of trained librarians at the beginning of the '60's we now have a gutted job market. At the same time we are faced with new technologies with which many of us are not comfortably conversant. It is a frustrating period for experienced librarians as well as for new recruits to the profession.

To most of us "old-timers" it seems obvious that SELA has served a useful purpose. But does it still serve a purpose which cannot be met by the national and state associations? For those of us who believe it does, we need to demonstrate the unique services SELA can perform.

I believe our two major challenges for this biennium are to demonstrate the value of SELA to librarians, libraries, and library services in the Southeast; and to find the financial resources to support those unique and desirable activities of the association.

One of the founding members of SELA described the group as "youngish, Southern librarians . . . who were fed up with the formality with which they came into remote contact with ALA!" Isn't the same statement valid today? We do tend to be lost and outnumbered at ALA by librarians from the more populous areas. Note, for example, the few ALA councilors from the Southeast. I believe the region does have distinct features, and I believe there is more mobility of librarians within the region than there is between our region and others.

While I hope we "old-timers" can bring leadership and stability to the association, our strength lies in our younger members. They bring new ideas and new energy and they constitute the future of SELA. After all, SELA was established by a group of "youngish" librarians, and it organized a Junior Members Section as early as 1934.

For the first thirty years of its existence SELA had no unique membership and no dues. Members of the state associations were automatically members of SELA and the state associations were asked to contribute to the costs of operating SELA. The major portion of the expenses was subsidized by the libraries at which the current officers were employed. Deficits were made up by gifts from officers and interested members and by passing the hat at the conventions. Special projects were supported by sales of publications and by outside funds. In spite of this shortage of funds some major accomplishments were achieved.

We are currently facing financial difficulties for the association, but this is nothing new to SELA. At the same time our membership is increasing and interest seems high. We are located in the envied Sun Belt, and we have outstanding human resources with professional motivation unequalled elsewhere, I believe.

The past biennium has been one of reassessment for the association. We have tried to examine and redefine the goals of SELA especially as they relate to the recommendations of the *Southeastern State Cooperative Library Survey*. We have attempted to set priorities for those goals which we may pursue with the financial resources available. As a result of the hard work of the officers, board, and membership, we are ready to move forward to accomplish our goals in the new biennium.

During the next two years I look forward to working with all of you to increase our services and improve our profession through an organized effort within SELA.



— Paul H. Spence

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# Information Needs of the Aging

Linda Lucas

*To implement effective programs of service for the aged, it is critical to understand the information needs and the information-seeking behavior of the target group. Because society has tended to stereotype the aged as deteriorating individuals, their information needs become literally survival needs. Barriers to fulfilling information needs include societal attitudes, disabilities, and the loss of contact with their traditional information sources – other people. Services must be publicized to make known their availability to those who require the service. Several techniques used by libraries are suggested as models.*

In the *Gateway to the Great Books* it was observed that:

Amid the uncertainties of life, this much is certain: Whoever lives long enough will grow old. This too: Whoever grows old will first grow older. And this: Whoever lives to sixty or seventy will be old much longer than he was young.<sup>1</sup>

Technically, all of us fall within the target group "aging adults," and each of us has information needs related to his or her own aging process. The focus of this paper, however, will be on the information needs and information seeking behavior of those who are aged; that is, those who are in what we usually consider the retirement years.

An understanding of both information needs and information seeking behavior is critical to success in the implementation of effective programs of service to the aged. No program can be successful unless the people eligible know of its existence and understand how to obtain its benefits. Since research has shown that the aged are the most isolated of all disadvantaged groups, it is clear that special efforts must be made to publicize programs intended for them.<sup>2</sup> Librarians, in seeking to better serve their communities, have been active in studying information needs and information seeking behavior. Detailed information may be found in an article by Genevieve

Casey, "Library and Information Needs of Aging Americans," in *Library and Information Service Needs of the Nation*, U.S. Government Printing Office, 1973.

To a large extent the information needs of the aged are no different from the information needs of all adults. The aged need to know how to manage their money, how to care for their health, and how to become involved in activities which will give meaning to their lives. However, because society has tended to stereotype the aged as deteriorating individuals who are no longer capable of making meaningful contributions to life, the aged often find themselves without jobs or adequate income, without adequate housing or health care, and without involvement in activities which they have valued throughout their lives. The information needs of the aged, therefore, are quite literally survival needs: needs for information about income and employment, about health care and nutrition, about housing and transportation. Because the aging process so profoundly affects individuals, it is important that the aged understand how they can expect the aging process to change them physically and mentally. They will then be better able to distinguish fact from fiction and may be able to approach old age with less fear. At the very least, they may be able to minimize the unquestioned difficulties which

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come with old age.

The survival needs of the aged are not only physical in nature, however. Their psychological survival is also threatened. Because our society takes a negative view of aging, the aged are often placed in positions of diminished power irrespective of their actual abilities. The world around them is changing rapidly, and the ideals and values they have held throughout their lives are challenged and changed. It is difficult enough for those of us who are younger to adjust to change. It is even more difficult when the physical effects of aging and the loss of family members and friends through death have weakened the individual's psychological support system. It is little wonder that depression is a common problem among the aged. Unfortunately, in our society we tend to equate depression in the aged and the physical changes which result from the aging process with senility. If the individual is aged, it is assumed that he or she cannot be successfully treated for depression or physical illness. It is now possible, however, to successfully treat many of the physical and emotional illnesses commonly associated with old age. Depression in the aged is recognized as a quite normal response to drastic changes in the individual's life, and there is evidence that neither intelligence nor memory are diminished by the aging process to the extent that is commonly assumed. The aged need to know that their illnesses can be treated so that they will seek help rather than continuing to suffer. Such information may also serve to reinforce their feelings of self worth. The aged need to know that they can still make contributions to society — and society as well needs this knowledge. To the extent that the aged have learned to adapt to the changes in their lives, they have much to teach those of us who are still learning. They can and should be information givers as well as information seekers.

In satisfying the information needs of the aged we are faced by many barriers. The barriers imposed by physical disabilities such as blindness or confinement to a wheelchair are obvious. The aged often find their circle of human contacts greatly reduced, establishing a less obvious barrier. Since they are no longer working, they seldom see former colleagues who regularly provided information. Younger family members may be scattered across the country. Contemporaries, including mates, may have died. Fear of change and rejection may mean that the individual does not work to establish new relationships; physical

impairment may mean that he or she cannot. Consequently, as the aged become more socially isolated, they have fewer opportunities to obtain information from their traditional sources — other people.

If the aged are to be made aware of the services available to them, mechanisms to circumvent the barriers imposed by physical disabilities and social isolation must be found so that they can be reached directly through human contact to the greatest extent possible. A variety of approaches can be used to achieve this goal. The likelihood of reaching people directly is greatly improved if both publicity of services and the services themselves are focused at the neighborhood level. Aged individuals who are involved in planning services can serve as information givers to publicize and interpret services to their contemporaries in their home neighborhoods. Publicity should also be directed to family and friends so that they can transmit the information.

Three techniques devised by libraries for direct service to the disadvantaged in their communities can serve as models for other agencies attempting to reach the aged directly with information. The most used of these techniques is outreach. For many years librarians have literally carried books and other materials to the private homes or institutions where isolated people live. Sometimes deposit collections are placed in institutions with replacement scheduled periodically. A major problem has been the identification of individuals who need the service. It is relatively easy to identify institutions where the aged live; it is more difficult to identify the homebound. Librarians have used advertising campaigns aimed at the families and friends of the homebound and have cooperated with community organizations such as churches to identify potential users of the service.

A second technique for reaching people directly was developed at Detroit Public Library. It is the "walking tour." Pairs of librarians regularly walk through the neighborhoods they serve with the goal of identifying information needs, information resources, and information outlets in those neighborhoods. The librarians talk with the community residents they meet, take note of the locations where people congregate, and observe which individuals are trusted by their peers to give information. Through this mechanism, people who would not ordinarily think of the library as an information source become familiar with the librarians as information givers. The librarians, in

turn, become acquainted with individuals who are in need of the information they can provide as well as with individuals who can transmit that information within the neighborhood. They are also able to identify locations in the neighborhood where posters and other publicity should be placed to reach most people.

Thirdly, in response to needs found in their communities, several public libraries have developed Information and Referral Centers to serve people directly by telephone. These I and R Centers focus on helping the public, including the aged, to locate information related to their survival needs. The Centers maintain extensive files of telephone numbers and community information so that they can provide information immediately or refer the caller to an agency specializing in handling such problems. These referral centers are designed to help the individual determine which of a myriad of agencies is most likely to answer a particular question and to assist in interpreting the procedures for obtaining needed services. The telephone has been found to be the most effective means of communication for these centers because people who are homebound or otherwise unable to come are often able to use a telephone, and they are able to make calls to several agencies from one location. In order to be effective, however, the telephone number of the Center must be widely advertised.

Although television, radio, newspapers and mailings lack the personal touch and it is difficult to obtain feedback from the target group, these mechanisms for communication do reach directly into the homes of most people. They can be used to some extent to provide information to the aged. Research indicates, however, that low income blacks are less likely to trust information they read in the newspaper than are low income whites.<sup>3</sup> This means that in attempting to reach aged blacks with information it is important to concentrate publicity on radio and television, and particularly to identify individuals in neighborhoods who are trusted information givers and to work through them.

Publicity materials have been mentioned several times as being important. When such materials are developed to reach the aged, they should be designed with the typical physical limitations of such individuals in mind. Lettering should be large and clear. There should be a high degree of contrast between the color of the background and the color of the letters. The colors used should be those most easily seen by the aged. Catchy con-

temporary vocabulary should be avoided. The vocabulary used should be familiar to the target group. Narrators for advertising spots for television and radio should be selected for the low tones of their voices since high pitched tones fade first from hearing. They should speak slowly and clearly so that they are easily understood.

For those aged who cannot use traditional print materials because of visual impairments or physical disabilities, information is available in a variety of formats. Among these formats are Braille, large print books and magazines, and talking books which are available as records, tapes or cassettes. Some libraries which serve the blind and the physically handicapped also provide regularly scheduled radio broadcasts to read the newspaper and other materials to qualified individuals. Other types of non-print materials must be developed for use by the many aged who are either poor readers or functionally illiterate.

Another poorly served group is the deaf. There are comparatively few materials available to transmit information to the deaf. Lip reading provides only minimal understanding at best, and few of the deaf aged have learned sign language. Because it is often wrongly assumed that the deaf are less disabled than the blind, mechanisms for transmitting information to them are less developed. It is important to remember, too, that the aged often experience multi-handicaps which present special challenges.

It is clear that the vast majority of the aged function independently in society and can obtain information using the same sources and methods used by all adults. Even though it would be a mistake to assume that most of the aged need special help in satisfying their information needs, it is important to remember that those who are least able to obtain needed information for themselves may well be those who need the information most. Those who care for the dependent aged in institutions or private homes need information related to that care. In addition to information about services available, nursing home administrators, family members and others who care for the aged need information about the effects of the aging process so that they will be better able to understand the needs of those in their care and better able to satisfy those needs. Families, particularly, need support and help since they may find themselves isolated from their traditional support systems as they devote themselves full-time to the care of an aged family member.

Finally, all of us as aging adults need more information about the realities of the aging process so that we can better understand and prepare for the changes which are taking place in our own bodies. Such increased understanding may make us better able to counteract society's nega-

tive image of aging.

It is clear that satisfaction of the information needs of the aged requires an extensive investment of time, expertise, and money. It is also clear that without such investments, no program of service can be effectively implemented.

## REFERENCES

<sup>1</sup>Gateway to the Great Books. Vol. 1: Introduction; Syntopical Guide. Chicago: Encyclopaedia Britannica, 1963, p. 102.

<sup>2</sup>Thomas Childers. *The Information-Poor in America*. Metuchen, N.J.: Scarecrow, 1975.

<sup>3</sup>Bradley S. Greenberg and Brenda Dervin, *Use of the Mass Media by the Urban Poor*. New York: Praeger, 1970.

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# The ABC's of Proposal Writing

Vivian S. Hall and Ruth Brown

*A tight economy is causing librarians to look increasingly to outside funding sources for supplemental support. Along with the resulting competition for grants goes the need for greater skills in proposal preparation. Preliminary planning is a must if you want to write a persuasive proposal. In the actual writing, be positive but realistic in what you expect to accomplish.*

Inflation is the nation's number one problem. It would be overly optimistic to anticipate a significant upward trend in the economic outlook for the next few years. When federal, state, and local budgets become tight, libraries are among the first to feel the pinch. No library is immune — public, school, special, or academic. Librarians must increasingly look to outside funding sources for supplemental support. This funding can help subsidize day-to-day operations or aid in solving a particular problem. Even if no problem exists, it may be desirable to obtain financial assistance in developing a new idea or library service.

Agencies which may be approached for grants include foundations, corporations, business and professional organizations, state and federal departments, and even some social organizations. These agencies are seldom financially able to respond to all requests for funds since they too are feeling today's economic crunch. Therefore, care must be taken to choose the right funding agency. It would be pointless to request funding in a specific area from an organization which traditionally sponsors programs in a different field. For example, a foundation supporting projects in the humanities would not likely respond favorably to a request from the area of natural sciences. It is always a good idea to discuss your idea for a proposal with an agency representative before preparing and submitting proposals. This will give the agency the opportunity to provide you with any application forms and guidelines needed. It is

also advisable to have a continuing dialog with the agency representative as the proposal is developed through the various stages.

Assuming a specific need or idea has been identified, selection of possible grantors or funding agencies is only the beginning in proposal writing. It would be advisable to organize a proposal committee as soon as possible. Although the finished proposal should reflect one person's style of writing, team effort in its preparation usually results in a more marketable product.

Allotting sufficient time for careful preliminary planning will enhance the chances of getting support for a project or study. Too often, grant seekers write a proposal with little or no prior planning effort. Such a proposal is likely to have serious shortcomings. The methods approach may seem unsuited to stated objectives or investigator qualifications appear inadequate. It may even fail to indicate sufficiently the importance of the project. A project worthy of funding deserves careful planning and preparation.

