

# The Southeastern Librarian

SPRING, 1981

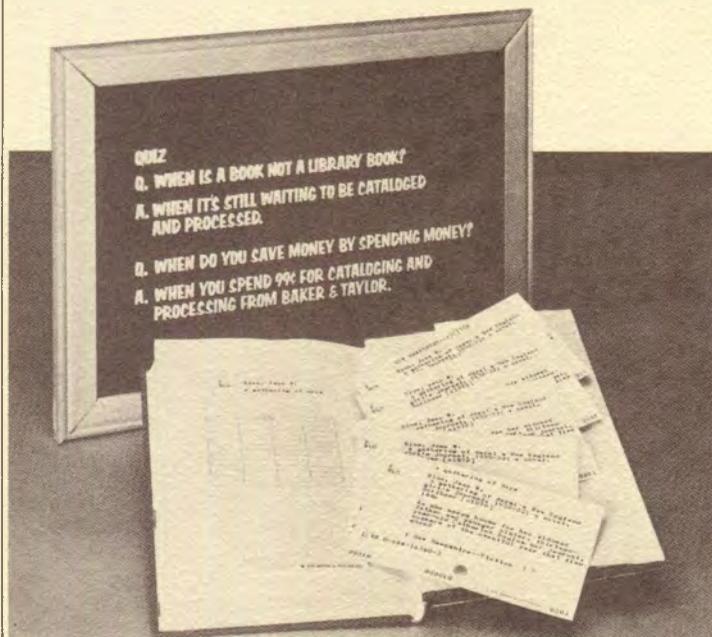
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# The Southeastern Librarian

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VOLUME XXXI		SPRING, 1981	NUMBER 1
Ellis E. Tucker	3	Editor's Page	
Paul H. Spence	5	From the President's Desk	
	7	Letter to the Editor	
Bodil H. Gilliam	8	Beyond Bibliographic Instruction	
Donald J. Kenney	11	Role of Technical Services Librarians in Library Instruction	
Jess A. Martin, Joan M. Marcotte, & John E. Baxter	14	PLATO in the Library	
Gerard B. McCabe	16	Developing the Young Librarian	
John David Marshall	21	Librarian's Bookshelf	
	31	SELA CHRONICLE	
	56	Index to Advertisers	

COVER: The Friedman Building, Tuscaloosa Public Libraries, was opened in July 1979. A citizens drive, "Get the Vote," assisted in getting the bond issue passed.

## SELA BIENNIAL CONFERENCE

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Previously you have been introduced to my three-year old niece, Kim. During the holidays she, in what she considered to be a very adult fashion, helped me transact business at the bank, pay taxes, and hunt for bargains at the after-Christmas sales. (We also transacted business at the local unit of a hamburger chain.)

Later, when Kim had been delivered to her rested parents, I delivered myself to my faithful recliner. The warm glow of her tight hug remained with me, softening the realization, as I reviewed the day's events, of how much month was left for my dwindling bank account.

As I sat, I thought of all the services for which I am taxed but receive no direct benefits. My thought processes ran the gamut of the questions and thoughts of every harried taxpayer.

Just when I was finalizing my arguments against taxes in general, I asked myself, "What kind of libraries do I want Kim to have from this point forward?" At least three things came to me. They were:

1. Soon, an accessible school library which will provide all types of media to support the curriculum and a librarian who will work with the faculty and the students to assure that these media are utilized rather than held on the shelves.
2. A public library which will in her early years provide materials and services that complement the school library and in her adult years provide access to information and materials that are not otherwise readily available in her home.
3. And, an academic library which will provide the necessary resources for the normal demands of her academic courses and will acquire through available means those materials which she may require when studying extraordinary topics.

And, if Kim should have such support, so should everyone else.

After reviewing these three wants, I decided: It is time for libraries to stop providing multiple copies of books that can be gotten by the patron from paperback swap racks or a bargain book club. It is time for libraries to get out of the "rat race" of numbers. No longer should burdened taxpayers support numerous libraries that blithely aspire to be all things to all people and blindly buy materials "just in case" someone should need them someday. Can we not be just as accountable to the taxpayers when we budget for free data base searching and free interlibrary loan service rather than purchases of expensive, rarely used items? I want to hear of librarians who have sufficient fortitude to say to an inquirer, "How many volumes our building contains is inconsequential. What is important is that our patrons have *free* access to over a billion items!"



— Ellis E. Tucker

DEADLINES FOR FUTURE ISSUES:

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October 15, 1981	December 30, 1981
January 15, 1982	March 30, 1982

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Membership in a professional association provides an opportunity to share individual and institutional achievements and problems in librarianship with others who have similar interests. All librarianship has certain elements in common. As we specialize by particular functions performed or by type of institutional environment we may lose some common similarities, but we may find an even closer affinity with those performing similar tasks in similar institutions.

SELA attempts to espouse those professional interests which we all have in common, and at the same time provide, through its sections, the opportunity for members to share those special interests they have more closely in common with similar types of institutions or similar activities. A school librarian may have more in common with a school librarian in another state than with a university librarian in the same town.

These interests tend to overlap. Public librarians find common interests with other public librarians and catalogers find common interests with other catalogers, but catalogers in public libraries may find most in common with catalogers in other public libraries.

Specialization is related to size. In a small organization the opportunity to share specialized interests is limited by the number of people with the same interest, while in a large group specialization may become so specific that we may lose sight of those elements of commonality which are so important in maintaining professional solidarity. In those instances it may become easy to espouse so strongly a specific interest that it may be detrimental to the profession as a whole. We need to retain common interests and at the same time encourage the special interests.

A regional professional organization such as SELA provides just such an opportunity. We are not too large either in membership or in geographical area to lose sight of our common interests, yet our membership is large enough to provide for special interest groups.

But in order to be really effective we need a higher participation by librarians in the professional associations. The major professional library associations in the ten states comprising the present SELA area have a combined membership of about 12,000. This includes friends, trustees, and non-professionals, but I would hazard a guess that there are at least twice that many professional librarians employed in college, school, public, and special libraries in those states.

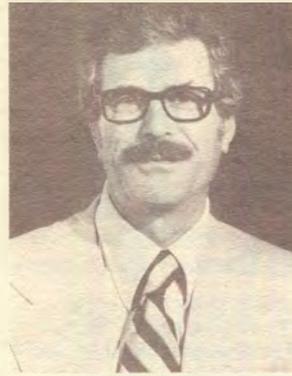
SELA membership is less than 20% of the total membership of the state associations. This would mean that fewer than 10% of the professional librarians in the southeast are members of SELA.

There are about twice as many members of the American Library Association residing in the southeast as there are members of SELA. Seven of the ten states have more ALA members than members of SELA. If our association is to be effective we need a higher participation by librarians and friends. Not only are people needed to work in the association; we need attendance and participation in workshops, seminars, and conferences.

Our effectiveness as a professional association depends on our membership and their enthusiasm. If each present member would renew his membership and recruit at least one new member our association would be significantly strengthened.

If sufficient interest is indicated, SELA, through its sections, may organize during the biennium several seminars and workshops which can be presented at various locations in the region to encourage participation without expensive travel. We hope to co-sponsor appropriate continuing education activities with units of ALA and other organizations. In order to do this we need a sufficient membership base to make it economically feasible.

Will all SELA members consider yourselves ex-officio members of the Membership Committee? Encourage membership renewals and recruit new members into the organization.



## FROM THE PRESIDENT'S DESK

— Paul H. Spence

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Dear Editor:

Last evening I reviewed my notes from the 1980 SELA conference in Birmingham. In order to justify both the time and money spent for the conference, I evaluated my experience both quantitatively and qualitatively.

The total amount of time spent in activities between Thursday morning and Saturday afternoon was just under 14 hours. I attended eight meetings, one banquet, two receptions, and spent three hours at the exhibits. Session-hopping does not seem to be practiced at SELA, so I was caught in several meetings longer than I'd planned. The only reason I was able to overlap any meetings was that at least three that I attended did not last the full time allocated. So, as to the quantity of meetings, I think that more than 14 hours of my three days should have been filled with library concerns.

As for the quality of the meetings, this is where I really feel short-changed. I have been a member of SELA for three years, and this is my first SELA conference. The overall caliber of the organization's journal led me to believe that topics discussed during meetings would be of similar quality. Alas, this was not the case. Though the speakers were often interesting, they were not stimulating. I received the same rhetoric which echoes from library schools and fills the pages of beginning textbooks. Conferences should take us beyond the mundane. I am sure that my peers would appreciate being considered professionals — not interns — in librarianship. There was nothing wrong with the topics picked for the sessions; it was the sophomoric treatment they were given that was disappointing.

"Accountability" is a big word in library circles these days. "Sell the public on the importance of libraries," advises ALA. We cannot promote these concepts unless we can sell the idea that librarians are a dynamic group of individuals. We are in danger of losing any impetus we gain from reading our journals and talking among ourselves if our conferences fail to strengthen our enthusiasm and goad us toward even higher standards of library service.

Alice Driscoll  
CEL Regional Library  
Savannah, Georgia

# Beyond Bibliographic Instruction

Bodil H. Gilliam

*Bibliographic instruction librarians have a messianic attitude toward their work and consider library instruction one of the most important functions of an academic library. Public relations programs should not overlook the positive contributions which librarians in the technical departments can make. A workshop for secretaries became a better program because librarians from technical services, government documents, serials, etc. contributed.*

Academic instruction librarians have been heavily engaged in promoting the concept of library instruction to faculty members, have worked hard at gaining their support and confidence, and have been, overall, amazingly successful. In a large number of academic libraries the faculty have become convinced of the efficacy of systematic instruction in research methodology and are increasingly ready to incorporate the offerings of a sound bibliographic instruction program into their course planning.

The systematic and deliberate winning of faculty cooperation is essential. However, faculty support alone does not guarantee the continued success of a good instruction program. One must build a broader base of support among additional groups in the academic hierarchy to create awareness and understanding for the ideas behind these additional classes and programs the library now thrusts upon the academic community.

With these thoughts in mind the instruction librarians at the University of West Florida decided to conduct a workshop for the secretaries and key clerical personnel on campus entitled: "The Library, What It Does — and What It Can Do For You." The secretaries on any college or university campus occupy a unique position. They have direct contact with administrators, faculty, and students. They are frequently telephone patrons of the Reference Department, requiring information for their bosses, and they are the ones who come into contact with the people in Technical Processing when book orders are requested and

order forms have to be filled out. In short, they are frequently the intermediaries between administrators or faculty and the library. They are a keen and observant group with an ear close to the ground and an excellent group with whom to establish better contact. Some of the secretaries on the West Florida campus are part-time students, use the library as regular patrons, or have children who use the library facilities, since there is no convenient public library in the vicinity. The library thus provides assistance to the secretaries in a variety of ways. They, in turn, assist the library by having an open and positive attitude toward the library and its various departments and especially toward the bibliographic instruction program.

Since the idea for the workshop was initiated by librarians involved in teaching, their most basic feelings about any positive outcome from such an endeavor naturally centered on the effect upon the bibliographic instruction program. Would the library be able to reach more students? Could it possibly expect help from the secretaries in public relations efforts? The possibility that other departments within the library might benefit from greater exposure to, and understanding of, such concerted efforts did register. However, one must admit that the primary reason for wanting to conduct a workshop was to strike out in another direction to gain support and to promote the instructional program. If the secretaries could be convinced that what the library was doing was helping the common cause they, no doubt, would help spread the gospel. Their enviable contacts were the very people who are so essential to the whole

Ms. Gilliam is Associate Librarian and Coordinator of Bibliographic Instruction, University of West Florida Library.

concept of bibliographic instruction: the Administrators, the faculty and the students.

When the idea of conducting a workshop for the secretaries was mentioned to other departments in the library, there was an immediate and enthusiastic feeling about the project. Everyone wanted to participate, and soon the catalogers, the serials people, and the acquisitions librarian were ready and willing to expound at length on the merits of their various departments. The planning reached fruition in the form of a two-day program held from 8:30 a.m. to 12:00 noon. The first day emphasized the public services offered by the library, and the second day explained the functions of the Technical Processing Department and how their efforts interact with the university at large.

Thus, the program was not only more ambitious but a far cry from the one initially envisioned which would exclusively have dealt with the glories (possible and actual) of bibliographic instruction. Joe Boissé in the summer 1979 issue of the *South-eastern Librarian* had some rather sobering reflections on the nature of instruction librarians and their relationship with their colleagues in the library. Instruction librarians, he feels, tend to be overly ambitious, overly energetic and overly articulate, an attitude which may be detrimental to smooth working relationships with other librarians engaged in functions which are equally important. One must admit that the messianic streak which can be detected among instruction librarians can be cause for friction. How then should instruction librarians curb the inherent source of annoyance in their proselytizing spirit and become more aware of the necessity for team work? Boissé correctly emphasizes the fact that library instruction is only one of the subordinate objectives in order for the library to achieve its primary goal of bringing people and information together.

The workshop for the university secretaries was held in a large meeting room in the library toward the end of a quarter on two consecutive mornings. The Personnel Director and the University President's secretary had both been brought into the plan for the workshop and both enthusiastically supported the idea. About seventy-five letters were mailed to the Vice-Presidents, Deans, Department Heads and Directors. Permission for the secretaries to attend the sessions would have to come from these officials. Forty-five responses were received and thirty-eight indicated they would be able to attend.

The participants who arrived the first morning of the workshop were greeted by the library

director's secretary who gave them name tags and a voluminous folder with hand outs from every department in the library. The director welcomed the group and the stage was set. Pre-registration responses indicated that the secretaries wanted to know "where to go and who to see", so it seemed important to introduce as many people as possible who were involved in the library operations. (From the evaluations this turned out to be a good idea.)

The first morning included presentations from librarians involved in the reference services, circulation, reserve room, interlibrary loans, government documents, the curriculum laboratory, and bibliographic instruction. The functions of these services were discussed, and the publicity material which was sent to the faculty on a regular basis was pointed out. The services these departments offered were stressed. The emphasis was on "what the library can do for you" though "what the library can't do" had to be mentioned too.

After the coffee break, there was a tour of the public service areas. The "tour" is anathema to most instruction librarians, and it was with some trepidation that a carefully planned one was included on the program. But the tour was a surprising success. The secretaries were deeply interested in every aspect of library operation, and the biggest hit on the tour that first day was no doubt the OCLC interlibrary loan subsystem.

The second morning of the workshop was devoted to Technical Processing and Special Collections. The monographic acquisitions librarian talked about the jargon which permeates all fields and leaves outsiders lost and turned off. "I am the one who buys the books" was her own concise explanation of her job. Since this particular librarian comes in direct contact with the secretaries in the ordering process there was a brisk exchange of ideas. The acquisitions librarian showed examples on the overhead projector of incorrect transfer of information from a publishers catalog to an order slip. The examples were actual order slips which had been turned in from various departments. Emphasis was on the importance of completing an order slip with all available information and preferably enclosing a brochure or catalog with the order. The delay which occurs when incorrect titles have to be verified was stressed. Several of the secretaries mentioned that they had no idea how important all this was and that they usually gave the job of filling out book order forms to the student assistants.

Another solid contribution was made by the

serials librarian who talked about the difficulty of keeping track of marriages, divorces, and deaths in the serials world, and how to cope with the changes. This librarian asked directly for help from the secretaries. The serials budget will have to be cut this year, and the faculty often do not want to be bothered though their input is necessary. So when lists are sent to the various departments for cancellations it would help if the secretary could prod the faculty member to make a decision.

There were excellent presentations from the Public Service librarians, including the instruction librarians.

The greatest hit of the workshop was the presentation by the special collections librarian. The librarian in charge of special collections showed slides and talked about early West Florida history and the peculiarities of her work, including how to get into people's attics, how to preserve what one gets out of people's attics, and how to learn what

is there in the first place. It was a marvelous way to finish the program.

One had hoped for moderate success, but the response was overwhelmingly good. The evaluations came back suggesting this be an annual event. The University President's secretary, who wields a great deal of influence in a very positive way, volunteered to be the public relations person for next year's workshop.

In summary, the library did what Joe Boissé said should do: bring people and information together. Bibliographic instruction was relegated to a more realistic place in the library scheme of things. It was one of the subordinate functions which helped create the entity. The important aspect of this workshop was the opportunity it gave the instruction librarians to work with colleagues in an effort to bring greater awareness to the total library mission, and the understanding of the library functions it created among members of an important support group at the University.

#### SELA HISTORY

*The Southeastern Library Association: Its History and Its Honorary Members, 1920-1980*, edited by Ellis Eugene Tucker (Tucker, GA: SELA, 1980), has been published. The booklet contains a history of the Southeastern Library Association, written by J. B. Howell, including a reproduction of an early SELA Conference Program, and biographical sketches and photographs of all SELA Honorary Members, prepared by John David Marshall. Available from the SELA Headquarters Office. \$5.00. 48 pages.

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# Role of Technical Services Librarians in Library Instruction

Donald J. Kenney

*Bibliographic instruction is needed at all levels of library use. Technical services librarians can supplement the instructional staff because they share the common goal of serving the user.*

Librarians are in general agreement that library users need instruction in order to retrieve information from libraries that grow in complexity each year. More librarians agree that instruction should extend from the very basic skills such as use of the card catalog to the more advanced instruction of subject-oriented bibliographic research. Course offerings range from the self-paced general course to the more formal credit course. Diverse teaching techniques which may include workbooks, lectures, television, or computer-assisted instruction are widely used. No longer is library instruction synonymous with freshman English classes and the liberal arts programs. At the academic level, as well as from the public library sector, pressure is mounting to better train library users. This pressure has created many burdens for what is already an under-staffed library.

In small libraries, staff members are accustomed to playing many roles. Consequently, in many small college libraries throughout the country, bibliographic instruction programs that include both technical and public services librarians exist such as the one at the College of Charleston's Robert Small Library. This dual role and relationship has not managed to proliferate in large academic institutions, because the size as well as the complex staffing problems of a large library dictate clearly defined job descriptions. But the values of differential staffing of an instruc-

tional program, whatever the size of the library, are immense. In the final analysis of library service and instruction, all librarians, both public and technical services, are committed to full service to library users.

Bibliographic instruction at all levels is, of course, intended to teach users information about the library and how to obtain whatever special information they need. Access to information in a college or university library is complex. The sheer size baffles students, and the numerous services of the library and special locations of the collection create further barriers to the users.

What is needed, then, is a total commitment by all the library staff to bibliographic instruction, and the involvement of all librarians in the program at various levels — planning, teaching, and evaluating. To execute this commitment, both technical and public services librarians need to work together to develop meaningful instructional programs. The October 1979 issue of RTSD Newsletter states that: "The RTSD Board of Directors encourages the participation of technical services librarians in library bibliographic instruction programs." There are many instructional librarians who will argue that technical services librarians simply want to "get on the bandwagon." The revival of bibliographic instruction at academic levels has taken on a new aura. Instructional librarians with various expertise and subject back-

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Mr. Kenney is Acting General Reference Librarian, University Libraries, Virginia Polytechnic Institute and State University, Blacksburg.

grounds are in demand. Since the two, public and technical services, naturally complement each other and both are equally important to providing services to the patron, it is time the two services unite on a common goal and work together to provide a more varied instructional program demanded by both faculty and students.

When the decision is made to include technical services librarians in the bibliographic instruction program, it should not be done as a patronizing gesture. Rather, technical services librarians should be included as a vital part of the program from the planning stages to its actual inception. In some cases, technical services librarians have been invited occasionally to participate or to offer their insights on explaining some aspects of the card catalog or *Library of Congress Subject Headings*, but rarely have they been full partners in the program. This is unfortunate because their technical experience is certainly more varied than this.

Not all librarians are good teachers. Techniques of bibliographic instruction are perhaps more difficult to teach than many other subjects because of the very nature of the skills involved in library instruction. It takes an accomplished instructor to teach card catalog use and the *Applied Science and Technology Index* in an interesting, even exciting, yet at the same time, informative way.

Typically the instruction program will include a slide-tape or video presentation, library tours, classroom visitations, and in many cases problem-solving exercises in using the card catalog, indexes and abstracts, and other specific tools. Whatever the approach to teaching, individual or team effort, the expertise of technical services librarians will lend much credulity to the total program. In many institutions, individual research appointments are available to students. Depending on the subject matter involved, the student is referred to a librarian who has some expertise or interest in that particular subject to help the student formulate a research strategy for the paper and to offer some suggestions in narrowing or broadening the topic. There is a need for all librarians to actively participate in an instructional program. The inclusion of technical services librarians could be developed in terms of levels of participation which would clearly define the roles.

Technical services librarians could be actively involved in the bibliographic instruction program at three different levels. However, these roles are very much dependent upon the organization of

the library, size of the library, and the support of the library administrators. Depending on the incentive of both technical and bibliographic instructional librarians, roles of those technical services librarians might be defined in these levels of participation.

