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SELA BIENNIAL CONFERENCE

November 10-13, 1982
Galt House, Louisville

If you are wondering, I took those now slightly out-of-style preppie shoes with me to San Francisco. I also took a pair that more accurately reflected my age. Consequently, I enjoyed that city more than I did New York.

I am not sure that I can say the same for several parts of the conference. At first I thought it was only my opinion, but time after time, I heard statements to the effect that most of the meetings were too elementary. Such comments were offered by practitioners, professors, as well as recent library school graduates. The bottom line, to use a cliché which is about the same age as my preppie shoes, is that many people are paying registration fees and oftentimes learning from the personnel in various exhibits.

The profession is no longer on the threshold of a new world; it has already been propelled into it — ready or not. At national conventions as well as local and state meetings, we are past the days of buzz groups and brainstorming. The new technology about and for which we desperately need knowledge has stormed past us while we have wasted our time in what often were no more than sessions of pooled ignorance or mutual admiration societies or both.

Two thousand meetings hastily planned for an annual conference and held within a week inevitably will result in some duds. However, we should exert every possible effort to assure that there are only a few. The poster sessions proposed for Philadelphia are a step in the right direction. Such sessions will make it possible to learn in a few minutes about a topic that is important but does not warrant the scheduling of a two-hour block of time.

Let's move further though. Whether we meet annually, biennially, or triennially, why not plan meetings in somewhat of a tiered fashion? This could provide something for everyone.

There could be mini seminars for those people who are at or only recently past entry level. Such programs would run a maximum of ninety minutes, providing basic information about a variety of topics.

At the next tier, there could be sessions of a more technical nature which would expect participants to have prerequisite skills and/or knowledge. Thus no speaker would find it necessary to waste valuable group time in apologies for omitting or not omitting extraneous materials. If a topic was too important or lengthy to be covered in approximately one hour, it probably could be a short course.

Short courses would last approximately four hours and be on a fee basis. Conducted by leaders in the profession, participants would have completed certain readings prior to the session. This suggests that some of the pre-conferences could be split into segments and held during the regular conference.

These proposals are not meant to be heresy. Instead, they are given to suggest that by using some variation of the above ALA could become an attractive, cohesive, professionally rewarding affair rather than one from which the various divisions now seem to be running.

SELA, take note also.



— Ellis E. Tucker

DEADLINES FOR FUTURE ISSUES:	
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During the last few months, I have enjoyed some of the more pleasant functions of the Presidency. On April 1-3, I attended the annual convention of the Alabama Library Association in Mobile. This is my own state organization, and I enjoyed the dual pleasure of attending as an association member and as a representative of SELA. Mobile was its most beautiful with the azaleas in full bloom in gorgeous spring sunshine. The theme of the convention was "What's hot? What's not." It was ably conducted by President Dallas Baillio. The programs, facilities, and social events all contributed to an enjoyable and worthwhile occasion.



On April 23-25, I was guest of the Tennessee Library Association at their annual conference held at the Holiday Inn Rivermont in Memphis. The conference theme was "Libraries: Partners for Progress," and Wilma Tice, President, and her associates planned and conducted some very interesting programs and workshops. It was a surprise to find that I knew so many Tennessee librarians.

And then on May 6-8, I attended the Florida Library Association Annual Conference. In spite of the many attractions of Miami Beach, President Sam Morrison and his associates managed to attract good attendance to the various sessions and workshops.

While in Miami Beach, I also brought greetings from SELA to the Association of Caribbean University and Research Libraries which met the same week at another hotel on the beach and shared some programs with F.L.A. It was good to renew acquaintances with old friends in that organization.

All of these conferences attracted a large group of exhibitors with interesting and informative exhibits. I encountered some of the same exhibitors at all of the conferences, but in each state there were unique ones whom I met also. I was amazed at the increased interest in automation, automation equipment, and software.

As representative of a member library, I also attended the Annual Meeting of the Southeastern Library Network in Atlanta on May 20-22. Reports on the possible cooperative activities between OCLC, SOLINET, and RLIN were exciting, but accounts of the financial situation were discouraging.

As I attend the various state conferences and conventions, I realize that all of our associations are very similar in what they are trying to accomplish and in the problems they face. Experiences gained in one state are very applicable to situations in another. SELA can provide a real service by assisting the state associations to share their experiences. The State President's Workshop planned for August 20-21 can be a vehicle for accomplishing this.

The state organizations, as well as the regional organizations, are not unlike SELA in experiencing requests for increased activities and services at the same time that inflation is increasing the costs. SOLINET membership voted an increase in dues and pricing of services and expects to operate at a deficit at least for the near future. Some states are also considering dues increases.

Earlier I appointed an Ad Hoc Committee to study SELA publications, specifically the *Southeastern Librarian*, and the associated costs. I am also appointing an Ad Hoc Committee to study the present dues structure as it relates to the costs of the association. The reports of these two special committees should help the Board determine the future course for SELA. We would be glad to have any thoughts from members about publications or dues which would be helpful to these committees.

— Paul H. Spence

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The Influence of the Moral Majority on Public Library Censorship

Lisa L. Eudy

"McCarthyism is back, bearing the Cross," said David Burdick, a Mount Diablo School Board member, after a battle to keep *Ms.* on the library's shelves. As the country has experienced a widespread resurgence of conservative thought in the past several years, attempts to censor library materials have also risen. Politically-active Christian groups, born of the New Right movement, lead the fight against "vulgar, obscene" books and films, and the public library is becoming a more frequent target than ever before. The Moral Majority has become an instigator of, if not a direct party to, censorship complaints against public libraries, and this organization will continue to be a threat to free access of materials as long as they have political influence and power.

Until several years ago, leaders of fundamentalist church groups shunned political activism because they viewed their role as mainly spiritual missionaries and teachers. Now there is a movement by a "militant group of Southern conservative preachers" to organize their followers into political action groups which have exerted pressure on politicians at all levels. In June of 1979, the pastor of a Lynchburg, Virginia, Baptist church and host of television's "Old-Time Gospel Hour," Jerry Falwell, founded Moral Majority, Inc. with the assistance of a group of New Right architects. The organization's purpose is to "encourage church people to become politically active and to gauge candidates and office holders on the basis of their support for the organization's values," which are basically pro-life, pro-family, pro-America, and pro-Biblical morality. Another function of the Moral Majority is to raise and spend money for conservative political causes.

Rev. Robert J. Billings borrowed \$25,000 from a Texas follower late in 1978 in order to purchase the mailing list of the "Old-Time Gospel Hour". This list was used to inform people of the new "non-profit educational organization," as Rev. Lamarr Mooneyham classifies the Moral Majority. In fifteen months in all fifty states, chapters were organized consisting of interested people from diverse backgrounds and denominations. According to Mooneyham, chairman of the N.C. chapter, a newsletter is produced periodically, and membership merely involves subscribing to this free publication. The Moral Majority drew contributions of \$1.5 million nationwide in 1979, which Falwell dispensed to both state and national candidates whom he deemed worthy of support.

Four branches comprise the national headquarters, "one for each of education, lobbying, endorsement of candidates, and legal aid for religious issues in court." Only the last section is not tax-exempt. The Moral Majority employs eight full-time workers for these D.C. offices, and they "concentrate on enlarging state affiliates, training political activists, and setting-up 'grass-root' machinery." Dudley Clendinen made the following remark in a *New York Times* article describing the Moral Majority:

In organizing to arouse a particular electorate, to shape the ways it views issues, to register its members, to give it a common language and a means of communication, to use it to influence law and policy at state and national levels, to raise funds to support certain candidates and to select and train other candidates for public office, Falwell has created something very similar to a political party.

The Moral Majority employs many strategies of the traditional political parties. Preachers involved in the group stage letter writing campaigns in church, and they make personal endorsements for targeted candidates from the pulpit. They sponsor legislation through supportive Congressmen such as Senator Paul Laxalt's Family Protection Act, the brainchild of Falwell and other conservatives. According to Bob

Ms. Eudy is a student at the University of North Carolina, Chapel Hill.

Billings, the executive director of the Moral Majority, they registered 300,000 voters in less than a year and are creating a "network of church members who can put pressure on local office holders." Citizens are recruited and trained to run for political office. Those who sought Moral Majority support last year had to attend a five-day, \$500 campaign school where Paul Weyrich, of the Committee for Survival of a Free Congress, taught organization of a precinct, fund raising, and selection of a campaign manager. In return, each candidate received \$5,000 for primary and/or general elections. The national organization also prepared "hit lists" of liberal candidates they opposed and "support lists" of politicians they endorsed.

Falwell has said that the key to U.S. strength is in Christian morality, and members of the Moral Majority desire a restoration of conservative, Christian ideals in society. They are vigorously opposed to abortion, ERA, Civil rights for homosexuals, and all those who advocate these things. Members blame "secular humanism" for what they view as the moral decline in America, and in 1979 Falwell launched his Clean Up America campaign by uniting "the vast majority of Americans" against humanism. The following definition of "secular humanism" has been distributed by at least a dozen conservative groups:

Humanism is faith in man instead of faith in God. Humanism was officially ruled a religion by the U.S. Supreme Court. Humanism promotes: 1) situation ethics, 2) evolution, 3) sexual freedom, including public sex education courses, and 4) internationalism.

Now that the election is past, the Moral Majority sees the library as the next battle ground against immorality and humanism. Although the organization has no plan or method for voicing complaints nor have they actively promoted banning books, individual members have opposed titles in public libraries nationwide.

Falwell has publicly denounced textbooks that express views contrary to his pro-life, pro-family, pro-America, and pro-Biblical morality beliefs, and followers have expanded this condemnation to include library materials. He attacks school textbooks as "pornography, obscenity, vulgarity and profanity" that are destroying the moral values of children in the guise of "value clarification" and "sex education." As a course of action, Falwell encourages members to "rise up in arms to throw out every textbook" that espouses a view they oppose or consider inaccurate.

Rev. George A. Zarris, chairman of the Illinois Moral Majority, takes as strong a stand on this type of literature as Falwell does. He points out that there is no organized effort to monitor the content of library materials by group members but that he is pleased to find people "taking a closer look." "I think moral-minded people might object to books that are philosophically alien to what they believe," he said, "and if they have the books and feel like burning them, fine." Zarris adds that librarians should be pleased that people are taking more interest in the library collection.