It is extremely important to have a grasp of current thinking on the project or study one wishes to undertake. A thorough survey of the literature will provide answers as to feasibility and realism of the venture. It will also help to establish documentation as to the project's usefulness and significance on a local, regional, or national scale. A knowledge of what other investigators in the field are doing will certainly gain "Brownie points" for the requestor if on-site visits are made as part

Ms. Hall is Geology Librarian, University of Kentucky, and Ms. Brown is Associate Director, University of Kentucky Libraries.

of the funding organization's procedure.

For proposal writing, as for any good paper, one must first develop an outline. This should include the question or problem, the expected outcome or solution, the methods to be employed in obtaining these, and the cost in terms of time and money. Begin first with ideas, then develop these ideas into statements. A good outline will be flexible and open to modification if an error or deficiency is later found. The primary value of an outline is that it insures orderly organization and development. It can also be adapted to any granting agency's particular format.

There is no one right way to write a proposal. If the funding agency does not provide specific guidelines, the following can safely be used. In thinking, as well as in writing, assume that your proposal will be funded. However, never assume the proposal will be easy to write. It will not! You will write and rewrite several times before you are satisfied. Even after the proposal has been sent to the agency, you will probably think, "Why didn't I include that statement or method?"

The introduction is the first step in actually writing the proposal; it provides background information on the program. Begin with the *general*, then move into the *specific* in setting the stage for your creative idea or problem. Use simple declarative sentences, concise and to the point. Do not use unnecessary professional terminology or jargon. Statements should be readily comprehensible to the non-librarian.

Logically present the general situation, and build up the credibility of the institution. This is the place to do a little boasting — honestly discuss successful projects and programs in which the library has been involved. List accomplishments and services which relate to the current project in some manner, such as:

"Records show that 450,000 volumes were circulated last year;"

or,

"The Interlibrary Loan Department provided 167 items to institutions outside the immediate geographical region in August."

Use numbers; they speak clearly and strongly. However, be sure to document any numbers used or claims made.

Once you have established how "great you are," lead into the creative idea, or the problem you propose to solve with funds from this grant. The lead-in sentence should be a transitional one so that the narrative flows and is easy to read.

Use positive words, with action verbs. Be brief and to the point; the information must be well written in a persuasive manner. Reviewers are busy people. Give examples and use comparisons wherever appropriate. These are of essence in proposal writing. They justify why your library should receive the grant.

The statement of needs is the second step in the proposal. Be specific about the innovative idea or project for which you are planning to use grant monies. Use a good narrative lead-in paragraph and then clearly describe the current situation and its effect on your library operation. For example:

"The present manual circulation system is inadequate to handle the volume of materials circulated." (Proceed to explain why).

Do not confuse needs with objectives. If needs are clearly and accurately stated, the next step will be less difficult to write.

The statement of objectives is the third phase of the proposal. This is the goal you will achieve upon receipt of grant funding. The objectives must relate closely to the needs statement. An example of your goal might be:

"The circulation system will be automated in order to obtain the maximum benefit in response to the patrons' needs and to gain the most efficient use of staff time."

Objectives should be listed in numerical order, briefly and simply stated:

- I. To provide greater access to the library collection
  - A. To reduce the time required to charge out books by \_\_\_ percent.
  - B. To monitor the use of individual books for duplication purposes.
- II. To facilitate handling of charges, recalls, and overdue
  - A. To reduce the staff time in record keeping by \_\_\_ percent.
  - B. etc.
  - C. etc.

Objectives must be believable, measurable, and obtainable. They must at least partially solve the problem or put into action the new idea presented earlier in the proposal. It is essential that the objectives be distinguished from the methodology. Objectives indicate the expected outcome of the program while the methodology shows how the outcome will be achieved.

Methodology is vitally important in the overall proposal. If the applicant is not knowledgeable

about the procedures of implementing the idea or program, the case may be lost. In this part of the proposal, you relate how you intend to accomplish the objectives and the procedures you will use. Briefly describe the methods you will use, step by step, and clearly explain the procedures you will follow. The methods must be appropriate for the stated needs and objectives. This information should be presented in narrative form, with no jargon or clichés. If technical terminology has to be used, explain it. The reviewer must understand your plan of action. When a graph or chart will help clarify your methods, include it. Alternative methods may be mentioned with logical reasons given for their elimination. However, do not dwell on the alternative methods — make your point and move on.

The length of the methodology section varies, depending upon the complexity of the proposal and procedures necessary for implementation. Include details of special equipment which will be acquired and travel (in- and out-of-state) for conferences or visits to other libraries. Do not interrupt the narrative by giving details — such as equipment specifications in the body of the proposal. However, it is essential that the specifications be included in the Appendix.

Finally, be sure you have included procedures to achieve each objective. A hint — reviewers will be impressed if the first statement of need is also the first objective and the first procedure in the methodology.

The next phase of the proposal should list key personnel who will be involved in the project. The name and exact duties of each person should be stated.

An example of information included in this segment would be:

Professional

1. May Doe, Program Director

The program director will devote 5 percent of her time to the project. She will be responsible for the general administration of the program. In addition, she will conduct formative evaluations.

2. John Smith, Co-Program Director

As Head of Circulation, he will spend 50 percent of his time conducting the project and supervising personnel.

3. Program Evaluator

....

Non-Professional

1. Jack Jackson, Computer Technician . . . .

....

#### 4. Student

The proposal may be enhanced by the inclusion of a chart with personnel information on it, including such information as: name of personnel, title of position held, title or duty in the proposed project, annual salary, percentage of time that will be devoted to the project, and the pro rata salary share to be paid by the project.

You will wish to tell how you have provided for evaluation as part of your proposal. Much will depend on the purpose of the project and the time required to complete it. A proposal for a long-term, complex and expensive venture probably should include both a formative (ongoing) and a summative (final) evaluation. An example of a formative evaluation might be:

“An instrument utilizing circulation data will be devised to measure level of use at the beginning of the project. An evaluation using the same instrument will be conducted at two-month intervals to measure changes resulting from the increased accessibility allowed by an automated system.”

Formative evaluations should be conducted by someone involved in the project because of familiarity with the methodology. Systematic assessments of the program as it progresses optimizes attainment of stated objectives. The summative evaluation can be more objectively performed by a knowledgeable outsider. This evaluation is conducted to determine the degree to which the program attained stated objectives.

A section entitled expected outcomes should contain a brief description of the results expected upon completion of the project. Actually, your hopes for the project as stated in the *Objectives* will be your expected outcomes, but now they are written as accomplishments. The expected outcomes should not be overstated. They should be reasonable statements based on logic.

Depending upon the type of project for which funding is sought, a time/work schedule in the form of a linear chart may be needed. Make the chart appropriate to the sections on personnel, objectives, and methodology. Number the page of the time/work schedule as part of the proposal.

The last part of the proposal is the budget. The type of budget will be determined by the funding agency. However, generally speaking, most budgets have a least five parts. These usually are: 1) Personnel, including salaries, fringe benefits and travel, 2) Equipment, 3) Supplies, 4) Contractual Services, and 5) Other. Do not include more monies in the budget than the actual cost presented in the Appendix. Reviewers of pro-

posals are knowledgeable about the costs of library operations and will question any discrepancy. Large grants sometimes allow a percentage of the total personnel cost to be included in the request. This is called indirect costs. This varies from 15 to 50 percent of the total personnel expense. It is paid to the host institution for assuming some maintenance and overhead responsibilities.

The appendix should include any material nec-

essary to document statements made in the proposal. Information which would be appropriate includes equipment specifications, budget breakdown, contractual arrangements, vitae, and other substantiating materials. An extensive appendix may warrant its own table of contents.

Finally, if you are not funded, do not give up in defeat. Contact the agency and find out why your proposal was not funded. Revise it and try again.

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# A History of the School and Children's Librarians Section of the SELA

Betty Martin

The record of the informal gathering of librarians at Signal Mountain in 1920 does not report that any school or children's librarians attended the meeting. This is not surprising since those librarians were few in number at that time. Anders in the 1972 Southeastern States Library Survey states that even as late as 1947 "only two or three of the largest municipal libraries had collections large enough to warrant a specially trained person for service to children." Also, in those early years, the number of school librarians was limited. Although no accurate data are available, it is safe to say that there were few if any elementary school libraries and the high school libraries that had been developed were understaffed. There is some correspondence in the SELA Archives dated 1924 which questions whether there were enough school librarians to justify a section. However, at the preceding conference in 1922 there was a Children's Work Roundtable scheduled. There was no formal organization and no officers were elected.

In the succeeding years there seems to have been some uncertainty as to the most desirable organization. In 1924, the School and Children's Librarians Section was one of the sections listed in the program of the conference and it was listed again in 1926. But in 1928, the only section listed in this category was the Children's Librarians Section. In 1932, the school librarians organized their own section and much later, in 1946, the two sections merged and agreed to alternate the chairmanship.

After the section was firmly established there is little in SELA records to indicate that it became active in promoting the establishment and im-

provement of library services for children and young people. As Anders states in her history of SELA, 1920-50, "The sections have been informally organized and have seldom been concerned with a continuing or major project, thus the chief function of section officers has been the planning of programs for biennial meetings. . . . Few if any advances can be credited to sections. Their function, discussion rather than planning, was not spectacular, but they did a consistently good job of exposing Southeastern members to current trends of thought in specific areas." The School and Children's Librarians Section continued this pattern. During the years, members heard many excellent presentations by children's authors and outstanding librarians in the field. Emerging trends in school library programs and various aspects of services were discussed. From time to time SELA presidents and executive boards have urged all sections to develop action programs and to plan workshops and in-service training experiences for their members. Topics which needed to be explored have been identified. As recently as 1972, the SELA New Directions Committee reported at the biennial conference that "School librarians are an untapped membership source and feel unserved" and suggested regional conferences that focused on areas of concern.

The SELA Executive Board assumed the leadership role of promoting both the quantitative and qualitative aspects of library services for young people. Early in the formative stages of the Association there was a realization of how far the school libraries of the south lagged behind those in other parts of the country and there was a

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Ms. Martin is past-president of SELA.

continuing effort to bring the learning and cultural advantages of school library services to children in this region. The emphasis was on school rather than public library services for children. There is no information in SELA records on the development of the latter. As public libraries were established and strengthened, their services for children also expanded and became more effective. As reported in the SELA 1976 survey of libraries in the southeast, in 1947 most public libraries were giving only book lending service to children. In 1972, approximately 95% of public libraries had programs for children and young people.

The activities of SELA, with regard to school libraries, in addition to statements of objectives and recommendations, have focused principally on three areas:

The promotion of the school library standards of the Southern Association of Colleges and Schools

The improvement of education for librarianship  
The employment of library supervisors in state departments of education.

This work of SELA will be discussed here because, although the School and Children's Librarians section did not sponsor these activities, many of its members participated actively. Also, these efforts of SELA had a direct effect upon the growth of the section's membership. An indication of the increased membership is seen in the only two attendance figures at section meetings which could be located, 120 in 1950, and 210 in 1958.

A chronology of SELA's activities in behalf of school libraries begins in 1926. At the 4th Biennial Conference the aims of an Association program included the promotion of the employment of school library supervisors and the setting of standards for secondary school libraries. At this Conference a major step was taken with the appointment of a committee to work with the Southern Association. This committee succeeded in persuading the Association to appoint a high school library committee. SELA members worked on the standards and helped secure their adoption in 1927. Due to the ensuing depression the standards were not enforced until 1935. Anders in her report on the Tennessee Valley Library Council states that these standards were "one of the most influential developments in the entire history of southern library service."

This SELA standards committee also assisted in working out the standards for libraries of institutions that offered courses in school librarianship.

SELA was concerned with other school library areas besides standards. At the 1928 Conference a paper was presented which contained a statement of objectives for the southern library world. Among other aims were these for school librarians:

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

Attention was also given to the question of coordination of school and public library service. In 1934 library committees of the Southeastern and Southwestern Library Associations made a study of this and formulated a statement giving an interpretation of the high school library standards in terms of public library service. This statement was adopted by both Associations and by the Southern Association of Colleges and Schools.

By 1949, SELA had evidence to evaluate progress toward achieving objectives. The 1949 report of the Southeastern States Cooperative Survey, 1946-47 noted these gains:

- Each of nine states has a school library supervisor.
- Every state department of education has formulated regulations for school library organization and administration.
- Five states have appropriated aid for school library purposes.
- Sections of school librarians have been formed in state library associations.

Progress was also described by a speaker at the School and Children's Librarians Section in 1952 at the 15th Biennial Conference: more new buildings, improvement in training of librarians and student assistants, development of in-service training programs, additional school libraries open during the summer, increased activity in guidance, and better understanding of what a good library can do for the school program.

The President's report at this 1952 Conference reaffirmed the Association's commitment to excellence in school libraries by stating that school libraries were an important part of the regional plan. Three SELA committees appointed by the President were at work. One prepared a promotional folder *Elementary School Libraries are Learning Centers* and distributed 18,000 to school administrators, parents and teachers. Another committee studied the student library assistant movement and compiled valuable information. A third committee looked into the possibility

of bringing up-to-date the U.S. Office of Education publication, *Laws Affecting School Libraries*. Members of the School and Children's Librarians Section were active on these committees.

Members also participated in a significant project which SELA suggested to the Southern States Works Conference which is sponsored by the state departments of education and the state education associations of the southern states. This project consisted of a study of school libraries and centered on the question, "What is a good school library program and what is its effect upon boys and girls?" Representatives from state committees met each summer to work on the project which began in 1957 and continued for three years. The published report was entitled, *Achieving Quality in School Library Services*. In 1958 at the School and Children's Librarians Section meeting at the 18th Biennial Conference, a panel presented a progress report.

Another aspect of school library services was given attention in an article in the fall 1960 Southeastern Librarian. This article gave the status of the school library assistant associations in the southeastern states. During the years 1947-1959 these associations were organized in all nine states and laid the groundwork for future recruitment of school librarians. "Librarians of the southeast were proud of the commendable objectives, activities, and accomplishments of these organizations."

Southeastern school librarians were also interested in efforts at the national level to foster excellent library services. At the 1960 section meeting a colloquium presented materials from the American Library Association publication, *Standards for School Library Programs*. The following recommendations which came from small group discussions demonstrate how these national standards stimulated the school librarians in the southeast to plan to upgrade their programs:

1. That all states work toward raising their present standards.
2. That each librarian be a committee of one to familiarize the administration with the standards.
3. That administrators be invited and taken to school library professional meetings.
4. That a written plan be made to implement standards.
5. That we clarify quantitative or monetary standards at the state level; determine the amounts for A-V materials but not at the expense of book budgets.
6. That we begin with our own situation to imple-

ment the standards.