#### **SUPPORTIVE LEVEL**

Having library-wide support for an instructional program to some extent determines not only the success but direction of the program. Instructional librarians cannot successfully have an instructional program without both the good wishes and support from all librarians. There is great strength in knowing that what one is doing is perceived as worthwhile and beneficial and that everyone, no matter what job is undertaken, feels this is important. In many cases, a simple inquiry into what is being done can give a supportive feeling. Technical services librarians, who simply express an interest or attend a conference or seminar to understand library instruction, can learn a great deal about this mission, and by showing a willingness to reach this understanding, actively lend support. Too often, behind the scenes at committee and administrative levels, decisions are made by people who lack full understanding of their decisions on such instructional programs, and it is at this level that technical services librarians can be supportive by politically advocating instructional programs. Librarians, especially in larger libraries, tend to be ill-informed on many issues that affect the total services of the library and instead focus on self-serving, departmental issues. Other supportive roles that technical services librarians might perform would be to prepare bibliographies, handbooks, and other teaching tools which would release the instructional personnel to improve other elements of the program.

#### **COOPERATIVE LEVEL**

Cooperative support would consist of a structured program whereby technical services librarians actually teach in part of the program providing back-up personnel for certain aspects of the instructional program such as card catalog instruction. This arrangement would be a formal one with technical services librarians carrying out those portions of the actual bibliographical program initiated by the librarian in charge of such programs.

The role as an adjunct instructor, could of course, greatly benefit technical services librar-

ians. For example, in teaching a unit or segment on the card catalog, these librarians would realize the problems of the patron in using the catalog. The inadequacies of subject headings, cross references, and classification might very well give technical services librarians insights into how patrons approach the use of the library in finding information.

### ACTIVE LEVEL

As an active participant in the library instructional program, technical services librarians would be accepted as full partners. They would not only provide instruction but also help to plan, execute, and evaluate the program. To be successful however, both partners must be willing to share fully all the roles and choices involved in establishing a bibliographic instruction program. However, there are some pitfalls to avoid both at this level and the cooperative and supportive levels.

Whenever other types of librarians are involved in the instructional program several factors should be considered:

- 1) Only those librarians who are willing to commit themselves to the task should be involved. Too often other librarians are enthusiastic at first but this wanes with the wear and tear of the program and those librarians lose interest and drop out.
- 2) Technical services librarians should be involved in planning the program, not just executing the brain storms of those public ser-

vices librarians in charge of the program.

- 3) Public services librarians should be open and receptive to new innovative ideas from technical services librarians. Fresh insights often provide the program with new approaches.

Whether or not libraries change technologically from books to microforms, to computer on-line catalogs and information retrieval systems, the years ahead will not affect the problems caused by massive multi-format resources and the inexperience of many of those who need to use those resources. Because of the need for the user of a library to understand it, both in the present state of development and in the science-fiction libraries that lie ahead of us, instruction will remain paramount. In most cases, the need will increase. Users are just as likely to continue their bad habits using an on-line catalog as they do with the traditional catalog. On-line information retrieval will increase the burden of teaching patrons to verify, to interpret and to use the varied resources made available to them.

The traditional roles of librarians are not recognized by the patron. To the university student, the housewife, or the professor, a librarian is someone who can help them with an informational problem. Whether that librarian is a technical services or public services librarian makes no difference to the patron. Basically, all librarians have the same common goal of serving the user, and in the final analysis of services, both technical and public services librarians need to work together.

Two Assist. Univ. Librarian positions in a small special library, supervising a computerized information system and the reference section. Required: MLS, 2 years library experience. Desired: Supervisory and reference experience. \$13,500.00 Grant funded. Contact: M. Winkler, F.E.I.S., PO Box 2617, Tallahassee, Fla. 32304 (904) 644-5892, by Feb. 26, 1981. The Florida State University. An Affirmative Action/Equal Opportunity Employer.

# PLATO in the Library

Jess A. Martin, Joan M. Marcotte, and John E. Baxter

*An evaluation of the use of PLATO for orientation and instructional purposes in the Library of the University of Tennessee Center for the Health Sciences is described. PLATO, a computer-assisted instruction system, has been accepted by the faculty and students as one more learning approach but not as a total replacement for the classroom lecture. The results of a survey of computer assisted instruction are reported. PLATO, among many other systems, is being used for self-instructional, independent study, and recreational purposes with varying degrees of acceptance.*

PLATO (Programmed Logic for Automated Teaching Operation), a unique interactive computer-based teaching system, was introduced in 1960 with one terminal at the University of Illinois in Urbana-Champaign. A year later a second terminal was added, and the first teaching with PLATO was attempted. Today several PLATO systems are located around the world and additional systems are expected in the 1980s. These various systems operate independently but can be linked together for intercommunication. Lessons, software, programs, and communication data can be quickly transferred from one system to another, offering an extensive exchange of teaching materials and information.

In July 1975 the first PLATO terminal at the University of Tennessee Center for the Health Sciences was located in the library. Since then three other terminals have been added. With the PLATO terminals being located in the UTCHS Library rather than at other locations on campus, the library faculty has been provided the opportunity to explore the use of this system for library orientation. A PLATO lesson orienting new students to the use of the UTCHS Library has been developed by the Library's Educational Services faculty. This lesson covers basic information

about the physical facilities of the library, how to research the card catalog and periodicals file, how to locate materials and services, and how to request an interlibrary loan. Educational Services faculty members provide information to new students, faculty, and staff during orientation week about access to the PLATO library orientation lesson.

Students use the system as an elective study aid, as a means of fulfilling assignments, as a communication tool, and as a means of relaxing. Recreational uses of the system have increased as the computer literacy of students has increased. The majority of student use, however, falls in the elective study category.

Evaluation of PLATO as an orientation and instruction tool at UTCHS has included the use of subjective questionnaires, students' comments, and pre- and post-tests. PLATO's on-line communication and electronic note exchange capabilities have facilitated the process of gathering student feedback. Student feedback has been helpful in identifying programming problems, in suggesting additional acceptable answers to questions posed in the lesson, and in recommending development of additional lessons such as strategies for searching the literature of the

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health sciences. Those participating in required instructional programs suggested that PLATO should serve only as one more learning possibility and not as a total replacement for the traditional classroom lecture.

The use of PLATO at the University of Tennessee Center for the Health Sciences has brought to light several problems: 1) only four terminals have proven to be a restriction that precludes wide spread class assignments of PLATO materials, 2) the development of new instructional packages has been a slow process resulting in spotty coverage of many relevant instructional areas, and 3) a few conflicts have arisen over competition between recreational and instructional uses of the system. Also, the cost of developing and revising lessons for PLATO is considerable and will impact on the plans for PLATO at any health sciences center.

After five years of experience with this computer-based orientation and teaching system the authors became curious about its use on other health sciences campuses. A questionnaire was distributed to 126 health sciences librarians. One hundred and seventeen or 93% of the questionnaires were completed and returned. Only five health sciences librarians reported the PLATO system in use in their libraries, twenty-five reported PLATO elsewhere on their campuses. Other computer-assisted instruction systems

housed in the reporting libraries numbered 37, and with 51 libraries reported other CAI systems on their campuses but not housed in the library.

It is likely that more and more frequently PLATO as a CAI system will appear in libraries. If this proves true, librarians will need to be knowledgeable about the content of the programs, aware of the potential of the terminal as a self-teaching tool, and skilled enough to make minor equipment adjustments. The more detailed understanding of program writing and of the potential and maintenance of equipment should probably be entrusted to systems analysts and/or programmers. However, close relationship between librarian and programmer/analyst needs to be maintained. The ideal arrangement would find the programmer/analyst employed as a staff member of the library.

Prospects seem good for the foreseeable future for PLATO and PLATO-like orientation and instruction systems at UTCHS. Some students at UTCHS have come to expect the systems to be available. Some have not found them useful, but that is true of most instructional techniques. It is anticipated that as computerized instructional programs increase, computer hardware becomes more available and the cost of the more traditional printed material continues to soar there will be a slow but steady growth of the use of PLATO and other CAI systems in health science libraries.



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# Developing the Young Librarian

Gerard B. McCabe

*After the young librarian arrives on the job, the objective is to keep professional ambitions nurtured and growing. Career goals must be considered. The planning for and the evaluating of the performance of library units and individuals should involve the young librarian and produce the professional staff that is needed.*

Just how does a library administrator go about developing the supposedly unfinished product who comes into the library fresh from training in a graduate library school into a professional librarian? Obviously, it is going to take a cooperative effort with each giving equally. What any library wants in a new professional is a well-trained and motivated individual who has an interest in learning and growing professionally. After the new librarian arrives in the library, the objective is to keep the individual that way, to keep those professional ambitions nurtured and growing. As I pondered this topic, I began to reflect on my own personal wishes as I recalled them from my early days in the profession, some recent service on one American Library Association Committee, various readings not only of articles but of letters to editors, and many conversations with librarians. One fact stands out, all want a professional position with status and responsibility. So I began to develop the idea that any entry level position ought to have certain characteristics, and to formulate these is the administrator's job.

## **IS THIS LIBRARY A GOOD PLACE TO WORK?**

Before any response can be made to the question, the organization as it currently exists must be reviewed and certain questions answered. Does this library have clear objectives and guidelines, does it have a statement of mission, are the goals and objectives stated for this library clear and easily understandable, have these goals and ob-

jectives been scrutinized recently and tested for relevance against the needs of the community the library serves, and are they progressive and modern?

With a clearly stated mission and understandable goals and objectives, it is possible to establish a professional position in which an individual librarian can provide the service expected while growing, developing, and fully appreciating the professional challenge of the position held and the responsibilities assigned.

I have read and heard many complaints about lack of professional status in positions occupied by young librarians. One such complaint is that too much work is below expectations as established by training in graduate library schools. Each professional-level job requires a detailed job description which has been reviewed by senior librarians. This clear statement of responsibility provides the base from which the entering librarian can strive to achieve the most worthwhile professional objectives.

Good communications whether from administration to department, among departments, or just among individuals is essential to the welfare of the organization. All must have an opportunity to be heard, participate, and be kept informed. Information meetings at which librarians are informed of work in progress, current activities of departments, requests for new services, or other items that pertain to the operation of the library are a helpful way in which to keep all staff members well informed. The use of task forces or work groups to

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solve particular problems, to investigate potential new services, to assist in budget development, or any one of the numerous matters that concern day-to-day operations of libraries, is a good way to encourage participation, to foster professional development in young librarians, and to keep the professional milieu which has been established a viable reality.

Once a professional environment is established and that keen sense of professional awareness and involvement that is so important to success is achieved, the challenge turns to the individual. If the milieu is appropriate the individual becomes responsible, and the obligation for making it work is shared equally by all.

### **ON THE STAFF**

After a serious recruiting effort, library administrators want people to stay as long as personal and professional needs require. For some this will mean a full career. After a reasonable length of service and facing limited promotional opportunities others will seek new opportunities. Whether expected to remain on a staff or not, career guidance for the young librarian is the responsibility of the administrator.

### **AM I IN THE RIGHT PEW?**

A careful assessment and definition of career goals should occur early in a librarian's career. These goals need not be long range, but should be progressive. Measured career steps are advisable for the young librarian, and this approach should prove to be the most rewarding. Advice from senior staff can be used constructively. When a decision is reached on a new objective that involves a job change, carelessness in seeking another position often can be very damaging. What is required is a careful assessment of career goals and what opportunities exist for professional growth and development.

### **WHAT DO I DO NEXT?**

All serious young professionals review their career aspirations and progress occasionally, sometimes making unaided decisions. Library administrators should ascertain the need of every young librarian in the organization for assistance in career counseling and offer or arrange for such aid. In some cases, a provision where at least one annual meeting with administrators for such conversation has been successful. With this method, both librarian and administrators have assurance that discussion of career concerns and choices

can and will occur. Knowing that the administrator cares can be helpful, raises morale, and help to keep a sound professional orientation securely in place.

### **SHOULD I TEACH?**

Preparation for teaching requires extensive study, research, and development of a depth of knowledge. Teaching in the profession of library science requires some work experience in the field. Usually, those with an inclination to teaching have had some experience prior to entering library science. Acquiring meaningful professional library experience takes careful planning, and career guidance is essential. The attraction to teaching occurs frequently in young librarians, and for many it is only a curiosity which is resolved quickly after a sound investigation of the requirements of this career path. Discussion with senior librarians is beneficial and should be encouraged. For a few others, the question is more serious, and even critical. Resolution of the question can be aided by a temporary opportunity to teach which can prove valuable both as a measure of the interest and as an indication of what a full time teaching career can offer. Many will decide to drop the idea or teach only on an occasional basis. The few remaining can begin the necessary preparation for this new goal. If the library can offer some experience, so much the better. Participation by such persons in the library's patron orientation program can be helpful. In the academic environment the library's development of a skills course for undergraduates can provide a needed vehicle.

### **IT COSTS MONEY!**

Lack of adequate financial or budgetary training is another frequent complaint of young librarians. Even a modest promotion frequently brings with it responsibility for the operating budget of a unit however small. Then the questions and self-doubts begin to arise. Lack of financial awareness in young librarians contradicts the current practice which requires upward development of budgets. Decisions come from the top, but the building of the budget originates from the lowest levels of the staff.

A department's performance should be measurable in terms of its goals and objectives. An obvious corollary to this is good financial management of the operating costs of a department. Every librarian in a department should know the cost of each of its operations. Financial account-

ability is a professional hallmark, and early training and assumption of this responsibility is necessary.

Librarians generally become aware of the need for evaluation when service requirements are put on a cost basis, and they become cognizant of the fact that their services have a definite monetary value (i.e., the funding necessary to provide a service aside from salaries). Judiciously weighing the merits of various service functions or programs in terms of cost and reviewing prior experience or what was achieved at previous budget levels can only lead to a reasoned presentation of financial requirements by the librarians who do the work. Also, it is not unreasonable to assume that lower budget requests will occur than may have been expected by other methods. Young librarians, as well as their seniors, will learn to measure performance by result, to request what is defensible in terms of what is achievable, to plot goals and objectives in a rational fashion, and to plan their activities to achieve a successful level of service to patrons, all without undue restraint in those areas where their needs are greatest.

#### **DOES THE LIBRARY HAVE ANTHING ON EURO-ECONOMICS?**

A patron queries and a librarian responds revealing the resources available, possibly heretofore hidden from the patron. The librarian provides guidance, the patron is satisfied; and the librarian goes about other business, or becomes available for the next patron inquiry. Before any question can be answered, or any patron assisted, the question of resources must be fully addressed. Development of library resources is an active and on-going enterprise. All librarians should participate, and young librarians need not only to participate but to have training and guidance in the techniques of resource development. Normally, all librarians are expected to participate in development of the materials collection as well as in the development of non-collection resources, whether these be bibliographic data banks, or information networks. All librarians, young and senior, must have full exposure to bibliographic data banks and information networks. Total involvement in participation and planning for these will provide career advantages for the young professionals.

Returning to our opening statement: Do patrons really need to query a librarian every time some point of information is required? Obviously not, since a vital part of a librarian's duties today is

to teach the patron how to locate and use library resources. There are no mysteries or secrets. Our function is educational; patron instruction is part of our responsibility, another professional hallmark. Developing a teaching program is difficult and requires experience. Some may feel the responsibility should be entrusted only to the senior staff. It is, however, a responsibility that begins immediately on entering a professional position in a library.

The level and scope of any type of instructional program, whether it occurs within a library building or in a classroom setting, is a local decision made on the basis of local conditions, and precise evaluation of patron requirements. The opportunity must be present, and no library can afford to ignore developing this aspect of the professional qualifications of its young librarians.

The new opportunity offered by bibliographic data banks and computer assisted information networks provides an excellent occasion for gaining experiences in managerial affairs. These systems provide the means for young librarians to develop information resource skills and to exercise the aptitude required in obtaining effective and beneficial results from utilization. Again, involvement from the very beginning is essential, and it is here that some of the training acquired as part of earlier professional development begins to come into play. Young librarians now have an opportunity to weigh various factors: patron requirements; the degree of patron satisfaction the library can hope to achieve; and, the need to use material resources available within the library, as opposed to using those available outside the library through networks. After evaluating these service-related factors, they can develop proposals for the essential decisions regarding the acquisition of bibliographic data banks, and guidelines for actual use if acquired.

#### **"OTHER LIBRARIES HAVE THAT AUTOMATED NOW!"**

Young librarians occasionally make this and similar statements. When I hear it made, I think, that remark is a challenge — not to me but to the speaker. I can assist, but only you can provide the reasons that justify that application. Up-to-dateness and the desire to be so characterize the young and are sources of frustration to them when they appear to be lacking. New developments are all around us. The technology that can solve so many of our problems is readily available, and it is up to us to determine the costs and

justify the funding. How does this apply to the young librarian developing into a professional? If our training and investment in development is to reach fruition in the new young librarian, perhaps that can best be expressed by the ability to plan. Dreaming about new technology and idle wishes do not bring results. Painstaking study and carefully prepared statements of justification do produce results. Librarians who can plan and articulate reasons for new developments usually succeed. If a goal appears desirable, whether it is the installation of some automated application or not, the situation demands careful evaluation of its merits, a test of the actual needs of the local situation, a careful assessment of the impact of the new application upon existing procedures and the quality of service offered to patrons. The work group or task force method is an ideal way to work on projects, and it provides beneficial training to young librarians. Learning to assess the real needs, establish priorities, weigh costs, and estimate benefits attainable is a worthwhile objective in itself. Careful planning is another hallmark required of the professional, and it is one that will be demanded of all librarians in the future.

Whether other libraries have certain automated procedures or not is not really important (though it is of interest), but we must pay constant and careful attention to our own requirements for service. Careful training and planning is an essential requirement for the development into a professional. There can be no haphazardous way of going about things. Serendipity may occasionally strike; but objectives that are established to make the library an important information resource center in the lives of the people that it serves, require thinking, planning, and attention that must be constant. Instilling this attitude or virtue, if you will, in the young librarian is paramount to their success as a professional.

Investigate and justify! This is the challenge to the young and new librarians; if they adopt this attitude, then our objective of changing our unfinished product into well qualified professionals will be achieved.

#### **HOW IS MY PERFORMANCE EVALUATED?**

So much is available in the literature of personnel administration and of our profession I feel it unnecessary to add much here. As noted earlier, a library organization should have its goals and mission clearly stated with precisely written job descriptions for its staff. The guidelines for supervision then will fall clearly into place.

Staff evaluation is another matter: some organizations have a preference for written evaluation of all staff, sometimes providing printed forms for the purpose. Librarians are professionals in an active service environment and factors that are difficult to measure come into play. A typical professional staff in the library is formed of a group of independent individuals with diverse skills and interests. Not all are engaged in service to patrons, and measurements of performance are difficult to establish. Performance as a professional, given proper emphasis and understanding, can be the vehicle for effecting a good standard of evaluation. Overall performance, not specific performance at routines, provides a better method and a means of encouragement to young librarians. Obviously, requirements of the position a librarian occupies come first regardless of other assigned duties. All must be skilled and competent. Nothing a librarian does really remains or can remain static. The job descriptions mentioned earlier are a starting guide, subject to revision at any point in time to accommodate the individual's own professional growth. The profession is flexible in response to the new requirements for service and the new technology for service. The individual librarian needs a balanced situation, so that while the immediate demands of a job are met, the unwritten but also essential professional demands are satisfied. In short, opportunity for continuing education for intellectual exchange and sharing of experience is necessary. In this type of environment the young librarian should flourish, and evaluation of performance will be clearly based on fair standards and fair opportunity for growth and development in proportion to the work expected. When a management system of this type fully develops, a form of self-evaluation becomes possible. The librarian then can make an assessment of progress, growth and development in terms of a set of criteria evolved from the working professional environment. Here, a written report by the librarian can state more than a supervisor might be able to say, though consultation can affect a better understanding of accomplishments in a professional sense relative to job performance. In some libraries each librarian annually submits an activity report, a form of self-evaluation which when related to job demands indicates to that librarian an approximate measure of growth and development. This report should not affect final administrative evaluations or merit increases, but it does provide the administration with a measure of professional activ-

ity and a means of assurance that librarians are keeping current with our upward developing profession.

Continuing education opportunities will vary widely for a group of librarians of diverse skills. On the average, one good session of 3-5 days in a regional or nationally offered workshop every three years is beneficial. Occasional conference attendance, often affected by personal circumstances, is helpful but is often restricted by budgetary priorities. Participation at local professional activities, if available, gives indication of responsibility and willingness to share with and learn from others in the community. Such a procedure coupled with a sound professional environment enables the young librarian to arrive at a self-assessment. The administration has then a situation which is opportune for helpful assistance and which provides for staff development and a strengthening of the professional practice of the librarians.