Other Moral Majority leaders take a more moderate approach to censorship. Karl Moor, political activities coordinator, did not criticize the latest efforts to remove certain books from the library's shelves but simply stressed the lack of an organized national policy. "In the next few years, however," Moor said, "Moral Majority will decide whether it will take a strong stand on pornography, including a specific list of offensive books and films." He feels that virtually everyone finds an "easily classifiable body of literature" offensive, and that their approach is reasonable as well as within the limits of the First Amendment. Adding the assurance that the campaign will not involve book burning, Moor says, "Probably the last place we'd head is the public library."

In North Carolina, several Moral Majority chairmen have expressed their disapproval of book banning. Harold Aday, Buncombe County, remarks that he does not wish to deprive others of their liberties and that his "biggest concern right now is over the wisdom of how to approach this thing (censorship), how to do it ethically." The selection committee and how they choose materials concerns Gary Ball of Sanford, who feels "everyday working people" do not receive adequate representation on library boards. The strongest defender of the Moral Majority's intentions toward censorship is Rev. Lamarr Mooneyham. He claims their viewpoint is being over-looked, and he simply wants to voice his opinion. "Whatever action is taken will rest entirely upon the parents in a given community," he added. Stating that the Moral Majority has never suggested the removal of a single book, he claims that journalists use words like censorship, book banning, and book burning and not members themselves.

In response to Mooneyham's protestations that he does not advocate censorship, Judith Krug, director of ALA's Office of Intellectual Freedom, said that his plans to evaluate textbooks does not

constitute censorship and that he has a right to express his opinion. She predicts, however, that the Moral Majority's self-restraint will eventually fail and the group will fall prey to the censor's "paternalistic impulses." "Groups like this usually only have faith in their own intelligence, not the intelligence of others, and pretty soon they will start trying to prevent other adults from having access to books," Krug adds.

Not all members of the Moral Majority share Mooneyham's ideas on censorship, as statistics from the Office of Intellectual Freedom and censorship cases will illustrate. Censorship is a constant problem, but in 1977 the number of requests for assistance to librarians and the tone and the quantity of objections from right-wingers "indicated a national swing to the right and a concerted effort to restrict librarians in exercising their responsibilities." Since the election last November, "when a majority of American voters backed a political shift to the right, there has been a five-fold increase in library censorship complaints," according to Krug. An average of 3-5 reports of attempted censorship were received by the Office each week in the month before the election. Krug says, "The first two weeks of November, there were about that number per day," and calls have increased at a similar level since that time. Conceivably, the actual number of complaints may be considerably higher because Krug estimates that ALA only learns about 10% of the censorship attempts in the country. Krug also receives calls from concerned librarians who sense the future wave of censorship and seek advice and educational materials.

More than ever before, objections focus on the public library rather than school libraries. In the past, over 89% of the complaints were directed toward school libraries while close to 65% involve public systems today. Krug comments that public libraries were considered "safe" for a long time, but for some reason this attitude has changed, perhaps because "people are rediscovering and using their public libraries more. Despite the new emphasis on public libraries, Krug said that she finds those attempts easier to handle than school library complaints because "it's harder to censor books for adults and harder to tamper with libraries that serve the public."

As for the people who are registering complaints, "Krug said she had been struck by the increasing number of complainers who will say they are members of the Moral Majority or, if not card-carrying members, will say they sympathize with its aims." The Moral Majority believe that because "they elected their man in the White House and because they now control the Senate" that society will allow them to superimpose their values on the entire nation. Krug feels many would-be censors have failed to instill their beliefs in their children, and their grievances against library materials are merely attempts to "put a Band-aid over reality." Many members of the Moral Majority feel that some materials do not deserve First Amendment protection and view themselves as guardians and proponents of morality.

The types of materials that members deem unworthy of inclusion on public library shelves are "immoral" or contrary to "traditional American values." Now as in the past, censors focus on "sexually explicit references in specific books and their potential effect on a reader's traditional moral values." Complaints cover a wide variety of materials and not one particular kind of book.

Censorship attempts can take many different forms, but a great majority circumvent established library procedure for voicing a complaint. Usually political battles ensue where a small but vocal group pressure public officials to support its efforts. The Moral Majority and similar groups have approached censorship with increasingly sophisticated and astute strategies as the following examples will demonstrate.

In 1977 Morris Swapp filed a complaint at Davis County (Utah) Public Library against Don DeLillo's *Americanas* as "filth and rot." He dropped the complaint when a library staff review committee decided to keep the novel, but he reopened the issue after the County Commission appointed him to the library board (he was a Commissioner at the time). When the board again refused to ban the book, Swapp checked it out, "lost" it, and paid the fine, but other citizens provided a gift copy to the library. In May, two vacancies on the board were filled with Swapp supporters, which gave them the necessary majority to fire librarian Jeanne Layton on "trumped-up" charges of mismanagement. Layton appealed to the state courts and was reinstated.

Michael Farris, Washington state director of the Moral Majority, requested in February 1981 that Roderick Swartz of the Washington State Library identify borrowers of *Achieving Sexual Maturity*, a 21-minute sex-ed film. Nancy Zussy, the library's deputy director for services, describes the movie as a "scientific film on anatomy, physiology, and sexual development throughout the life cycle." Farris

wanted the names of public schools or their employees who borrowed the film for use in classrooms in order to document "how widespread the use of the film is." The information was to be used in the Moral Majority's fight to require by law that parents have an opportunity to preview such materials before they are shown to students. Farris threatened to sue if the names were not provided because he considered what public schools have borrowed from public libraries to be public information.

In Abingdon, Virginia, last year, local booksellers were convicted of selling obscene materials. When people discovered during the course of the trial that Washington County Public Library owned copies of Sidney Sheldon, Phillip Roth, and Harold Robbins novels, they began a movement to ban these titles. Directing the campaign was Rev. Tom Williams who had led a successful fight to have creationism added to the school biology curriculum earlier in the year. The pastor of Emmanuel Baptist Church claimed that the group was not trying to dictate what people read but said, "We're simply against using God-fearing people's money to provide that kind of filth and hard-core pornography." He continued, "I mean people are tired of this type of moral degradation, and they're just fed up with these liberal-minded people that insist there is no standard." Librarian Kathy Russell said Williams "refused to file a formal complaint and to accept an invitation to state his case before the library board." Instead he insisted that Russell provide him with the names of all patrons checking out books on his "hit list." Under Virginia law, however, Russell did not have to give him the information, and his request was denied. Williams also "threatened to file charges against the librarians if any minors were allowed to check out the books" on his list.

In North Carolina, Rev. Mooneyham has organized a group of educators, doctors, housewives, and scientists to compile a list of questionable texts and library books. This bibliography was released at the end of April 1981 and included an "objectional excerpt" from each book along with an annotation explaining the book's unsuitability. Reviewers looked for "books that use blasphemous language, promote moral laxity, rebellion, and anti-family attitudes and ignore Judeo-Christian doctrine on matters such as the creation of man and earth and sexual relations." Chapters in Virginia, Illinois, and other states plan similar programs after seeing North Carolina's list. While Mooneyham stresses that this review committee's purpose is to merely gather data and make it available to interested citizens, one magazine article reports that chapters in twenty-one counties are organized to challenge books to which they object. This article also states that books will be challenged on local levels where parents will follow strategies planned by Mooneyham, despite the fact that he denies the existence of an established method for objecting to materials. Mooneyham said that local groups may ask that books be restricted as one course of action against objectional titles.

No easy solution to this growing problem exists, but librarians can prepare for possible confrontations in several ways. Most importantly, the public library must take a firm stand for intellectual freedom. ALA's position against censorship is based on the principle that the library serves the entire community — "not just the most powerful or vocal." Judith Krug elaborates on this ideal:

The library is the only true First Amendment Institution in the country. Librarians consider themselves responsible to the public. We must provide for all our citizens, materials representative of all sides of all questions across the entire social and political spectrum.

Some groups claim to represent a higher good than the First Amendment, but Krug and others think that is ridiculous. "There is no higher good than the First Amendment," she says, "and this country is going to stand or fall on our ability to make available to all citizens a broad range of ideas and information."

Gene Lanier, chairman of the North Carolina Library Association's Intellectual Freedom Committee, characterizes libraries as "the country's open marketplaces of ideas," and he feels that a challenge to free access of information is "a challenge to free thought itself." He believes that librarians have a duty under the *Library Bill of Rights* to represent all points of view. "One must be willing to assert those rights — they don't assert themselves," he says. Lanier warns that even if the Moral Majority fails to ban a single book, the pressure of being watched may cause "closet censorship" where librarians "deliberately omit or expurgate certain types of material to avoid conflict."

In general, librarians should up-date and follow selection policies in anticipation of censorship complaints. The library selection policy should state that the child's choice of reading material is the parents' responsibility, and the librarian can suggest that parents who do not want their children borrowing certain types of books should so instruct them or accompany them to the library. People

wishing to object to certain materials should be encouraged to follow established library procedures. The library should also gain the support of local groups, such as the American Civil Liberties Union, and maintain an open, positive relationship with city officials and the press. Popular support is essential if a complaint becomes a large-scale political battle.

The Moral Majority is not only an incorporated, political action group, but it is also a philosophy, a way of viewing the world. Whether the group represents a majority of Americans or not is questionable, but the beliefs that they express are characteristic of the pervasive conservative climate of today's society. The Moral Majority and similar Christian coalitions have a right to be heard and to have their ideas represented in the public library collection. Librarians must fight, however, to keep them from removing or preventing opposing viewpoints from standing on the shelves also.

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(Editor's Note: Ms. Eudy's manuscript was footnoted in detail. It was decided to conserve space by printing only the bibliography. A copy of the footnoted manuscript is on file in the editorial office.)

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Academic Libraries Fall on Hard Times

Robert H. Simmons and William O. Van Arsdale, III

Those academic librarians who regularly read the literature of higher education cannot be unaware of impending economic problems caused by continued inflation and enrollment declines. Looming before us are major adjustments at the institutional level, enough in themselves to unnerve the hardiest. Add to these worries others dealing with internal budgets, publishing technologies, and bibliographic control, and you have change of staggering proportion that must be faced. In this article we hope to assist librarians in the Southeast to identify some of the problems we face and to offer some tentative recommendations on methods of coping. We encourage librarians to analyze each of the following factors to see how their libraries will be affected.