7. That we work toward better and more trained personnel who will be part of the faculty and work with them.
8. That the section go on record as recommending that the Southern Association of Secondary Schools use or incorporate the standards in making revisions; that for a long-range goal the National Study of Secondary School Evaluation use the standards in revising the Evaluative Criteria.

In addition to efforts to improve school library programs in 1960 concern also surfaced on school/public library relationships. As a result of a conference of directors of state public library agencies and directors of state school library programs the SELA Library Development Committee recommended that a study of the relationship be made with the goal of establishing some guide lines that would improve the services of each.

One follow-up of this came in 1961 when the SELA Executive Board at their spring meeting gave top priority, among other goals, to planning for better library service to children and young people in school and public libraries through closer cooperation and long-range planning.

The continuing concern of SELA for school libraries was indicated in the 1962 report of the Library Development Committee which contained the following suggestions for the School and Children's Librarians Section:

1. Explore the suggestion from Virginia that data concerning the relationship of reading levels with the quality of library service be analyzed.
2. Encourage the implementation of the new (1960) AASL school library standards throughout the southeast.

These standards were issued in a revised form in 1969 entitled, *Standards for School Media Programs*. At the 1968 Biennial Conference section meeting a speaker presented a preview of the standards. These standards furnished an incentive for reviewing and up-grading state standards.

A second revision of the AASL standards, *Media Programs, District and School*, in 1975 provided topics for section programs at biennial conferences. Another program topic was the Bicentennial and during the non-conference years between 1974 and 1976 the section's ongoing project was the preparation of state bibliographies and area resources in print and non-print materials.

In 1976 the following resolutions were adopted by the SELA Executive Board and copies sent to the respective associations:

That the Southern Association of Colleges and Schools be commended for their support of clerical assistance to school librarians and that they continue to strengthen this support;

That the ALA Accreditation Committee request schools training school library professionals to improve their programs;

That national agencies accrediting teacher education programs be requested to include in their standards courses on the use of media and the school media center;

That the National Association of State School Media Professionals work with the Council of State School Officers to prepare a publication defining the role and responsibilities of state school library agencies.

Also in 1976 data became available to assess SELA's continuing activities to promote the improvement of education for librarianship. In the 1976 SELA library survey it was stated that in the 1947 SELA survey twenty-seven schools offering library science courses were identified and six had been accredited by ALA. In 1972 fifty-four agencies offering library science and media services courses submitted returns. By mid-1976 twelve of the schools had received ALA accreditation. These readily available opportunities for training had a profound effect upon the professionalism of school librarians.

On November 5, 1976, the School and

Children's Librarians Section took the action which had been suggested by the SELA President in 1951. The members of the section voted to become affiliated with the American Association of School Librarians. At the 1978 Biennial Conference the regional director of this association reported on activities of the AASL Board and suggested that the section start having regional meetings to promote more participation by members.

The impetus for the growth and development of school libraries in the southeast did not come from SELA alone. Other forces working for the same goals included educational foundations, state library associations, state departments of education, university library schools, federal programs and the national and regional standards. With the increase of professional personnel in school and public libraries the membership of the School and Children's Librarians Section grew and larger numbers attended the biennial conference meetings. There is an indication that in future years the section will continue the tradition of its parent body and will demonstrate an active leadership in developing short and long term projects to advance the quality and status of school libraries in the southeast.

## INDEX TO ADVERTISERS

Blackwell North America . . . . .	178
Bound to Stay Bound . . . . .	182
EBSCO . . . . .	180
Encyclopaedia Britannica . . . . .	Inside Front Cover
F. W. Faxon . . . . .	186
Gaylord Brothers . . . . .	197
McGregor Magazine Agency . . . . .	182
Albert J. Phiebig, Inc. . . . .	202
The Reprint Company . . . . .	182
Joseph Ruzicka South . . . . .	202
Howard Stith . . . . .	202
Zeitlin Periodicals Co., Inc. . . . .	190

# A History of the Trustees and Friends Section of the SELA

Thomas L. Aud and Joyce McLeary

The Trustees Section of the Southeastern Library Association was organized in 1946 and had its first recorded meeting October 24, 1946 in Asheville, North Carolina. Miss Annie Westall, Chairman of the Board of Trustees of the City of Asheville Libraries, served as Section Chairman.

The luncheon meeting was attended by sixty-seven trustees and librarians. Colonel E. W. Palmer, President of Kingsport Press and Chairman of the Board of Trustees of Kingsport, Tennessee libraries, stressed that public libraries are big business, regardless of size, and that men representing business, labor, and civic groups should be appointed to library boards to represent the interests of the public.

Mrs. William T. Polk, of Greensboro Daily News, spoke on *Books in Relation to Civilization*: "The public library has a great responsibility for people can learn the difference between right and wrong by means of books."

Rabbi Joseph Rauch, Chairman of the Louisville Free Public Library Board, presided when SELA met in that city in 1948. The city's mayor, Mr. Charles P. Farnsley, discussed the topic, "Books Are Obsolete," and stressed audiovisual services through public libraries. Even in 1948, he emphasized the need for microfilm for rare documents and for space conservation.

The following three SELA Conventions were held in Atlanta. Mrs. Nelson Severinghaus chaired the 1950 Trustees Section meeting. Georgia Congressman James C. Davis substituted for Governor Herman Talmadge, and stressed the need for more funds for public libraries: "In these trying times . . . trustees must bear

the major responsibility of keeping active watch over our libraries, citadels of American faith and American learning."

In 1952, Mrs. Hutton Longino, of Atlanta Public Library Board, presided over a panel discussion on "Do Librarians Need Trustees?" In general, libraries with trustees fared better than those without, but the value depended on the trustees' interest and willingness to serve and to help with public relations and financial support.

Mr. Aubrey Milam, of the Atlanta Board, chaired the Section in 1954 and moderated a panel of recipients of the ALA national awards for trustees "who contributed most to the life of the library," namely, Mrs. J. E. Price, of Tuscaloosa Public Library, Mr. Frank Smith, of Rabun County (Georgia) Library, and Mr. Milton Farries, of Atlanta Public Library.

The panel discussed pertinent problems of trustees. Mrs. Price felt that they should not be appointed but selected. Mr. Smith said, "I know of no qualification for library trustees more important than moral courage — we need men and women not easily intimidated. We need trustees who are not afraid of ideas — who do not think there is a halo around the status quo."

At the time, financial support in the Southeast for public libraries ranged from twenty-five cents per capita to \$2.83 with \$1.50 as the "ideal minimum."

The trustees agreed that the library director should be in charge of personnel and the Board aid only in matters of a professional level.

At the 1954 meeting, the Trustees Section voted to become a part of the Southeastern Library

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Mr. Aud is Director of the Jackson/Madison County (Tennessee) Library. Ms. McLeary is Trustee of the same library, and past president of the SELA Trustees and Friends Section.

Association.

In 1956, Mary Edna Anders published in two issues of the *Southeastern Librarian* a history of the Association and noted that the Trustees Section was one of seven sections of SELA reorganized in 1950.

The 1956 Convention, held in Roanoke, Virginia, had Mr. Aubrey Milam in charge of the meeting. A panel discussed "Pressure Groups and the Library": written policies to deal with censorship, organized community support for the library's stand on issues, and proper procedures to allow groups to present their views.

Louisville, Kentucky, was the site of the 1958 convention and Mr. J. Maynard Magruder, of the Virginia State Library Board, presided over a discussion of "Trustees and Public Relations." Mr. Alan Schneider, of the Louisville Free Public Library Board, was elected as Chairman for the 1958-60 biennium.

The convention site returned to Asheville, North Carolina for 1960. Mr. Anthony Lord, of the Pack Memorial Library, Asheville, presided over the Trustees Section. Workshops were held on areas of responsibility for trustees: 1) public relations, 2) development of policies, 3) sponsoring of legislation, 4) serving as political watchdogs, 5) making use of guides, manuals, fact books and discussions as tools for service. Participants were given copies of "The Responsibility of Library Trustees for Adult Education" by Houle.

In the Spring of 1962, the Trustees Section Committee on a Study of the Structure of Trustee Organizations in the Southeast conducted a survey of the nine state library agencies. It was found that these organizations were: 1) relatively strong and well organized, 2) less effective on local than on state and national levels, 3) needed state library leadership, and 4) aware of the activities and objectives of library services in their state on local programming, state planning and state and Federal legislation.

Mrs. John M. Armistead, of the Lawson-McGee Library Board, Knoxville, Tennessee, chaired the Section meeting in Memphis in 1962 when 200 participants were present. Groups concluded that trustees are deeply concerned with standards, written policy statements, and continued financial support for buildings and more services.

Norfolk, Virginia, welcomed SELA in 1964 and Mrs. W. L. Norton of Walhalla, South Carolina, served as Chairman of the Trustees and Friends of Libraries Section. A panel discussion on trusteeship preceded the luncheon meeting.

Mr. Jerome Levy, of Demopolis, Alabama, chaired the Section meeting at the Second General Session in an evening meeting in Atlanta in 1966. University of Alabama President, Dr. Frank Rose, spoke on "Libraries as an Education Force."

The trustees met in sunny Miami Beach, Florida in 1968 and Mrs. Norma W. Johnson, of Frankfort, Kentucky, was elected Chairman to serve until 1970. At the Spring 1969 SELA Board meeting, there was a plan to cite and give awards to librarians for meritorious service and the suggestion of more support for attendance at SELA Conventions by providing financial remunerations for trustees.

In Atlanta in 1970, the Southeastern Trustee Association invited President Richard M. Nixon to be the speaker for the opening session but was unsuccessful in obtaining him. Publishing company president, Mr. Joseph W. Lippincott, gave "A Luncheon Commentary" on library trusteeship.

Pursuant to the SELA Board's actions, the Section awarded librarians from the various sections for their professionalism.

Mrs. Ann Woodward, from Atlanta, stated in 1972 her objectives for the Trustees Section 1) increased involvement of trustees and Friends 2) understanding of the role of professional librarians and the responsibilities of trustees, 3) inclusion in SELA's legislative programs for libraries and library services, and 4) promotion of libraries and library services in the Southeast and being an integral part of SELA.

Mrs. Joyce McLeary, of the Jackson-Madison County Library Board, Jackson, Tennessee, chaired the Section from 1974 to 1976, when the Convention met in Knoxville. A panel discussed other meanings of the SELA acronym: Services, Economics, Legislation, Activities. Trustees emphasized their roles as liaisons with the community, seekers of various funding sources, continued contacts with legislators on all levels, and as knowledgeable advocates for their libraries' services. Author and historian, Dr. Richard C. Marius, was the luncheon speaker.

At the joint meeting of SELA and SWLA in New Orleans in 1978, Mrs. Ruth Byrd, of Fort Lauderdale, Florida, was chairman of the SELA Trustees Section and she presided at the morning joint program. Mr. Thomas F. Jacques, State Librarian of Louisiana, spoke on how his state agency helped raise over one million dollars for improving standards in public libraries in Louisiana. Ms.

Lynda M. Netherland, Director of the Bosier-Red River Parishes Public Libraries in Benton, Louisiana, spoke on her role in the legislative funding drive. Mr. Anthony Miele, Director of the Alabama Public Library Service, was the luncheon speaker.

The SELA President for 1978-80, Miss Helen Lockhart of Memphis, addressed as one of her goals: "More involvement by the Trustees and Friends Section. I believe this will be a natural if we take advantage of the impetus gained through

state conferences and the 1979 White House Conference."

Mrs. Kay Vowvaldis, of Ozark, Alabama, Chairman of the Trustees Section for 1978-80, planned the 1980 Birmingham program to center on "Who Runs Your Library?" Topics such as policy, budget, and legal matters were discussed. Publicity for the program was through publication in the Southeastern states and through presidents of the state library associations and chairmen of the state trustee sections.

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# Ideas, Concepts, and Practices

## An Opinion About Library Instruction

Jeremy W. Sayles

Library instruction seems as normal as the rising sun. Colleges around the country are immersed in Bibliographic Instruction (whatever that means; can anyone define it?) and I must ask: "What's going on here?" My initial reaction to this force may surprise you, yet it remains a puzzlement. Why are librarians teaching students how to be librarians?

Although this reaction is admittedly oversimplified, I feel it describes, more than librarians choose to admit, what is going on. We are asked to accept the tenets of library instruction without comment. Presently, I feel uncomfortable with it and am curious if others have similar reservations about the program in which well-meaning librarians are working with great effort. My complete criticism may be faulty, but I would like to believe that it might influence some adjustment in our thinking, in our purpose.

The line between library instruction and librarian training is thin indeed; in fact, the instructional methods for both are strikingly similar. There is a strange irony here. I have been giving students more practical information about how reference librarians find information than I received in library school. Accordingly, we should insist upon library instruction in library schools for those who most need it: reference librarians.

I am surprised that students do not exclaim to librarians: Why are you teaching me your craft? I have come to you for information. Why don't you use your training for my benefit and serve me?

I believe that reference librarians are inadvertently relinquishing their role and passing it on to students who are ill prepared to locate effectively information, regardless of the amount of training they receive. The librarian's proper role is to pro-

vide service — not to transfer their training to students.

The analogy of the department store illustrates best my opinion in reaction to library instruction. Suppose you were shopping for a sweater. You are expected to choose from a large, diverse inventory what styles, sizes, materials, color, and prices you are shown by the salesperson. Yet, what if someone thought it was important that you examine the stockroom to learn about its unique arrangement and stock number system, study the rudiments of inventory control, and understand pricing for profit? What if you were expected to correctly write the salescheck and ring up the sale? Would you not be rather surprised? Although this diversion might be an interesting introduction to retailing, and fascinating in itself, it is not the reason you came to the store. Your objective was a sweater and there were trained personnel to help you choose one. It was the store's function to *serve* and yours to *select*. Likewise, your objective in the library is not an introduction to the rudiments of library science but a request for service.

This is not an indiscriminate critique of library instruction, but an inquisition about what I feel is an honest confusion by librarians about student and librarian relationships and roles. The problem is not an either/or situation, but a matter of degree, emphasis, proportion, balance — even appropriateness.