## CONCLUSION

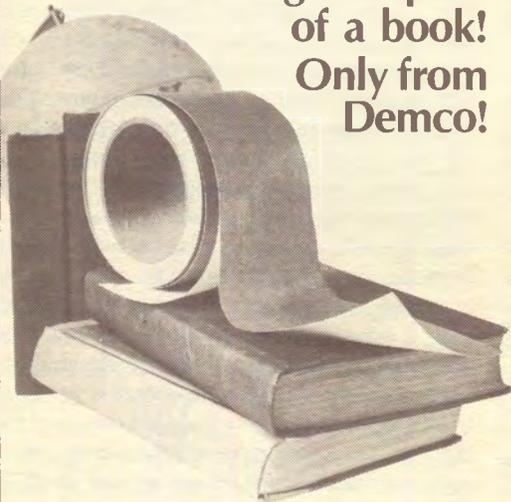
There is no way to turn anyone into a professional of any kind, unless there is a willingness present on the part of an individual. No amount of education or formal training does it. The attainment of a professional degree recognizes only the completion of a core of academic work. It is the individual applying that education and training, together with those of us in a position to provide a suitable opportunity to work together cooperatively, who create the true professional.

What we are after is a condition of attitude — for librarians this means individuals who are informed, think, and understand both their own objectives and those of the libraries in which they work. With this combination of attitude and environment, they work, providing the service so critically needed by our society. Thoughtful, dedicated young librarians, together with an administration and senior staff exercising direction and decision, produce the professional we are seeking.

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# Librarian's Bookshelf

Edited by John David Marshall

*Alabama Authors: Books in Print.* By Ruth W. Waldrop. Huntersville: The Strode Publishers, 1980. 151 pp. \$7.95 (paper).

Alabama aficionados, book collectors, libraries, and readers now have a source to learn of books by Alabama authors which are currently available from their publishers. *Alabama Authors: Books in Print*, attractively printed in an easy-on-the-eyes typeface has been compiled by Ruth W. Waldrop, Professor Emeritus, Graduate School of Library Service, University of Alabama, and currently Executive Secretary of the Alabama Library Association. While Mrs. Waldrop has written for a wide variety of publications including *Wilson Library Bulletin*, *School Libraries*, *School Media Quarterly*, and the *ALA World Encyclopedia of Library and Information Services*, her allegiance remains with Alabama authors and Alabama books — a fact that is made abundantly clear by the bibliography under review here.

The bibliography includes over 1300 current titles of Alabamiana. These are listed alphabetically by author from Aaron, Henry (*Aaron*) to Young, Martha Tutwiler (*Behind the Dark Pines*). Each entry includes author, title, publisher, date of publication, number of pages, and for books for younger readers a symbol indicating level (P-Primary; I-Intermediate; J-Junior; S-Senior) followed by a descriptive annotation of from one to seven lines. Among the works listed are titles dealing with local history, Indian life, the Civil War and Reconstruction, and the Civil Rights period. Black Alabama authors are well represented by current publications and by reprints of earlier authors such as Booker T. Washington who is repre-

ented by six titles. (Alas, *Up From Slavery* is not among the six! Can this classic in autobiography really be out-of-print??) Of special interest to Alabamians will be the 14-page section listing books on Local History and Genealogy. Included in this section are titles of general interest as well as titles dealing with specific counties from Autauga to Wilcox. The compiler provides a useful list of addresses for publishers *not* included in *Books in Print*, and there is an equally useful title index.

*Alabama Authors* is a good book for browsing, a buying guide for libraries and gift-giving, and a reading guide for individuals interested in Alabama history and biography, birds and snakes, sports heroes and writers, art and humor, novels and short stories. Would that such a bibliography existed for Tennessee and the other states in the Southeastern Library Association. — *John David Marshall, Middle Tennessee State University, Murfreesboro, TN*

*The Arbuthnot Lectures, 1970-1979.* Compiled by Zena Sutherland. American Library Association, 1980. 203 pp. \$12.50.

Although she was not a librarian, May Hill Arbuthnot (1884-1969), teacher, lecturer, children's literature specialist, reading consultant, and writer, made a profound, lasting contribution to children's librarianship. Three months before her death on October 2, 1969, the May Hill Arbuthnot Honor Lectureship was established by her publishers, Scott, Foresman and Company; administered by ALSC (Association for Library Service to Children), it provides for the annual selection of

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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.

an outstanding critic, author, historian, librarian, or teacher of children's literature to prepare and present a lecture in the United States "which shall be a significant contribution to the field of children's literature." Hosts for the lectures are selected from among those institutions which apply.

These ten lectures provide a broad introduction to such critical issues in children's literature as the risks and requirements involved in writing for children and cultural influences on books for children. Brief biographical information is included for each of the following lecturers: Margery Fisher (England), John Rowe Townsend (England), Mary Ørvig (Sweden), Bettina Hürlimann (Germany), Ivan Southall (Australia), Mollie Hunter (Scotland), Jean Fritz (United States), Shigeo Watanabe (Japan), Uriel Ofek (Israel), and Sheila Egoff (Canada).

"It is only too easy to be over-protective towards children and to deny them the right to make their own mistakes and their own discoveries in the world of fiction," said Fisher in her lecture "Rights and Wrongs." "The critic counts more than the criteria," declared Townsend in his "Standards of Criticism for Children's Literature." "The distinction between the normal and the aberrant . . . is where the dividing line should be drawn in themes for children's writing . . .," Hunter affirmed. "And I am persuaded that if our children can feel themselves a part of this arduous, continuing adventure we call history, they will find the courage, and, I hope, the creativity to save their future," spoke Fritz. "The sad fact is that contemporary children's literature, whether for its virtues or its faults, seems to be moving perilously close in tone, in theme and language to the adult world," said Egoff.

These lectures, which bring together the range of concerns within the writing of literature for children today, have appeared in issues of *Top of the News*, 1970-1979. — *Carolyn Baggett, Graduate School of Library and Information Science, University of Mississippi, Oxford, MS*

*Ellsworth on Ellsworth.* By Ralph E. Ellsworth. Scarecrow Press, Inc., 1980. 163 pp. \$9.50.

During the past several decades the name, Ellsworth — both Ralph Ellsworth and Ellsworth Mason — along with that of Keyes Metcalf, has been synonymous with library planning, library building, and library architecture. Their influence

on academic librarianship has been immeasurable, and library literature abounds with their verbiage. Now we have from Ralph Ellsworth his informal and chatty autobiography relating the experiences of a lifetime beginning with his log cabin origins in Iowa and continuing to retirement in Colorado. His reminiscences of the college days at Oberlin, library school at Western Reserve University, and the Graduate Library School at Chicago reflect the developing pattern both of library education and of librarianship which, as a profession, has gradually gained some degree of respectability in academe.

Ellsworth discusses his years at the University of Iowa where along with Angus Macdonald and Gilbert Fish he brought to refinement the concept of modular library construction, possibly his major contribution to librarianship, considering its widespread use today. However, even this may seem less significant to some than his skill at tying a trout fly!

Ellsworth's career began at Adams State College, then a seven year tenure at the University of Colorado, followed by fourteen years at the University of Iowa, then again at Colorado from 1958 until retirement in 1972. Colorado became the love of his life and he writes of the beauty of the mountains, delight of the climate, and the dominance of Colorado "kooks" with warmth and affection.

Chapters of the autobiography deal with Ellsworth's involvement in library organizations, such projects as the Center for Research Libraries, and his many assignments as consultant at home and in Sweden, Iran, Saudi Arabia and elsewhere around the world.

A few sage comments on fishing and retirement round out the account of a full and useful career. *Ellsworth on Ellsworth* doubtless will have more appeal to his contemporaries than to the oncoming generation of librarians challenged as they are by rapidly advancing technologies which revolutionize library practice; chances are, they will opt for *Swanson on Swanson* (Random House, Inc., 1980) — less improving perhaps but more titillating! Even so, it is good to have from this prolific pen its summation. — *J. Mitchell Reames, James A. Rogers Library, Francis Marion College, Florence, SC*

*Gifts and Exchange Manual.* By Alfred R. Lane. Greenwood Press, 1980. 121 pp. \$15.00.

It is a known fact, at least in the world of librarians, that the exchange of library materials is of great importance to large research institutions as well as to small ones. Alfred H. Lane, Head of Gifts and Exchanges for the Libraries of Columbia University in New York, has prepared this manual for the purpose as clearly stated in the Preface:

... this book is not intended to be a treatise or a scholarly examination of the philosophy of gift and exchange procedures . . . this volume is intended to be a "how-to" book . . . It will attempt to show what should be done to cope effectively with gifts to a library and to maintain an exchange program that will be useful and productive but will entail the least possible complications."

"What is presented here is a series of suggestions that work. It is adaptation that is the key to making these suggestions useful in any given library situation."

The table of contents and the chapter headings constitute an excellent summary of the information found in the manual. Mr. Lane approaches the subject by first explaining the organization of a gift and exchange department and introducing interlibrary exchange and its history. He elaborates on exchange work in an academic library as to why, what is available, setting up an exchange agreement, exchange records, exchange economics, cooperative exchange efforts, and Books-Across-the-Sea.

He discusses gifts to libraries as to acceptability, estimates and appraisals, records policy, friends groups, and tips on soliciting gifts. He advises, "Don't be too proud to request gifts . . . An active policy on soliciting gifts means a constant awareness of what is or may be available." Besides joining organizations, local or otherwise, being friendly with newspapers editors, etc., Mr. Lane continues that finding other sources of information about gifts can be a real challenge to the librarian's ingenuity.

Mr. Lane is straightforward, positive, and practical with his recommendations in the last three chapters concerning selection and dispersal of gifts, disposition of unwanted materials, and rare books and manuscripts. Nevertheless, some subtitles, "Throwing Away" and "Giving Away" add sparkle.

The wealth of material in the text is augmented by five substantial appendices on topics; such as, IRS deduction guidelines and list of appraisers. Although the author is an authority in the exchange field, he has documented his work with carefully selected notes and bibliographies.

The format is pleasing and uncrowded. Illustrations

are pertinent to the text, especially the sample forms for gifts and exchange procedures in Appendix E.

Gift and exchange departments should have copies of the manual with individual copies for staff members. Staff members may even display on a large departmental sign the qualities needed in the personnel of the unit as described by Maurice F. Tauber and quoted by Mr. Lane — initiative, energy, tact, ability to organize a program, competence in handling clerical assistants. A tremendous order to fill! — *Martha O. Booth, Mitchell Memorial Library, Mississippi State University, Mississippi State, MS*

*Guide to Information Science.* By Charles H. Davis and James E. Rush. Greenwood Press, 1979. 305 pp. \$25.00.

This book has already received several reviews in major reviewing media and library journals, and this reviewer will confirm that this is indeed a good book, well-written and attractively but simply designed. Teachers of library school courses with titles such as "Introduction to Information Science" face the ambiguous and ambitious assignment of familiarizing students, who are for the most part expecting to study something called librarianship, with the apparently difficult and obscure topic of information science; librarians who attended library schools before such courses were introduced, or who completed a course of study for an MLS degree while remaining untainted by the concept or the reality of information science, face the frustrating challenge of learning what information science really is, and whether or not it is as important as it is alleged to be for their own future professional development. Both groups may yearn for the appearance of a book which concisely and unambiguously initiates the unenlightened but willing learner, and guides the perplexed but undogmatic practitioner.

It is plausible to suggest that *Guide to Information Science* comes close to meeting such expectations. But this book assumes that its readers already accept the significance of information science for library practice and understand the conceptual transformation which information science has brought and will continue to bring to "traditional" librarianship. The uninitiated reader will be informed by the factual information concerning computer-aided indexing, classification, and abstracting and computer-based retrieval systems

which this book presents, but not convinced that such topics are more than a speciality, perhaps a passing fad, which can be appropriately and more competently handled by computer scientists, programmers, systems analysts, and engineers who are not now and not likely to become comfortable with the true significance and heritage of libraries and librarianship. The reader who yearns for whatever reason to learn what information science is will come away from this book with the feeling that information science is, after all, nothing more (or less) than what it already seemed to be, the study of applications of computer and communication technology to library practices and problems.

The problem may be that information science has not yet found an identity. To the library school educator, the student, and the librarian, information science must often seem to be the river of which Heraclitus spoke when he said that one could never step into it twice. Library schools will find *Guide to Information Science* to be one of several major information resources concerning information science, and practicing librarians will find it useful to be aware of the information which this book contains. It remains for information science to assert clearly and without equivocation the identity which it is unwilling, out of hesitancy or haughtiness, yet to assume: that information science is destined in the distant or not so distant future simply to replace or supplant that which is now called librarianship or library science. For better or for worse, the implications of this anticipatable transformation have not to this date begun to be fully felt and openly explored. — Steven B. Schoenly, *Graduate School of Library and Information Science, University of Mississippi, Oxford, MS*

*Handbook for AACR2: Explaining and Illustrating Anglo-American Cataloguing Rules Second Edition.* By Margaret F. Maxwell. American Library Association, 1980. 463 pp. \$20.00.

Maxwell's *Handbook for AACR2* provides an insight to the second edition of the *Anglo-American Cataloguing Rules* (AACR2) which is indispensable for every cataloguer and valuable for anyone interested in cataloguing. The bulk of the book is the nearly 400 "chief sources of information" (title pages, record labels, etc.) and the descriptive cataloguing records derived from them following AACR2. Readers can see how the infor-

mation in an item appears on a catalogue record; experienced cataloguers can notice how their present practice differs from AACR2. The examples are placed in the discussion of particular rules, but because they are complete records (description and access points) each example utilizes several rules. Appendix I cites in detail the rules used in creating each example. Unlike a smaller collection of examples which often presents obscure examples in order to illustrate the finer points of the rules, this abundance of illustrations includes the routine items which cataloguers encounter daily, as well as the seemingly routine items which require more knowledge of the rules.

The *Handbook* is more than a presentation of examples. Rather, the examples serve to illustrate Maxwell's coherent explanation of the rules. She discusses AACR2's evolution from the Paris Principles, its divergence from earlier codes and LC's interpretations and decisions on the options. She also considers practical matters for cataloguers, such as when to search further than the item in hand and which reference sources to use.

Maxwell begins each chapter with a succinct overview of the topic. These explanations reveal how the rules of AACR2 evolved in an attempt to provide workable solutions to perennial cataloguing problems. The chapters on description of non-book materials include a definition of the medium and mention the specific problems associated with its cataloguing. The book's usefulness is further enhanced by the appendix of lists which includes Headings for U.S. Presidents, British Sovereigns, and common anonymous classics.

The potentially dry subject matter is dealt with in a straight-forward, lucid, and sometimes wry, style. Margaret F. Maxwell's knowledge and love of cataloguing make this book informative and a pleasure to read. The *Handbook for AACR2* provides an excellent introduction for both the experienced cataloguer and the student. And after AACR2 is familiar to cataloguers, the *Handbook* will continue to serve as a reference tool for the informed and intelligent use of the code. — Lorene Ludy-Brause, *The Ohio State University Libraries, Columbus, OH; formerly, University of South Alabama, Mobile, AL*

*The Librarian's Psychological Commitments: Human Relations in Librarianship.* By Florence E. DeHart. (Contributions to Librarianship and Information Science, no. 27) Greenwood Press, 1979. 208 pp. \$18.95.

Florence E. DeHart's book would serve an important need in library literature if only it were more deeply considered and better written. In her attempt to provide a "descriptive, not prescriptive, conceptual framework" for applying behavioral skills to the relationships of librarians with colleagues, staff, and patrons, Ms. DeHart has produced a poorly integrated melange of communication theory, popular psychology, behavioral techniques, and psychobabble. Interspersed within this mixture, like raisins in an unstirred batter, are abruptly-placed lumps of brief case studies drawn from library working situations. The book lacks a distinctive authorial voice, as if it were the product of a computer that had been programmed with the raw data of Ms. DeHart's researches.

No one can say she has not done her homework. The endnotes to each chapter reveal an extensive acquaintance with both popular and scholarly publications in the social and behavioral sciences, and a ten-page annotated bibliography provides a useful guide for further reading. Unfortunately, all this hard work is vitiated by a stilted and jargon-ridden style and a concept of organization that more closely resembles psychoanalytic free association than logical structure.

Paragraphs which begin bravely with what one assumes is a topic sentence soon march off in all directions into muddled obscurity. An example on page 87, in the chapter entitled "Perspectives on Reality and Events," is typical. It begins promisingly enough ("An individual may insist that he or she can find no outlet for self-directed behavior in life), but continues: "Longstanding illness in the home gladly ministered to may render irrelevant a concern for one's own right to leisure time and proper rest." Next follows the example of a head cataloger who told her staff after an "assertion workshop" that they would be fired if they were assertive. This example is supposed to illustrate the condition of combining "a difficult home situation with a work situation." The rest of the paragraph is as follows:

"The only alternative, then, is to check with a physician to see whether one's physical condition is sound. Left unchecked, a revolt of the human body may exacerbate the life condition. A revolt of the mind may occur concomitantly. Butler quotes Seligman, in the context of a book directed toward women, that it is not so much what happens to women that leads to depression as it is their inability or perceived inability to control what happens to them."

There are 208 pages of this sort of thing.

"Is the content of their communication messages alone the problem?" asks the author on page 26. In Ms. DeHart's case, I must admit that it is. Abrupt transitions, awkward syntax, the relentless march of simple declarative sentences, and the insistent use of the passive voice do not make for good "communication messages" on any level. Add to this a pervasive unwillingness to explore any idea at length and the annoying habit of asking strings of forced rhetorical questions, and you have a communication problem of the first magnitude. *The Librarian's Psychological Commitments* could have benefitted from rigorous editing to remove these substantive and stylistic flaws. As it stands it is a dreary example of the low level of much published writing in our profession.

I do not recommend this book for any library, although library schools might like to buy it as a horrible example. Instead, I suggest that one read all the items listed in Ms. DeHart's excellent bibliography and endnotes. — Marie E. Devine, *University of North Carolina at Asheville, Asheville, NC*

*Organizing the Library's Support: Donors, Volunteers, Friends.* Edited by D. W. Krummel. (Allerton Park Institute Papers, No. 25) University of Illinois Graduate School of Library Science, 1980. 119 pp. \$10.00.

How times have changed. Time was that the big bucks flowed . . . from Uncle Sam, from local and state governments, from everywhere. Now the tide has changed and our fiscal environment with it. Articles and books are appearing featuring the axioms of austerity, and stretching-the-dollar is the more commonly heard expression, not divining ways to spend-the-dollar.

Some good of this has come, however, and one is this book. D. W. Krummel organized an Allerton Park Institute in November, 1979. *Organizing the Library's Support* is the title; the subtitle should be the "selling of the library to and by its friends." Twelve papers make up this 119-page book, and each one of them is readable, informative, and provocative.

A history of the friends of libraries movement has not been written, yet this vehicle for attracting, developing, and continuing support for libraries by laymen has been a vital element of library development for centuries. (Remember John Harvard's gift?) Holley's delightful overview of the

history and importance of the influence of one man or one small group is a must. He places the entire topic of the book in perspective when he says that "the basic task of explaining what the library want(s) and how potential donors (can) help achieve library goals (is) the librarians, with the assistance of the library staff." Bennett and Dolnick follow with papers on the history and present condition of the friends movement.

Friends groups are not isolated, or at least they should not be. Mutual support broadens the support for all libraries, Matthews stresses. Seaton's paper is a necessary alert to what can happen if friends groups are not directed properly; in fact, it can almost talk you out of wanting to form such a group. The warning is necessary and sobering. Mosher describes the academic setting of friends, and Sanberg describes just how development can be effected.

The nuts-and-bolts of leadership, management, "perks," and publications related to the operation of a friends group make for the kind of advice all librarians should consider.

Papers delivered at institutes are often dull when published as a monograph. Not so in this case. In nearly each instance, the pace is lively, the advice sound, and the view of the future encouraging. If your library does not have unlimited funds yet still plans to stay around awhile, this book is one which could help you, regardless of the type of library. When a book this short costs \$10, our libraries are going to need all the friends they can get. — *Leland M. Park, Davidson College, Davidson, NC*

*The Paraprofessional and the Professional Job Structure.* By Charlotte Mugnier. American Library Association, 1980. 164 pp. \$7.00.

For many years there were only professional or clerical positions available in the public library. During the 1960's, the rapid growth of new public libraries coupled with the scarcity of graduate professional librarians created a new position in the personnel structure: the library associate. The American Library Association's policy on *Library Education and Personnel Utilization* (1970) defined the nature and responsibilities of the library associate as "supportive responsibilities at a high level, normally working within the established procedures . . . with some supervision, but requiring judgement . . ." and a Bachelor's degree with some course work in library science.

What were the specific tasks and responsibilities assigned to the library associate? Were these tasks unique to the position; and how did they differ from those tasks and responsibilities assigned to the entry-level graduate librarian? Was the paraprofessional library associate performing tasks previously considered to be professional? What is the future of the library associate, and what impact would their increased utilization in the library field have on graduate library education? Each of these questions were addressed in this study.