Academic libraries in the Southeast are probably in for straitened financial conditions for at least the next decade, the severity of the difficulty depending on factors that apply either to their parent institutions or to the libraries themselves.

Several recent studies have pointed out that the percentage of library budgets spent on materials has declined, (see Fry and White or Machlup). We may see a continuation of this trend since costs of supplies and equipment cannot be expected to level off. Personnel costs, which for some time were going up at a fairly steep rate, seem to be stabilizing at around 60% of library budgets, but double-digit inflation no doubt will intensify staff pressures for salary increases to keep pace. To reduce personnel costs, more reliance on automation can be tried, but that will almost certainly have an impact on supplies, equipment and the cost of skilled personnel. Hence when one combines all such changes in budgetary categories with an increased production in information, we expect that research libraries will find it difficult to continue to support research at traditional levels, and libraries aspiring to achieve research status will have difficulty in attaining it.

At the same time library materials budgets have fallen behind in growth, there are even more troubling trends within the materials budgets. Increases in periodicals expenditures have surpassed those for books and resulted in a substantial reduction in book acquisitions. Partly to blame is the outrageous inflation in periodicals costs. Increases of over 20 percent per year (between 1970 and 1980) mean periodicals budgets are doubling every four years. Some librarians have faced or will be facing the prospect of no book purchases as a result of uncontrolled growth of their periodicals collections.

Many librarians have already tried to deal with the problems of disparity between books and journals, first, by cutting single subscriptions to those titles no one would stake a life on, and then by slowing the process of adding serial titles — "to get one, drop one." But they may be caught in a bind because of the uneven impact of inflation on the various disciplines. Titles in science and technology, for example, have increased in both number and cost much faster than those in other areas, and failure to cope with these facts may eventually have an adverse effect on materials for other disciplines. Then there is the built-in price spiral related to certain publications which rely largely or completely on the library market. Cancellation of those titles by a few libraries drives prices up dramatically for libraries that continue to subscribe.

These grim realities are already apparent to many libraries and will become increasingly obvious to others during the coming decade, but the worst is yet to come. There is evidence that libraries are not faring well when their parent institutions divide up the funds. During a period when many institutions were growing, the percentage of institutional funds going to libraries, particularly to the larger ones, actually declined. One reason is demonstrated by the Higher Education Price Index which for the

Mr. Simmons is Director, Woodward Library, Austin Peay State University, Clarksville, TN. Mr. Van Arsdale is Head of Public Services, Woodward Library.

period of 1971-78 saw two institutional costs increase faster than library materials costs — utilities and fringe benefits. Another reason for the loss was the increasing competition between the departments and libraries for limited institutional funds. These trends were identified during the 1970s, the second best decade for higher education in the U.S.

What are the prospects for libraries as the situation worsens in the 1980s? It is widely expected that higher education will have a difficult decade. And, since the fortunes of libraries are directly related to those of their parent institutions, librarians need to be aware of disquieting trends related to the financial condition of many colleges and universities.

One of the primary problems for the whole of higher education for the next twenty years is the expectation of enrollment declines. Since operating budgets are largely determined by enrollment, through enrollment-driven formulae or through tuition, declines in enrollment can be devastating. The Southeast should fare better than most states in the North. Unfortunately, several southeastern states will not share in that rosy picture: Alabama, Kentucky, Mississippi, North Carolina, Tennessee, and West Virginia should see an average 5-15% decline; Georgia, South Carolina, and Virginia should have smaller declines or even small increases; and, only Florida should have significant growth. Within each state there will be considerable variation. For instance, certain types of institutions, such as research universities, selective liberal arts colleges, and public community colleges, will be more or less immune to enrollment difficulties. The bulk of the enrollment-related problems will fall upon less selective liberal arts colleges, private two-year colleges, and former teachers colleges. These severe enrollment difficulties will cause closures and mergers in the private sector. Undergraduate enrollment problems and the additional decline in academic doctoral programs may produce significant changes of role and scope in comprehensive public institutions. Other factors affecting the enrollment picture at individual institutions are their size (the larger the better) and access to large urban centers (particularly in light of rising gasoline costs).

The consequences of these demographic changes will be sweeping for many institutions. Expected competition among institutions for a declining student market and pressures to retain those students once admitted could threaten institutional integrity. The increasing proportions of minority students and part-time students, also projected by some, will result in increased demands being placed upon libraries. Finally, reductions in numbers of faculty (including librarians) will probably occur along tenure lines and produce a greying faculty who are less amenable to change. With the increased interest in security and a continued decline in purchasing power of salaries, interest in collective bargaining in the region may begin picking up.

Sadly, the rest of the financial picture is also uncertain. The role of endowment income and private philanthropy has not kept pace with inflation and has thus declined as a significant portion of total revenues. One of the main sources to take up the slack in the past has been the Federal government. However, the Federal commitment is not likely to increase substantially and, if one reads the current administration correctly, there may be a drawing in of the Federal horns. The National Periodicals Center, seen by many librarians as a panacea, appears moribund. In fact, the entire Reagan approach seems to be telling higher education to stop counting on Washington so much for assistance. The Federal government and private philanthropy, in other words, will be less help than they have been.

In the past, the states have been steadily increasing the number of dollars but reducing the proportion of state budgets going to higher education. This trend seems likely to persist, requiring higher education to continue to absorb the ruinous blow of inflation. Since several states in the Southeast have had actual reductions in revenues, another possibility might very well be smaller dollar appropriations to higher education. Enrollment declines and poorly coordinated lobbying may cause a loss of ground to other areas of state government, such as highways, prisons, or Medicaid. And finally, attempts at the Federal level to require states to pick up more of the costs of many programs and to reduce revenue sharing could make state financial situations worse.

Perhaps not all institutions will be affected by what has been suggested here, but there may be other adverse economic trends which have not been dealt with. Unfortunately, similar scenarios have been offered by the Carnegie Council and the National Enquiry into Scholarly Communications.

Not all our problems will come from economics; technology will create its share. The growth of library technology witnessed in the 1970s (such as shared cataloging, computer searching, or online circulation systems) was impressive, yet the process of innovation is not complete. Libraries are in the early

stages of development of the computer and telecommunications technology so that their perspective may be similar to a person in 1920 discussing the future impact of the automobile. The 1980s should produce at least the same rate of change in libraries that the previous decade did and possibly more, due to the cumulative nature of technology. The economic problems discussed previously will prod the introduction of new technologies into libraries.

Technology is already affecting the "stuff" of libraries. Publishers have their own financial problems and are thus examining alternatives to traditional printed materials. Some of these involve new uses of familiar formats, such as combining print with microfiche (*Geological Society of America Bulletin*) or selling journal articles separate from the journal (Chemical Abstracts Service's Document Delivery Service). These innovations are creating problems for bibliographic control and shelving, but this is just the first wave. The use of the computer to produce abstracts and reference tools is now spawning bibliographic databases, such as FOREST or Smithsonian Science Information Exchange, or other information vehicles, like Dow Jones' Capital Markets Report, which have no print equivalent. With current videotext experiments and home computer networks, F. W. Lancaster's "paperless" library is becoming more probable all the time. When the *Reader's Digest* recently bought The Source information network, Editor-in-Chief Edward Thompson said:

We might stop having printed magazines, and everything might appear on a screen someplace, but I don't think that that's any less a magazine. If people prefer to read it sitting in front of a screen, fine, we'll create such an editorial product. (Quoted in *Microcomputing* 4 (March 1981): 23)

One must presume that information formats will continue to evolve during the next decade.

The current introduction of alternative information formats into libraries will have both positive and negative consequences. For those libraries which are not able to keep up in purchasing printed materials, the new formats may offer some savings. Libraries, by switching from a collection-orientation to a service-orientation, should be able to improve their users' access to information at very little cost. However, libraries and their users have not traditionally thought in these terms and have difficulty dealing with information if it comes in forms other than books and periodicals. Another negative aspect of this technology is that most of the new formats do not require a person to use the services of a library. Libraries already find themselves in competition with information brokers over use of computers for searching; what will be the effect when the documents themselves can be delivered electronically? The prediction that most households will have home computers by 1990 could indeed facilitate information searching that bypasses libraries. The status of the library will surely be different if patrons can satisfy their needs for information without resorting to libraries.

The changes of information formats will be largely out of library hands, and the only library decisions required will be whether or not to provide access for users. But there can be considerable control over the direction taken with the automation of library procedures. Libraries are on the verge of a major technological breakthrough — the online catalog, and when it becomes available, it can improve user access to materials by expanding subject access and providing keys to non-monographic literature. It could also reduce the cost of file maintenance (AACR2 and new filing rules would be much cheaper to implement with online capabilities). Once the online catalog is in place, libraries can develop integrated systems that combine circulation and acquisitions with cataloging, as seen in Northwestern's NOTIS system or Ohio State's LCS system. The combination of computers and videodisc technology should provide for tremendous decreases in space needed for library materials and should improve the speed of access. Of course, there are some obstacles to all of this; libraries will have to find the funds to pay for innovation, and they will have to do a better job of planning than they have in the past.

There are several problems involved in making recommendations to deal with the economic, demographic and technological trends already laid out. The first is the relative scarcity of similar literature. Our British and Australian counterparts have already faced steady-state budgets and their experiences can be helpful. But essentially we find ourselves in a trackless forest. Add to this the potential for political difficulties and the real possibility exists that some librarians will find themselves torn between the faculty and the administration in the next decade. This will require diplomacy. Finally, be reminded of the statement attributed to Adlai Stevenson, "Man does not live on words alone, but he sometimes has to eat them." Librarians face the possibility of having to eat their own words. All of these factors lead to some very tentative recommendations.

First, those academic libraries which have not already done so should develop means for collecting and programs for analyzing significant data. If the MRAP models are not available, other instruments should be devised. While it may be argued that one can never really know what data will be significant on any particular occasion, it seems to be folly for librarians not to have any means of coming to grips with their own situations. Institutional financial analyses, cost data for in-house operations, measures of inflationary effects over time, interlibrary loan statistics, use data on serials, personnel needs assessments, and current deployment patterns all are indispensable for making judgments for future directions.