I am not trying to say that all library instruction is wrong or that students can never find information themselves. Anyone can find some information on his own or be taught some search skills. In fact, I recommend strongly a program of basic search skills to complement the traditional reference service. Students can be taught a good search methodology — a systemic process which explains the steps which must be taken in the hunt for informa-

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



tion. Their efforts will naturally still be accompanied by the service of librarians who are specially trained to assist throughout the process.

I am concerned, however, with the exaggerated emphasis which has been given to the insistence that students must, and can, learn how to find information themselves. It is like taking a longer, but prettier road home. The diversion is pleasant but at odds with the goal.

Is it really heretical to suggest that librarian and patron roles are clearly defined: the former finds; the latter uses?

There is a continuous commotion about the evils of spoon-feeding, of dispensing information. We librarians are supposed to feel guilty if we *give* information to students. Yet, this is what we are prepared for: indeed, this is our function.

The spoon-feeding argument was always phoney in the library. No information can be forced into a student's brain. It can, however, be placed before them by well-trained and even more experienced specialists in information retrieval called reference librarians. Students still have to decide what to accept and what to reject. The librarian's effort is often a prelude to the student's.

In an atmosphere of library instruction librarians seem to be afraid to practice their trade, to perform their duty. And this is tragic because students should be the beneficiaries of librarians' expertise — as exists in any client/professional relationship.

Time and roles are important considerations here. We should ask ourselves who is doing what, when are they doing it, and why are they doing it. I feel reference librarians should spend their time helping students find information and students should use theirs utilizing what was found.

Here is what happens often, however, when librarians instruct students: Both individuals' time is being wasted. The librarians are spending time attempting to teach students skills that librarians know already and should be *practicing* at that moment. Likewise, the students are receiving unsolicited training in an area whose responsibility is not primarily theirs; this training period is displacing the time required for the utilization of information and study in the library.

Neither the librarians nor the students are doing what they are supposed to be doing. Both are misusing their time due to a confusion of purpose, and the results are mutually detrimental.

The indispensability and uniqueness of information service librarians lie in their formal training and extensive experience. They are discovering

continuously tricks of their craft and absorbing new information throughout the days and years on the job. The experience of every reference transaction yields search methods and information which can be applied to future service. This process expands their knowledge and expertise so they are always better prepared for the next information inquiry.

Most of this reservoir of experience cannot be taught in the form of library instruction. This life experience cannot be transferred in an instant to students, yet they need its fruits desperately — in prompt service.

Here are two examples which illustrate how the library environment experience enriches and influences librarians. They suggest it might be more worthwhile to serve students in the present than instruct them for an unknown future.

A former colleague became upset when told I handed a student a recent weekly news magazine which featured in a cover story the subject of his term paper. Why, she asked, did I not make him discover the article by himself through the *Reader's Guide*? The reason should have been obvious. I am a reference librarian, a trained observer of the flow of information. My observation was remembered in this instance, and I served the student fast and effectively. He was still free, of course, to accept or reject the article, or consult *RG*. In this instance my colleague wanted to "go by the book" (as would happen in library instruction), even if it meant denying appropriate service to the student.

When I was a library intern at M.I.T., one of my assigned tasks was the checking-in of periodicals while serving at the reference desk. This was an opportunity also to review unfamiliar titles and new information. Subsequently, when providing reference assistance, I recalled information often from these sources — especially cover stories or entire issues which were devoted to a special topic. It is appropriate for librarians to watch for information which might be of interest to someone who is working on a project, and tell him about it as soon as possible.

It is important to understand (and most reference librarians witness it daily) there is a limit to the degree in which students can find information on their own. They are neither equipped nor can they be trained to do the thorough, systematic search which can be provided only by the professional staff. In fact, their meager efforts can impede, if not damage, the search process. Students usually try to continue without direction, and

this effort can have bad consequences. Eventually, they must revert to traditional reference service, and one might ask: Why didn't they begin there in the first place?

It is hard enough for us. Honest, experienced reference librarians will tell you they experience often difficulty in responding to reference questions and locating information. Therefore, how can we expect students with a minute amount of library instruction to even begin to approach, let alone match, our flawed level of competency? Indeed, librarians should spend as much time as they can improving *their* search skills for better service.

It is easy to become so involved with the training of students that we forget why they come to the library at all. I believe they consult libraries more to obtain information for a specific purpose than to learn how information is obtained. The zeal for library instruction has been misdirected to an over-emphasis on the ways in which students find information. And this effort has obscured what is perhaps a greater problem: How should students use the information they have found?

There is one important area which seems more *important than the promotion of library instruction*: the how-to-study process — especially the study skills which relate to the processing of information. Although most of the responsibility for this training lies probably outside the library, most likely in English departments, librarians should be more aware of its importance because the appropriate processing skills complement the location of information. Students will be judged ultimately by how they assemble and incorporate information into meaningful papers or projects. Presently, so many do not know what to do with information.

Although study skills are beyond the scope of this piece, librarians should perhaps be more concerned that students need far more help with the utilization of information than they do with its discovery.

I do not believe the library is primarily a training center, rather it remains a comprehensive service organization whose staff is comprised of specially trained personnel who perform the service.

I do feel there must be a reasonable balance between library instruction and traditional library service. Library instruction, at best, is merely the overture to traditional reference service. It does not replace it; it complements and strengthens it.

The library instruction juggernaut must be fitted with a governor so students are not pushed into a searching-for-the-sake-of-searching adventure which takes them away from their real purpose — to do something with information.

### **Instructional Design and the Curricula of Southeastern Library Schools**

Philip M. Turner and Kay Stone

Instructional design as a valid part of the school library/media specialist's role permeates the literature. Instructional design components are prevalent throughout the delineation of the role of the school library/media specialist in *Media Program: District and School* the publication developed and endorsed by the major national associations concerned with school library/media specialists. Textbooks used in the preparation of school library/media specialists include portions dedicated to this subject.

If instructional design is considered to be a part of the school library/media specialist's repertoire the question arises whether preparation programs for these specialists include competencies in instructional design.

The purpose of this study was to provide information regarding instructional design competencies already included in the curricula of master's level school library/media programs at library schools in the Southeast. A further purpose was to ascertain *attitudes* toward the inclusion of instructional design as part of the curriculum.

A questionnaire was developed which included a listing of thirteen competencies drawn from several instructional design models. They are:

1. Identification of interim objectives
2. Identification of terminal objectives
3. Arrangement of objectives into a hierarchy
4. Identification of learning behaviors according to a prescribed taxonomy
5. Development of motivational activities
6. Validation of instructional materials
7. Performance of learner analysis according to an established model
8. Performance of classroom level needs assessment
9. Assessment of entry level behaviors
10. Design of criterion tests
11. Design of instructional messages

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Dr. Turner is an Assistant Professor at the Graduate School of Library Service, The University of Alabama, Tuscaloosa, Alabama, Ms. Stone is a graduate student in the Educational Specialist program of the same school.

12. Utilization of formative test results for instructional plan revision
13. Facilitation of instructional designer/client relationships

The respondent was requested to indicate if and where the competency was taught in the respondent's program and whether a particular competency should be included in the preparation of a school library/media specialist. The questionnaire was sent to the administrator of each of the 43 library schools in the Southeast as listed in the *American Library Directory*.

Thirty-seven, or 86 percent, of the questionnaires were returned. Of the respondents, twenty-nine reported that a course in instructional design was available somewhere at their institution. Nineteen indicated that the course was offered by the library school. Only thirteen programs, however, required such a course, wherever located.

Focussing on the individual competencies, an average of 6.94 were included in required courses by the institutions responding. Seven of the programs required courses which collectively contained all 13 competencies. None of the competencies was included in required courses at 11 reporting institutions.

Turning from requirements to the question of availability, an average of 10.98 competencies were available somewhere in the institutions responding. Eighteen reported that all of the competencies were available for master's degree candidates at some location on the campus. At least one competency was available at each institution.

Competencies concerning instructional objectives, considered by many to be the foundation of instructional design, were required most often. These competencies, along with two "teaching activity" competencies, were also among the most available.

The respondents were also asked to indicate perceived importance of the inclusion of instructional design in the preparation of a school library/media specialist at the master's level. Twenty

respondents indicated that this inclusion was very important, four felt that it was moderately important, four were neutral, four indicated that it was less important, and one stated that instructional design had little or no importance in the curriculum.

A conclusion that can be drawn from the data is that instructional design has generally been integrated into the curriculum in an all or nothing fashion, with over half of the institutions either requiring all of the competencies or none of the competencies. Instructional design can be viewed as a unitary innovation in terms of its infusion into the curricula of the library schools of the Southeast.

The availability of competencies, when not required, may be of less significance than it would appear at first glance. With the increasing complexity of certification requirements, the likelihood of a student taking an elective course including these competencies is diminishing. When one considers that, because of reciprocity of certification among states, the graduates of most programs will be eligible for essentially the same type certification, it becomes necessary for the principals who are doing the hiring to look beyond certification to course content.

The seeming dichotomization of library schools by those that do or do not require instructional design competencies calls for further study. Whether this decision is based upon philosophical tenets or reflects financial constraints would be of special interest.

For those who feel that the library/media specialist should include instructional design activities in their performance, the results show promise. There is a large majority of institutions that are providing and often requiring core competencies in instructional design. Since the possession of competencies in instructional design has been strongly correlated with the performance of these activities at the K-12 level, we may look for the practice of instructional design to flourish at this level.

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# View from the States

J. B. Howell

Faced with the freshman who refers to "good work like I done back in high school," the college librarian is perhaps stunned by the challenge of library orientation and bibliographic instruction.

As Lennart Pearson reminds his colleagues on both the high school and college levels in the Fall, 1980, issue of *The South Carolina Librarian*, "What students bring with them . . . is what we have to work with." Although obviously referring to abilities and knowledge, he contends, and rightly so, that it also applies to attitudes — attitudes which are readily transferred from the high school to the college library.

In addition to testing incoming freshmen on simple library skills, the staff of South Carolina's Presbyterian College Library has devised a means of determining the student's attitude toward the library. A survey based on a short questionnaire (included in the article) reveals the reaction to the library on the part of the majority of college freshmen to be decidedly positive.

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Of the ten constituent states of the Southeastern Library Association, West Virginia is the only one which holds a dual regional membership.

According to news notes in the Summer, 1980, issue of *West Virginia Libraries*, West Virginia is a charter member of the Mid-Atlantic Regional Library Association, which was organized in 1939 and which also includes Delaware, Maryland, New Jersey, and Pennsylvania. Joining the Southeastern Association in 1973, West Virginia is the most recent state affiliate of SELA.

A retrospective tribute to "1979—The International Year of the Child" is appropriately and effectively presented as a special feature of the Summer, 1980, issue of *North Carolina Libraries*.

At the request of Editor Jon Lindsay, Cate Howard of the Children's Department of the Wake County Public Library in Raleigh assembled a notable variety of articles, bibliographies, book reviews, and program ideas for serving the younger library patrons. Included among the latter is a report on the Forsyth County Library's highly successful "Activity Time for Two Year-Olds."

Contributed by children's librarians from across the state, these selections ably fulfill the dual purpose for which they were designed — "to better educate those working with children as well as to prepare our 'rising generation' for its uncertain future."

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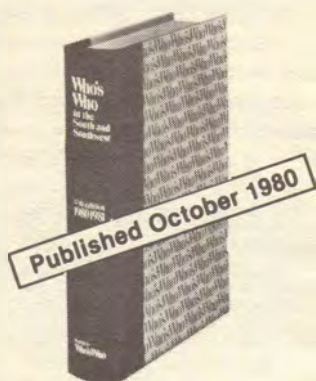
"Too frequently state publications are the stepchildren of the library." This observation, which appeared in a study of state government documents by Paula Rosenkotter in 1973, is confirmed in a recent survey conducted by William C. Robinson of the Graduate School of Library Science at the University of Tennessee.

Although the latter is concerned exclusively with Tennessee documents in the academic and public libraries of that state, it might well serve as a model for similar studies in other states. The findings of this substantive survey and the recommendations resulting therefrom are described in detail in the Spring, 1980, issue of the *Tennessee Librarian*.

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# Librarian's Bookshelf

Edited by John David Marshall

*Current Concepts in Library Management.* Ed. by Martha Boaz. Libraries Unlimited, Inc., 1979. 289 pp. \$18.50 US & Canada/\$22.00 elsewhere.

Emphasis is upon the practical in this collection of eleven essays on administration of various kinds of libraries: public, college, university, school, technical, and special. Essays also treat planning, both facility and staff development, funding, and library applications for computers.

Although obviously designed primarily to meet the needs for a text for library school students, the essays prove interesting reading because of the style of writing and quality of experience of the various writers, most notably Ellsworth Mason, Duane Webster, and Peggy Sullivan.

In addition to the eleven essays, three of which were written by the editor, there are four appendices which total 37 pages or 13% of the total text. Text for the three essays by the author total 58 pages. At least 32% of the total text was written by the editor of this publication.

Following the brief introduction, there is a Description of Contents and Notes on Contributors which is helpful. There is a four-page index and each essay includes notes at the end. There are bibliographical notes and references as well as some suggested readings. The design and format of the book are adequate. The cover is an attractive plum color.

The essays are practical and easy to follow. Some are even chatty. None are scholarly nor do the footnotes detract from the flow of concepts.

Jargon is kept to the minimum and the numerous quotes are carefully documented. Many

headings are treated in dark or heavy type to break up the text and make it easy to scan. The treatment of the subjects discussed is not comprehensive in any instance.

The most unusual feature of this book is the Appendix section. Four appendices all written by Martha Boaz and comprising thirty-seven pages deal with research, library education, and planning for future delivery of library services. Although these appendices are brief, there are included very specific recommendations which are thought provoking and would make for interesting class or seminar discussions, which is probably the author's intention.

This book is recommended for purchase for library school collections, professional collections, and for general reading, especially by beginning administrators. It will certainly not become a classic or required reading but it is both entertaining and informative. — Charles E. Miller, Florida State University, Tallahassee, FL

*Cutting Library Costs: Increasing Productivity and Raising Revenues.* By Eleanor Frances Brown. Scarecrow Press, Inc., 1979. 264 pp. \$12.50.