Initially a questionnaire was sent to 136 public libraries each serving a population of 225,000 or more. Of the 113 libraries which responded, 100 had library associates on their staffs. Ten large libraries, which had had the library associate position for two years, were chosen for in-depth studies. Library directors, supervisors, entry-level librarians, library associates, and other non-professional staff were personally interviewed.

The major finding of the study was that the library associate position can be further defined not only by tasks, but as a specific job. Library associates are used in all areas of library service, especially in programming, outreach services, reference, and readers' advisory. They are very successful as administrators of departments and small branches, and as assistants to the children's librarian. They are an important part of the personnel structure in the public library.

Another finding was that library associates and entry-level librarians are often assigned the same tasks and responsibilities. If a task should be assigned to the lowest position that can perform it satisfactorily, it has now become necessary for the entry-level graduate librarian position to be re-evaluated. The library profession in general and the library educators in particular need to re-define the tasks and responsibilities of the professional librarian in an entry-level position.

Ms. Mugnier's study has shown that the library associate is a valuable position in the personnel structure. If they are to continue to fill a need in the library, a process now must be found to train associates and to utilize graduate librarians more fully than at present. Practitioners and educators must come together for a solution to these questions. This study is worthwhile reading for both administrators and educators. — *Dorothy E. Pittman, Seminole County Public Library System, Sanford, FL*

*Reform and Renewal In Higher Education: Implications for Library Instruction.* Edited by Carolyn A. Kirkendall. Ann Arbor, Michigan: Pierian Press, 1980. 126 pp. \$10.00.

Speaker's personalities, conference participants, and collegial interaction all contribute to a successful conference. Conferences are difficult enough to create, but to re-create a conference is virtually impossible. Conference proceedings, then, possibly should not attempt to re-create, but instead to reshape the conference into a coherent whole which expresses the themes of the conference and deletes the peripheral material. Thus, careful and considered editing is mandatory for such publications. The Proceedings of the Ninth (1979) Annual Conference on Library Orientation for Academic Libraries (LOEX) fail to do this.

Presented "as spoken," these ten essays vary considerably in quality, ranging from substantial contributions to well-worn rhetoric. The theme of the Conference, and subsequently the title of the book, "reform and renewal in higher education," is provocative and bears examination. However, the majority of the essays, at best strain to address the issue, and at worst, ignore the theme entirely.

The most noteworthy essay is "The Community College Librarian as Catalyst for Curriculum Change," by Katherine Jordan. Overstepping the seemingly narrow confines of its title, this essay is a fresh and thoughtful appeal to instruction librarians to turn their energies toward re-evaluating present library education programs in light of theories of values clarification, reasoning, and Jordan's self-named "teaching for survival" system. This is clearly the best essay in this collection and addresses itself to the conference theme.

Another essay, though one which only indirectly confronts the problems of growth and change in higher education, is Joanne Lee's "Instruction, Communication, and Faculty." Although basically a discussion of the implementation of the library instruction program at Lake Forest College, the essay does provide an example of an instruction program which has dealt with the controversy surrounding the role of on-line data base services as a part of a library instruction program. Lee has woven a new concept of data base usage into the library instruction program at Lake Forest; it is worth reading.

Given the theme of the Conference, the remainder of the essays are disappointing. However, these may be of benefit to the beginning

library instructor: a program description of the LSEP program at Tusculum College; the implementation of the library instruction program at Harvard; the budgetary considerations for library instruction programs; strategies for promoting library instruction; and the 1979 annual report from LOEX. Appended, is the always welcome, if now dated, library instruction materials bibliography prepared by Hannelore Rader. — *Cerise Oberman-Soroka, College of Charleston, Charleston, SC*

*The Role of the Library in an Electronic Society.*

Edited by F. Wilfrid Lancaster. University of Illinois Graduate School of Library Science, 1980. 200 pp. \$9.00.

This is a collection of a dozen papers presented at the 1979 (the sixteenth) Clinic on Library Applications of Data Processing, held at the University of Illinois.

An interesting and novel aspect of this collection (and the conference) is that the approach has been broadened to include non-library, but related, applications in order to view library data processing as a part of the whole. As such, the papers presented form a unique contribution to the literature and provide a necessary perspective.

"Paperless library" is a term used frequently in this book, and it's one that still causes anxiety among many of us who grow concerned about the loss of that special, independent and private learning device, the book. It is, however, within this futurist concept that many of the papers included were born. The essays range from the readable and humane opening "Happiness is a Warm Librarian," to the complex "Toward a Dynamic Library," to the fascinating and provocative "The Role of the Library in an Electronic Society." This concluding essay (which resulted from a project funded by the National Science Foundation) projects a scenario of library development to the year 2001. The authors look back over the preceding twenty-five years and retrace the evolution of data processing and its effects on the information habits of civilization. Worthy of the best in science fiction, it is to be believed because its basis is contemporary fact. Traditionalists will be pleased to read "For . . . works of imagination . . . paper has been replaced much less extensively (than research publications)."

The "electronic journal," a term perhaps less

anxiety-producing and more descriptive of the intent of data processing in libraries, is the source of much speculation in this volume, too, and the reasoning is well documented: volume, costs, accessibility, etc. Related subjects such as electronic mail and newspaper data processing illustrate the context of future developments of the electronic journal, and the end result is a view of the library in less isolation. Indeed, the future of information handling from sources other than libraries is clearly indicated as a probability.

This is a collection useful to the generalist who merely wants to know what to anticipate, as well as for the technologist who wants to speculate on the details of developments. In addition to brief identifications of the sixteen contributors, there is a glossary of acronyms and a brief index of key words and concepts. — *James F. Parks, Jr., Millsaps-Wilson Library, Millsaps College, Jackson, MS*

*Serial Publications: Their Place and Treatment in Libraries.* By Andrew D. Osborn. Third Edition. American Library Association, 1980. 486 pp. \$20.00.

Osborn's *Serial Publications* has been the basic reference on the theoretical and practical aspects of managing serials in libraries since the first edition was published twenty-five years ago. Now with the new third edition he has kept the best of the earlier editions and has revised, updated, and expanded it to describe the "many important changes and advances in handling serials" and to elaborate on the opportunities they make possible in serials work. In this edition Osborn focuses on the impact of developments such as OCLC, CONSER, AACR2, and the financial crisis which has led to cancellation programs and increased attention to cooperative measures.

As in the second edition chapter titles and order reflect processing and servicing functions, but this edition has added a new chapter entitled "Computer Cataloging". Osborn begins with a general discussion of serials work in libraries then moves into the specifics of selection and acquisition, cataloging, housing and servicing, and reference work. A "Postscript" deals with library serials work in the future emphasizing again the major problems and opportunities that exist. He provides sound advice for coping with the changes that are "clearly the nature of work with serials."

In the first chapter, Osborn addresses the troublesome problem of defining a serial satisfactorily. After discussing characteristics of serials needed in a good definition and the difficulties caused by trying to apply these to all cases, he turns to the new AACR2 definition which he says is "the best library definition of a serial that has yet been devised". He willingly admits, however, that it is not "scientifically sound" in that it cannot be used to "settle all doubtful cases".

The new chapter on computer cataloging begins with a statement about the "relatively advanced stage" of computer cataloging when compared to automated check-in systems. On the other hand, Osborn says that a library using level 1 description in AACR2 has no need to undertake computerized cataloging for serials. Networks, CONSER, AACR2 and computer-based book catalogs are topics covered by this chapter. Some of these topics are dealt with in other chapters also, but pulling them together here emphasizes the importance of these subjects to serials librarians today.

Earlier editions of *Serials Publications* established it as the most comprehensive and scholarly, yet practical, publication dealing with serials work in libraries. This edition will continue to fill that spot and to be the librarians' guidebook to working with serials. — *Linda S. Gill, Middle Tennessee State University, Murfreesboro, TN*

*The Southeastern Library Association: Its History and Its Honorary Members, 1920-1980.* Edited by Ellis Eugene Tucker. Tucker, Ga. (P.O. Box 987): Southeastern Library Association, 1980. 48 pp. \$5.00.

Here is a nice little memento which is certain to bring back fond recollections of three-score years of SELA activity. Few if any will remember it all but many will remember much of it, a "nostalgia trip" from beginning to end.

The first half of the booklet comprises an essay by J. B. Howell chronicling the motivations, attainments (which are substantial), and the frustrations of the Association from its first Conference at Signal Mountain through its recent joint session with SWLA in New Orleans. The second half is a roster prepared by John David Marshall of the thirty-six worthies who have been inducted into the Association as Honorary Members. There is a picture and full biographical sketch of each; one will find a number of old friends amongst them.

Many librarians will wish to acquire this booklet for themselves, for friends, for libraries, or for library schools. — *David Kaser, Indiana University, Bloomington, IN*

*Theory and Practice in Library Education: The Teaching-Learning Process.* By Joe Morehead. Libraries Unlimited, Inc., 1980. 139 pp. \$17.50.

This book is a well researched and cogently written analysis of the historical dichotomy between theory and practice in all areas of higher education and specifically in graduate library education. The author, an associate professor of library science at the State University of New York at Albany, considers the notion of an irreconcilable distinction between "graduate" and "professional" education to be a false dichotomy, and to buttress his case he traces the evolution of thinking on professional education in such fields as medicine, engineering, law, social work, and education. Noting that "decades of debate have failed to resolve the theory-practice issue," he turns to the early theoreticians of library education, with special emphasis on C. C. Williamson and Ernest J. Reece, noting that both men, far from rejecting practice in the curriculum, saw it as an inescapable — though often abused — component of the professional education of librarians. Professor Morehead aligns himself squarely on the side of Jesse Shera who also rejects the duality of education on the one hand, and training on the other: "Every advanced study in the academic curriculum," says Shera, "is directed toward the preparation of the student for a career of some kind, and hence is vocational."

Morehead's historical survey in search of a synthesis of the theory-practice conundrum leads him to an exploration of the teaching modes necessary to achieve such a synthesis in the instructional process: "The abject sterility and poverty of traditional modes of instruction," he avers, "oblige us to pursue all methods that might enhance the teaching-learning process while providing a framework in which the theory-practice chestnut can be roasted *and* cracked." The inspiration for this framework he finds in Patricia Knapp's Monteith College experiment which, applied to graduate library education, suggests a library-centered education using a modernized concept of the library school library as its laboratory. With the library as the center of instructional

activity, he contends that "the limitations of *ex-cathedra* methods of transmitting knowledge can be avoided."

Although the author sees the library school library as a dynamic collection of "audio-visual equipment, microforms, computer terminals, and related forms of automation," he is no blind apologist for information science. "Theoreticians of information studies," he contends, "usually write pugnaciously; they see librarianship as the enemy. Often, too, they construct simplistic dichotomies and attempt to demolish them as a dunce who destroys gnats with a mallet." By now the reader knows that Professor Morehead will not rest easy with any dichotomies that carry with them hope of resolution. Thus his final chapter, entitled "Toward a Resolution of Theory and Practice," deftly builds upon his historical survey and his proposal for a practical library-centered curriculum in order to arrive at the inescapable and virtually incontrovertible conclusion that "to characterize theory and practice in antithetical terms serves no useful function in the education for the profession of librarianship."

The author's model of a library-centered curriculum, and the teaching strategies which it entails, does not provide so much an ultimate resolution to the theory-practice problem as it does a starting point for a new quest in the education of librarians. The book, while modest in size, admirably achieves its aims of exploring in depth the age-old problem of theory versus practice in the education of professionals. The extent of documentation is remarkable without being pedantic. Library educators, library science students, and, indeed, all practicing librarians would do well to read this trenchant treatise which is, in my opinion, the best-wrought work on library education since Shera's *The Foundations of Education for Librarianship* (1972). — *Edwin S. Gleaves, Department of Library Science, George Peabody College for Teachers of Vanderbilt University, Nashville, TN*

BRIEFLY NOTED . . . By the Book Review Editor

*The Kentucky Review*, published three times a year by the University of Kentucky Library Associates, Lexington, Kentucky 40506, is off to a fine start with its first three issues. The journal is intended to serve as a forum for scholarship in the humanities of interest to the non-specialist and also to acquaint readers with the holdings of the UK libraries. The Autumn 1979 issue (vol. 1, no. 1) contains an article by William Y. Adams on

"The 'Library' of Qasr Ibrim"; the Winter 1979/80 issue (vol. 1, no. 2), Donald A. Ringe's essay on "Author, Editor, And Critic"; the Spring 1980 issue (vol. 1, no. 3), Andrew Lytle's literary reminiscence of "A Journey South" with Allen Tate and his wife Caroline Gordon, their three-year old daughter Nancy, and Katherine Anne Porter. A subscription to *The Kentucky Review* is \$10.00 per year; single issues are \$3.50 each. . . . *Technical Processing Librarians in the 1980s: Current Trends and Future Forecasts* by Gail Kennedy (University of Kentucky Libraries Occasional Paper, vol. 1, no. 1, August 1980) is available for the asking from Paul Willis, Director, King Library North, University of Kentucky Libraries, Lexington, Kentucky 40506. . . . *The Romantist* — an annual published by the F. Marion Crawford Memorial Society, Saracinesca House, 3610 Meadowbrook Avenue, Nashville, Tennessee 37205 — is now in its third volume (\$5.50 per volume). The Society seeks "to encourage the study and appreciation of the Romantic tradition in literature and the arts, with emphasis upon the life and literary legacy of Francis Marion Crawford (1854-1909)." Material in *The Romantist* is not, however, limited to studies dealing with Crawford. Among the articles in the first three volumes are "Random Thoughts on Romanticism" by H. Warner Munn (1977 volume), "Poe and the Romance of Science" by Charles K. Wolfe (1978 volume), and "Lafcadio Hearn: A Biographical Sketch" by Robert Eber (1979 volume). Editor of *The Romantist* is John C. Moran, a member of the Library Faculty at Middle Tennessee State University, Murfreesboro. Moran is the author of *Seeking Refuge in Torre San Nicola: An Introduction to F. Marion Crawford* (1980) published in an edition of 150 copies by The Worthies Library, Saracinesca House, 3610 Meadowbrook Avenue, Nashville, Tennessee 37205, at \$5.00 per copy. Russell Kirk contributes a preface to this nicely printed volume. . . . *Constance Lindsay Skinner: Author and Editor*, edited by Ann Heidbreder Eastman, has been published at \$9.95 by the Women's National Book Association. Included in this slender volume are sketches of CLS's life and character, a checklist of her writings, a checklist of the "Rivers of America Series" which she planned, and a list of the Constance Lindsay Skinner Award Winners, 1940-1980. Copies may be ordered from Patterson Smith Corp., 23 Prospect Terrace, Montclair, New Jersey 07042. . . . *The Literature of Librarianship and Information Science*, edited by George S. Bo-

binski (Drexel Library Quarterly, January 1979 and July 1979, \$6.00 each), provides a first-rate examination of the current status of and trends in library literature by eleven authors. Bobinski's "Notable Books in Library Science: A Preliminary List" contains 51 titles plus 74 additional titles recommended by some 20 distinguished librarians who are now retired. . . . *Who's on TIME?* by Donald J. Lehnus (Oceana Publications, Inc., 1980, \$17.50) is a fascinating and detailed study of the covers of *Time* magazine from March 3, 1923 (the first issue) to January 3, 1977. The author, Associate Professor of Library Science at the University of Mississippi, has analyzed *Time's* covers to determine such factors as age, profession, nationality, race, sex, and frequency of appearance. The resulting volume provides an unusual and informative review of more than 50 years of news events and the men/women who are/were the major newsmakers from 1923 to 1977. . . . A self-addressed mailing label and 19¢ postage will bring to your mailbox a copy of *Library Resources for College Scholars*, edited by Robert E. Danford (Cataloging Department, University Library, Washington & Lee University, Lexington, Virginia 24450). This 55-page publication contains the transactions of a conference held at Washington & Lee, February 14-15, 1980. . . . *Preserving the Past for the Future: Local History and the Community*, edited by Ron Chepesiuk, is available for \$4.00 from Archives and Special Collections, 5 Dacus Library, Winthrop College, Rock Hill, South Carolina 29733. Checks should be made payable to Winthrop College. . . . The Toothpaste Press, Box 546, West Branch, Iowa 52358, is the publisher of a real charmer: *A Vist from St. Alphabet* by Dave Morice, \$5.00 per copy. This beautifully printed and designed keepsake booklet will make a fine Christmas gift for 1981 — or anytime of the year. The author's illustrations perfectly complement his poem. — JDM

EDITOR'S NOTE: Received at the Editorial Office were two other books which should be noted. Yoknapatawpha Press, Oxford, MS, has reprinted *Good Old Boy, A Delta Boyhood* by Willie Morris which captivates young readers by recalling experiences of "growing up in Yazoo City, Mississippi." The other book from the same press is *The Ghosts of Rowan Oak* in which Dean Faulkner Wells recounts three ghost stories told by William Faulkner to his daughter, his granddaughter, and his niece, Dean.

- 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

# SELA Chronicle

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

# SELA Minutes and Reports

## MEETING OF THE EXECUTIVE BOARD November 19, 1980

The Executive Board of the Southeastern Library Association met in the Governor's Room at the Hyatt House Hotel, Birmingham, Alabama at 2:00 P.M. on Wednesday, November 19, 1980. Officers present were: Helen D. Lockhart, President; Paul H. Spence, Vice President and President-Elect; Mary Frances Griffin, Secretary; John E. Scott, Treasurer; and J. B. Howell, Past President. State Representatives present were: Luther Lee, Alabama; David Estes, Georgia; Jane White, Kentucky; Rush Miller, Mississippi; Mae S. Tucker, North Carolina; Gerda Belknap, South Carolina; Ann Thurmond, Tennessee; Roberta Miller, Virginia; and Judy Rule, West Virginia. Also present were Ann Morton, Executive Secretary; Ellis Tucker, Editor, *The Southeastern Librarian*; Joanne Treadwell, SELA Office Manager; and Pat Moore, Convention Chairman. Others present were John David Marshal, Chairman of the Honorary Membership Committee; Paul Porterfield, Chairman of the Continuing Education Committee; and James Ward, Chairman of the Membership Committee.

President Lockhart presided at the meeting. The Minutes of the June 30, 1980 meeting were accepted as submitted.

John Scott distributed copies of the Treasurer's Report. After a discussion, Gerda Belknap moved that the Treasurer's Report be accepted as submitted. David Estes seconded the Motion and it carried.

Ann Morton, Executive Secretary, introduced JoAnne Treadwell, Office Manager, and distributed a report on her activities from July-November, 1980.

Ellis Tucker, Editor, *The Southeastern Librarian*, reported that approximately 1,400 copies of the Sixtieth Anniversary booklets were printed and will sell for \$5.00 each. They will be stored at SELA Headquarters. *The Southeastern Librarian* needs a person to do advertisements. Charles Miller served as Chairman of the Committee on the Best Article of *The Southeastern Librarian*. The winning article was: "A Dilemma for Today's Public Librarian: The Problem Patron" by Alice Driscoll. The article appeared in the Spring 1980 issue.

Reports from the following sections were received in advance: Library Education, Public Libraries, Resources and Technical Services, School & Children's Librarians, Trustees & Friends, and University & College.

Pat Moore, Chairman of the Birmingham Conference Committee, complimented members of the Conference Committee for their splendid cooperation on the Conference arrangements.

The Chairman of the Continuing Education Committee, Paul Porterfield, recommended that the Continuing Education Programs including the application form and the questionnaire be accepted. Luther Lee moved that the Guidelines for Continuing Education be accepted. Gerda Belknap seconded the Motion and it carried. President Lockhart stated that the position of the guidelines concerning the part-time or full-time coordinator for SELA Continuing Education and the C.L.E.N.E. membership would be transmitted to the Budget Committee.

David Estes, Headquarters Organization & Planning Committee Chairman, was complimented for the fine work accomplished for the Executive Board.

The Chairman of the Honorary Membership Committee, John David Marshall, stated that the Committee's report had been approved at the June 30, 1980 Executive Board Meeting.

Paul Spence, Chairman of the Library Development Committee, commented on the Committee's report which was distributed at the beginning of the meeting.

The Membership Committee Chairman, Jim Ward, reported that 872 new members were recruited. The total membership as of November 14, was 2,840. A total of 88 members joined for 1981.

Reports from the following committees were received prior to the meeting: Archives, Budget, Committee on Committees, Committee on Objectives, Constitution & Bylaws, Interstate Cooperation, Nominating, Personnel Utilization, Resolutions, Assist the Headquarters Staff, Rothrock Award, Outstanding Author Award, Southern Books Competition, and Handbook Revision Committee.

Then President Lockhart called for old business. The report of the Ad Hoc Committee on the SELA Spring Workshop Recommendations was presented for Board approval. Gerda Belknap moved the adoption of recommendations #1 and 2. David Estes seconded the Motion. During the discussion, Luther Lee stated that the word "Chair" should be changed to "Chairman" in keeping with the SELA Constitution.