Second, and perhaps the hardest of all recommendations, prodigious energy should be given to educating others to the world of libraries. Librarians have never been totally effective in communicating their concerns to administrators and faculty peers, but today their survival very well may depend on it. Mention to a humanities professor the automation of information processes and you are likely to get a furor started on both the idea of a computer and the concept of information — "They're taking our book money and buying a damned machine!" Or, "What do those fools think information is, if it's not a book?" And, how does one get the state auditor to understand that libraries cannot capitalize information at so much per volume, when the item is a machine-readable database which the library does not own? Whose president is going to comprehend the problems involved in charging online search services to "supplies" budgets rather than "capital" budgets, especially when cutting time comes and the book fund is left untouched while supplies are to be given up? What can one say to the business faculty member who buys his own home computer to get access to market and financial data and then suggests that the library budget can be cut because he does not need it anymore? Yes, the time is far spent for librarians to begin explaining themselves and their futures to their friends and foes alike.

Third, there is a necessity for renewed effort by academic libraries toward effective cooperative and a commitment of necessary resources to accomplishing it. What is required in this area is a careful reconsideration of the matter and a different perspective. Since we assume no national periodicals center and no national library agency, it behooves us to broaden the scope of national and regional networks, expand contacts with commercial vendors, and redouble cooperative efforts at the local level. There is need for the development of a library technology that will reduce operating costs but will not bankrupt with unpayable capital bills. There is need for an unified bibliographic access to reports, articles, and parts of larger works as well as traditional library materials, as well as considerably more standardization of library procedures. Networks and commercial vendors can accomplish much of this sort of thing. The commercial vendors should also be brought into closer relationship with libraries to serve as the surrogate periodicals center as there is a likelihood that independent efforts along these lines will be detrimental to all concerned. That leaves the more mundane but equally vital tasks, such as cooperative purchasing and storage, and perhaps centralized services for local consortia. But it is time for the profession to accept the challenge of effective, cost-efficient cooperation. The Southeastern Library Association probably is the best, most trusted organization to get the ball rolling, but SREB or some other regional body without ties to a specific governmental order might do as well.

The final recommendation is a warning that academic library department heads and other administrators, working with their staffs, had best develop contingency plans for their specific futures. There is a need to enhance institutional flexibility so that the library can react quickly to changes in materials, procedures, and user demands. Libraries need to determine what of the past they can, in Peter Drucker's phrase, "slough off" in order to improve their flexibility. Contingency planners should be aware that trigger events can creep up suddenly and that change in library procedures or structures often produce unexpected results.

The world of the academic library is today in a very precarious situation. It would be a shame to let outside forces control its destiny when, with professional address, it might emerge a better social institution than it ever was.

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Processing Architectural Drawings Collections

Wanda V. Dole

In the past decade growing interest in architectural drawings has led to a corresponding growth in the demand for architectural drawings to support the work of the architectural historian, preservationist, commercial renovator and the private citizen rehabber. The growing demand for architectural drawings has caused architectural libraries as well as private societies and agencies to attempt to uncover and collect drawings by local architects. Although the drawings provide an invaluable resource, they do present problems in handling, storage, preservation, indexing and retrieval.

The treatment of drawings is in much the same state as the treatment of films, recordings and other nonprint media was in the early 1960's. Cataloging rules have not yet been standardized and librarians are struggling with in-house systems or adapting systems developed by other institutions. By describing one institution's (the University of Kentucky, Lexington) attempt to find workable systems of cataloging and handling drawings, this paper attempts to outline some systems of processing architectural drawings.

The collection and treatment of architectural drawings at the University of Kentucky began in 1976 and is still in progress. The University of Kentucky Libraries contain two collections of architectural drawings: the Meriwether collection housed in the University Archives and a collection of approximately 300 drawings housed in the Architecture Library. The Meriwether collection contains drawings done by Hugh M. Meriwether,¹ a Lexington architect whose career of fifty-two years included significant public buildings. When he retired and left his book collection to the University of Kentucky, Meriwether also offered the University all the drawings he had made during his career.

The offer of the Meriwether collection occurred at a time when several local architects were expressing interest in the establishment of a program to collect architectural drawings at the University of Kentucky. Although the architectural heritage of the Blue Grass area in which the University is located is rich, no systematic attempt has been made to collect and document works of local architects. As the proposal² for the Meriwether project stated, the collection offered the opportunity to develop a pilot project for such collection and documentation.

Specific processing methods were learned by surveying institutions with collections of architectural drawings. In November 1976 and January 1977, 117 architectural libraries and institutions with an interest in or collection of architectural materials were surveyed concerning the processing, indexing and storage of collections of architectural drawings. Institutions and individuals listed in Lee Ash's *Subject Collections* and/or the 1976 *ARLIS/NA Directory* as having a strength or interest in architecture were included in the survey.

Of the 117 institutions/individuals surveyed, 43 (36.8%) responded. Nineteen (44%) of those responding possessed drawings collections. The responses of those institutions/individuals may be summarized as follows:

1. Are your institution's drawings cataloged or indexed; if so, by what method?
68% catalogued or indexed drawings (13)

Ms. Dole is Assistant for Collection Development, University of Miami, Coral Gables, FL.

- 68% used in-house cataloging methods (13)
- 21% included cataloging information on the drawings in the institution's public catalog (4)
- 2. How are drawings stored at your institution?
 - 89.5% stored drawings flat (17)
 - 68% stored drawings in map cases (13)
 - 26% stored drawings rolled in tubes (5)
 - 10.5% stored drawings by hanging them in special racks (2)
 - 5% stored drawings upright in file boxes (1)
 - 5% stored drawings bound (1)
- 3. What conservation measures does your institution employ?
 - 15.7% stored drawings in acid-free folders (3)
 - 5% humidified drawings before processing them (1)
 - 15.7% employed a paper conservator to restore drawings (3)
 - 15.7% used a preservation microfilming project (3)

Responses to the question about cataloging of drawings were examined in an attempt to find a system suitable to the University's needs. Several respondents included descriptions³ of cataloging systems used by their institutions. These descriptions revealed that the information most frequently contained in the description of drawings included name of architect or firm, name and location of building or project, location of architectural firm, date of drawing, medium, scale and measurement.

At the University of Kentucky, the description of the drawings is presented in two formats: finding aids (Meriwether collection) and catalog cards (Architecture Library). The drawing itself is the primary source of information. Descriptive information is recorded on cataloging worksheets, revised and typed in its final format.

Since the Meriwether drawings are part of the University Archives, information about these drawings is transferred from the worksheets to finding aids or lists of individual items within the Meriwether collection. The collection is kept together as a unit and is accessible under the donor's name. By using the finding aids a patron may locate drawings of a specific building or specific building types.

The collection in the Architecture Library is a working collection which supports the changing needs of the College of Architecture. In order to make the collection easily and quickly accessible to the user, the information on the worksheets is transferred to catalog cards which are filed (under architect's name or, if the architect is unknown, building name) in a separate card catalog in the Architecture Library. The cards are typed according to the format used by the University's catalog maintenance department. Punctuation follows Anglo-American Cataloging Rules. The architect or firm is considered the author; the name and location of the building, the title and the location of the firm and the date of the drawing, the imprint. Medium, scale, and size of drawing are included in the collation. Tracings include subject headings for building types.

Responses to the survey questions on treatment and storage of drawings as well as a literature survey on conservation of drawings revealed that the optimal storage for drawings is flat in map cases. Ideally, drawings which have been rolled for a long period of time should be humidified before being unrolled.

The Architecture Library collection is stored flat in map cases. Limited space and resources as well as the fact that the processing is still in progress cause the Meriwether collection to be stored rolled on wide library shelving. Attempts were made to humidify the Architecture Library collection.⁴

The work at the University of Kentucky shows that, in spite of the absence of established standards, an institution can develop methods to catalog and process architectural drawings. The development, however, is time-consuming and the resultant methods, at best, homemade.

FOOTNOTES

¹Hugh Mathew Meriwether, 1899-1979, designed the University of Kentucky Medical Center and Memorial Coliseum as well as the Kentucky state capitol annex in Frankfort, the Lexington Theological Seminary, the Aspendale and Blue Grass Park housing projects, the state prisons at La Grange and Pee Wee Valley and the Department for Human Resources building in Frankfort. Meriwether was educated at the University of Louisville and Harvard University and received the B.S.C.E. (1924) and the C.E. (1925) from the University of Kentucky. For biographical information, see the *American Architect's Directory*, 2nd ed. (N.Y.: Bowker, 1962) and "Architect Hugh Meriwether Dies; Had Designed Buildings at UK," *Lexington (KY) Herald Leader*, 15 August 1979.

²November 23, 1976, proposal to the Director of Libraries

SUBJECT: THE DOCUMENTATION AND PRESERVATION OF THE WORK OF HUGH MERIWETHER, ARCHITECT
PROPOSAL

PHASE I: To transport drawings from the architect's office to the acquired work space in the Margaret I. King Library and to store the documents;

PHASE II: To inspect the documents, to analyze their condition and content, to organize the material for an oral history interview; then to produce and edit an oral history and narrative interview;

PHASE III: To establish a format for the ongoing documentation and preservation of the works of Kentucky architects to include the index of drawings by:

- A. Project name
- B. Subject
- C. Detail
- D. Building type
- E. Date

PHASE IV: To publish and disseminate a summary of the index through the Kentucky Society of Architects, library periodicals and archival periodicals.

PREMISES:

- I. That architects have access to drawings of existing buildings in terms of restoration, revision or renovation;
- II. That architects have access to certain details and methods of construction, both applicable to restoration and new construction;
- III. That architects have the information base necessary for the proper maintenance of these building types for the future;
- IV. That students have access to the material in terms of preservation, renovation and the development of a formal language based upon the understanding of those works;

COST ANALYSIS

PHASE I: The moving of the materials and the acquisition of work and storage space — funded by the University Libraries;

PHASE II: The analysis of the work — funded through the office of Leslie Graham McCormick (30 hours at \$4.00 an hour); if necessary, additional funding through the Architecture Library;

PHASE III: The indexing of the material — funded through the Architecture Library and the University Libraries;

PHASE IV: Publication — proofs and copy — funded by the Architecture Library and the University Libraries.