Spiraling inflation, budget reductions, and staff cutbacks demand that library administrators constantly seek ways to trim costs and improve service. Here is a book which should be read by any librarian who is interested in having an efficient and economical operation. Ms. Brown has drawn on her forty years' experience as a library administrator to provide the reader with countless helpful suggestions for extended savings that

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

take into account every aspect of library procedure, from the most routine tasks to the use of complicated modern equipment.

The first three chapters provide a discussion of the preparation needed before undertaking a cost-cutting program, the role of the library director and department heads in such an operation, and the advisability of involving staff suggestions in setting goals. Chapters four and five furnish detailed instructions for carrying out various levels of difficulty of activities and work simplification studies. Also included are examples of the procedures used, which will be extremely useful to the student or novice librarian.

The remainder of the book, with the exception of the final chapter which deals with needed research and future trends in library services and economics, is a discussion of methods of saving money and increasing productivity in the library in general, the administrative offices, circulation department, technical services, extension services, reference and audiovisual services, purchasing and handling of supplies, and publicity and public relations. A bibliography and an index are included.

The author leaves no stone unturned, and the administrator of any size or type of library will discover new information and ideas that make this book worthwhile reading. — *Hardy McElwain, Elizabeth Jones Library, Grenada, MS*

*For Congress and the Nation: A Chronological History of the Library of Congress.* By John Y. Cole. Washington: Library of Congress, 1979. 196 pp. \$8.00 (Order from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402)

In this the third of Dr. Cole's books on the Library of Congress, he has chosen the format of a chronology which begins with a note from the *Journals of the Continental Congress* (JCC) for August 31, 1774, telling of the decision of the Library Company of Philadelphia to supply the members of the Congress with books, making the Company a sort of proto-Library of Congress. One hundred and seventy-four pages and two hundred and one years later the history concludes with an entry for November 12, 1975, describing the swearing-in of the twelfth Librarian of Congress, Daniel J. Boorstin. Between these two points the story is built from an accumulation of hundreds of carefully documented facts ar-

ranged chronologically and illustrated with some seventy-five equally well documented illustrations reproduced in black and white. The whole is attractively packaged by the Government Printing Office in a format wider than it is high (10<sup>1</sup>/<sub>4</sub> x 7<sup>3</sup>/<sub>4</sub>"') which gives the book the inviting appearance of an album.

To one long familiar, through teaching, with the history of the Library of Congress, and also long an interested observer of its year-to-year functioning, this book presents fascinating reading. Such a reader is not put off by entries such as: "1969, November 3. The Library establishes a motion picture laboratory in the cellar of the Main Building." (p. 162) Instead the initiate, knowing how the story turns out, treats the book like a classic tale, and hurries on to favorite passages.

On the other hand, the novice would find this book hard going. Without some background in the subject, these hundreds of isolated facts would seem disjointed, difficult to comprehend. For such — probably for most — it is not a book to read; it is a reference book. Its excellent index then becomes the key to its perusal, providing the method for tracing a concisely worded authoritative account of a person, a department, or a function connected with this great library.

Documentation is achieved from about fifty major primary sources which are listed, and each is assigned an alphabetical symbol to shorten the hundreds of citations needed, since every entry refers to at least one source. The entries are brief, terse, and non-evaluative paragraphs, quoting where feasible the document cited. The sources include the publications and archives of the Library of Congress, the papers of the Librarians of Congress, some Presidential papers, many government documents especially those series generated by the Congress, and the major library periodicals. It is an impressive list, and one most readily available to a longtime member of the Library of Congress staff such as John Y. Cole. Recently the Chairman of the Library's Task Force on Goals, Organization, and Planning, and currently Director of the Library's new Center for the Book, Cole published in 1975 a book on Ainsworth Rand Spofford, and in 1978 the extensive report of the Task Force. His present book will provide for years to come a ready reference to impeccably researched information on this monumental Federal institution.

One can only hope that Dr. Cole will take the next step and write a literary history of the Library, at once scholarly and readable. The present book



provides the building blocks of fact and the chronological plan, all that is needed is the mortar of narrative. No such book of recent date exists; when it appears we hope to be around to review it. — *Budd Gambee, School of Library Science, University of North Carolina at Chapel Hill, Chapel Hill, NC*

*Guide to the Cataloged Collections in the Manuscript Department of the William R. Perkins Library, Duke University.* Edited by Richard C. Davis and Linda Angle Miller. Santa Barbara, California: Clio Books, 1980. 1005 pp. \$32.50.

The results of nearly ninety years of collecting are represented in this impressive catalog of more than 4,500,000 items and 15,200 volumes, chiefly dating from the late eighteenth and the nineteenth century, but with an increasing number from the twentieth. Strong in materials on the Antebellum South; the Civil War and Reconstruction; Afro-American history; slavery and the abolition movement in the United States; religion; education; politics; social, business, and economic history; labor and socialism in the United States; and Southern literature, the collections also include more than 50,000 manuscripts on the history of Great Britain and the British Empire.

The 5,991 numbered collections, ranging in size from one to 442,000 items, are arranged alphabetically by name of collection. Each is carefully described in a scope note which is used as a basis for the index. These descriptions not only give number of items and dates covered, together with contents. Added information is also included, such as that found in the description of 63 letters comprising the Abernathy Library of American Literature Papers: typed copies, with location of the originals; the real name and pseudonym of Alice French, one of the writers; and citation to a biography of Poe in which are partially published some of the letters.

The index, worthy of the prize for excellence awarded by the Society of Indexers, contains specific subjects and abounds in see- and see-also references, e.g. *Clothing and Dress*: see also *Academic Costume*; *Bloomers*; *Slaves — Clothing and dress*; and as subheading under names of armies. Descriptions are also indexed for every personal name mentioned and under geographic area. Thus an item appearing under *Politics and Government — South Carolina* is also indexed under *South Carolina*. One finds a number of color-

ful place names — Coddle Creek, Goose Nest Township, Boligee — but very little on libraries, books and reading. However, one does find two letters of Alexander Wilson, principal and teacher at Caldwell Institute in Greensboro, North Carolina and itinerant bookseller, which tell of his school and bookselling activities.

The introduction warns that "the index is based on descriptions written for the guide and cannot match in thoroughness and detail the subject, name and geographic card files in the Manuscript Department." Nevertheless, this excellent guide can serve as a model for others attempting to record their manuscript holdings as well as a record of a significant manuscript collection. — *Frances Neel Cheney, Professor Emeritus, Department of Library Science, Peabody College of Vanderbilt University, Nashville, TN*

*The Old South.* Compiled by Fletcher M. Green and J. Isaac Copeland. (Goldentree Bibliographies in American History) Arlington Heights, Illinois: AHM Publishing Corporation, 1980. 173 pp. \$16.95 cloth. \$10.95 paperback.

The late Fletcher M. Green and SELA Honorary Member J. Isaac Copeland, both scholars from the University of North Carolina, are well-qualified to compile this bibliography on the antebellum South. The scope of the work is limited mainly to the period after 1820 and stresses works on economic, cultural, and social history. The bibliography is designed to provide students, teachers, and librarians with a reliable guide to the most significant books, articles, and unpublished dissertations dealing with the old South. The editors stress that the major criterion for inclusion is a work's overall significance. Thus, the bibliography is selective, not comprehensive.

The bibliography is arranged topically, with some cross references given for items that deal with multiple topics. Unfortunately the general index only includes authors, and does not provide access to material on specific topics, individuals, and states. The quality of the books and articles selected reflects the sound judgment of competent, able scholars in the field.

The publication of this bibliography fills a gap and provides access to a significant body of information. Librarians will find it useful in assisting general readers as well as advanced students. Any library with even a limited interest in Southern history should acquire this bibliography. — *James*

Dorsey, Emanuel County Junior College, Swainsboro, GA

*Organization Development for Academic Libraries.* By Edward R. Johnson and Stuart H. Mann. (Contributions in Librarianship and Information Science, Number 28). Greenwood Press, 1980. 199 pp. \$19.95.

Nearly a decade ago the Association of Research Libraries (ARL) launched the Management Review and Analysis Program (MRAP). More than twenty research libraries have participated in MRAP's "assisted self-study" approach to evaluating library management. Essentially an internal audit of practices and policies conducted by a local team, the program involves all staff levels and utilizes expertise furnished by ARL's Office of Management Studies. To determine the impact of the MRAP experience, the authors studied ten ARL libraries which completed the MRAP assessment. Various survey methodologies, including questionnaires, interviews, organizational profiles, and Delphi procedures, were used to explore changes in attitude, behavior, and organization.

MRAP participants examine their library's external environment, historical context, and evaluate such management functions as personnel resources, administrative systems, staff development, communication, policy formulation, and budgeting. This evaluation, in turn, is undertaken to fulfill seven major goals: 1) assess present management practices; 2) secure better understanding of management concepts by staff; 3) determine future actions for management improvement; 4) create an open problem-solving climate; 5) develop group process skills; 6) develop staff management and analytical ability; and 7) improve the view of the university toward the library. These goals and the degree of progress in achieving them constitute the main criteria used to evaluate MRAP's impact on the sampled libraries.

Since pre-MRAP baseline data were not available, responses reflect perceptions of change based upon the MRAP experience. Most respondents believed that MRAP introduced a more positive climate for problem solving, but library managers perceived more of a morale boost than did staff. No appreciable effect on group process skills was noted. Participants reported that staff gained new insights into management concepts.

Respondents indicated that a more favorable attitude toward future change emerged from the MRAP process, but most administrators concluded that other methods would have achieved similar results. Meaningful data related to the enhancement of analytical capabilities and improved external perceptions could not be obtained.

The amount of time required and the staff needed to conduct the MRAP evaluation were noted by nearly all participants. Dissatisfaction occurred whenever managers and staff held conflicting views of the MRAP process. Some viewed MRAP as a learning tool while others expected substantive managerial change. Although many libraries implemented more than 50 percent of the recommendations, the implementation phase was cited as a weak link in the process. Greater involvement by directors, a more selective application within the library, and more explicit evaluation instruments were recommended by many respondents. Beyond the more explicit articulation of goals and objectives, MRAP must be more tangibly related to user services. Internal reviews without direct client participation are self-limiting. Recommended for all librarians concerned about organization renewal in a participative context. — Arthur P. Young, University of Alabama, University, AL

*The Southern Books Competition at Twenty-Five: A Silver Anniversary Tribute.* Compiled by John David Marshall. Jackson, Mississippi: Howick House (P.O. Box 20483), 1980. 207 pp. \$15.00.

Although national typographical standards for trade book publications have declined from the great days of Knopf, Dwiggin, and the American Institute of Graphic Arts Fifty Books of the Year competitions — and who is to blame? conglomerate takeovers of once proud and independent publishing houses? — regional standards have been rising.

Credit for this goes to two regional competitions which since 1938 have stimulated book design and production in the West and South. It was in that year that the Rounce and Coffin Club of Los Angeles, a maverick group of local printers and typophiles — notably Jake Zeitlin, Ward Ritchie, Saul Marks, Grant Dahlstrom, and Gregg Anderson — decided that they needed a higher purpose than merely getting high at their occasional eating and drinking gatherings.

Gregg Anderson (destined, alas, to die on the beaches of Normandy), erudite disciple of the Grabhorns, Porter Garnett, and Updike, was the sober one who proposed an annual competition for the best designed and printed books west of the Rockies. The result was a long and distinguished series of handlists and travelling exhibitions that still flourishes.

The fruitful idea spread south and east, and in 1952 there was born the Southern Books Competition. Prime mover and sponsor to the present time was the Southeastern Library Association whose president then was the Floridian Louis Shores. The initial working committee consisted of Lawrence S. Thompson of Kentucky, John Cook Wyllie of Virginia, and Richard B. Harwell of Emory. Juries were expanded in 1954 to include national representation. Like the Rounce and Coffin shows, the Southern Books competitions featured handlists of specifications and travelling exhibitions.

Now John David Marshall of Tennessee has brought together in this commemorative volume data for each of the twenty-five years that Southern Books has rewarded high standards of regional design and production. The book's historical reference value is obvious, including the complete specifications for each volume and year. The full index is a guide to authors, titles, publishers, designers, illustrators, and jurors.

Permanent archives have been established where may be seen the complete rosters of the two competitions: the Western Books from 1938 at the Huntington Library, the Southern Books since 1952 at the University of Kentucky. — *Lawrence Clark Powell, University of Arizona, Tucson* (Dr. Powell was a member of the 1957 Southern Books Competition Jury. — Book Review Editor)

*Tied Together: Topics and Thoughts for Introducing Children's Books.* By Charlotte Leonard. Scarecrow Press, Inc., 1980. 253 pp. \$13.00.

Charlotte Leonard's impressive background in library service to children makes this book doubly significant. A member of the Newbery-Caldecott committee, a president of the Ohio Library Association, a coordinator of children's services, an adjunct professor, project director for the outstanding film *There's Something about a Story*, a contributor to several books, the author has quite cleverly tied together her ideas, thoughts, and knowledge about sharing the world of children's books.

What children's librarians, media specialists, teachers, instructors of children's literature, and parents will find is a series of mini-book talks grouped in seven sections: "Gifts from the Outdoors," "Bundled Together: Birds, Bugs, and Beasts," "Presents for Holidays and Seasons," "Wrapped Up in Family Living," "Knotted Together for Idle Time," "In the Grab Bag: Miscellaneous Subjects," and "Special Handling for Adults."

In each broad section there are from seven to twelve mini-themes which provide the material for the individual talks. At the end of each mini-theme is a bibliography which includes both the titles mentioned in the short talk and other titles which are appropriate to the particular theme.

The more than sixty mini-presentations make use of both old and new books and reflect a variety of themes: "Pancakes for Everyone," "Famous Houses in Fiction," "Pretty Foxy," "Being Different," "Bugs Are Beautiful," "Something Spooky's Going on Here," and "Hey, Partner!" are examples.

Titles of the talks can be creatively used as captions for displays. While most of the talks, which would be excellent for television and radio programming, are designed for children, some for parents and teachers are included.

*Tied Together*, a unique attempt to acquaint children with books, reflects the author's deep commitment to bringing children and books together and motivating children to read. — *Carolyn Baggett, Graduate School of Library and Information Science, University of Mississippi, Oxford, MS*

*What Else You Can Do With a Library Degree.* Edited by Betty-Carol Sellen. Gaylord Professional Publications/Neal-Schuman Publishers, Inc., 1980. 354 pp. \$14.95, paperback.