Recommendation #1: The President contact all Section and Committee Chairs before the Spring Workshop to ascertain the need for a meeting of a given group and whether or not a meeting later in the biennium might not be

more appropriate. Those not requiring a meeting at the Spring Workshop or requiring a meeting later would not be invited.

Recommendation #2: All Executive Board members (which now includes Section Chairs as per Constitution and Bylaw change) and Committee Chairs should automatically be invited, whether or not full committees would be in attendance. This will allow for planning and coordination within the Association, which is one of the primary purposes of the Spring Workshop.

Judy Rule moved to amend the Motion: Change Recommendation #2 to read as follows:

All Executive Board members (which now includes Section Chairmen as per Constitution and Bylaw change) should automatically be invited.

Rush Miller seconded the Motion, which carried. A vote was taken on the original Motion, and it carried.

Recommendation #3 was accepted as printed.

Rush Miller moved to strike Recommendation #4. J. B. Howell seconded the Motion, which carried. Rush Miller moved to accept the remainder of the recommendations. Mae Tucker seconded the Motion, and it carried.

Also, the report included four options for the Board's consideration. Luther Lee moved to use only the first sentence of Option #1, which would read:

Upon request of the participant, reimbursement for travel, meals, and lodging will be paid to a given percentage. Rush Miller seconded the Motion, which carried.

Then Luther Lee moved the adoption of Option #1 only. David Estes seconded the Motion, and it carried. The percentage will be discussed at the Executive Board Meeting during ALA Mid-Winter. The Budget Committee could have a figure to offer at this time.

President Lockhart announced that Sybil Ann Hanna, Chairman of the Outstanding Library Services Award Committee reported that the Orlando Public Library received the Outstanding Library Services Award for its project "Catch Them in the Cradle."

A question was raised concerning the Conference Site Committee's report. President Lockhart stated that the report was made by Bill O'Shea during the Executive Board Meeting in Dallas, June 26, 1979. At that time, the Board authorized the Conference Site Committee to investigate Atlanta for 1984.

Luther Lee stated that the Committee on Conference Site Selection might like to consider a joint conference with the Southwestern Library Association. Rush Miller suggested Biloxi, Mississippi as the place for this conference.

The President then called for new business. There was none.

There being no further business, the meeting was adjourned at 3:50 P.M.

### November 20, 1980

A call meeting of the Executive Board was held in Room 1104 at the Hyatt House Hotel, Birmingham, Alabama on Thursday, November 20, 1980 at 2:30 P.M. The purpose of this meeting was to provide for the authorization of SELA to pursue the project of joint travel to the American Library Association Conference to be held in San Francisco in 1981. President Lockhart presided at the meeting.

Roberta Miller moved that SELA pursue the project of having a joint venture to the ALA Conference in San Francisco in 1981 under the sponsorship of SELA. The Motion was seconded by Luther Lee, and it carried.

President Lockhart suggested that the trip be publicized in the state journals. Representatives would contact their editors for this purpose.

Luther Lee moved that the President and the Executive Secretary of SELA be authorized to grant or give in advance whatever funds or amount would be necessary. Jane White seconded the Motion, which carried.

There being no further business, the meeting was adjourned at 2:50 P.M.

— Mary Frances Griffin  
Secretary

### November 22, 1980

The Executive Board of the Southeastern Library Association met on November 22, 1980, at 2:00 P.M. at the Hyatt Birmingham Hotel. Those present were Paul Spence, President; Barrett Wilkins, Vice President; Helen D. Lockhart, Past President; Joseph Boykin, Secretary; Annette Phinazee, Treasurer; Ann Morton, Executive Director; Luther Lee, Alabama; Bernadette Storch, Florida; Graham Roberts, Georgia; Jane White, Kentucky; Rush Miller, Mississippi; Mae Tucker, North Carolina; Dorothy Baird, Tennessee; Judy Rule, West Virginia; Kenneth Toombs, South Carolina; Ellis Tucker, Editor, *The Southeastern Librarian*; Kenneth Jensen, Virginia; Mary Louise Rhey (for Bill Whitesides, Public Library Section; Deana Young, School and Children's Section and Donna Craner, Observer; Mary Frances Griffin, Past Secretary.

President Spence announced that the next scheduled meeting of the Executive Board will be on February 2, 1981, at 2:00 P.M. at ALA Mid-Winter. The location will be announced later. The agenda items for that meeting will include:

- 1) final arrangements for the Spring Workshop
- 2) committee appointments and
- 3) report on the budget

Ann Morton announced that the Spring Workshop will be March 4-6, 1981, at the Capital Airport Inn in Atlanta. The Budget Committee will determine the amount the association can pay to support Executive Board travel costs to the workshop.

President Spence announced that Helen Lockhart will be chairing the Budget Committee and that the Biennial Budget Requests from sections should be submitted by the first week in January, 1981. He said the Conference Budget Requests will be due later.

President Spence informed the Board that Porter Kellam has arranged all of the associations records except for the Treasurer's records and they are now located in the association's office. A suggestion has been made that we may wish to place them on deposit at some university.

Helen Lockhart, Chair of the Budget Committee, sought Board approval for that committee to consider a new pricing method for dues. She moved:

the Board approve the Budget Committee considering providing a discount to members who join for an entire biennium (no second required).

The motion passed.

President Spence reported that we had a total registration of 1092 for the conference. Of these, 867 were members and trustees and 225 were exhibitors. There was a total of 99-100 exhibits at the conference. He reported that while the association was not going to make substantial money on the conference, it was going to come out in the black.

Luther Lee suggested that we need to take a closer look at the concept of round tables. President Spence indicated he will turn that suggestion over to the Constitution and Bylaws Committee.

President Spence indicated that he had talked with section chairmen about changing section membership selections to permitting an SELA member to choose one type of library section and one type of activity section. He reported that the chairman of the Library Education Section was not in favor of this proposal. Luther Lee suggested the possibility of having a small additional fee for each additional section a member may wish to join. President Spence indicated he would refer this matter to the Budget Committee.

President Spence reported that the next biennial conference will be held in Louisville, Kentucky and expressed concern over the fact that there was as yet no contract with the hotel, although recent discussions with the hotel indicated they were planning to host the conference. President Spence will be checking into the contract.

There being no further business the meeting was adjourned.

— Joseph F. Boykin, Jr.  
Secretary

## BIENNIAL BUSINESS MEETING November 21, 1980

The Southeastern Library Association Biennial Business Meeting for 1979-80 was held at 2:00 P.M. in Rooms A and B North of the Exhibition Hall in the Civic Center, Birmingham, Alabama on Friday, November 21, 1980. President Lockhart presided at the meeting.

President Lockhart called the meeting to order and announced that there was not a quorum of the membership present at this time. Therefore, no legal actions could be taken, but the awards could be presented since they were already established.

In the absence of Lucille Deaderick, Chairman of the Rothrock Award Committee, Dr. Edwin Gleaves, George Peabody College, presented the Mary Utopia Rothrock Award to Frances Neal Cheney for exceptional contributions to the development of libraries in the Southeast.

The Honorary Life Membership Award was presented to the following individuals by John David Marshall, Chairman of the Honorary Membership Committee: Mrs. Julia Bennett Armistead (Mildred M. Irwin accepted the certificate in the absence of the recipient), Dr. Archie L. McNeal, and Dr. Lawrence S. Thompson.

Sybil Ann Hanna, Chairman of the SELA Outstanding Library Program Award Committee, presented the award to the Orlando Public Library for its project, "Catch Them in the Cradle." Lorraine Schaeffer, Florida State Library, accepted the award. The second award was presented to the Kentucky Library Association for its work in National Library Week. The president of the Kentucky Library Association accepted the award.

Ray Rowland, Chairman of the SELA Outstanding Author Award Committee announced that Dr. Richard Beale Davis, Alumni Distinguished Service Professor of American Literature at the University of Tennessee, Knoxville, Tennessee was the recipient. A reception was held in his honor.

*The Southeastern Librarian* Article Award was awarded by Ellis Tucker, Editor of *The Southeastern Librarian*, to the article: "A Dilemma for Today's Public Librarian: The Problem Patron" by Alice Driscoll, Reference Librarian, CEL Regional Library, Savannah, Georgia.

By this time, a quorum of the membership had arrived. President Lockhart introduced the following individuals seated at the head table: Ann Morton, Executive Secretary; John Scott, Treasurer; Mary Frances Griffin, Secretary; Hubert Whitlow, Chairman of the Constitution and Bylaws Committee; Paul Spence, President-Elect; and Ms.

Katheryn Culbertson, Parliamentarian for the business meeting.

The Minutes of the October 8, 1978 Biennial Business Meeting were accepted as printed in *The Southeastern Librarian*.

John Scott presented the Treasurer's Interim Report. He stated that as of November 15, 1980 the total receipts were \$173,701.70. Expenditures were \$162,311.62. As of November 21, 1980 the balance in the Treasury was \$44,015.03. Helen Lockhart stated that a detailed report will be given by December 31, 1980.

Hubert Whitlow presented the report of the Constitution and Bylaws Committee. He stated that all suggestions made concerning Constitutional and Bylaws changes had been considered. Some suggestions received too late for consideration would be submitted to the next Constitution and Bylaws Committee. All revisions and editorial changes were published in the 1980 Summer and Fall issues of *The Southeastern Librarian*. The major changes involving structural revision were:

1. The Executive Board is enlarged to include the Chairman of Sections in order to facilitate communication and broaden the democratic base for governance.
2. An Executive Committee is provided who can act for the Board in certain emergency cases which may arise between Board meetings. He moved to substitute the proposed Constitution and Bylaws as printed in *The Southeastern Librarian* for the present Constitution and Bylaws. The Motion did not need a second.

Then President Lockhart called for amendments from the floor. There were none, and the Motion carried.

Jonathan Lindsey, Chairman of the Resolutions Committee then reported. The following Resolution was read during the First General Session of the Conference:

#### RESOLUTION

Honoring Louis Round Wilson  
1876-1979

WHEREAS, Louis Round Wilson was a founder and president of the Southeastern Library Association, and WHEREAS, Louis Round Wilson made major contributions to librarianship in the Southeast; founding the School of Library Science at the University of North Carolina at Chapel Hill, serving as University Librarian at U.N.C. for 31 years, founding the North Carolina Library Association, and serving as first chairman of the North Carolina Library Association, and

WHEREAS, Louis Round Wilson also was a leader in librarianship in the nation as dean of the Graduate Library School at the University of Chicago, and was author of many standard works in the profession.

The Southeastern Library Association notes with regret his death and expresses its admiration of and appreciation for Louis Round Wilson and his leadership and influence on the library profession.

Birmingham, Alabama

November 20, 1980

He moved the adoption of the following Resolution:

WHEREAS the Internal Revenue Service of the United States by its ruling 80-60 and the retroactive nature of that ruling has created a major fiscal problem for American publishers, and

WHEREAS librarians are dependent on publishers in order to provide books for those who use libraries, and

WHEREAS the availability and transmission of information is threatened by the application of IRS 80-60, and

WHEREAS the Southeastern Library Association declares that applying IRS 80-60 to American publishers is inimical to the functioning of libraries in the United States.

BE IT RESOLVED that the Southeastern Library Association expresses hereby its opposition to IRS 80-60 and its application to publishers, and by the authority of its membership present and voting so advises by transmission of this Resolution to the members of the 96th Congress of the United States and the 97th Congress of the United States from the member states of the Southeastern Library Association.

Birmingham, Alabama

November 21, 1980

No second was necessary, and the Motion carried.

He moved the adoption of the following Resolution:

WHEREAS the Southeastern Library Association met for its organizational meeting November 12-13, 1920, at Signal Mountain, Tennessee, and was duly organized as a professional association for librarians by the one hundred persons attending, and in 1922 elected Mary Utopia Rothrock its first president, and

WHEREAS the Southeastern Library Association gave its immediate concern to programs of library services and training for disadvantaged citizens of the Southeastern United States and created five sections which have continuous existence in the Association, to wit:

Public Library Section

School/Children Librarian Section

Reference and Adult Service Section

Resources and Technical Service Section

University and College Section

around which the interests and concerns of librarians have focused and grown, and

WHEREAS the Southeastern Library Association was a leader in the establishment of library standards through its liaison since 1924 with the Southern Association of Colleges and Schools, and for the six decades of its existence as an association has consistently sought and achieved means of developing a strong sense of identity and professionalism among librarians, and

WHEREAS for three decades the Southeastern Library Association has provided a means of informing its

membership through its journal, *The Southeastern Librarian*, which received the H. W. Wilson award in 1979, and

WHEREAS the Southeastern Library Association has maintained the principles of an organization described as "small enough for close contacts and full discussion and giving an opportunity to consider library problems in the light of Southern conditions," and

WHEREAS the sixtieth anniversary of the founding of the Southeastern Library Association has been duly celebrated at its biennial conference in Birmingham, Alabama, November 19-21, 1980,

BE IT RESOLVED by those here present that by the adoption of these commemorative words they do rightly acknowledge this solid foundation and achievements of their predecessors, and duly pledge both individually and corporately to seek to apply the ideals and to achieve the high goals of service which are basic to the profession of librarianship.

Birmingham, Alabama

November 21, 1980

No second was necessary, and the Motion carried.

He moved the adoption of the following Resolution:

#### RESOLUTION OF APPRECIATION

WHEREAS, the Conference Committee of the Southeastern Library Association has labored many hours during the past four years, and

WHEREAS, the efforts of this Committee are essential to the success of the Biennial Conference, therefore

BE IT RESOLVED, the Southeastern Library Association expresses to the members of the Committee

gratitude for a "job well done,"

Patricia S. Moore

Geraldine Bell

Jerry Stephens

Virginia Jackson

Mary Bess Kirksey

Ann H. Hamilton

Carol Reese

Melanie O'Rorke

Pat Warner

AND, WHEREAS, there are many others who contribute to the total impact and success of a conference of librarians there are those individuals and/or organizations that have contributed significantly to this conference.

BE IT RESOLVED, therefore, that the Southeastern Library Association expresses its gratitude, and by this Resolution its public appreciation, to the following for their unique contributions to this Conference which celebrates the sixtieth anniversary of the Southeastern Library Association, to wit,

Baker and Taylor, Inc.

James A. Head, Inc.

*The Southeastern Librarian*

Birmingham Board of Education

Birmingham-Jefferson Civic Center Authority

Birmingham-Southern College

Ebsco Subscription Service

Executive Office Staff, SELA

Birmingham Convention and Visitors Bureau

Birmingham Public Library Staff Association

Birmingham Hyatt House

Mervyn H. Sterne Library-University of Alabama at Birmingham

Emmet O'Neal Public Library Staff,

Mountain Brook, Ala.

Vestavia Hills Library

Gardendale Public Library

Vestavia Hills High School

Inglenook Branch, Public Libraries,

Jefferson County

Jefferson County Board of Education

Fultondale Public Library

Epic School, Birmingham

Lister Hill Medical Library

and that the appreciation of this Association be conveyed to the above named through transfer to them of a copy of this Resolution.

— Helen D. Lockhart, President  
Southeastern Library Association

Birmingham, Alabama

November 21, 1980.

No second was necessary, and the Motion carried.

Chairman of the Interstate Cooperation Committee, William Whitesides called attention to two major projects of the Committee during the biennium:

1. Development of a Talent Bank and

2. Awareness of an increase in southeastern representation to ALA Council and other positions of the Association.

Members who had not returned the SELA Talent Bank questionnaires were requested to mail it to Headquarters. Also, members were encouraged to prepare for participation in ALA's next nominating year through the following activities: join ALA, nominate qualified people, and vote for Southeastern librarians.

Joe Zavodny reported that there were approximately 134 members interested in the group travel to San Francisco in 1981. Upon completion of further investigations about the trip, a letter will be mailed to members in early January, and a package deal will be mailed in April.

President Lockhart recognized section and committee Chairmen for their hard work during this Biennium and for

the Conference.

Then Nancy Moore, Alabama, moved that in name of membership we should write a letter to Porter Kellum to thank him for getting our Archives in order. The Motion was seconded, and it carried.

The 1982 Conference will be held in Louisville, Kentucky and in Atlanta in 1984.

There being no further business, the meeting was adjourned at 3:15 P.M.

— Mary Frances Griffin  
Secretary

### **EXECUTIVE SECRETARY'S REPORT** **November 19, 1980**

The months of July-November, 1980 have been spent by the SELA Headquarters staff primarily in biennial conference related activities. Preparations have been made for special presentations for the Honorary Membership, Outstanding Author and Rothrock Awards.

The Talent Bank, sponsored by the Interstate Cooperation Committee, continues to be coordinated at headquarters. Participants in the 1980 Biennial Conference will be requested to complete Talent Bank forms.

The Headquarters Staff has assisted the Continuing Education and the Ad Hoc Travel Committees in the preparation of questionnaires which will be distributed at the conference. The results of the questionnaires will determine selected projects in the future.

Significant SELA archival acquisitions have been received from J. B. Howell, Past President; W. P. Kellam, Past President; John David Marshall, Chairman, Honorary Membership Committee and Raye Osborn, Georgia Department of Education, Public Libraries Service Unit.

Progress is being made in perfecting the SELA automative system. The input of current membership records has been completed. Numerous requests have been filled for membership/affiliate mailing lists. The necessity for a uniform membership information form has become increasingly obvious. The Membership Committee and the headquarters staff will design the new form for use in 1981.

Office Manager, Jo Anne Treadwell, is to be commended for her efficiency in coordination and refinement of the new automation system.

The SELA sponsored meeting of State Library Association Presidents during August in Atlanta was outstanding in attendance and accomplishments.

Planning has begun for the 1980-82 biennium. Materials are being prepared and personnel contacted. The biennial Spring Workshop has been scheduled for Wednesday-Friday, March 4-6, 1981 in Atlanta (Capitol Airport Inn). The leadership of the Association will be receiving in the near future more details regarding this important planning session.

As Executive Secretary, I wish to express to the members of the 1978-80 Executive Board my appreciation for your support and cooperation during the period September 1979 to date. Since my joining the Headquarters Staff in 1979, you have assisted in every way all efforts to strengthen the Association.

As we enter our 61st year each one of our 2,600 personal members and 240 institutional members can be proud of the heritage of our Association and confident of continued growth and service.

— Ann W. Morton  
Executive Secretary

### **JUNIOR MEMBERS ROUND TABLE**

In this day and age, when travel to a national library conference is becoming impossible especially for those of us new to the profession, the regional library conference is the next best thing. And now that the Junior Members Round Table has become an official roundtable of the Southeastern Library Association, Southeastern JMRT will be a great way of finding out whats happening outside your own state in the profession and meeting others new to librarianship also. This past November, at Southeastern's conference in Birmingham, the now official Junior Members Round Table held a program and business meeting, chaired by Donna Cranmer of Alabama, when Blanche Wysor of Virginia, acting spokesman, was not able to attend. Margaret Myers, of the Office for Library Personnel Resources of the American Library Association, spoke on interviews, a timely subject for JMRTers. She discussed the questions that should and should not be asked both by the employer and the prospective employee, as well as general guidelines for conducting an interview. It was a most interesting presentation. At the business meeting following the program, Jon Scheer of Mississippi, was named acting chairman, and a group of JMRTers from several states agreed to assist him in setting up a formal governing body. The evening was capped off by several Alabama JMRTers, including our moderator Nancy Clemmons, in taking the guest speaker to dinner. While the next SELA conference is not until late 1982, those interested in Southeastern JMRT should be thinking about becoming involved in the roundtable.

## LIBRARY EDUCATION SECTION 1978-1980 Report

During the Southeastern Library Association Biennial Workshop, February 13-14, 1979 the Program Planning Committee of the Library Education Section considered a number of items of concern to the officers of the section and made the following suggestions and/or recommendations to the Executive Board:

1. Preparation of guidelines to indicate kinds of material to be placed in Section files for the Archival collection. The Archives Committee did meet in Atlanta on November 20, 1979 at which time they formulated guidelines to be followed by section and committee Chairmen in their selection of materials for preservation.
2. Allocation of a designated amount of operating funds for each section. If more funds should be needed by a section, the section could request, with justification, additional funds.

This recommendation for a designated amount of operating funds did not include funds for conference programming.

An allocation of perhaps \$50-\$100 for general operating expenses during the biennium for such items as postage, telephone calls, Xeroxing, etc.

3. Section Chairmen should be made voting members of the Executive Board.

The topic chosen for the Section program at SELA in November 1980 was "New Dimensions in Library Education for the 1980's". Four speakers were invited to discuss new dimensions in library education for the preparation of new librarians entering the profession and up-graded educational programs for librarians already on the job. Speakers invited to participate were:

Henry R. Stewart, Associate Dean for Management and Public Service,  
Old Dominion University, Norfolk, Virginia

Ann Prentice, Director, Graduate School of Library and Information Science,  
University of Tennessee, Knoxville, Tennessee

Rebecca T. Bingham, Director of Library Media Services,  
Jefferson County Public Schools, Louisville, Kentucky

Glenn Miller, Director  
Orlando Public Library, Orlando, Florida

Ramona Mahood, Department of Library Science, Memphis State University served as the moderator for the program.