³Especially useful were forms from the Committee for the Preservation of Architectural Records, the Cotyledon Movement Architectural Form developed by the Prairie Archives at the Milwaukee Art Center and the Architectural Drawing Inventory Card used by the Wisconsin Architectural Archive.

⁴See Warren A. Seaman, "Restoring and Preserving Architectural Drawings," *Technology and Conservation* 3, 1976 (Winter 1976), 8-10, for method of humidification.

Back to Square One: The Writing of a Reference Policy Statement and Procedures Manual

Alice Driscoll

In this era when information dissemination can take any number of forms, the individual reference department is in danger of attempting to scatter its services in too many directions. This results in either no one receiving the information sought or in a very uneven quality of reference service. No one benefits from such unorganized performances, no matter how sincere the librarians are in their efforts to provide every patron with all the information requested. It is essential that each reference department has a definite understanding of its functions and limitations. Two very basic aids to such understanding are the policy statement and the procedures manual.

If these two aids seem to be an overly simplistic approach to reference service in the electronic age, remember that the first step in writing a computer program is to define its intended goal. Computers, like libraries, are capable of a number of functions. A vast amount of information is stored in a data base, ready for recall and use in problem solving. The purpose of a program is to convert raw data into an

Ms. Driscoll is Reference Librarian, CEL Regional Library, Savannah, GA.

intelligent statement. The route to a successful program lies in a correct definition of its goal at the outset.

Many librarians have written policy statements and procedures manuals in past years. However, unless the activities outlined in these ancient documents still reflect the current goals of the department, the librarians need to return to square one.

Beyond the obvious necessity of goal definition, a concise policy statement and an up-to-date procedures manual provide other benefits. First, they are excellent training tools for new personnel. Second, they help the staff of the entire library evaluate the quality of the information service supplied by their institution. Third, in these times of accountability, a policy statement provides the public with a clear idea of what it can expect for its tax dollars.

Bernard Vavrek justified the creation of a policy statement in his article for *Library Journal*. He wrote:

If the standards for various types of libraries contain so much relative to reference/information service, why has it been important to develop unique standards of reference service? First, is the need to provide workable definitions of the components of service heretofore lacking in the type of library standards. Second, guidelines are needed to establish a conceptual framework of service. Third, in no little way the "Guidelines" complete an historical commitment to the library profession.¹

The "Developmental Guidelines" prepared by the Standards Committee, Reference and Adult Services Division of the American Library Association in January of 1976, followed Vavrek's article. Unlike many standards, this document approached the evaluation of information dissemination with the needs of the receiver in mind.²

Vavrek's article and the "Guidelines" gave our reference department the impetus we needed to begin at square one. Within the past two years, due to transfers and retirements, our staff had evolved into a group of recent library school graduates. One of the recurring themes during our indoctrination, regardless of school attended, was the importance of the staff manual. Since we had all been recently exposed to the best (and worst) of philosophies of information delivery, we realized that we would be wasting our time if our goals were not specific. Therefore, near the end of 1979, we began the creation of a policy statement.

Even though we were beginning at square one, we were not so foolish as to think that we had to re-invent the wheel. Our method was to adapt as much as possible. Departmental memos, reports, and other documents provided excellent hints on previous philosophies of reference service practiced in our library. For instance, though our predecessor had not prepared a formal "policy statement" per se, in 1977 she had written a two-page description of the services performed by the reference department.

We next turned to the American Library Association. An item from Reference Services stated that there were copies of several policy statements and procedures manuals available through interlibrary loan.³ In response to our request, we received five outstanding documents. The public libraries responsible for them were: Inglewood Public Library (California), Providence Public Library (Rhode Island), Orlando Public Library (Florida), Park Forest Public Library (Illinois), and Dunedin Public Library (Florida). Since four geographic areas of the United States were represented, we felt that any adaptation of these models should help our statement reflect current trends nationwide. The selection was of particular interest to one staff member who was familiar with the libraries in Inglewood and Orlando.

Upon reading the documents sent by ALA, we found that not only were the locations of the libraries varied, but also the approaches to the formation of a policy statement differed greatly. Part of the difference was dictated by the tasks performed by the reference department in each library. For instance, where acquisitions were handled by the reference staff, the book selection policy was included. In other cases, the policy statement was enlarged to include desk procedures and other daily concerns. We literally tore apart the documents provided by ALA. All pages we felt we could use were labeled and set aside for future reference.

A further literature check brought us one other article which reinforced our own priorities.⁴ This article emphasized the necessity of maintaining the integrity of both the patron and the librarian during the process of information dissemination.

Using the articles from *RQ* and *Library Journal*, the documents from ALA, and our own file of material, we were ready to begin formulating a policy statement for our reference department. The

statement we envisioned would have three main criteria. First, it would be directed to the patrons in order that they might know what services we could offer them. Second, because we wanted the patrons to actually read it, it must be short. Third, though directed to the public, it should also serve as the basis for our procedures manual.

Since this was to be a joint effort among five librarians, the next step was to decide the areas of concern with which all of us could identify. We accomplished this during a brainstorming session at a staff meeting. This session produced a list of concerns which could be categorized under four main headings: "direct service", "indirect service", "outreach", and "professional enrichment". The librarian who expressed the most interest in a particular section was assigned that area to develop. The fifth librarian was to write the preamble. In order to adhere to our second criterion, that the statement be brief, each section was limited to one paragraph.

Our major obstacle now was the lack of time in which to do our writing; the reference department is extremely busy. All of the creative enthusiasm we had generated might have been dimmed by the everyday pressures of our jobs if fate had not taken a hand. Due to needed repairs in the reference room, we were denied access for two days. We devoted one morning of that period to our policy statement. After we had criticized each other's efforts, we organized the sections and sent the finished document to our supervisor for approval. Though the finished policy statement displayed the unevenness of style that denoted five writers, we felt that this was one of its strengths. That style reinforced the fact that it was the work of the entire staff.

It took three months to create our three-page policy statement. If we continued to write that slowly, how could we possibly envision writing an entire procedures manual? It would be obsolete before we finished even a rough draft. Persons who have completed the task of creating these documents will agree that the hardest part was behind us; our goals were now defined. The "procedures" manual should be just that — the means toward specific goals. Unlike the policy statement, the procedures manual is written for the librarians rather than for the public (though it should be available for any interested person to see). The style should be uniform and detailed. Some sections can be written by one librarian without any input from other staff members. Other sections need input from all staff members who will be required to implement the procedures.

In our reference department, one-person duties cover the following areas: federal and state documents, interlibrary loans, an extensive vertical file, phonograph records, a referral file of community organizations, and the index for the local newspaper. The librarian responsible for each of these tasks wrote a description of his/her procedures. These sections needed no extraneous input.

Dissemination of information is the major function of the reference department. The entire staff performs this service to patrons by one of two means — either the patron comes to the reference room, or the patron contacts the department by telephone. Procedures for these duties require a great amount of input from all librarians involved. To insure the uniformity of style needed in a manual, the department head wrote the initial and final drafts of all procedures for these two types of reference service. In each case, the initial draft was duplicated and a copy given to each reference librarian to use as a work sheet. These drafts were brought to staff meetings, discussed, collected, and consulted during the writing of the final document.

As done with the policy statement, we again consulted our borrowed documents when writing the procedures manual. The material from ALA was re-read for both content and format. Constant reference was also made to the "Guidelines". Though we could not follow this latter document point-by-point, its overall philosophy was always before us.

The most observable dissemination of information performed by the reference department occurs when persons come to the library seeking help. In order that information be transferred from librarian to patron as effectively and efficiently as possible, specific boundaries must be set. Therefore, we began our procedures manual with a section on specific techniques and limitations to the service we could reasonably provide.

A safe physical environment in the reference room is very important. Like many old, urban libraries, ours is located in a deteriorated part of the city, an area with a high crime rate. In such areas, a procedure for handling problem patrons is a must. A visiting librarian (who has since joined our staff) had recently completed an article which included just such a procedure.⁵ This article, together with instructions written by our security guard and input from the Board of Education concerning truant,

provided us with methods for controlling problem situations. We had solicited input from the last two sources in order to insure consistency of approach when dealing with situations which could involve either the police or the schools.

The other main areas of information dissemination performed by the whole reference staff deal with service to branch libraries and telephone calls from patrons. In many instances, these areas overlap because most of our transactions with branch librarians are carried out via the telephone. There was an additional impetus for us to have a written procedure for dealing with our branches; two new ones were being built. This meant that the reference staff needed to review the type of service it could deliver to the expanding region. For these procedures, we solicited a great deal of input from the branch librarians as well as from members of our own staff.

Once we were satisfied with the general procedures, the telephone procedures, and the branch procedures, only a few additions were required. An "Addenda" was assembled which included an example of each form used in the reference department, the "National Interlibrary Loan Code, 1980", legislation passed in Georgia in 1980 concerning loitering, the RASD "Guidelines", and several memos which dealt with reference service. The "Addenda" will grow during the year; it is the most logical place to include other statements relating to reference service.

In January of this year — one year after its inception — we presented our manual to our supervisor at a staff meeting. Along with the presentation of the current manual, the staff was shown a "Reference Department Materials Manual" written at our library in 1969. Though this second document was not conceived along exactly the same lines as our procedures manual, it covered some of the same material. The tragedy of the 1969 manual was that it had never been updated; it was of no use to us when we began our work only ten years later. With diligent effort and constant input, our manual will not meet the same fate.

Two means of updating a manual have been inspected at other libraries and seem practical. The first method is the use of memoranda (either from the reference department or from other departments) on specific procedures inserted in sections dealing with like topics. Whenever a new memorandum completely supercedes a procedure, the procedure should be withdrawn. The second method is more exacting and time-consuming. It consists of rewriting pages of the numbered text as procedures change. Probably this method is best when dealing with many branches which have copies of the manual.

Necessity will dictate which method we use for insuring the currency of our policy statement and procedures manual. For the present, the notebook containing our two creations sits on the ready-reference shelf. All of the reference librarians are encouraged to make additions and corrections at any time. Each January, when we re-define our personal goals for the upcoming year, we plan to re-evaluate our manual in the light of those goals. This should provide the reference department with an organized and responsible approach to information dissemination.

FOOTNOTES

¹Bernard Vavrek, "Bless You Samuel Green!" *Library Journal* v. 101 #8 (April 15, 1976): 972.