In fifty-two chapters describing jobs or so called alternative careers for professional librarians, only one out of three jobs could be considered directly related to the master's degree in library science, library service, or information studies. The unifying thread holding this volume's autobiographical sequences together is that all those individuals included hold the MLS degree.

Most of the essays in the beginning chapters, under the heading "On Their Own", are concerned with MLS related positions including such areas as "Free-Lance Information Management" and "The Role of the Information Consultant".

The first essay, however, concerns a state senator, a position in no way related to the MLS, although legislative and congressional representatives need and use a voluminous amount of information in their law making duties. The second section, entitled "Information Management, Indexing and Research", includes many contributors who have continued their careers in librarianship as record's managers, indexers, and archivists. Finally, the last two sections — "The Book Industry" and "Communications, The Arts, Education and Government" — include many non-library careers in publishing, editing, and marketing as well as bookjobbing, bookstore ownership, and service as a university vice-president. *What Else You Can Do With a Library Degree* also includes a survey of 161 individuals who are working in positions not normally thought of as librarianship, i.e., not in a formal library setting.

This book is recommended, with reservations, as a current awareness guide for those individuals not able to obtain a position as a traditional librarian because of the tight, library job-market during the past several years. Reservations include the usual uneven writing in a large collection of essays, a preponderance of non-librarian positions described, and the many negative views expressed in the work concerning traditional librarianship.

This book is well edited, however, with only three minor spelling errors noted; and the paperback cover seems so sturdy that the book can be READ, READ, and REREAD without breaking the spine, wearing out the cover, or otherwise rendering the book unusable through many circulations. — *Robert Ellis Potter, Dunedin Public Library, Dunedin, FL*

*Who's Who in Continuing Education: Human Resources in Continuing Library-Information-Media Education 1979.* Compiled by CLENE, Inc., The Continuing Library Education Network and Exchange. New York: K. G. Saur, 1979. 304 pp. \$30.00.

Continuing education has become a necessity of every profession in modern society; it is especially true of librarianship. Continuing education is one means by which librarians gain knowledge and skills to maintain and improve their performance in library services and related activities.

The Continuing Library Education Network and Exchange (CLENE), an organization resulting from a nine-month study directed by Elizabeth W. Stone, was sponsored by the National Commission on Libraries and Information Science in 1974. It is intended to provide easy access to leadership expertise, and program and resources assistance. The publication of this book shows CLENE's effort toward its goal. Unfortunately, the book is far from complete. The preface promises far more than the book can deliver. The methodology and criteria for selection of persons is vague. Despite the explanation in the preface the information under each person varies; some lack reference, some lack other information, in certain states there is no person listed. It is hoped that any future edition will contain more complete and comprehensive listings of continuing education personnel, and that the format will be improved to provide sufficient information in a more economical arrangement. The usage of this book is very limited. — *Chao-sheng Cheng, Health Science Library, East Carolina University, Greenville, NC*

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

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

# REGIONAL NEWS

## ALABAMA

A new study by a former library supervisor and professor shows that Alabama authors with books in print now number approximately one thousand. This does not include authors of specialized books in limited demand such as genealogies and most city and county histories. The findings of the study, by Mrs. Ruth Waldrop, are in a new book entitled *ALABAMA AUTHORS Books In Print*. Mrs. Waldrop is executive secretary of the Alabama Library Association and professor emeritus of the Graduate School of Library Service at the University of Alabama in Tuscaloosa. *ALABAMA AUTHORS Books In Print* is by Strode Publishing Company of Huntsville, publishers of many books concerning Alabama.

## FLORIDA

"Implementing Online Services" is the title of proceedings of the May 1980 workshop which was sponsored by the Florida Chapter of the Special Libraries Association. The proceedings include a directory of document delivery brokers, and papers which outline issues which must be addressed when implementing online services. For additional information, contact Margaret LeSourd, Assistant Editor, Florida Chapter SLA Bulletin, Urban & Regional Documents, 249 Library West, University of Florida, Gainesville, FL 32611.

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Shirley L. Aaron, Associate Professor in the School of Library Science of Florida State University, has been elected Second Vice-President of the American Association of School Librarians.

## GEORGIA

The Reference Services Section of the Georgia Library Association and the Society of Georgia Archivists are sponsoring a 1½ day workshop, "Wearing Two Hats: The Librarian As Archivist". This workshop is designed to aid librarians assigned the responsibility of administering or establishing an archive but who have no training or experience in archival practices or operations. Sessions will be held at the Wesleyan College

Library (Macon, Georgia) on January 22 and 23. For further information contact Michael McDavid, Equifax Corporate Library, P.O. Box 4081, Atlanta, GA 30302.

---

The libraries of Georgia State University and the Georgia Institute of Technology, both located in Atlanta, are now providing free use of their services and collections to students and faculty of both schools. More than one and one-half million volumes became available to GSU and Tech students and faculty when the exchange program was announced September 17. The reciprocal program will lighten inflationary cost pressures, particularly in journal subscriptions, since it will not be necessary for the two libraries to duplicate material extensively. The cooperation between the two schools represents an important step toward future sharing of other resources and with other institutions.

## MISSISSIPPI

The University of Southern Mississippi, School of Library Service has been accredited by the American Library Association. The announcement of accreditation was made by the Committee on Accreditation at the American Library Association's annual conference in New York City on July 2, 1980.

On August 4, 1980, Dr. Peggy Sullivan, President of the American Library Association and Assistant Commissioner for Extension Services for the Chicago Public Library, was the keynote speaker at the School of Library Service, University of Southern Mississippi's luncheon held in honor of the first graduating class of the newly accredited program in library science.

The Dean of the School of Library Service, Onva K. Boshears, Jr., is pleased to announce the appointment of Dr. Antonio Rodriguez-Buckingham to the faculty. In addition to his teaching and research, Dr. Rodriguez is quite active in the American Library Association, including membership on the Committee on Accreditation.

Dr. Lee W. Jones and Dr. Edward A. Garcia also have joined the faculty of the School of Library Service, beginning with the Fall Term, 1980-1981. Dr. Jones, Associate Professor of Library

Science, and Dr. Garcia, Assistant Professor of Library Science, formerly held faculty positions in the Department of Research and Foundations in the College of Education and Psychology of the University of Southern Mississippi.

Dr. Joseph J. Mika has been promoted to Assistant Dean of the School of Library Science, and Dr. Ben Williams, Assistant Professor, has announced his resignation from the faculty of the School.

## NORTH CAROLINA

The North Carolina Chapter of the Special Libraries Association held its first Fall meeting on September 26, 1980 in Greensboro. The meeting began with a tour of the Burlington Industries Information Services. The highlight of the evening was a program entitled "Facts For A Fee: Experiences of 3 North Carolina Private Information Brokers". There to discuss their business adventures were Alan Metter, President, Data Search Inc., Eva Metzger, Carolina Library Services, and Mary Ellen Templeton of Spectrum Information Services. The program focused on new trends of providing library information, resources and services primarily to persons in business and industry for a fee.

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Share your research studies and ideas on resources and technical services with other North Carolina librarians through *North Carolina Libraries*. The Resources and Technical Services Section of the North Carolina Library Association will make a monetary award biennially for the best article on resources or technical services published in *North Carolina Libraries*. The award will be made at the Biennial Conference of NCLA. Instructions for the preparation of manuscripts appear in the back of every issue of NCL.

---

Plans are now shaping up for the fiftieth anniversary celebration of the University of North Carolina School of Library Science which will be held in Chapel Hill March 25-28, 1981. Among the featured speakers are David Kaser, Lester Asheim, Mary Jo Lynch, Richard Dougherty, and Charles H. Davis. Topics for these seminars are "Research in Librarianship" and "Education for Librarianship." Other highlights of the event are a

reception named for Susan Gray Akers to honor former and present Deans and Faculty of the School, an awards banquet at which five distinguished alumni awards will be presented, and four mini seminars led by current doctoral students of the School. Registration materials for the celebration should be requested from Dr. Fred W. Roper, Assistant Dean, School of Library Science, Manning Hall, University of North Carolina, Chapel Hill, NC 27814.

## TENNESSEE

Eleanor McKay, Curator of Special Collections, Memphis State University Libraries, has been notified by the Tennessee Historical Commission that the John Willard Brister Library has been placed in the National Register of Historic Places by the Heritage Conservation and Recreation Service of the U.S. Department of the Interior. The building was constructed in 1927.

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Keith Cottam of the Vanderbilt University Library has been appointed to a two-year term on the editorial board of *RQ*, the official journal of the Reference and Adult Services Division of the American Library Association.

---

The Extension Department of the Memphis/Shelby County Public Library and Information Center hosted its second Job Information Fair on September 12, 1980. The purpose of the Fair was to bring similar agencies together to provide job information for the public. Thirty-four agencies gathered to present information to the 619 people in attendance. Some of the agencies included Memphis City Schools Vocational-Technical Schools, Tennessee Employment's Job Corp, Women's Resource Center, Urban League, Talent Search, Community Development, Memphis Area Transit Authority, Youth Services, Greyhound Bus lines, Memphis Police Department, Memphis Light, Gas and Water, and the National Institute for Political Action. Several local colleges provided direction for patrons interested in professional fields and the military was there to present information on military careers.

The Memphis Room of the Memphis/Shelby County Public Library and Information Center was the recipient of a gift of items from Old Beale Street history from the Beale Street Development Corporation in September. The gift includes advertising posters, tickets, cancelled checks, contracts and a ledger of businesses on Beale Street. The collection is to be housed in the Memphis Room of the library to add to resource materials on Memphis heritage.

### VIRGINIA

A \$277,248 program involving Virginia Tech and the Blue Ridge Regional Library in Martinsville has been made possible through a grant from the National Endowment for the Humanities. This grant is the largest library and humanities grant ever made in Virginia by the NEH, and the largest from the Libraries Humanities Projects Program to serve a rural area. The funds will support a two-year program, "Patrick County: Continuity and Change in a Rural Community." The project began September 1980 with a public inauguration at the Reynolds Homestead Continuing Education Center in Critz. The project will be conducted by librarians and humanities scholars from Tech and the Blue Ridge Regional Library through the Reynolds Homestead and the Patrick County Branch Library in Stuart. The Blue Ridge Regional Library and Tech have contributed to the program.

## COOPERATIVE EFFORTS

The new Community Information Section of the Public Library Association has issued an open invitation to all concerned with public library service to join this organization. The new section is the result of the interest of librarians in public library programs and services. Information and referral to human service, consumer information, legal and health information, employment counseling, skill-sharing exchange banks, information for citizen action groups, and other similar and rapidly expanding programs will be brought together under the umbrella of the Community Information Section. Librarians interested in joining and serving in the new Section should:

1. Be a member of PLA.
2. Check off the Community Information Section of PLA on ALA membership application or renewal.

### 3. And/or contact:

Carolyn Anthony  
Baltimore County Public Library  
320 York Road  
Towson, Maryland 21204  
(301) 296-8500, ext. 276

---

Pallie Hamilton, director of the library at Memphis University School, is seeing the payoff for several years of hard work as her library becomes the first secondary school library to join SOLINET. It will serve as a processing center for six other high school libraries. The group is excited to lead the way for secondary schools in the Southeast. Most of the schools in the cooperative are small, with small staffs. The other schools involved in the Memphis project are The Auburndale School, Grace-St. Luke's Episcopal School, The Hutchinson School, The Lausanne School, St. Agnes Academy and St. Mary's Episcopal School.

SOLINET's Board of Directors is equally excited about the new venture. Board members see secondary schools as a new source of membership with potential to contribute to regional resources and to benefit from network participation.

---

Joseph Boykin, newly elected SELA secretary, has been elected to a six-year term on the OCLC, Inc. Board of Trustees. Boykin is Director of the Library, University of North Carolina at Charlotte and has been president of the OCLC User Council since its inception in 1978. The first SOLINET member to be elected to the Board of Trustees, Boykin will have a voice in the hiring and replacement of management, budget approvals and other primary governing functions of the Board.

## CONTINUING EDUCATION OPPORTUNITIES

The University of South Florida Department of Library, Media, and Information Studies has announced short courses and workshops to be held during the coming year. Topics include community college librarianship, bibliotherapy, business reference services, automated cataloging, and writing and publishing for children. For additional information, contact the Department of Library, Media, and Information Studies, College of Education LIB 611, Tampa, FL 33620.