Because of the inexperience of the members of the Planning Committee and the absence of guidelines relating to the budget, the Library Education Section never filed a conference program budget request with the Budget Committee. After consulting with the president of SELA, the decision was made not to pay any expenses of the discussion leaders but to give them a small honorarium for their contribution to the program. The total sum for the honoraria amounted to \$295 which is not out of line with the Section budget requests printed in the Summer 1979 issue of Southeastern Librarian. (These Budget requests ranged from a high of \$2000 to \$200.)

Postage and telephone expenditures totaled \$7.53. Xeroxing for publicity totaled \$22.25.

If the Library Education Section of SELA had ever approved Bylaws for the section, they have been lost or misplaced. A committee, chaired by Ramona Mahood, Memphis State University prepared a set of Bylaws for the Library Education Section which was presented to the membership for approval at the November 21, 1980 Conference in Birmingham.

The nominating committee, Ron Blazek, Chairman, Nancy Bush, Lafaye Cobb, and Margaret Gunn prepared a slate of officer candidates to be approved by the membership at the November 21, 1980 Business Meeting.

Chairman — Dr. Dorothy Haith, 1980-1982

Chairman-Elect — Dr. Ann Prentice, 1982-1984

Secretary — Mr. John Warren, 1980-1982

A copy of the proposed Bylaws and slate of officers to be approved at the conference was printed in the Summer 1980 issue of Southeastern Librarian.

An announcement advertising both the program and the business meeting are attached to this report.

In the 1977-78 report of the Section prepared by Alice G. Smith, it was stated that an evaluation form had been given to those in attendance and the results of the evaluation would appear in this report. The form used was not really an evaluation instrument but a record of attendance with suggestions for section programming.

1. Record of attendance forms returned (This was a joint meeting with the Library Education Section of the Southwest Library Association. The record of attendance of Southwest Library members were sent to the chairman of their Library Education Section and is not counted in the 38 below.)  
Kentucky-3, North Carolina-2, Virginia-1, Tennessee-6, Florida-10, Georgia-7, Alabama-2, Mississippi-5, Others-2, Public Librarians-9, Academic-10, Library Education-18, School Libraries-1
2. Suggestions for Section Programs
  - a. Communications (Public Librarian).
  - b. Various markets for library education. (Use of marketing survey education programs in the southeast). (Library Educator).
  - c. Future of undergraduate library education (Library Educator).
  - d. Is it true that we have too many library schools? Nationally? Southeast? (Library Educator).
  - e. Training librarians as teachers, especially in educating the library user. (Library Educator).
  - f. Help in developing continuing education programs. (Public Librarians).

- g. Discussion of the inclusion of a course or emphasis within courses on library instruction (Academic Librarian).
- h. Job switching networks — chance to change jobs with someone in another system for short periods of time. (Public Library).
- i. Assertiveness training sessions for librarians (Public Librarian).
- j. Continuing education for librarians who are "isolated". (Public Librarian).
- k. Programs for local recreation at home or utilization of video tapes or other self-programmed instruction. (Public Librarian).
- l. Demonstration of various teaching techniques useful in various professional areas — Reference; cataloging, etc. — could be held in cooperation with RASD or Technical Services. (Library Educator).
- m. Data for planning the future of library education — results of market research for planning or use of 1980 Census data for planning. (Library Educator).
- n. Interaction or exchange of ideas on courses, methods of instruction, types of programs, etc. Also prepare materials that can be taken back and used in classes with students. (Library Educator).
- o. Development of Doctor of Arts Degrees in accredited Graduate Library Schools. (Library Educator).
- p. Development of associate arts degree in Library technology. (Library Educator).
- q. Continuing education — issues, problems, trends, alternatives (Public Librarian).
- r. Continuing education in subject areas, i.e., humanities, arts, sciences, etc. for public service librarians, in addition to those available and currently acceptable to library administrators in terms of funding (registration, fees, etc.) and time off in general support. Those areas I see as acceptable are in the fields of library science, management, children's services, public relations, AV and technology. Problem: How to meet the needs in these *other* fields? (Public Librarian).

— Eugenia Mauldin  
Chairman

## MINUTES

The business meeting of the Southeastern Library Association, Library Education Section was held Friday, November 21, 1980 in the Governor's Room, Hyatt Hotel in Birmingham at 9:00 a.m. Dorothy Haith presiding.

The minutes of the Oct. 7, 1978 meeting in New Orleans were read by Ramona Mahood, Secretary. Ron Blazek, Chairman of the Nominating Committee presented the following slate of officers for the coming biennium.

Chairman: Dorothy Haith  
Chairman-elect: Ann Prentice  
Secretary: John Warren

The slate was approved and accepted by acclamation.

Ramona Mahood, Chairman of the Bylaws Committee presented the proposed Bylaws of the Education Section. Copies of the Bylaws were distributed, and approved.

Edward Holley said we need better communication between practicing librarians and library educators, and it is a problem at the national level as well as the regional.

Ron Blazek suggested that SELA develop continuing education activities for the region that would encourage better communication. He will be in charge of such a project for the Education Section.

Copies of a summary of the program meeting of the Library Education Section are available on request from the SELA Headquarters Office.

The meeting adjourned at 9:20 a.m.

— Romona M. Mahood

## PUBLIC LIBRARIANS SECTION 1978-1980 Report

Activities for the biennium included the following:

Initiated action at the 1979 SELA Planning Session to request representation for all association sections on the SELA Executive Board. This has been incorporated in the proposed revisions of the SELA Constitution and Bylaws.

Developed and disseminated to state libraries, state associations and other professional groups a planning packet for the development of workshops on the subject of "Fund Raising for Libraries; Alternative Sources." Assumed responsibility for planning and conducting the fourth general session at the 1980 biennial conference. Drafted section Constitution and Bylaws for adoption at the 1980 biennial conference. Thereafter, the section would officially be referred to as the Public Library Section.

Prepared the first slate of candidates for section officers for membership vote at the biennial conference.

A history of the section is in the process of being compiled.

Officers and committee members are as follows:

Secretary — Gail Lazenby

Program Committee — Leroy Childs, Linda Stith, Amanda Bible

Nominating Committee — Mae Tucker, Chair, David Lyons, Anne Thurmond

It is recommended that an interim workshop be conducted by the Section during the biennium.

— C. David Warren  
Chairman

## REFERENCE AND ADULT SERVICES SECTION 1978-1980 Report

RASS had no program meeting at the New Orleans convention in October 1978 but at the business meeting received oral and written input on proposed projects from the approximately 25 members present. This proved helpful to the officers in planning for the biennium.

The officers of the section have met a number of times during 1978-1980, chiefly at the ALA summer and midwinter conventions. Various suggestions received at New Orleans were discussed and evaluated. We very much wanted to have a work shop on communication skills for reference librarians during the winter of 1979-1980 in Atlanta and even went so far as to ask a very competent person to serve as director. However, the reduced financial resources of SELA led to our ultimate abandonment of the idea.

After our abortive workshop attempt, we concentrated on planning the best possible program for the Birmingham convention. Our efforts were well rewarded; see the attached program. Around 350 people attended the meeting, and everything went off like clockwork; even the floor microphones worked. We hope to arrange for the publication of Prof. Benson's excellent and provocative paper. At the meeting we distributed a bibliography for which Glenda Neely was responsible.

In Birmingham at the business meeting following the program meeting our revised bylaws were approved by the membership. The revision was the work of Bill Prince with minor corrections by the other officers.

Bill Prince moved from the region and resigned as Vice Chairman/Chairman-Elect in June 1980. After confirming procedures with Helen Lockhart, President of SELA, Mary Canada appointed Glenda Neely as Vice Chairman/Chairman-Elect.

During the biennium the section joined the Council on Regional and State Groups.

The Nominating Committee for section officers during 1978-1980 consisted of Tom Raines, Memphis/Shelby County Public Library and Information Center, Chairman; Virginia Gilbert, University of Alabama Library; and Nancy Fogarty, University of North Carolina, Greensboro.

I heartily approve of the decision to make section chairmen members of the executive board of SELA. This will greatly improve the channels of communication between the sections and the parent organization.

— Mary Canada  
Chairman

## RESOURCES AND TECHNICAL SERVICES SECTION 1978-1980 Report

During the past biennium, the Resources and Technical Services Section of SELA sponsored a contest requesting persons to submit papers detailing how their library prepared to cope with the cataloging changes of AACR II. Response was adequate if not overwhelming and the best paper and winner of the contest was the one submitted by Berna Heyman, Head of Bibliographic Services at the Earl Gregg Swem Library, College of William and Mary. Ms. Heyman has agreed to present her paper at the biannual meeting at Birmingham, and portions of it have been printed in the SELA Journal.

The officers of the Resources and Technical Services Section met in Atlanta and worked out a preliminary program with the theme "Countdown to AACR II". Various speakers were suggested with Michael Gorman and Arlene Dowell heading the list. When contacted, Michael Gorman declined and recommended Arnold Wajenburg. Mr. Wajenburg, Principal Cataloger at the University of Illinois, accepted, although he later cancelled. Mrs. Dowell accepted, and Mr. Wajenburg's place was filled by John Bryant of the University of Kentucky, who agreed to speak on the experiences of that school as a member of the SOLINET "Com Catalog" project.

The only recommendation for Executive Board Action that was submitted was that members of the association be given a chance to designate sectional preferences and that money be allocated for conference programs and projects based on the number of members within each section. This is something which I understand is now being worked out.

— George Crabb  
Chairman

## SCHOOL AND CHILDREN'S SECTION REPORT 1978-1980 Report

The School and Children's Section has continued in its efforts to contact key people in the ten states who could aid in identifying outstanding programs in the area of library services to children and young people. Our purpose in making these contacts was to compile a report, in booklet form, of programs worthy of emulation. As I reported at Midwinter, our efforts in communication have had problems. However, the Executive Committee of our Section has agreed to proceed with the publication of the booklet. Though it won't be as comprehensive as we had hoped, we do feel that with this publication, we can establish a precedent and call enough attention to the Section that an additional booklet can be published with greater enthusiasm from the membership. Due to low budgets, school and children's librarians have little or no money for travel to regional workshops. It is our belief that this small publication will provide a link between our members and will encourage more active participation in the future. The booklet will be distributed at our luncheon on Friday and will be advertised in the *Southeastern Librarian*.

Our revised by-laws have been completed, published in the *Southeastern Librarian*, and will be put before the membership for vote at our business session on Friday.

The Nominating Committee has submitted the following names for office for the next biennium:

Vice-Chairman/Chairman-Elect

Leonard Johnson, Director of Media Services  
Greensboro Public Schools  
Greensboro, N.C.

Secretary

Bonnie Fowler, Children's Department  
Forsyth county Public Library  
Winston-Salem, N.C.

— Pat Scales  
Chairman

## TRUSTEES & FRIENDS SECTION 1978-1980 Report

The following are goals this section wanted to achieve at the beginning of this two year period. In conjunction with these are listed the results or accomplishments in relation to these goals.

### GOALS

1. Secure T/F directories from all ten states to be used as a basis for communication for this section as well as the office of SELA.

#### ACCOMPLISHMENT:

All state libraries were contacted for directory of their T/F, if available. We, also, requested the name of the president/chairman of their state association. State libraries sent the information when available, and when it wasn't, they put us in touch with the library leaders in respective states who helped us immensely.

We, also, received a copy of the National Directory of Friends of Libraries, USA from our SELA office.

#### COMMENT:

We hope through the many requests that were made of state libraries concerning a Directory of their T/F that it will encourage them to compile one. Realizing the value of such a directory, we know of one state that is preparing one by working together as regions.

2. Trustee Education — improved programs for biennial conferences.

#### ACCOMPLISHMENT:

A full days program of workshops has been designed for this biennial conference, 1980. This workshop format was originally designed by Auburn University for use with Alabama trustees and they have been responsible for developing this one. Workshops will include outstanding library leaders and professionals from other areas. Subjects for discussion will be, "The Trustees & Policy, Support/Lobbying/Budgets, The State Role in Library Funding & Development." Other topics to be addressed include "Opportunities of the 1980's" and "The Library Community and Political Process: Challenges of the 1980's."

For the first time, this section is presenting a special segment for Friends of Libraries. Information will be on "Why Friends, Bond Issue How To's, Friends & Library Promoters, News Letters & Cultural Programs and Book Sales and Fund Raisers.

#### COMMENT:

We hoped by offering an outstanding program and publicizing it well in advance that we could secure better support and attendance from T/F and in turn, increase membership in SELA.

3. Improved Public Relations and Communications within our ten states.

#### ACCOMPLISHMENTS:

Information was sent to the *Southeastern Librarian* concerning the 1980 program for every issue; also to all ten states publications and to all state libraries requesting their assistance in disseminating the information to all of

their T/F.

**COMMENT:**

This information must have been published in many states, as I received many telephone calls and letters.

Barbara Cooper, Region IV Vice-president for ALTA and I combined our efforts into her original ALTA Gram and sent out a ALTA/SELA Gram to all trustees in Region IV with all the information on our 1980 program.

4. Improved lobbying efforts!!

**ACCOMPLISHMENT:**

1980 program has segment on lobbying.

As a result of many t/f being delegates to Governor's Conferences and the WHC, we feel many states realized the importance of developing and maintaining strong lobby efforts in order to secure and defend the right to legitimate funding on state and national levels.

**COMMENT:**

In this day of extreme cuts by appropriate agencies, we need a stronger, highly visible lobbying effort more than ever.

**OTHER REMARKS:**

A set of By-laws for this section was submitted to the By-laws Committee.

Strong efforts were made to secure new people to become active with our group and to serve as officers.

— Kay Vowvaldis  
Chairman

### **UNIVERSITY AND COLLEGE SECTION 1978-1980 Report**

During the Fall of 1979, the University and College Section sponsored tutorials on AACR2 for non-cataloging librarians. These were held in Richmond, VA; Charlotte, NC; Birmingham, AL; and Tampa, FL. Using a local coordinator in each city, the tutorials were taught by Chris Landram, Georgia State University, and Charlotte Folk, University of Georgia. The response to the tutorials was overwhelmingly positive. The Section "made money," in addition to paying all expenses. Tutorial participants expressed strong support for continuation of this type of programming — bringing continuing education closer to grassroots level. My strong recommendation is that the leadership of the Association listen to the membership and provide more of this type of programming. Our program for the biennial conference will be an update on Solinet development plans. Lee Handley, Executive Director of Solinet, will be the speaker.

### **ARCHIVES COMMITTEE 1978-1980 Report**

The arrangement of the archives was completed and they were delivered to SELA headquarters in December, 1979. President J. B. Howell's papers for 1976-1978 did not become available until 1980, but, upon receipt, they were placed in order and added to the files. The collection occupies 698 acid-free folders which are housed in two four-drawer filing cabinets. A list of the folders was compiled, with the contents arranged chronologically under each administration. A copy of the list was provided headquarters for use as a location guide, and one accompanies this report.

In an attempt to gather more complete records, inquiries were sent to all living past presidents whose files were lacking. These requests brought in materials from a few persons, but, unfortunately, some files had been discarded. The Committee tried unsuccessfully to locate the proceedings of the 1940 conference which were collected by Miss Martha Parks but never published.

In response to a request from President Lockhart, the Committee prepared and submitted to her the following guidelines to be used by committee and section chairmen in selecting the materials for preservation in the archives of the Association.

"Committee and Section Chairmen should be responsible for providing copies to the Executive Secretary, of minutes, financial records, reports of special projects, and, when appropriate, election results. In addition, they are urged to keep and deposit with the Executive Secretary all materials which reflect proposals, planning, and implementation for all programs and activities. This should be interpreted to include all topics and activities whether or not pursued."

Mrs. Patricia S. Moore, Chairman of the Local Arrangements Committee for the 1980 conference, requested the Archives Committee to assemble a display depicting the Association's history for exhibit at the 60th anniversary meeting in November, 1980. Dr. Mary Edna Anders, a member of the Archives Committee and historian of the Association, kindly agreed to do this task.

— Porter Kellam  
Chairman

## BUDGET COMMITTEE 1978-1980 Report

The Budget Committee met at the 1979 Spring Workshop without any prior statement of the financial condition of the Association nor requests for items to be included in the budget. From the incomplete and inadequate information presented at the meeting it was obvious to the Committee that the known resources of the Association and the most liberal income which could reasonably be expected to be received would not be sufficient to meet the known obligations of the Association.

After hours of deliberation it was decided by the Committee that the programs of the Association should be continued and should receive at least minimum budgetary support before other obligations were considered. Therefore, it was decided to present a deficit budget with the stipulation that if additional sources of income were not identified by the end of 1979, the position of Executive Director be terminated so that the Association could meet its remaining financial obligations.

Late in the day the Committee met with the Board to present this budget and recommendation. After lengthy deliberation the Board voted to terminate in mid-1979 the office of Executive Director because of financial necessity and instructed the Budget Committee to prepare a balanced budget based on the reasonably expected resources of the Association.

A new balanced budget, prepared and circulated to members by mail, was presented and accepted by the Board at its next called meeting.

— Paul H. Spence  
Chairman

## COMMITTEE ON PERSONNEL UTILIZATION 1978-1980 Report

### Manpower Projections for Four States, 1982/1985

This report summarizes a limited study of the manpower needs in four states: Florida, North Carolina, Tennessee and Kentucky. In these states, libraries with professional staffs of five (5) or more were queried on four questions:

1. Recruitment activity (Yes or No);
2. No. of vacancies currently existing;
3. Projected staff size, 1982;
4. Projected staff size, 1985.

The number of libraries by type and the number of returns is shown in the following table.

	Libraries Queried			Returns		
	Acad./Sp.	Public	Acad./Sp.	%	Public	%
Florida	27	14	22	81	12	86
Kentucky	20	4	18	90	1	25
N. Carolina	28	16	18	64	13	81
Tennessee	18	9	18	100	7	78

The high rate of returns throughout (with the exception of Kentucky public libraries)\* gives the report a sense of solidity about manpower resources for these four states. Statistics for library staffs were selected from the *American Library Directory*, 1979.

The data show the following:

#### 1. No. of Libraries Recruiting:

	Florida		Kentucky		North Carolina		Tennessee	
	Prof.	Other Staff	Prof.	Other Staff	Prof.	Other Staff	Prof.	Other Staff
Acad./Sp.	7	9	5	—	5	5	9	3
Public	5	4	1	1	8	8	3	3

#### 2. No. of Vacancies (total for each type of library/personnel category):

	Florida		Kentucky		North Carolina		Tennessee	
	Prof.	Other Staff	Prof.	Other Staff	Prof.	Other Staff	Prof.	Other Staff
Acad.	14	14.5	13.5	8.5	22	31	17.5	17
Public	46	95	5	6	16	18	8	6

\*There were only four libraries in that state which met size criteria.

### 3. Projections of staff size, 1982 and 1985

PROF.	Florida				Kentucky				N. Carolina				Tennessee			
	1982		1985		1982		1985		1982		1985		1982		1985	
	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P
0 (no growth)	9	3	3	3	7		7	1	8	5	7	9	2	2		4
1	10	2	4	2	2@1.5		5		2	5	4					
2		2	6	3					3	1	4			2		
3	1	1	3		3						3					
4		1	1								2					
5	1		1													
5+		21*	6.5	7;15					6	7	6,9,10	15		1		
Reductions			-1**										-3	-5		-10
Totals	12	27	21.5	27	6		8		11	13	38	15		3		
<b>OTHER ST.</b>																
0	7	2	4	3	5		5	1	4	5	4	3	1		2	5
1	5		4	1	4		1		4		2	6			1	
2	1		5	1			5		4		2	4				
3	2		1	4	2		3		1		1		1			1
4		2							2							
5	2						1		1	1						1
5+	9	8;9		20;75			8	19	6						6;7;8;9; 10(3);22	
Reductions			10	101	-3		-4					-4				-18
Totals	19	19			6	8	29		19	1	4	87		1	1	2

\*No. for each library reporting more than 5 addit. staff.

\*\*No. for each library reporting reductions.

These data present a picture of limited but definite growth as the totals per state/category of positions reveal:

STAFF NEEDS:	1982		1985	
	Acad.	Pub.	Acad.	Pub.
Professionals	29	43	67.5	42
Nonprofessionals	44	29	44	190
Total	73	72	111.5	232

By 1982, 145 new positions are indicated; by 1985, 343.5 openings are projected for these four states.