²Standards Committee, Reference and Adult Services Division, American Library Association, "A Commitment to Information Services" *Library Journal* v. 101 #8 (April 15, 1976): 973.

³A similar offer can be found in "Action Exchange" *American Libraries* v. 12 #2 (February 1981) 74.

⁴California Society of Librarians. Committee on Professional Standards and Subcommittee on Code of Ethics, "Draft Statement of Professional Responsibility" *RQ* v. 15 #3 (Spring, 1976): 241.

⁵Clyde W. Grotphorst, "The Problem Patron: Toward a Comprehensive Response" *Public Library Quarterly* v. 1 #4 (Winter 1979): 345.

Professional Concerns: A Commonality of Expressions

Nicholas Edward Gaymon

In order for the American Library Association to continue as a viable organization, it needs to maintain a policy making body whose members have explicit and specific concerns pertaining to library and information science. These concerns ought to reflect issues resulting from social, cultural, and technological changes. Moreover, these concerns should be in tune with what American Library Association membership feels is important for the promotion of library and information science.

The question has been frequently asked: Who speaks for the profession: Is it the American Library Association or another body such as the National Commission on Libraries? It is far more important to ask what is being spoken rather than who is doing the speaking. Nominees for ALA offices for 1980 were explicit in their statements of concern about who should speak and what should be said about the profession. They voiced their concerns in statements of approximately 300 words for First Vice Presidents and 150 words for Council Candidates which were submitted with their biographical sketches. All these statements, with few exceptions, were somewhat specific.

The American Library Association policy making body like other organizations of this type should have a high degree of togetherness in order to be effective. This togetherness should be reflected through statements of concern and exemplified through action in the organization. Hopefully, this would be the case for those 1980 nominees.

The purpose of the study reported here is to identify and determine the similarity of professional concerns of 1980 candidates for the American Library Association as an indication of their togetherness on current issues affecting the field of Library and Information Science. It is assumed that persons who are active in the Library profession have a keen awareness of the trends, issues and concerns of the profession. It is further assumed that if these are genuine trends, issues and concerns, then there will be frequency and similarity in the expression of these factors. Two basic assumptions were made as follows:

1. That there is similarity and uniformity in statements of major concerns of 1980 ALA nominees; and
2. that the frequency of selected statements of concern is an indication of the commonality of concerns.

The statements of professional concerns which were included as a part of the official ballot of the American Library Association for 1980 were read. Then each statement (total of 90 statements) was examined further to determine and identify the major statements of professional concerns expressed in the statement. In cases where there was more than one statement, the first statement was considered the major statement. Some statements had as many as six specific and identifiable concerns. Others were somewhat philosophical, consequently, more difficult to decipher and determine the major concerns.

A frequency table was utilized to record and tally major statements of concern. Of 90 statements read and analyzed 13 different major concerns were identified. They are as follows:

1. Library automation — application of computer and related technology in performing library task and solving library problems.
2. Information as a National Resource — concerning information as a national resource and reflecting this concept through resource sharing.
3. Impact of inflation on libraries-expression of concerns about the erosion of the dollar and its adverse effect on the library.

Dr. Gaymon is Coordinator of Learning Resources Satellite Centers and University Librarian, Florida A & M University.

4. Networking — sharing resources by participation in regional or national networks.
5. Library Education/Continuing Education — a mechanism for educating librarians through their entire career.
6. Public relations in libraries — utilizing strategies to encourage patrons to make more use of libraries.
7. Access to information — a concentrated effort toward an ideal of equal access to information for all segments of society.
8. Affirmative Action — exert an effort for a more meaningful Affirmative Action Program.
9. Internal Control of ALA — Paying more attention to fiscal matters of ALA.
10. Library cooperation — members of the profession should cooperate by levels of operation.
11. Library Legislation — support of library legislation on state and national level.
12. Status of Librarian — take a firm stand on faculty status for librarians.
13. Role of ALA — Visibility of ALA as a leader of the library profession.

A tally was made of the frequency of these concerns. A table was constructed to reflect the frequency and percentage of time each concern was expressed.

Nineteen or 21.11 percent of the nominees expressed concerns about the role of the American Library Association as an organization. Emphasis was placed on ALA role as leader for the profession as well as its lack of full membership participation on all levels. Further concerns were expressed about the necessity of ALA popularizing and encouraging diverse viewpoints. Also, some candidates felt that ALA Council in particular should be represented by non-administrative librarians rather than administrators thereby representing libraries instead of librarians. Lack of methodologies by ALA for educating its membership about matters affecting its members, e.g. intellectual freedom and other current matters, was of major concern.

Fifteen or 16.67 percent of the nominees expressed concerns about Library Education/Continuing Education. The general feeling expressed in this category was concerned with the development of competent librarians capable of rendering effective service and the need for a strategy for developing competent librarians through education/continuing education programs. Further, it was felt that ALA should take a leadership role in this regard.

Library automation was an area with high concentration of concern. Thirteen or 14.45 percent of the nominees expressed concern relative to new technology in libraries. Although most concerns advocated the utilization of new technology in solving library problems, this was not totally the case. Some nominees felt that the association should stop and take a serious look at the degree to which technological development is dominating the library field and determine if the library field is ready to assimilate all this technology. And if so, at what price? It was further suggested that the library and information science profession should endeavor through ALA to develop broad-based strategies by which libraries can cope with new technologies.

Although it was difficult at times to distinguish professional concerns dealing with library cooperation and networking these two concerns were treated separately. Seven or 7.78 percent of nominees expressed concerns about networking. The general opinion expressed was in support of accelerated library cooperation and networking efforts. However, it was felt that ALA should assist in defining roles and relationships between state, regional, and national networks and other forms of library cooperation.

Seven or 7.78 percent of the nominees expressed concerns about access to information. It was generally felt that ALA should take a stronger position on greater access to information for all segments of society.

The following table shows the frequency and percentage of statements of thirteen general categories, including those with a frequency of six or less which have not been listed above.

**Frequency and Percentage of Statements of Professional Concerns of ALA Nominees,
1980**

Statements of Concern	Frequency	Percentage
Library Automation	13	14.45
Information as a National Resource	6	6.67
Impact of Inflation on Libraries	2	2.20
Networking	7	7.78
Library Education/Continuing Education	15	16.67
Public Relations in Libraries	2	2.20
Address to Information	7	7.78
Affirmative Action	3	3.36
Internal Control of ALA	3	3.36
Library Cooperation	7	7.78
Library Legislation	4	4.44
Status of Librarians	2	2.20
Role of ALA	19	21.11
TOTAL	90	100.00

There is strong evidence that candidates who sought office in ALA for 1980 had some common professional concerns. This was especially reflected through the frequency of three concerns: Library Automation; Library Education/Continuing Education; and, the Role of ALA. The message one receives from this is clear. The American Library Association needs to focus its attention on these issues and concerns that affect the role of the Association and the library profession in general.

(Editor's Note: This article was intended for the last issue – budgetary constraints prevented its being published when it was more timely.)

The Winyah Indigo Society Library

By J. B. Howell

"There remains in South Carolina to this day the library of a society in which membership dues were paid in indigo." — "Preface" of *Special Collections in Libraries of the Southeast* (SELA, 1978)

Beginning in the middle of the eighteenth century there emerged in the Southern colonies within a surprisingly few decades a society whose leisurely and cultural existence rivaled the long-established lifestyle of the landed gentry in England. Nowhere, other than in Tidewater, Virginia, was this more evident than in the coastal areas of the Carolinas.

In a relatively short time, a number of plantation communities in the Low Country of South Carolina produced a cultural class which, on a limited scale, was comparable to that of Charles Town itself. Notable among these was Georgetown, which, despite its princely name (derived in 1735 from the then Prince of Wales) and its decided influence on the early development of coastal Carolina, seems always to have been overshadowed by its more auspicious neighbor that bore the name of England's second king called Charles. It is perhaps characteristic of the two settlements that, although four rivers converge at Georgetown, the confluence there was called "Winyah Bay," while sixty miles to the south the residents have long claimed that Charleston is where the Ashley and Cooper Rivers merge to form the Atlantic Ocean.

of Within five years of the founding of Georgetown, the planters of that district formed what they appropriately called "a convivial club." Meeting at the Old Oak Tavern in Georgetown on the first Friday of each month, these early planters heartily discussed the latest news from London as well as the activities of the area and the progress of their crops. These conversations were enlivened by frequent toasts of a fruit punch that was heavily laced with the genuine rum which was imported from Jamaica and sold for fifty cents a gallon.

In addition to an initiation fee, members made annual contributions to the club — in indigo! As the members prospered as a result of increasing sales of rice and indigo to England and the West Indies, the treasurer continued to report a mounting surplus in the coffers of the club. It was at this point that these genial gentlemen voted unanimously to devote their surplus funds to the establishment and maintenance of an independent school for the poor of their district. With this benevolent gesture, the Winyah Academy was duly formed, and its sponsoring body became known as the Winyah Indigo Society. As such, it received a royal charter from King George II on January 27, 1758.

Along with the indigo industry, the academy flourished, and for more than a century, it exerted a tremendous educational influence in the entire area between Charleston and the North Carolina line.

The present Winyah Indigo Society Hall was erected in 1857 in downtown Georgetown to serve as a suitable building of the school and meeting place for the Society. According to reliable records, the spacious meeting room was designated as a library in 1858, and the following year the Georgetown Library Society, which had been chartered in 1800, transferred all of its books to the Winyah Indigo Society.

The handsome academy with its stately Corinthian columns was occupied by federal forces during the Civil War, and the building was much abused. The library received irreparable damage at the hands of Union troops. Along with many of the most valuable books, a letter written by President Washington to the citizens of Georgetown following his visit in 1791, was taken from the library by Union soldiers. And, like this letter, which was miraculously returned to the Society by an United States Army lieutenant in 1884, much of the original material has been restored to the collection and preserved.

The prestigious Winyah Indigo Society, now in its 227th year, is still very much alive. The Winyah Academy which had ceased to operate as a private school in 1886 was reactivated as such in 1965. The treasured remains of the Society's library collection are now safely stored on the second floor of the Georgetown County Memorial Library.