# SOUTHEASTERN JOBLINES

Florida	State Library (904) 488-5232
Georgia	Georgia Library Association JMRT (404) 634-5726 (5 p.m.-8 p.m., M-F, 12 noon-8 a.m. S-M)
Mississippi	Mississippi Library Commission (601) 354-6369
North Carolina	(919) 733-6410
South Carolina	College of Librarianship (803) 777-8443
Virginia	(804) 355-0384

## DATES TO REMEMBER

### 1981

Jan. 30- Feb. 1	Association of American Library Schools Annual Conference, Washington DC
Feb. 1-7	ALA Midwinter Meeting, Washington DC
Apr 1-3	Alabama Library Association, Civic Center, Mobile
Apr. 23-25	Tennessee Library Association Annual Conference, Hotel Rivermont, Memphis
May 6-9	Florida Library Association Annual Conference, Konover Hotel, Miami
Sept 9-12	Kentucky Library Association Annual Conference, Louisville
Oct. 7-10	North Carolina and South Carolina Library Association Annual Conference, Charlotte, NC (Joint Conference)
Oct. 29- Nov. 1	Georgia Library Association Biennial Conference, Dunfey Atlanta Hotel
Nov. 5-7	Virginia Library Association Annual Conference, Hot Springs
Nov. 12-14	West Virginia Library Association Annual Conference, White Sulphur Springs

## PERSONALS

### APPOINTMENTS

Barry B. BAKER, Assistant Director for Technical Services, University of Georgia Libraries

Jaye BAUSSER, Head, Post-Cataloging Operations, Monographic Cataloging Department, Duke University Library

Lucy M. CAMPBELL, Medical Resources Librarian, University of Georgia

Carolyn COX, Systems Analysts and Head, Systems Department, Duke University Library

Joline Ridlon EZZELL, Head of Serials Department, Duke University Library

Joyce L. FARRIS, Head, Original Cataloging Section, Monographic Cataloging Department, Duke University Library

Michael J. FREEMAN, Assistant Reference Librarian, University of South Carolina Libraries

Samuel Y. FUSTUKJIAN, Librarian, University of South Florida, St. Petersburg Campus

Sonja W. GARCIA, Reference Librarian, University of South Florida Library

Virginia A. GILBERT, Bibliographer, Collection Development, Duke University Library

Jim S. GRAY, Jr., Circulation Librarian, University of South Florida Library

Richard F. GREFE, Instructor and Assistant Reference and Public-Services Librarian, Washington and Lee University, Lexington, VA

Celia Elaine HALES, Lecturer, East Carolina University Department of Library Science

Althea H. JENKINS, Librarian, University of South Florida at Sarasota

Ruth M. KATZ, Associate Director, East Carolina University Library

Wanda D. KEMP, Manager of Information Services Department, Special Libraries Association

Mary A. MADDEN, Associate Executive Director and Director of Network Development, SO-LINET

Dale MANNING, Reference Librarian, Vanderbilt University Library

Alfred J. MAUPIN, Instructional/Public Services Librarian, Tusculum College Library, Greenville, TN

Guy Thomas MENDINA, Assistant Professor and Head, Circulation Department, Memphis State University Libraries

Anthony MESSINEO, Director, Greenville County (SC) Library

Judy ORR, Reference Librarian, Medical Center Library, Vanderbilt University

Nestor L. OSORIO, Reference Librarian, University of South Florida Library

Frances O. PAINTER, Head, Serials Cataloging Section, University of Georgia Libraries

Katherine R. PORTER, Chemistry Librarian, Duke University

Philip W. RITTER, Director, Gaston-Lincoln Regional Library, Gastonia, NC

Lelia B. SAUNDERS, Director, Department of Libraries, Arlington County, VA

Eric SMITH, Engineering Librarian, Duke University

Jana STEVENS, Assistant Head of Acquisitions Department, Duke University Library

Alva W. STEWART, Reference Librarian, F. D. Bluford Library, North Carolina Agricultural and Technical State University, Greensboro

Phyllis M. TAYLOR, Reference Librarian, University of South Florida Library

Kari A. TILLEY, Readers Services Librarian (Reference), E. Lee Trinkle Library, Mary Washington College, Fredericksburg, VA

Susan VARCA, Reference Department, Main Library, University of Georgia

Carolyn T. WILSON, Acquisitions Librarian, David Lipscomb College

Deborah Lee YERKES, Assistant Documents Librarian, University of South Carolina Libraries

William L. YOUNG, West Virginia Library Commission

Eleanor MORRISSEY, Vanderbilt University Library

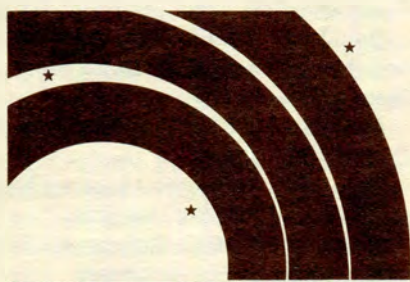
### RETIREMENTS

Connie DUNLAP, University Librarian, Duke University

Thomas TULLOS, Assistant Professor and Senior Acquisitions Bibliographer, Memphis State University Library

Gene D. LANIER, Chairman of East Carolina University Department of Library Science, Greenville, NC

Jane W. WEBB, Acquisitions Librarian, David Lipscomb College



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**American Library Association**  
50 E. Huron St., Chicago, IL 60611

# The Southeastern Librarian

## Index to Volume XXX, 1980

Compiled by Steven B. Schoenly, with the assistance of Mollie Gillespie  
*n* = news note

### A

AACR 2 headings, 145  
Aaron, Shirley L., "The School Library Media Program and Community Education," 91  
"The ABC's of Proposal Writing," by Vivian S. Hall and Ruth Brown, 187  
Acquisitions Librarians, 151  
Adams, Ramon F., *More Burs Under the Saddle: Books and Histories of the West*, reviewed by Joseph J. Branin, 101  
Administration, 74  
Adult education, 149  
Advertisers, index to, 32, 90, 152, 194  
Aging adults, library service for, 183  
Amnesty programs, 94  
Atlanta Public Library, 94  
Aud, Thomas L., and Joyce McLeary, "A History of the Trustees and Friends Section of the SELA," 195

### B

Baggett, Carolyn, book reviews by, 101, 161, 209  
Baker, Barry B., *n*, 215  
Bales, James E., *n*, 171  
Basesfsky, Stuart M., *n*, 171  
Bausser, Jaye, *n*, 215  
Bedford, Louise C., *n*, 45, 72  
Bell, Irene Wood, and Jeanne E. Wieckert, *Basic Media Skills Through Games*, reviewed by Pat Scales, 36  
Bergup, Bernice I., *n*, 117  
Bernhardt, Frances Simonsen, book review by, 158  
Bernhardt, Frances Simonsen, *Introduction to Library Technical Services*, reviewed by Edna Earle Brown, 99  
Bernier, Charles L., and A. Neil Yerkey, *Cogent Communication: Overcoming Reading Overload*, reviewed by Edmund F. SantaVicca, 97  
Best Article Award, 32, 172  
Bibliographic instruction, 13, 198  
Biggs, E. Ann, book review by, 158  
Birmingham EPIC School building, 121  
Birmingham sights and sounds, 118  
Bisset, John D., *n*, 52  
Bivins, Hulen, *n*, 52  
Boaz, Martha, ed., *Current Concepts in Library Management*, reviewed by Charles E. Miller, 205

Bonk, Wallace John, and Rose Mary Magrill, *Building Library Collections*, reviewed by E. Ann Biggs, 158  
Booth, Martha O., book review by, 159  
Boyer, Calvin, *n*, 52  
Boykin, Joseph F., *n*, 45, 72  
Branin, Joseph J., book review by, 101  
Brause, Lorene Ludy, book review by, 33  
Breivik, Patricia Senn, photo, 137  
Broderick, Dorothy M., *n*, 171  
Broward County (Florida) Library building, 177  
Brown, Edna Earle, book review by, 99  
Brown, Eleanor Frances, *Cutting Library Costs: Increasing Productivity and Raising Revenues*, reviewed by Hardy McElwain, 205  
Brown, Ruth, and Vivian S. Hall, "The ABC's of Proposal Writing," 187

### C

Caldwell, Jane E., *n*, 171  
Callison, Helen, *n*, 171  
Campbell, Lucy M., *n*, 215  
"Candidates for SELA offices: 1980-82 Biennium," 72  
Cataloging, 145  
Cheney, Frances Neel, book reviews by, 97, 157, 207  
Cheng, Chao-Sheng, book review by, 210  
Childress, Boyd, book review by, 160  
Chitwood, Lera, *n*, 117  
Clene, Inc., *Who's Who in Continuing Education*, reviewed by Chao-sheng Cheng, 210  
Coats, Reed, *n*, 117  
Cole, John Y., *For Congress and the Nation: A Chronological History of the Library of Congress*, reviewed by Budd Gambee, 206  
Colvin, Emsie D., *n*, 172  
Committees and Chairmen, SELA, 53, 119, 174, 223  
Community education, 91  
Conference Program, 67, 129  
Conference Registration, 70, insert following 148  
Conference Speakers, 137  
Conference Tour Schedule, 136  
Consortia, 22  
Constitution and Bylaws Committee, 63  
Constitution and Bylaws, proposed, 106  
Continuing education, 149

"Continuing Education Opportunities," 50, 117, 170, 214  
 "Cooperative Efforts," 50, 116, 170, 214  
 Copeland, J. Isaac, and Fletcher M. Green, *The Old South*,  
 reviewed by James Dorsey, 207  
 Cotten, Jerry W., "The Photographic Collection: Some Basics of  
 Image Retrieval," 141  
 Cox, Carolyn, *n*, 215  
 Cranmer, Donna, *n*, 117  
 Creekmore, Cynthia N., 64  
 Creth, Sheila, "The Impact of Changing Life Styles on Library  
 Administration," 74

## D

"Dates To Remember," 51, 117, 171, 215  
 Davis, Richard Beale, *n*, 128  
 Davis, Richard C., and Linda Angle Miller, eds., *Guide to the  
 Cataloged Collections in the Manuscript Department of the  
 William R. Perkins Library, Duke University*, reviewed by  
 Frances Neel Cheney, 207  
 Dawson, Carol, *n*, 117  
 Debreczeny, Gillian, *n*, 171  
 Dent, Hilda, *n*, 117  
 Devine, Marie E., book review by, 37  
 "A Dilemma For Today's Public Librarian: The Problem Patron,"  
 by Alice Driscoll, 15  
 Displays, 29  
 Doherty, Elizabeth, *n*, 117  
 Dorsey, James, book reviews by, 38, 207  
 Driscoll, Alice, "A Dilemma For Today's Public Librarian: The  
 Problem Patron," 15  
 Dudman, Mary, *n*, 117  
 Dunlap, Connie, *n*, 216  
 "The Duplicate Books Collection of LC's Exchange and Gift  
 Division," by R. Neil Scott, 86

## E

Editors and Associate Editors, *Southeastern Librarian*, 55, 121,  
 176, 226  
 "Editor's Page," by Ellis E. Tucker, 3, 59, 123, 179  
 Edwards, Candice, *n*, 117  
 Egoff, Sheila A., ed., *One Ocean Touching: Papers from the  
 First Pacific Rim Conference on Children's Literature*, re-  
 viewed by Mary Louise Rheay, 102  
 Election Results, SELA Officers, 167  
 Epsley, John, *et al.*, "Rights and Responsibilities in Interlibrary  
 Cooperative Ventures," 22  
 Evans, John Edward, *n*, 171  
 Exchange and Gift Division, Library of Congress, 86  
 Executive Board Minutes, 44, 164  
 Executive Secretary's Report, by Ann W. Morton, 46  
 Ezzell, Joline Ridlon, *n*, 215

## F

Farris, Joyce L., *n*, 215  
 Feehan, Paul G., book review by, 41  
 Fox, Barbara, "Library Displays On A Shoestring," 29  
 Freeman, Michael J., *n*, 215  
 "From SELA Headquarters," by Ann W. Morton, 127  
 "From the President's Desk," by Helen D. Lockhart, 5, 61, 125  
 "From the President's Desk," by Paul H. Spence, 181  
 Fustukjian, Samuel Y., *n*, 215

## G

Gambie, Budd L., book reviews by, 35, 206  
 Gambill, Donna M., *n*, 52  
 Gamel, Faye P., *n*, 117  
 Garcia, Sonja W., *n*, 215  
 Gasser, Sharon, *et al.*, "Rights and Responsibilities in Interli-  
 brary Cooperative Ventures," 22  
 Gates, Jean Key, *Guide to the Use of Books and Libraries*,  
 reviewed by Martha O. Booth, 159  
 Gilbert, Virginia A., *n*, 215  
 Gill, Linda S., book review by, 100  
 Givens, Mary King, *n*, 117  
 Gleim, Sharon S., *n*, 171  
 Gordon, Douglas Kirke, *The Hughes Free Public Library,  
 Rugby, Tennessee, 1880-1895*, reviewed by John David  
 Marshall, 37  
 Gore, Daniel, Joseph Kimbrough, and Peter Spyers-Duran,  
 eds., *Requiem for the Card Catalog*, reviewed by Ralph E.  
 Russell, 103  
 Gray, Jim S., Jr., *n*, 215  
 Green, Fletcher M., and J. Isaac Copeland, comps., *The Old  
 South*, reviewed by James Dorsey, 207  
 Greenville (South Carolina) County Library Building, 1  
 Grefe, Richard F., *n*, 215

## H

Hales, Celia Elaine, *n*, 215  
 Hall, Vivian S., and Ruth Brown, "The ABC's of Proposal Writ-  
 ing," 187  
 Hallblade, Shirley A., *n*, 52  
 Hamilton, Beth A., and Joel M. Lee, eds., *As Much to Learn As  
 to Teach: Essays in Honor of Lester Asheim*, reviewed by  
 John David Marshall, 34  
 Handley, Lee T., *n*, 117  
 Hart, Don, *n*, 117  
 Harwell, Richard Barksdale, *In Tall Cotten: The 200 Most Impor-  
 tant Confederate Books for the Reader, Researcher, and  
 Collector*, reviewed by James Dorsey, 38  
 Heinick, Barbara, *n*, 52  
 Heyman, Berna L., "The Open Catalog of 1981," 145  
 Hicks, G. Sheppard, book review by, 99  
 "A History of the School and Children's Librarians Section of the  
 SELA," by Betty Martin, 191  
 "A History of the Trustees and Friends Section of the SELA," by  
 Thomas L. Aud and Joyce McLeary, 195  
 Hixson, Imogene, *n*, 52  
 Hodges, Gerald G., *n*, 52  
 Hodowanec, George V., ed., *The May Masee Collection: Cre-  
 ative Publishing for Children, 1923-1963: A Checklist*, re-  
 viewed by Carolyn Baggett, 101  
 Holloway, Bobby E., *n*, 117  
 Hoover, Kay, letter, 64  
 Howell, J.B., "View From the States," 31, 96, 153, 203  
 Hubbard, William J., *n*, 171  
 Hunter, Eric J., *AACR 2: An Introduction to the Second Edition  
 of Anglo-American Cataloguing Rules*, reviewed by Lorene  
 Ludy Brause, 33  
 Hurd, Stephen J., *n*, 117

## I

"Ideas, Concepts, and Practices," 29, 91, 149, 198  
 "The Impact of Changing Life Styles on Library Administration,"  
 by Sheila Creth, 74

"Index to Advertisers," 32, 90, 152, 194  
"Information Needs of the Aging," by Linda Lucas, 183  
"Instructional Design and the Curricula of Southeastern Library Schools," by Philip M. Turner and Kay Stone, 200  
Interlibrary cooperation, 22, 151

## J

Jackson, M. Virginia, "SELA 80: A Preview," 66  
Jenkins, Althea H., *n*, 215  
Johnson, Edward R., and Stuart H. Mann, *Organization Development for Academic Libraries*, reviewed by Arthur P. Young, 208  
Johnson, James B., Jr., *n*, 52  
Johnson, Judith, *n*, 171