The vacancies at present in these four states appear to be these totals:

Academic libraries	138
Public libraries	200
	<u>338</u>

These data, while obviously incomplete, give considerable hope that the personnel strength of libraries in the Southeast is increasing. If the projections hold, more than twice as many positions will be requested for 1985 than for 1982, revealing a healthy expansion of staffs in line with new responsibilities, organizational patterns, and it is hoped, attainment of some level of standards for personnel in all types of libraries.

The implications of these totals — 338 current vacancies; 145 positions in 1982; 343.5, three years later (1985) — are positive for both recruiting and for internal personnel movements. The thirteen accredited schools should prepare for greater interest in their graduates during the next two-five years; the association might be besieged with requests for information about jobs as well as about educational opportunities.

Data from the other states may or may not expand these additional opportunities; if, indeed, comparable vacancies do exist, this association may face an unprecedented demand for several kinds of services related to manpower utilization. Whether or not additional (and more accurate) estimates of available positions will be gathered in the next year or two, it is evident that in these four states, at least, expansion of staffs is of current concern.

It is recommended that the Executive Board consider obtaining additional data input, and that the Board review the potential need for position information for members of the association.

— Harold Goldstein  
Chairman

### CONTINUING EDUCATION COMMITTEE 1978-1980 Report

The Continuing Education Committee became a standing committee of SELA at the spring workshop in 1979. The primary task for the CE Committee during the 1979-80 biennium was to be the publishing of a newsletter

concerning continuing education and other association business. Unfortunately, the cost of such a venture was not practical at this time. The CE Committee's recommendation that SELA become a member of CLENE (the nationwide CE network for librarianship) was approved by the Executive Board and Ann Morton, Executive Secretary, was designated to be the association's representative.

Although the CE Committee did not meet after the spring workshop, Paul Porterfield, Gerda Belknap, and Lorraine Schaeffer did hold a conference call during the biennium to complete unfinished business of the former *ad hoc* CE Committee. Helen Lockhart and Ann Morton were also present for this conference call. The discussion included revising the Guidelines for SELA Continuing Education Programs, drafting an application form for CE programs, and developing a questionnaire to be distributed to the membership at the biennial conference in Birmingham. It was deemed necessary to revise the previously approved guidelines because of the changes in the personnel of the Headquarters Staff. The application form is designed as a required piece of information that must be submitted to the Headquarters Staff by any unit of SELA sponsoring a CE program. The questionnaire is intended to be a preliminary assessment of the continuing education needs of the membership. An analysis of the information gained from this questionnaire will be available for study by the incoming section and committee chairpersons.

In consideration of the work done by members of the Continuing Education Committee during the 1979-80 biennium, the following recommendations for the Executive Board are made.

1. We recommend that the revised guidelines and application form for SELA continuing education programs be approved and become effective during the 1981-82 biennium.
2. We recommend that SELA continue its association membership in CLENE.
3. We recommend that the results of the CE questionnaire be presented at the 1981 spring workshop.
4. We recommend that serious consideration be given to the appointment of a part-time or full-time coordinator of continuing education for SELA. This person could be responsible for a wide array of CE activities (i.e., working with the various units of SELA on planning, conducting, and evaluating CE programs, developing a regional plan for continuing education, acting as a liaison for SELA with CE groups at the state and national level, conducting a thorough needs assessment survey in continuing education, etc.)

The funding for this position could be obtained through the administrative costs of CE programs sponsored through SELA. The CE Committee can serve effectively in an advisory capacity, but someone is needed to put the time, effort, and leadership into advancing SELA's goal of meeting the CE needs of its members.

A copy of the revised guidelines is appended to this report; copies of the Continuing Education Questionnaire and the Continuing Education Program Application Form are available on request from the SELA Headquarters Office.

— Paul C. Porterfield  
Chairman

#### GUIDELINES FOR SELA CONTINUING EDUCATION PROGRAMS

##### A. General Policy Statement

The Executive Board or its designate shall review and approve applications for continuing education programs (i.e., preconferences, workshops, seminars, etc.) conducted through SELA. The overall responsibility for coordinating CE programs shall rest with the Headquarters Staff. The content of all CE programs must represent the group sponsoring the program or the Association as a whole.

SELA will from time to time cooperate in CE programming with other associations and agencies at the national, regional and state level. These joint programs will adhere to the guidelines when applicable.

##### B. Requirements to be met by groups desiring to sponsor CE programs

An application form must be submitted to the Headquarters Staff by the section, committee, or other unit of SELA wanting to sponsor a CE program. A completed copy of this form must be received by the Headquarters Staff at least six months prior to the intended program date. The application form includes the items listed below.

1. Name of sponsoring group
2. Program topic
3. Rational for program
4. Program format
5. Names of resource persons
6. Program date
7. Program location
8. Budget
9. Physical facility requirements
10. Method for evaluating program
11. Needs for assistance from Headquarters Staff
12. Application form must be signed and dated

##### C. Fees

In every instance each CE program must be self-supporting. Fees for all activities must be determined according to the costs involved in offering the program. The registration fees collected must equal or surpass the total costs of the program. Any money collected that exceeds the costs of the program shall go to the general fund of the Association.

Registration fees for non-members of SELA shall be 50% higher than the registration fee for Association members.

D. Physical Facilities

The Headquarters Staff or local arrangements chairperson will make available a list of potential meeting places (size, AV equipment, furniture, rental costs, etc.). Final designation of space will be made by the headquarters Staff or by the local arrangements chairperson.

E. Registration

An advanced registration should be conducted for each CE program. Advanced registration materials should be mailed by the Association no later than six weeks before the date of the program. Advanced registration forms and pre-payment must be received no later than one week prior to the program. Cancellations shall be accepted only if made 48 hours in advance. No refund of registration fees shall be made after the cancellation deadline.

F. Limitations

CE programs shall be limited to the number of people consistent with presenting a program of quality education and by the physical facilities available. Any program must be cancelled if there is insufficient registration to cover its budget.

G. Promotion

CE programs conducted through SELA will be publicized in regular Association publications, the costs for the printing and mailing of additional publicity materials must be included in the program's budget.

H. Rewards

The Headquarters Staff shall provide written certification for all participants of CE programs conducted through SELA. In some instances, continuing education credit (CEUs) may be given.

Revised 8/80

### HEADQUARTERS ORGANIZATION AND PLANNING COMMITTEE REPORT 1978-1980 Report

During October, I made a long visit to Headquarters and had an opportunity to discuss work, problems, needs, future plans, etc. with Executive Secretary Ann Morton and Office Manager Jo Anne Treadwell.

They had just received the SELA Archive files from Porter Kellam's committee. These are in excellent order and bring the records up through the immediate past-president's administration. They fill a four drawer legal size file cabinet and this does not take care of all the files of past treasurers. With space in mind, the committee recommends the purchase of two more of these file cabinets early in 1981.

The committee endorses the proposed 1981 and 1982 Headquarters budget already submitted to the Budget committee by Ann Morton. We also endorse the proposal to hire a part-time bookkeeper to handle the fiscal affairs of the Association, if and when these operations are placed at Headquarters. They will certainly need fiscal management aid at that time.

The Headquarters Organization and Planning Committee recommends to the Spence Administration the continuation of its work in the 1981 and 1982 biennium, a need recognized by the committee and the Headquarters staff.

We commend Ann Morton and Jo Anne Treadwell as well as Claudia Medori, for their work during the transition period. The staff now knows where it is, what it needs and where it wants to go. It deserves and must have the full support of the Executive Board at all times. I urge each of you to get to know Ann and Jo Anne. Visit Headquarters office, call on them, you will surely appreciate their professional competence and capabilities. SELA is indeed fortunate to have them.

— David Estes  
Chairman

### HONORARY MEMBERSHIP COMMITTEE 1978-1980 Report

The Honorary Membership Committee for 1978-80 was composed of John Goudeau (School of Library Science, Florida State University), J. Mitchell Reames (Francis Marion College, Florence, South Carolina) and John David Marshall, Chairman (Middle Tennessee State University, Murfreesboro). The Committee recommended to the Executive Board that Julia Bennett Armistead (Knoxville, Tennessee), Archie L. McNeal (University of Miami), and Lawrence S. Thompson (University of Kentucky) be elected to Honorary Life Membership. Both Dr. McNeal and Dr. Thompson are distinguished academicians who have made important contributions to librarianship in the Southeast and beyond. Mrs. Armistead, Director of the Washington Office of the American Library Association at the time the Library Services Act of 1956 became law, has made lasting contributions to the improvement of library service through her work as a trustee and friend of libraries. She is the *first* Trustee/Friend to be elected to Honorary Life Membership. The Executive Board approved these honorary memberships on June 30, 1980, at its meeting in New York during the Conference of the American Library Association. The Chairman will present these honorary memberships to Mrs. Armistead, Dr. McNeal, and Dr. Thompson on November 21st at the Third General Session of SELA's 60th Anniversary Conference in Birmingham.

During this biennium the Chairman was successful in acquiring photographs of the thirty-six individuals who have been elected to Honorary Life Membership since 1954 when the first such membership was awarded to the late Louis Round Wilson. These photographs, along with biographical sketches of each honorary member prepared by the Chairman, will be published in a SELA 60th Anniversary Conference Keepsake booklet being edited by Ellis Tucker, Editor of *The Southeastern Librarian*. This booklet is to be distributed to 1980 conference registrants. The materials collected by the Chairman in preparing the biographical sketches will be sent to SELA Headquarters for the Association Archives. A Xerox copy of the Chairman's manuscript has already been sent to Headquarters.

The Chairman would strongly recommend that future Chairmen of the Honorary Memberships Committee obtain photographs of those elected to Honorary Life Membership and that these photographs be given to SELA Headquarters for the Association Archives. Biographical sketches of future recipients of honorary memberships should also be prepared for the Archives. Prior to being deposited in the Archives, these biographical sketches with photographs might appropriately be published in *The Southeastern Librarian* in the first issue published following the biennial conference.

— John David Marshall  
Chairman

### INTERSTATE COOPERATION COMMITTEE 1978-1980 Report

During the biennium, the Committee pursued two major objectives:

- Development of a Talent Bank of speakers, consultants, workshop presenters and program resources.
- Awareness of and increase in southeastern representation to ALA Council and other positions of the Association.

The Talent Bank is available at the Office of the SELA Executive Secretary. Only thirty-nine names have been submitted with fifty-five subject expertise areas. The Committee should continue to promote the availability of the service and consider whether to print the information for distribution.

Southeastern representatives (at large) on ALA Council increased from six to eight from 1979 to 1980. If the Committee continues this project as a priority, a reasonable goal remains ten out of the one hundred at large members. One of the eight above represents one (PLA) of the eleven divisions. The number may change with publication of the ALA Handbook of Organization for 1980/81 and its listing of addresses.

The Committee Chairman also arranged and convened the southeastern delegates to the White House Conference last November for election of a Caucus Chairman and Secretary. The elected Chairman conducted the caucus meetings thereafter.

— William L. Whitesides  
Chairman

### LIBRARY DEVELOPMENT COMMITTEE REPORT 1978-1980 Report

At the Spring Workshop in 1979 the Library Development Committee considered the seven major recommendations of the *Southeastern Library Survey* and explored ways within the financial means of the SELA to further those recommendations.

Since the majority of those recommendations involved regional cooperation of some sort, the Committee recommended to the Board that SELA concentrate on promoting cooperative activity by bringing together in a series of conferences representatives of state agencies and organizations such as state librarians, state association presidents, library science program directors, association executive secretaries, and ALA Councilors from the region.

It was also recommended to the Board that continuing education programs sponsored by SELA be encouraged.

In addition to the general recommendations of the *Survey*, there were a number of recommendations relating to specific types of libraries or library activities. The Library Development Committee recommended that appropriate Sections consider these recommendations in planning their programs. For particular consideration, since it was included in the general as well as the specific recommendations, the Committee suggested that the School and Children's Librarians Section examine standards for library media specialists with the view toward strengthening them.

— Paul H. Spence  
Chairman

## MARY U. ROTHROCK AWARD COMMITTEE 1978-1980 Report

Two members of the Committee met in Atlanta and worked out proposed guidelines for the Awards and agreed on procedure for securing nominations for the Award. The SELA Board subsequently approved the guidelines proposed by the Committee.

A request for nominations was published in the *Southeastern Librarian*, Summer 1979, as were the guidelines in the Committee report. Over twenty letters were received in response to the request, with all but one sponsoring the selection of Mrs. Frances Neal Cheney as the recipient of the Award. With such a clear mandate and with the votes of the Committee members, a decision in favor of Mrs. Cheney was unanimously reached. With presentation of the award at the Birmingham meeting by Dr. Edwin Gleaves, work of the Committee was concluded.

— Lucile Deaderick  
Chairman

### ROTHROCK AWARD PRESENTATION November 21, 1980

#### *Presentation by Edwin S. Gleaves:*

In a few moments I will have the honor of presenting, on behalf of the Southeastern Library Association and the Rothrock Award Committee chaired by Lucile Deaderick, the Mary Utopia Rothrock Award "for exceptional contributions to library development in the Southeast" to Frances Neel Cheney. At that time Mrs. Cheney will tell us something about the person for whom the award is named and who, by the way, endowed the award with a bequest of \$10,000 to SELA. At this time, I should like to tell you something about the person to whom the award is being given.

Last evening, as I was listening to Edwin Newman as he bemoaned the decay of the English language in our time, I began to think that I have had one great advantage over Mr. Newman — the privilege of working closely for eight years with Frances Cheney. Of all people whom I know, Mrs. Cheney is, strictly speaking, the most civil tongue. She is the absolute master of the *mot juste*, of the apt literary allusion, of saying succinctly what oft was thought but ne'er so well expressed. Compared to the homespun eloquence of Mrs. Cheney, we all sound like poor players who fret and strut our few hours in the library limelight and then are heard no more. Had I the gift, I would have liked to have compiled an enchiridion of the wit and wisdom of Frances Neel Cheney entitled, perhaps, *On the Nature of Things*. Lucretius would have approved.

Fortunately for librarians of our time, Mrs. Cheney's words have been generously published in her innumerable articles and reviews, as well as in her standard textbook *Fundamental Reference Sources* (1971, 1980). For thirty years her "Current Reference Books" column in *Wilson Library Bulletin* was the *sine qua non* for reference librarians across the country. Indeed, upon her retirement from that column, Mrs. Cheney was honored in *Wilson Library Bulletin* by a panel of distinguished colleagues who called her, to quote from the title of the article, "the nation's number one reference reviewer." She has, over the years, contributed heavily to such publications as the *Southeastern Librarian*, *Catholic Library World*, *RQ*, *Journal of Education for Librarianship*, *Reference Services Review*, and *American Reference Books Annual*. She also served as editor of the *Tennessee Librarian*, 1949-51 and 1953-56.

Mrs. Cheney has always been much in demand as a speaker. She is, at heart, a teacher, and would gladly teach or speak at a moment's notice. Thus we thought it only proper that she was the first person to receive the Beta Phi Mu Good Teaching Award in 1959. Subsequently, she was given the Isadore Gilbert Mudge Citation for Distinguished Contributions to Reference Librarianship (1962); the Doctor of Literature degree from Marquette University (1966); the SELA Outstanding Reference Library Award (1970) and Honorary Life Member (1976); the Henry H. Hill Award for Excellence in Teaching, George Peabody College for Teachers (1971); the Constance Lindsay Skinner Award, Women's National Book Association (1976); and Honorary Member, American Library Association (1978).

Mrs. Cheney began her career as a chemistry librarian at Vanderbilt University and worked in various positions in the Joint University Libraries until, in 1943, she became Assistant to the Chair of Poetry of the Library of Congress, and in 1944, Bibliographer in the Library of Congress. She returned to Nashville in 1945 as Head of Reference of the Joint University Libraries. Having served as part-time instructor in the Peabody Library School on and off since 1941, she was appointed Assistant Professor of Library Science in 1946, thus beginning her long and unparalleled career as a Peabody professor. Her work at Peabody continued until her retirement in 1975, interrupted only by her stint as Visiting Professor in the Japan Library School in Tokyo during 1951-52. Several times during her tenure as a professor at Peabody, she was called upon to serve in the stead of the Director of the Library School, which she did, as I can attest, more competently, but she always chose to dedicate herself primarily to teaching and to writing.

As much as Mrs. Cheney contributed to Peabody, she somehow found world enough and time to give almost as much to the professional associations of which she was a member. She is one of the few librarians of our age to have headed so many organizations, having served as President of the Tennessee Library Association (1941-47), the Southeastern Library Association (1960-62), the Association of American Library Schools (1956-57), and Beta Phi Mu (1962-63). Within ALA, she was President of the Reference Services Division (1960-61) and the Library

Education Division (1964-65). In addition, she was a member of the ALA Executive Board (1965-60) and the Council (1954-58), and served as Chairman of the University and College Libraries Section (1944-46 and 1958-60) and the Subscription Books Committee (1962-63).

These are only a few highlights of a truly illustrious career. To the accolades which Mrs. Cheney has already received, we now add the SELA Rothrock Award. It has always been Mrs. Cheney's nature to belittle, in a gracious way, the contributions which she has made, perhaps because it has always been her nature to put her hands to the plow and not look back. But perhaps this is a time that we can, through this award, help her to call to the sessions of sweet silent thought remembrance of things past and of a professional career well spent.

Finally, it is a special pleasure for all of us to give this award, not only to a great librarian, but to a person in whom the characteristics of intelligence, ability, wit, modesty and plain good sense have been so beautifully harmonized.

It is my honor to do honor to the memory of Mary Utopia Rothrock by presenting the SELA Rothrock Award for 1980 to Frances Neel Cheney.

*Acceptance by Frances Neel Cheney:*

It is a great honor to receive the award which bears the name of Mary Utopia Rothrock. For she was the most distinguished librarian the South has produced. Those of you who have read the fine tribute to Miss Rothrock in the Spring 1976 *Tennessee Librarian* by her long time friend Lucile Deaderick, and Jesse Mills' personal tribute in the Summer 1976 *Southeastern Librarian* know of her many accomplishments. But it is fitting to review them here, even though briefly.

First we must cite her "rare vision and intelligence shown in organizing regional library service and related adult education activities" for which she received the first Lippincott Award, given by the American Library Association in 1935-36. She can rightly be called the mother of regional library service. And when we think of what this concept has meant to the expansion of library service to areas where there was none before, we realize that she endorsed the library outreach philosophy long before it was called by this name.

Second, we must note her loyal and tireless support of library associations, twice serving as president of the Tennessee Library Association, in 1919-20 and 1927-28. She was a founder and first president of the Southeastern Library Association, and in 1946-47, she was president of the American Library Association. I remember vividly when she was president of ALA and attending many state library association meetings. These associations were wobbling to their feet after the war period, when they had been relatively inactive. She told them in a firm and convincing voice that state associations were the weakest link in the chain of library organizations, inactive in promoting library legislation, slow in developing state plans, and failing to address themselves to the vital problems of library cooperation. I am sure it was a pleasure to her in her later years to see how state associations have strengthened this weakest link.

Third, there is her contribution to the publication of data about libraries in the Southeast. She was the prime mover for the significant survey, *Libraries of the Southeast*, published in 1949, and was responsible for its partial funding by TVA. The finished report supplied those concerned with regional planning with the first body of comparable data on all types of libraries — whom they served, their financial support, collections, personnel, types of services, and physical quarters and equipment. The foreword to that significant volume concludes, appropriately, "Without the daily counsel and assistance of Miss Mary U. Rothrock, TVA's Library Consultant, given far beyond any reasonable expectation because of her official relationship, the Survey and the staff would have lost much of their inspiration."

It is certainly as a source of inspiration that we should hail her. Through the years I have known many persons whose lives she touched, not only those who worked closely with her in her many library activities and those concerned with the collection and publication of materials in Tennessee history, but those at a distance who recognized her far-sighted vision of what superior library service should be. Not one of these failed to recognize her influence and her inspiration.

How did she do it? How did she manage to keep her enthusiasm for so many years? Well, she was a highly intelligent, well educated, forward looking, dedicated, indefatigable woman who had both wisdom and wit. She was 86 when she died in 1976. A few months before she died she was given honorary membership in ALA. Her citation contained a phrase to be remembered: ". . .you are truly a woman for all seasons. . ." God bless her, and may we have more like her in years to come. We'll need them.

## 1980 BIENNIAL CONFERENCE ATTENDANCE STATISTICS

Attendance at the Birmingham conference as follows:

867 Members  
225 Exhibitors  
1092 Total

— Jerry Stephens  
Conference Treasurer

## OUTSTANDING LIBRARY SERVICES AWARD COMMITTEE 1978-1980 Report

The members have publicized this Award in all States comprizing SELA. Notices to Associations' news releases, State Agencies and other publicity sources brought 10 entries. From among these, Orlando Public Library "Catch 'Em in the Cradle" project merited the certificate for the 1978-1980 Biennium. In addition to this award, an additional certificate of merit was selected to be presented to the Kentucky Library Association's National Library Week Project.

A recommendation for the next committee to consider adding Organization/Assn's to this list of library units eligible to submit entries be considered and is now submitted as such with this final report.