Librarian's Bookshelf

Edited by John David Marshall

The Changing Role of Public Libraries: Background Papers from the White House Conference.
Compiled by Whitney North Seymour, Jr. Scarecrow Press, Inc., 1980. 298 pp. \$15.00.

The Changing Role of Public Libraries is more a review of the seventies than it is a forecast for the eighties. I suspect the delegates to the White House Conference were as disappointed as I am in the background papers.

Those delegates who may have needed additional information for grappling with the issues of the next decade were not provided with any challenges. The six background papers were sadly lacking in justification for survival of the public library in that practically everything discussed had been tried in the past decade.

Some of the survival techniques worked. Some of the large city libraries that experimented with Information and Referral Services did receive a new, but temporary, lease on life. With the reduction of federal funding, those libraries are still struggling to maintain a reasonable schedule of hours open. There is no argument that community-based information was a boon to those citizens and those libraries, but where is the broad-based local support to keep those community-oriented libraries open?

The subject of one background paper which was not exhausted in the seventies is that of technology, and the issue paper on new technology is the weakest of the six. The introduction to this paper states, "Only currently available technology and its application to libraries is treated here. . .". The only technology actually treated here is computerization of the basic library functions. Nothing of substance is revealed about cable television, videodiscs, home computers, on-line databases, etc. The laymen to whom the paper was addressed were ill-prepared to deal with potential technologies as applied to library services.

The one paper which offers the most for the future is, "Strengthening the Library Profession." Unfortunately, the need for research and training in the new technologies is slighted by mere mention under continuing education. Besides attainment of broader non-library science knowledge and skills and greater flexibility in the core curriculum of library science, the paper recommends a greater amount of clinical training. Since there has not been a practical solution to recruitment of faculty with relevant or recent experience, perhaps clinical training "is by far the most crucially needed reform in American library education." By having students work in a variety of positions and report back to library school faculty via seminars or theses before graduation, the real needs of all libraries, not just public libraries, might be transmitted back to the educators.

A second year devoted to experience in the field and in two to four different types of libraries would contribute more to the long-range development of the profession than a second year of classroom study, as has been advocated.

While the intent of the information in these six papers was to motivate support from public funds and to inspire White House Conference delegates, the end results were sadly deficient. Hopefully, the delegates received other information that was meaningful and motivating. Furthermore, the published book gives only the compiler, Whitney North Seymour, Jr., but not the authors of the individual papers. That deficiency, coupled with the lack of an index, seems to me unjustifiable in a book directed to the library profession. — *William L. Whitesides, Fairfax County Public Library, Springfield, VA.*

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.

Information for Academic Library Decision Making: The Case for Organizational Information Management. by Charles R. McClure. (Contributions in Librarianship and Information Science, Number 31) Greenwood Press, 1980. 227 pp. \$23.95.

Included in this work are a table of contents, figures, tables, and a preface. Chapter 1 serves as the introduction. There are numerous illustrations evenly distributed throughout the text: 18 figures and 31 tables which are most helpful. Each chapter is followed by notes which contain full bibliographical references as well as explanatory information. Chapter 2 on decision making contains extensive notes. There are two appendixes which were questionnaires used by the author to collect information. There is a bibliography (pp. 211-219) of 144 items. Most of the references are from the 1960's and 1970's. The index appears to be adequate.

The author attempts to examine the varied aspects of information gathering in academic libraries. Included are the sources, relative value of sources, and methods and means of obtaining information for library decision making. Provided by the author are practical suggestions for using information sources to improve the process by which decisions affecting library matters are made. Most importantly, emphasis is placed upon the role of the librarian in developing skills and techniques which will ensure a high quality of decision making.

The author stresses the decision making role of all librarians, not just certain key administrators, directors, or department heads. For this reason, the book serves as a guide for any librarian.

The book represents scholarly research on the part of the author and numerous quotes and references appear throughout the text; however, the data is reported in an interesting fashion. Both practical advice and theoretical information is presented in an attractive style.

Three related subject areas are included which the author feels pertain to the general thrust of his research. They are: first, the concept of "information richness," second, decision making or "conversion of information into action" and third, the "relationship between organizational information and management."

Treated in this text are research methods, the various types of contacts with information sources, the politics of information contacts, perception of the value of information sources and handling of information within the organization. In the Chapter "Political Impact of Information Contact" the author discusses "the political process" and defines it in terms of "power relationships." Equally emphasized are "formal authority" as well as "Charismatic ability." This chapter is especially enhanced by sixteen tables.

Probably the most interesting material appears in the last chapter, "Organizational Information Management," in which the author characterizes the concept of "information potential" as the single most important ingredient in good decision making. Incorporating all of the important concepts from the previous chapters, the author then presents practical applications for research and developing "strategies for improved utilization of human and information resources in the organization." This last chapter ends with a stimulating description of "The Administrative Challenge."

This book is recommended for purchase for library science collections and professional collections in both academic and public libraries, although the title would suggest only academic. — *Charles E. Miller, Strozier Library, Florida State University, Tallahassee, FL.*

Justin Winsor, Scholar-Librarian. Edited by Wayne Cutler and Michael H. Harris. (Heritage of Librarianship Series No. 5) Libraries Unlimited, Inc., 1980. 196 pp. \$25.00 US/\$30.00 elsewhere.

Six succinct essays, thoroughly documented with 149 appended notes, admirably recount the career of that eminent Boston Brahmin, Justin Winsor, whose vision, self-confidence, managerial ability, scholarship, indefatigable energy, and belief that libraries were essential, made him the leader of an emerging library profession. Cutler of Vanderbilt and Harris of Kentucky, both well-known library historians, review Winsor's early "literary novitiate," and his success as Superintendent of the Boston Public Library. Although totally inexperienced in the library profession when he was appointed in 1868, he quickly revealed his "hidden brilliance for management," his recognition of the importance of statistical analysis, his commitment to the "uplift ethos," and his faith in the printed word. When he

resigned in 1877, in protest against an attack from certain members of the City Council, he became a folk hero overnight. Already he had become the founding president of the American Library Association in 1876, serving for "nine consecutive years . . . and bringing librarians to a new spirit of professional cooperation and identity." And he had been serving as consultant to numerous librarians and others concerned with library matters.

Winsor also helped to found the American Historical Association, becoming its president two years later in 1886. For as the authors emphasize, he was a scholar as well as a librarian, and after his appointment as Harvard's librarian, he not only increased its collections and made them more accessible, but engaged in editing the four-volume *Memorial History of Boston*, and the eight-volume *Narrative and Critical History of America*. This work was done with the full approval of Harvard's President Eliot.

He was again president of the American Library Association in 1897, the year of his death at 66. At that time Francis Peabody remarked that "as librarian it is not enough to say that he was at the head of his profession; he may also be said, so far as this country is concerned, to have created his profession."

According to the authors, Winsor, the scholar-librarian, was more a "doer" than a thinker. Certainly this remarkable man of action was a prolific writer and 21 of his pieces, arranged under 1) public libraries, 2) professionalism, and 3) academic libraries, selected by Cutler and Harris, give evidence of the qualities for which he was distinguished, including his sound judgment. It is very valuable to have these readily available, among them the lengthy report of the BPL Examining Committee.

An appended bibliography of Winsor's published and unpublished works, and secondary sources (biographical accounts, etc.) concludes this notable addition to library history. — *Frances Neel Cheney, Professor Emerita, Department of Library Science, Peabody College of Vanderbilt University, Nashville, TN.*

The History of Children's Literature. By Elva S. Smith. Revised and enlarged edition by Margaret Hodges and Susan Steinfurst. American Library Association, 1980. 290 pp. \$40.00.

This expensive but thorough *History*, subtitled *A Syllabus with Selected Bibliographies*, is a guide to the field of children's literature and to the critical works about it. In seventeen sections or chapters, the volume outlines the principal developments in the history of children's literature and furnishes the names of authors and titles which characterize those developments.

The first section, "General Bibliography," is followed by "Folklore in the History of Children's Literature." Beginning with section three, the content is presented chronologically, from "The Anglo-Saxon Period" to "The Late Nineteenth Century," that is, from the sixth century to the end of the nineteenth. The final chapter is entitled "Illustrators of Books for Children."

Within each of the seventeen sections, bibliographies are separated into appropriate categories, facilitating the use of the volume. A concise summary of each period provides helpful background information; the summary is followed by an outline and annotated list of sources which examine the specific aspects of the period. The latest date for the titles is 1977. An author and title index is included.

For graduate and undergraduate instructors of the history of children's literature, for researchers, for librarians expanding a collection in this field or examining a current collection for significant out-of-print titles, and for students investigating specific areas of the history of children's literature, this revised and enlarged edition of the 1937 *History* is an invaluable tool.

For many years Elva Sophronia Smith (1871-1965), author and compiler of the earlier edition, taught the history of children's literature. The outstanding collection of rare books purchased by a colleague and used by Smith formed the basis for her one-of-a-kind work.

This edition contains most of the sources included in the original, in addition to many new ones that elucidate historic backgrounds, issues, and persons in the history of children's literature. The study is limited to England and the United States except in instances where a foreign writer was directly influential in the American or English development. — *Carolyn Baggett, Graduate School of Library and Information Science, University of Mississippi, University, MS.*

Learning Resources and the Instructional Program in Community Colleges. By David R. Bender. Hamden, Conn.: Library Professional Publications/Shoe String, Inc., 1980. 295 pp. \$19.50 (cloth); \$14.50 (paper).

Because of its unique role in serving the varied needs of all persons within the service area, the community college has provided an open environment receptive to instructional experimentation and innovative programs. One area in which this has been especially true has been the learning resources program. To assist the college in achieving its goals, the learning resources programs have been developed as an integral part of the total education package. Learning resource center staffs have been placed in a position from which they can offer assistance to their colleagues in all areas of teaching/learning techniques.

Interestingly, little information has been compiled on the relationship of learning resources programs to the instructional programs. What is available is scattered and often describes a single program. Descriptions of existing programs, patterns of organization, services, and facilities as well as guidelines have been needed.