## K

Kaser, David, *A Book for a Sixpence: The Circulating Library in America*, reviewed by Frances Neel Cheney, 97  
Katz, Bill, ed., *Library Lit 9 - The Best of 1978*, reviewed by Mabel W. Shaw, 38  
Katz, Ruth M., *n*, 215  
Kemp, Wanda D., *n*, 215  
Kenney, Donald J., "Universal Library Skills: An Outdated Concept," 13  
Kentucky Department of Library and Archives building, 57  
Kimbrough, Joseph, Daniel Gore, and Peter Spyers-Duran, eds., *Requiem for the Card Catalog*, reviewed by Ralph E. Russell, 103  
Kirkendall, Carolyn A., ed., *Improving Library Instruction: How to Teach and How to Evaluate*, reviewed by Marie E. Devine, 37  
Kozlowski, Yvonne, *n*, 117  
Kubiak, Matthew C., *n*, 171

## L

Lancaster, F. Wilfrid, ed., *Problems and Failures in Library Automation*, reviewed by Boyd Childress, 160  
Lanier, Gene D., *n*, 216  
Lare, Gary, and Don Schroeder, *Audiovisual Equipment and Materials: A Basic Repair and Maintenance Manual*, reviewed by Budd L. Gambee, 35  
Lee, Joel M., and Beth A. Hamilton, eds., *As Much to Learn As to Teach: Essays in Honor of Lester Asheim*, reviewed by John David Marshall, 34  
Lee, Luther E., *n*, 45, 73  
Leonard, Charlotte, *Tied Together: Topics and Thoughts for Introducing Children's Books*, reviewed by Carolyn Baggett, 209  
Leonhardt, Thomas, *n*, 52  
"Letters to the Editor," 63  
"Librarian's Bookshelf," edited by John David Marshall, 33, 97, 157, 205  
"Library Displays On A Shoestring," by Barbara Fox, 29  
Library Education Section, 109  
Library of Congress, 86  
"Library Support for Off-Campus Continuing Education for Adults," by Gerard B. McCabe, 149  
Life styles, 74  
Lockhart, Helen D., "From the President's Desk," 5, 61, 125  
Long, Gwen, *n*, 52  
Lucas, Linda, "Information Needs of the Aging," 183

## M

Macon, Myra, "The White House Conference on Library and Information Services: An Overview," 7  
Madden Mary A., *n*, 215  
Magrill, Rose Mary, and Wallace John Bonk, *Building Library Collections*, reviewed by E. Ann Biggs, 158  
Mann, Stuart H., and Edward R. Johnson, *Organization Development for Academic Libraries*, reviewed by Arthur P. Young, 208  
Manning, Dale, *n*, 215  
Manuscript submission guidelines, 55, 121, 176, 226  
Marks, Jane, *n*, 117  
Marshall, John David, book reviews by, 34, 37  
Marshall, John David, comp., *The Southern Books Competition at Twenty-Five: A Silver Anniversary Tribute*, reviewed by Lawrence Clark Powell, 208  
Marshall, John David, ed., "Librarian's Bookshelf," 33, 97, 157, 205  
Marshall, John David, *Louis Shores, Author-Librarian: A Bibliography*, reviewed by Lawrence S. Thompson, 40  
Martin, Betty, "A History of the School and Children's Librarians Section of the SELA," 191  
Martin, Jane, *n*, 171  
Martin, Ruth, *n*, 117  
Massengale, R. Glenn, *n*, 172  
Maupin, Alfred J., *n*, 215  
Mays, Genease B., *n*, 117  
McCabe, Gerard B., "Library Support for Off-Campus Continuing Education for Adults," 149  
McElwain, Hardy, book review by, 205  
McInnis, Raymond G., *New Perspectives for Reference Service in Academic Libraries*, reviewed by Forrest C. Palmer, 40  
McLeary, Joyce, and Thomas L. Aud, "A History of the Trustees and Friends Section of the SELA," 195  
McMullen, Haynes, book review by, 39  
Media programs, 91  
Melanson, Robert G., "The Subject Specialist and Professional Development," 82  
Melletta, Susan, *n*, 117  
Mendina, Guy Thomas, *n*, 215  
Membership application, SELA, 56  
Messineo, Anthony, *n*, 215  
Miller, Charles E., book review by, 205  
Miller, Linda Angle, and Richard C. Davis, eds., *Guide to the Cataloged Collections in the Manuscript Department of the William R. Perkins Library, Duke University*, reviewed by Frances Neel Cheney, 207  
Miller, Robert, *n*, 117  
Morrissey, Eleanor, *n*, 216  
Morrow, Carolyn Clark, and Steven B. Schoenly, *A Conservation Bibliography for Librarians, Archivists, and Administrators*, reviewed by Mattie U. Russell, 159  
Morton, Ann W., "From SELA Headquarters," 127  
Morton, Ann W., report by, 46

## N

Neal, Anna, *n*, 172  
Nelson, Barbara, *n*, 117  
Nelson, James B., *n*, 45, 73  
Newman, Edwin, photo, 137  
Nominees for SELA offices, 45, 72  
Nooe, Mary Amanda, *n*, 172

## O

- Objectives, Committee on, 139  
 O'Connor, Maeve, *The Scientist as Editor: Guidelines for Editors of Books and Journals*, reviewed by James A. Thompson, 161  
 Off-campus education, 149  
 Officers, SELA, 53, 119, 167, 174, 223  
 "The Open Catalog of 1981," by Berna L. Heyman, 145  
 "An Opinion About Library Instruction," by Jeremy Sayles, 198  
 Orr, Judy, *n*, 215  
 Osburn, Charles B., *Academic Research and Library Resources: Changing Patterns in America*, reviewed by Benjamin F. Shearer, 33  
 Osorio, Nestor L., *n*, 215  
 Outstanding Author Award, 128

## P

- Painter, Frances, *n*, 215  
 Palmer, Forrest C., book review by, 40  
 Phillips, Edith B., and Phyllis Van Orden, eds., *Background Readings in Building Library Collections*, reviewed by Frances Simonsen Bernhardt, 158  
 Phinazee, Annette L., *n*, 45, 73  
 "The Photographic Collection: Some Basics of Image Retrieval," by Jerry W. Cotten, 141  
 Piedmont Libraries Acquisitions Information Network, 151  
 Plass, Jane, *et al.*, "Rights and Responsibilities in Interlibrary Cooperative Ventures," 22  
 Plowden, Mary E., *n*, 52  
 Poole, Mary Elizabeth, *n*, 172  
 Porter, Katherine R., *n*, 215  
 Potter, Robert Ellis, book review by, 209  
 Powell, Lawrence Clark, book review by, 208  
 Poynter, Dan, *The Self-Publishing Manual*, reviewed by Paul G. Feehan, 41  
 Preconference Workshops, 135  
 Prine, Stephen, *n*, 117  
 Problem patrons, 15  
 Professional organizations, membership in, 11  
 Proposal writing, 187  
 Public librarians, 15  
 Public Librarians Section, 111, 165  
 Puryear, Pamela, *n*, 172  
 Puyot, Alice, *n*, 117

## R

- Ray, Inez, *n*, 172  
 Raymond, Boris, *Krupskaia and Soviet Russian Librarianship*, reviewed by Linda S. Gill, 100  
 Raymond, Sue, *n*, 117  
 "Re-Inventing the Wheel: The Importance of Regional Acquisitions Discussion Groups," by William Z. Schenck, 151  
 "Regional News," 47, 115, 168, 213  
 Resolutions, 140  
 Rhey, Mary Louise, book review by, 102  
 Rhey, Mary Louise, "Whither Away-Or Wither?" 139  
 "Rights and Responsibilities in Interlibrary Cooperative Ventures," by Katie Wilson, *et al.*, 22  
 Ritter, Philip W., *n*, 215  
 Robertson, Richard, *n*, 52  
 Rodriguez-Buckingham, Antonio, *n*, 172  
 Rosenberg, Frieda B., *n*, 172

- Ross, Gary, *et al.*, "Rights and Responsibilities in Interlibrary Cooperative Ventures," 22  
 Ross, Marilyn & Tom, *Encyclopedia of Self-Publishing*, reviewed by G. Sheppard Hicks, 99  
 Russell, Mattie U., book review by, 159  
 Russell, Ralph E., book review by, 103

## S

- Samuels, Alan, *n*, 52  
 SantaVicca, Edmund F., book review by, 97  
 Saunders, Lelia B., *n*, 215  
 Sayles, Jeremy, "An Opinion About Library Instruction," 198  
 Scales, Pat, book review by, 36  
 Scaun, Anatole, *et al.*, "Rights and Responsibilities in Interlibrary Cooperative Ventures," 22  
 Schenck, William Z., "Re-Inventing the Wheel: The Importance of Regional Acquisitions Discussion Groups," 151  
 Schoenly, Steven B., and Carolyn Clark Morrow, *A Conservation Bibliography for Librarians, Archivists, and Administrators*, reviewed by Mattie U. Russell, 159  
 School and Children's Librarians Section, 112, 191  
 "School Librarians' Attitudes Towards Membership in Professional Library Organizations," by Elizabeth Snead, 11  
 "The School Library Media Program and Community Education," by Shirley L. Aaron, 91  
 Schroeder, Don, and Gary Lare, *Audiovisual Equipment and Materials: A Basic Repair and Maintenance Manual*, reviewed by Budd L. Gambee, 35  
 Scott, R. Neil, "The Duplicate Books Collection of LC's Exchange and Gift Division," 86  
 Sections and Chairmen, SELA, 53, 119, 174, 223  
 "SELA 80: A Preview," by M. Virginia Jackson, 66  
 Sellen, Betty-Carol, ed., *What Else You Can Do With a Library Degree*, review by Robert Ellis Potter, 209  
 Shaw, Mabel W., book review by, 38  
 Shearer, Benjamin F., book review by, 33  
 Sheaves, Miriam L., *n*, 117  
 Shipman, John S., *n*, 172  
 Smith, Cynthia, *n*, 117  
 Smith, Eric, *n*, 215  
 Snead, Elizabeth, "School Librarians' Attitudes Towards Membership in Professional Library Organizations," 11  
 "SOLINET," 155  
 "Southeastern Joblines," 51, 117, 171, 215  
 Southern Books Competition Awards, 166  
 Spence, Paul H., "From the President's Desk," 181  
 Spyers-Duran, Peter, Daniel Gore, and Joseph Kimbrough, eds., *Requiem for the Card Catalog*, reviewed by Ralph E. Russell, 103  
 State Library Association Officers, 54, 120, 175, 224  
 State Representatives, SELA, 53, 119, 174, 223  
 Steele, Bernice, "Turning Bad News Into Good News," 94  
 Stephens, Alice, *n*, 52  
 Stevens, Jana, *n*, 215  
 Stewart, Alva W., *n*, 215  
 Stewart, Anne, *n*, 172  
 Stone, Kay, and Philip M. Turner, "Instructional Design and the Curricula of Southeastern Library Schools," 200  
 Straiton, Harmon, *n*, 117  
 Strang, Melva, *n*, 117  
 "The Subject Specialist and Professional Development," by Robert G. Melanson, 82  
 Swaine, Cynthia, *n*, 52

## T

- Taylor, Joe, *et al.*, "Rights and Responsibilities in Interlibrary Cooperative Ventures," 22  
Taylor, Phyllis M., *n.*, 215  
Thompson, James A., book review by, 161  
Thompson, Lawrence S., book review by, 40  
Thrasher, Jerry A., *n.*, 52  
Throckmorton, Joyce, *n.*, 52  
Tilley, Kari A., *n.*, 215  
Trustees and Friends Section, 114, 195  
Tucker, Ellis E., "Editor's Page," 3, 59, 123, 179  
Tullos, Thomas, *n.*, 216  
Turner, Philip M., and Kay Stone, "Instructional Design and the Curricula of Southeastern Library School," 200  
"Turning Bad News Into Good News," by Bernice Steele, 94

## U

- "Universal Library Skills, An Outdated Concept," by Donald J. Kenney, 13

## V

- Van Orden, Phyllis, and Edith B. Phillips, eds., *Background Readings in Building Library Collections*, reviewed by Frances Simonsen Bernhardt, 158  
Varca, Susan, *n.*, 215  
"View From the States," by J. B. Howell, 31, 96, 153, 203  
Viles, Ann, *n.*, 172

## W

- Waldrop, Ruth W., book review by, 98  
Walker, Mary Edith, *n.*, 172  
Walter, Ruth A., *n.*, 172  
Webb, Jane W., *n.*, 216  
Webbreck, Susan J., *n.*, 172

- Wedgeworth, Robert, ed., *ALA World Encyclopedia of Library and Information Services*, reviewed by Frances Neel Cheney, 157  
Welsh, William J., photo, 138  
Westlake, Peggy, *n.*, 52  
White, Herbert S., *n.*, 172  
"The White House Conference on Library and Information Services: An Overview," by Myra Macon, 7  
"Whither Away-Or Wither?" by Mary Louise Rhey, 139  
Whitlow, Hubert H., letter, 63  
Wieckert, Jeanne E., and Irene Wood Bell, *Basic Media Skills Through Games*, reviewed by Pat Scales, 36  
Wilkins, Barratt, *n.*, 45, 72  
Williams, Sandra, *n.*, 172  
Williamson, Josie, *n.*, 52  
Williamson, Linda E., book review by, 162  
Wilson, Carolyn T., *n.*, 215  
Wilson, Jane B., *The Story Experience*, reviewed by Carolyn Baggett, 161  
Wilson, Katie, *et al.*, "Rights and Responsibilities in Interlibrary Cooperative Ventures," 22  
Wilson, Louis Round, *n.*, 10  
Wittig, Alice J., *U.S. Government Publications for the School Media Center*, reviewed by Linda E. Williamson, 162  
Wood, Billie Ruth, *n.*, 117

## Y

- Yerkes, Deborah Lee, *n.*, 215  
Young, Arthur P., book review by, 208  
Young, Betty Irene, *The Library of the Woman's College, Duke University, 1930-1972*, reviewed by Haynes McMullen, 39  
Young, William L., *n.*, 216

## Z

- Zelmer, A. C. Lynn, *Community Media Handbook*, reviewed by Ruth W. Waldrop, 98

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