As chairman, I have enjoyed serving on this Committee and anticipate greater interest in this Award in the coming biennium.

— Sybil Ann Hanna  
Chairman

## REGIONAL NEWS

### ALABAMA

Village Voice editor and columnist Nat Hentoff will be the keynote speaker at the 1981 annual conference of the Alabama Library Association April 1-3 in Mobile. Author Hentoff has worn a diversity of hats in his 30 years career as a writer for young Americans, Jazz critic, radio personality, and novelist. His talk, "Do Americans Really Hate Children?" will doubtless be both provocative and entertaining for all types of librarians. Other guest speakers to appear at the April meeting in Mobile are: Dr. James F. Vickrey, Jr., the youngest president of the University of Montevallo; Margaret T. Lane, nationally recognized for her work in the field of state documents; Alex Ladenson, former director of the Chicago Public Library and currently executive director to the Urban Libraries Council; Dr. Dan Wright, professor of media instruction, Auburn University, and authority on using audiovisuals with young adults; and Dr. William Jones, librarian, Baptist Bible Institute, Graceville, Florida. Special interest pre-conferences are planned by the Special Libraries Association and the Young Adult Services Roundtable on the first day of the conference.

### GEORGIA

The story of the development of Georgia public libraries would make an interesting book. Today's public library officials in the Georgia Department

of Education hope one will someday be written, based on materials they have transferred to the state Department of Archives and History in Atlanta. The Georgia Archives has accepted over 10 cubic feet of historic library records, which are now open to the public.

Lucia Patrick, education consultant for the Division of Public Library Services in the Department of Education, would like the records to be the subject of serious study. "These materials show the development of Georgia's library system, and we hope they'll catch the interest of a historian who can tell the whole story," Patrick said.

The documents now in the Georgia Archives trace the history of the state program in great detail. Scrapbooks contain newspaper clippings on libraries throughout the state. Minute books record official actions of the Library Commission. Administrative files include statistical and narrative reports, photographs, and periodic surveys that compared library resources and population characteristics in each county. According to these records, the original Library Commission operated without funds until 1920, when the state began to provide an annual budget. The \$6,000 appropriated that year purchased the Commission's first books, and the state thus had a lending service for libraries, schools and individuals.

The federal Works Progress Administration, beginning December 1933, offered assistance and at one time employed 450 clerks in public

library programs that reached more than 130 of Georgia's 159 counties. A state law of 1935 authorized county governments to establish and support their own public libraries. The state began to certify librarians in 1938, the same year it established a \$100,000 matching fund to buy books for elementary schools.

In many rural areas, however, library services were yet unavailable or inadequate. The state Board of Education, largely due to the support of Governor Ellis Arnall, was appropriated \$100,000 in 1944 to address that problem. With continued funding for rural library services, a state-owned "demonstration bookmobile" took to the road in 1949. At that time only 28 bookmobiles were serving 39 counties, but publicity generated by the state drew support for these local programs. Three years later 39 bookmobiles were reaching 67 counties, and Georgia's library services was becoming truly public.

These library records have been cataloged in the Georgia Archives' inventory of governmental records, under materials from the Department of Education.

### KENTUCKY

City of Louisville Community Development funds totaling \$437,880 have been given to the Louisville Free Public Library over a two-year period for roof replacement at the main library and two branches. The copper roof on the original Carnegie building at the main library in downtown Louisville was replaced with a new copper roof. Approximately \$260,000 in Community Development funds were applied to this roof replacement.

New roofs on the Shelby Park and Parkland branches will be replaced with Community Development funds totaling \$177,880. Additional capital construction funds from the city were used to replace a third branch library roof, and for other branch repairs.

### MISSISSIPPI

At the Midwinter Meeting of the American Library Association the Committee on Accreditation voted to grant accreditation to the Master of Library Science degree program of the Graduate School of Library and Information Science at The University of Mississippi. Director of the School is Ellis E. Tucker.

The School of Library Service, University of Southern Mississippi, is pleased to announce Maurice Sendak as the 1981 recipient of the University Silver Medallion for his distinguished contribution to Children's Literature. The presentation was made at the annual Children's Book Festival, March 19-20, 1981. Featured speakers included Virginia Hamilton, Richard Peck and Lee Ames.

### NORTH CAROLINA

W. P. Cumming, professor emeritus of English at Davidson College, has donated a rare map of North Carolina to the college library as another step in his plan to give the library his entire collection. Titled "A Compleat Map of North Carolina by J. A. Collet . . . London, 1770," the linen-backed plan was the most accurate one made of the state before the 19th century. The map, which measures about 60 inches by 30 inches, was based largely on the work of others which Collet collected and correlated. The most important feature of the Collet map is the recording of new settlements in the southern part of the state. Because the map was never included in a general atlas, surviving copies are rare.

In the past half-century, Cumming has collected more than 50 original pre-Revolutionary maps, several early atlases, and a unique collection of map books and catalogs, some of which cannot be found even in the Library of Congress. His is considered one of the finest private collections of early Southeastern maps and related materials in the country. He has already donated several maps from his collection to Davidson College. A 1921 Davidson graduate, Cumming has written several books, including "The Southeast in Early Maps," which is considered the definitive work in its field.

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Mr. David Bender, Executive Director of SLA, was the guest speaker at the February 13, 1981, meeting of the North Carolina Chapter of the Special Libraries Association in Durham. Mr. Bender shared his personal experiences and aspirations for SLA's future, inviting audience participation. His topic "An Insider looks at SLA" was geared to aid members and their guests to understand what services the national SLA headquarters performs for its membership, and how the membership may change or improve these services.

## SOUTH CAROLINA

Retired South Carolina businessman James H. Thomason and his wife, Sarah Dunlap Thomason, have established the James H. Thomason Library Endowment Fund in the amount of \$500,000 for Presbyterian College. The gift was made in the form of a charitable remainder unitrust. The purpose of the fund will be to provide salary supplements for library staff, to keep the library repaired, and to assure the purchase of books and equipment. Eleven years ago, the Thomasons had donated \$750,000 to help underwrite the construction of the library. The total Thomason contribution of \$1,250,000 is the largest total gift by an individual in the 100-year history of Presbyterian College.

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The words "Share a Book with a Child" appeared throughout South Carolina during the fall as part of a statewide campaign to promote reading to children. The campaign was sponsored by the South Carolina State Library in cooperation with the state's thirty-nine public libraries. The slogan, logo, and "South Carolina Public Libraries," appeared on bumper stickers, small oval stickers, posters, and book bags. Coordinated brochures and media spots also encouraged parents to make reading with their children a regular family activity. The campaign was launched on International Literacy Day, September 8, with Governor Richard W. Riley declaring September 7-13 "Share a Book with a Child Week" in South Carolina.

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The Public Library Section of South Carolina Library Association sponsored a fall workshop on "Collection Maintenance: Options for a Bruised and Battered Collection." The principal Speaker was Dr. William Robinson of the University of Tennessee Graduate School of Library and Information Science. Ninety-five persons learned about the political and public relations aspects of weeding, community analysis, collection evaluation, and had a chance to discuss a variety of practical problems with representatives from the State Library, USC College of Librarianship, S.C. Dept. of History and Archives, and academic and public libraries.

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During 1981 the Trustee Section of SCLA will develop a manual for public library trustees.

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The South Carolina State Library is cooperating with the State Board for Technical and Comprehensive Education in a project funded by the U.S. Department of Energy. The Energy Information Center serves as a clearinghouse and central distribution point for all types of energy-related materials and as an I and R center for small business and manufacturing firms and the general public, linking them with technicians to conduct energy audits and analyses, workshops, etc. The Energy Information center is also a user of DOE/RECON, an on-line information retrieval system developed to provide access to energy-related databases.

## TENNESSEE

The Mississippi Valley Collection of the Memphis State University Libraries has received the gift of a collection of personal and business papers belonging to the Jefferson Davis family from the Davis Family Association. The Jefferson Davis-Joel Addison Hayes, Jr., Family Papers, 1864-1882, include thirty-five letters written by Davis, as well as correspondence, receipts, notes, and cancelled checks related to the personal and business affairs of the families of Jefferson Davis and his son-in-law. The collection is particularly important for providing information about Davis' life after he moved to the Mississippi Gulf Coast in 1877. A microfilm copy of the collection and nine other letters from the Davis family belonging to the West Tennessee Historical Society is available for research purposes.

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Tom Mendina, Assistant Professor and Head, Circulation Department, MSU Libraries, has been appointed chairman of the Circulation Systems Evaluation Committee, a standing committee of the American Library Association/Library Administration and Management Association.

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John Edward Evans, Assistant Professor and Information Retrieval/Interlibrary Loan Librarian, MSU Libraries, received the first place award in the ERIC Search Tournament held at Online '80, an international conference for specialists in the field of automated information retrieval.

## WEST VIRGINIA

The new Central Library of the Cabell County Public Library was dedicated on November 30, 1980. Dr. Toni Carbo Bearman, incoming director of the National Commission on Libraries and Information Service, was the speaker for the event.

## COOPERATIVE EFFORTS

The Exhibits Round Table of the American Library Association will resume their award this year on action of the Executive Board at their meeting at ALA Conference, New York, 1980.

Nominations are now being sought for the 1981 John R. Rowe Memorial Award in the amount of \$500.00 awarded "to a library professional individual or group for the improvement of some particular aspect of librarianship or library service or to implement the operation of a professional library association". This award will be presented at the E.R.T. Banquet at this year's ALA Conference in San Francisco. Nominations should be submitted by April 30, 1981 to: Beatrice M. James, Chairperson, E.R.T. John R. Rowe Award, 90 Harcourt Avenue, Bergenfield, NJ 07621.

ACURIL XII, the 12th annual meeting of the Association of Caribbean University and Research Libraries, will convene in Miami Beach, Florida on May 3-9, 1981. The theme of the conference is "Communications". For details, contact Frank Rodgers, University of Miami Library, Box 24-8214, Coral Gables, FL.

The American Association of School Librarians is looking for school library media specialists to share their ideas about public relations at a PR Preconference, June 25-26, 1981, prior to the

ALA 1981 Annual Conference in San Francisco. The PR Preconference will include all phases of successful public relations and communication techniques for school library media programs and will be targeted for both beginners and those with advanced public relations skills. Persons interested in presenting a program or in recommending a presenter should contact: Fred Krueger, Encyclopaedia Britannica, 425 North Michigan Avenue, Chicago, IL 60611.

The Association of American Library Schools announces publication of the first annual edition of the *Library Education Statistical Report*. The *Report* is the most comprehensive collection of statistical information about graduate library education in the United States and Canada ever published. Coverage includes 76 graduate programs which are Institutional Members or Associate Institutional Members of the AALS. The time period covered by the report is the 1979-80 academic year for most categories of information. Much of the information reported in print form is also available in machine readable form and when available in this form can be obtained for the cost of duplicating the data. The published report is available from the Executive Office of the Association of American Library Schools, 471 Park Lane, State College, PA 16801.

## CONTINUING EDUCATION OPPORTUNITIES

The 10th Annual Conference for Continuing Professional Education, sponsored by the Department of Educational Media and Librarianship, will be held May 7 and 8 at the University of Georgia. The overall theme of the conference will be "Making the Most of your Resources." Ongoing workshops will highlight the conference. All media specialists, school librarians and teachers interested in the world of media are urged to attend. For additional information contact Jane Terwillegar or Bob Hart, Department of Educational Media and Librarianship, 607 Aderhold Hall, University of Georgia, Athens, GA 30602.

A five-week session in London (10 July — 16 August) is announced by the University of Southern Mississippi for the coming summer. Two graduate courses (International Studies in Librarianship, Great Britain — 3 credits, and Studies in Children's Literature — 3 credits) will be offered, each with a research component worth 3 additional credits. Total cost includes: round-trip flight from New Orleans, Atlanta, or New York City; a single room for 33 nights in Chelsea College, University of London; and tuition for 6 credits. For additional information contact Dr. William B. Taylor, Institute of Anglo-American Studies, Southern Station, Box 5136, Hattiesburg, MS 39401.

In addition the Library School, USM, is planning four workshops for the Summer of 1981: "The School Media Center: Organization and Administration I" — June 8-12, 1981, "Focus on Public Libraries" — June 8-12, 1981, "Instructional Television Workshop I" — June 15-20, 1981, "Instructional Television Workshop II" — June 22-27, 1981. Each Workshop carries (3) three undergraduate and graduate credits. Contact: Jeanine Laughlin, School of Library Service, Southern Station Box 5146, Hattiesburg, MS 39401.

The School of Library Science at North Carolina Central University in Durham will sponsor a workshop on the Dewey Decimal Classification, 19th Edition on June 1, 1981. The workshop will concentrate on five segments: the organizational structure (individuals responsible for changes and innovations in DDC); the 19th edition (its characteristics, differences, and what to look for); the 20th edition (the future); reclassification (should you, and how to do it); and twenty-five problems to solve. John P. Comaromi, Chief of the Decimal Classification Division, Processing Department, The Library of Congress will speak and serve as resource person. Coordinator of the workshop is Desretta V. McAllister. Interested persons should write to: Registrar, DDC Workshop, School of Library Science, North Carolina Central University, Durham, NC 27707.

## SOUTHEASTERN JOBLINES

Florida  
Georgia

State Library (904) 488-5232  
Georgia Library Association JMRT (404)  
634-5726 (5 p.m.-8 p.m., M-F, 12 noon-8  
a.m. S-M)

Kentucky

State Library (502) 564-2480

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

Apr. 1-3 Alabama Library Association, Civic Center, Mobile  
Apr. 5-11 National Library Week  
Apr. 7 Legislative Day, Washington, DC  
Apr. 23-25 Tennessee Library Association Annual Conference, Hotel Rivermont, Memphis  
May 6-9 Florida Library Association Annual Conference, Konover Hotel, Miami  
June 13-18 Special Libraries Association Annual Conference, Marriott Hotels, Atlanta  
June 26 American Library Association Annual Conference, San Francisco  
July 2 Kentucky Library Association Annual Conference, Louisville  
Sept 9-12 North Carolina and South Carolina Library Association Annual Conference, Charlotte, NC  
Oct. 7-10 Mississippi Library Association Annual Conference, Jackson  
Oct. 21-23 Georgia Library Association Biennial Conference, Dunfee Atlanta Hotel  
Oct. 29- Nov. 1 Virginia Library Association Annual Conference, Hot Springs  
Nov. 5-7 West Virginia Library Association Annual Conference, White Sulphur Springs  
Nov. 12-14 Children's Book Week  
Nov. 16-20

## PERSONALS

### APPOINTMENTS

Harriet Semmes ALEXANDER, Assistant Professor and Senior Reference Librarian, Memphis State University Libraries

Ellen ANDERSON, Library Science Librarian, University of North Carolina at Chapel Hill

Augusta BAKER, Storyteller in Residence, College of Librarianship, University of South Carolina

Jane BARTLETT, Serials Librarian, Old Dominion University, Norfolk, VA

Ruby BROWN, Cataloger, Voorhees College, Denmark, SC

O. Mell BUSBIN, Associate Professor of Educational Media, Appalachian State University, Boone, NC

Katherine CALHOUN, Reference Department, William Russell Pullen Library, Georgia State University

Joan CHENEY, Systems Analyst/Automation Librarian, Old Dominion University, Norfolk, VA

Ken COLEMAN, Public Services Librarian, Carnegie Public Library of Clarksdale and Coahoma County, MS

Robert B. CRONEBERGER, Director, Mem-

phis/Shelby County Public Library and Information Center

Jinnie DAVIS, Assistant Serials Librarian D. H. Hill Library, North Carolina State University

T. Jimmy DICKERSON, Chemistry Librarian, University of North Carolina at Chapel Hill

Timothy DEMPSEY, Business Reference Librarian, University of North Carolina at Chapel Hill

Earnstein DUKES, Assistant Head of the Catalog Department, Memphis State University Libraries

Diane DUPREE, Children's Librarian, Carnegie Public Library of Clarksdale and Coahoma County, MS

John Edward EVANS, Assistant Professor and Head, Reference Department, Memphis State University Libraries

Clara Mae FEELY, Children's Librarian, Chester County (SC) Library

Anne FIELDS, Undergraduate Reference Librarian, University of North Carolina at Chapel Hill

Russell H. FILE, Reference/Cataloger, Liberty Baptist College, Lynchburg, VA

Michael FREEMAN, Assistant Reference Librarian, University of South Carolina, Columbia, SC

Leroy GATTIN, Deputy Director, Richland County (SC) Public Library, Columbia

Alan GREGORY, Music Cataloger, University of North Carolina at Chapel Hill

Shirley HALLBLADE, Interim Director of OGSMS Library, Vanderbilt University

Barbara HEDGES, Assistant Reference Librarian D. H. Hill Library, North Carolina State University

Annelle HUGGINS, Assistant Professor and Coordinator of Technical Services, Memphis State University Libraries

Lucy INKSTER, Coordinator for Data Services, Reference and Data Services Branch, Information Services Division, Mississippi Research and Development Center, Jackson

Kristine KLEIN, Art, Music and Recreation Department, Memphis/Shelby County Public Library and Information Center

Barbara KOENIG, Literature, Philosophy, Religion Department, Memphis/Shelby County Public Library and Information Center

David LANE, Business, Science, Social Science Department, Memphis/Shelby County Public Library and Information Center

Mary Charles LASATER, Catalog Librarian, Medical Center Library, Vanderbilt University

Carol LEADENHAM, Slavic Bibliographer, Uni-

versity of North Carolina at Chapel Hill

Michael LEONARD, Head of Children's and Young People's Department, Charleston County (SC) Library

Sarah Clark LINDER, Information Services Coordinator, Richland County (SC) Public Library, Columbia

Dorothy McCRAY, Branch Librarian, Carnegie Public Library of Clarksdale and Coahoma County, MS

Charles MOORE, Cherokee Branch, Memphis/Shelby County Public Library and Information Center

Marilyn MOORE, Coordinator for Reference Services, Reference and Data Services Branch, Information Services Division, Mississippi Research and Development Center, Jackson

Carolyn MORGAN, Instructor and Bibliographer/Data Base Development Manager, Memphis State University Libraries

Beth MULLANEY, Assistant Circulation Librarian, University of North Carolina at Chapel Hill

James A. NELSON, State Librarian, Kentucky Department of Library and Archives

Celine NOEL, Science Cataloger, University of North Carolina at Chapel Hill

Catherine POLLARI, Assistant Textiles Librarian D. H. Hill Library, North Carolina State University

Kenneth POTTS, Business, Science, Social Science Department, Memphis/Shelby County Public Library and Information Center

Elizabeth Ann RAMSEY, Director, Dillon County (SC) Library, Latta

Mary REICHEL, Head, Reference Department, William Russell Pullen Library, Georgia State University

Janet STRANG, Children's Librarian, Frayser Branch, Memphis/Shelby County Public Library and Information Center

Mary Morgan SMITH, Art, Music and Recreation Department, Memphis/Shelby County Public Library and Information Center

Sarah STUBBS, Reclassification Cataloger, University of North Carolina at Chapel Hill

Luke SWINDLER, Social Sciences Bibliographer, University of North Carolina at Chapel Hill

Debra THORPE, Acquisitions Librarian, H. V. Manning Library, Chaffin College, Orangeburg, SC

Mary Evelyn TOMLIN, Manager, Reference and Data Services Branch, Information Services Division, Mississippi Research and Development Center, Jackson

Leigh TUCKER, Reference Librarian,  
Voorhees College, Denmark, SC

Lou Ann ULMER, Children's Librarian, Bartlett  
Branch, Memphis/Shelby County Public Library  
and Information Center

Mitchell WHICHARD, Non-Print Librarian, Uni-  
versity of North Carolina at Chapel Hill

Mildred Jane WILLIAMS, Assistant State Li-  
brarian, North Carolina Department of Cultural  
Resources

David M. WOODBURN, Director, Mississippi  
Library Commission, Jackson

Nadeyzhda ZILPER, Slavic Cataloger, Univer-  
sity of North Carolina at Chapel Hill

## RETIREMENTS

Evelyn NOBLIN, Assistant Cataloging Library,  
D. H. Hill Library, North Carolina State University  
C. Lamar WALLIS, Director, Memphis/Shelby  
County Public Library and Information Center

## NECROLOGY

Martha M. PARKS, Honorary Life Member of  
SELA, December 28, 1980

## INDEX TO ADVERTISERS

The Baker and Taylor Company . . . . .	Inside Front Cover
Bound to Stay Bound . . . . .	.6
Demco . . . . .	.20
EBSCO Subscription Service . . . . .	.2
F. W. Faxon . . . . .	.15
Gaylord . . . . .	.6
McGregor Magazine . . . . .	.10
Albert J. Phiebig . . . . .	.6
The Reprint Company . . . . .	.4
Joseph Ruzicka South, Inc. . . . .	.4

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