This book will serve as a reference tool for community college administrators and learning resource center staffs who are attempting to merge the learning resources and the classroom programs to an extent greater than ever before. Data about the current status of community college learning resources programs has been collected, described and analyzed for 150 community colleges. The findings explore the relationships between print and nonprint services, the proportion of colleges using media to provide portions of the instructional program for individualized learning, the services provided by the centers, the facilities available, identification of services that directly facilitate instruction, the responsibilities of the staff, the patterns of organization and anticipated developments that will enhance existing programs. Seven institutions were visited and a profile of each college is included in an appendix. From the enormous mass of information about the programs surveyed and visited, Dr. Bender has generated a set of guideline statements for the development of learning resources programs. — *Mabel W. Shaw, Tallahassee Community College, Tallahassee, FL.*

Reference Work in the Humanities, by Edmund F. Santa Vicca. Scarecrow Press, Inc., 1980. 163 pp. \$9.00.

The title of this work is somewhat misleading, for this book is actually a set of exercises designed to help the library student and the practicing librarian improve their reference skills in the humanities. Mr. Santa Vicca — a member of the Peabody/Vanderbilt library science faculty — makes no attempt to offer a general philosophy of reference service nor does he discuss the special problems inherent in working with library sources in the humanities. What he does give us is a clear, well-presented workbook that covers a wide range of reference problems in most branches of the humanities.

Each chapter is devoted to a specific subject — philosophy, religion, and mythology, literature, music, fine arts, and theater arts (including dance, TV, and film), with a concluding chapter on interdisciplinary search problems, and an appendix suggesting strategies for three of the reference problems given in earlier chapters. Under each chapter there is a three-part arrangement by type of question. First comes a series of from 100 to 150 factual questions for which the reader must provide a complete bibliographic citation to a source that contains the answer. Most of these questions are of the "ready reference" type, although some require a synthesis of material from different sources. A typical question in this category is: "What has been the influence of German theater upon the American theater?"

The second section consists of "Search Problems," which are reference queries condensed into narrative form. The kinds and amounts of information required are not immediately discernible. As is often the case, the reader must first reformulate the actual question to discover what the patron really wants to know. Mr. Santa Vicca believes this section to be "the most garbled and confusing" of all his exercises, but I think that that description best fits the third and last section of each chapter, the "Case Studies." These are not true case studies such as those presented in Denis Grogan's *More Case Studies in Reference Work* (Linnet Books, 1972), but are rather expansions of the type of questions in

the "Search Problems" division. Each chapter has four case studies presented in the diffuse and rambling style of real conversation. Like the "Search Problems," they can be answered only from a number of sources and only after the librarian has painstakingly determined the patron's real needs.

The book has some omissions. History is not covered at all, but perhaps the author considered that subject too broad for his scope. Photography and architecture are not represented in the search problems and case studies divisions of the chapter on fine arts, although they do appear in the brief questions. Foreign language literature is poorly represented. Only three of the "Search Problems" in the literature chapter deal with foreign authors, and all but one of the brief questions in the chapter translate the titles of foreign works into English.

Despite these reservations, this book is a useful adjunct to library school courses in humanities reference. It can also be used by working librarians to develop their skills in formulating reference strategies and to familiarize themselves with the strengths and weaknesses of their own reference collections. — *Marie E. Devine, University of North Carolina at Asheville, Asheville, NC.*

Supervision of Employees in Libraries. Edited by Rolland E. Stevens. (Allerton Park Institute Papers No. 24) Graduate School of Library Science, University of Illinois, 1979. 113 pp. \$9.00.

Supervisory and Middle Managers in Libraries. By Martha J. Bailey. Scarecrow Press, 1981. 210 pp. \$12.00.

Both of these books have useful information for the management personnel in libraries. Ironically, they could both be helpful also to those patrons in libraries whose work is "managed" by the supervisory staff but who are not likely to read about the "flip side" of their jobs. There are statements — indeed, whole segments — in each volume that should be shouted from the tops of the card catalogs. The growing body of relevant research both from the field of librarianship and from other areas, the importance of the supervisory function, the place of effective communication in the library organization, and tips on techniques and direction for managers/supervisors are all given exposure in these two titles as a sort of introduction to library personnel management.

But these can only serve as introductions or refreshers on the subject of management, and judgments on the tantalizing brevity with which some topics are handled must be more reserved. This is especially true of the Allerton Park Institute papers. Here the editor confesses several omissions of such things as a self-graded test of leadership potential, reports of a practice session of role-playing, detailed discussions by a panel at one session, and the give and take in informal talk that surrounded the formal sessions. All quite proper, of course, but that simply points up the fact that the proceedings of even a very good institute can only be an exposure to management and supervision. It would be a real service to the profession if some of the material could be expanded.

In *Supervision of Employees in Libraries*, this reviewer found the presentations by Atkinson, "The Importance of Good Supervision in Libraries," and by Sager, "Leadership and Employee Motivation," quite good. The article by David R. Dowell, "The Role of the Supervisor in Training and Developing Staff," was excellent, saying things which no doubt are jarring to the ears of some of us; and Elaine M. Albright's advice on handling *employee problems* lacked only a final solution for handling *problem employees* being everything we ever needed on the subject all in a capsule.

The book by Ms. Bailey is less exciting. Being more reportorial in tone and presentation, this title is rather well served by its brevity. In fact, the contents may have been better presented to the profession as, say, an article in *Library Trends* or as a series in *LJ*. One gets the impression of an author straining to say something but lacking real conviction. This impression is reinforced by the lack of a clear statement of purpose in either the Preface or the Introduction, by the repetitive style of the chapters, by the incorporation of tabular data which seems irrelevant, and by the use of subtitles throughout the book that are forced and confusing. As noted above, there are useful facts scattered in Ms. Bailey's prose, but there is a lack of focus, and that shortcoming makes for a book of only marginal value. Unless you have an empty space on your shelf that is longing for a thin little book to fill it up, you will not miss this one very much. Get the other one instead. — *Robert H. Simmons, Woodward Library, Austin Peay State University, Clarksville, TN.*

Studies in Creative Partnership: Federal Aid to Public Libraries During the New Deal. Edited by Daniel F. Ring. Scarecrow Press, Inc., 1980. 145 pp. \$8.50.

We know too little about the recent history of American Public Libraries, and a particularly obvious gap in our knowledge centers around the emergence of Federal support for public libraries during the New Deal era. As a result, this compact but provocative collection of essays on the WPA and the public library constitutes a very important addition to knowledge of a sadly overlooked epoch in our history. Admirably edited by Daniel Ring, the book contains essays on the WPA and public libraries in Baltimore, Cleveland, Chicago, New York, Milwaukee, Minneapolis and San Francisco.

All of the papers are carefully researched and well written with the contributions by John Calvin Colson (on Baltimore) and Fay Blake (on San Francisco) offering especially significant interpretations of this pivotal era in public library history. Especially interesting, in our own financially depressed times, is the analysis of the conflict which arose between professional librarians and the W.P.A. employees. It is clear that librarians felt threatened by the influx of government-paid outsiders, and the evolution of this stormy relationship makes fascinating reading.

While editor Ring explains the emphasis on Northern cities by citing unique "constitutional" problems in the south, what "constitutional" issues were involved is not explained. Perhaps this excellent collection of essays could be used as a model for the exploration and explanation of the lack of federal aid to Southern public libraries during the New Deal era. — *Michael H. Harris, University of Kentucky, College of Library Science, Lexington, KY.*

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.

SELA Chronicle

Conference Report

The 1980 SELA Conference was held in Birmingham in November 1980. The Conference by every measure was a success. The program offered something for everyone. The pre-conferences and general session were informative and entertaining.

Total registration for the Conference was 1,010 from thirty-one states and the District of Columbia. Some interesting facts about the Conference showed that Alabama had the largest participation followed closely by Georgia and Tennessee. The largest group of librarians to participate were affiliated with the Association as members of the College, University, and Special sections.

One-hundred and fifty-seven Exhibitors representing some 105 companies participated in the three-day Conference. The exhibitors are an important part of the Conference and should be recognized and patronized for their support.

Financially, the Conference was not as large a success as previous Conferences. This was due to the lower than usual participation by the membership and by exhibitors. The Conference provided after all expenses \$17,823.56.

The membership should be looking ahead to 1982 when the Conference will be held in Louisville. I know Paul Spence and his committees are planning an interesting Conference. So, make your plans for 1982 in Louisville.

— Jerry W. Stephens
Birmingham, Alabama

Southern Books Competition

Thirty-six publishers in the Southeast have submitted 113 titles for the 1980 Southern Books Competition. The competition which began 27 years ago, sponsored by the Southeastern Library Association, is an annual event evaluating the technical skill and the product of that skill in the publishing world.

Jonathan A. Lindsey, Chairman of the Southern Books Competition Committee, indicates that these books were judged during the Summer of 1981 and will be ready for tour as an exhibit in the Fall 1981 and Spring of 1982.

For information about the Southern Books Competition or the tour, please contact Jonathan A. Lindsey, Carlyle Campbell Library, Meredith College, Raleigh, North Carolina 27611.

REGIONAL NEWS

ALABAMA

Kay L. Vowvaldis of Ozark, Alabama, was awarded the 1981 Trustee Citation on June 26, at the opening General Session of the American Library Association's Annual Conference, meeting in San Francisco. This is one of two awards presented each year to outstanding trustees "for distinguished service to library development whether on the local, state, or national level." Vowvaldis has held several terms on the Trustees and Friends Section of the Southeastern Library Association, including one as vice-chair. She is also a member of ALA's American Library Trustee Association.

GEORGIA

Approval has been given for changing the name of the Emory University Graduate School's Division of Librarianship to the Division of Library and Information Management. The new name more accurately communicates the nature, content and emphasis of the Division's program which has been the subject of a year long evaluation and revision by Division faculty. The result of this effort is a new curriculum which places emphasis on the broader information environment, the burgeoning information technologies, and information acquisition, organization, storage, preservation, retrieval and use in whatever form or setting.

WEST VIRGINIA

"Improving Planning Skills: A Closer Look at a Planning Process", a workshop designed by Peggy O'Donnell, Continuing Education Specialist, will be presented by the Public Library Association in cosponsorship with the West Virginia Library Association. The three-day training session is directed to public library practitioners with knowledge of PLA's *A Planning Process for Public Libraries* who anticipate beginning or who have begun to apply the Process in their libraries.

Pre-registration information on the workshop may be obtained by writing: Whirley Mills-Fischer,

PLA Executive Director, ALA, 50 East Huron Street, Chicago, IL (60611), 312/944-6780, ext. 318. Deadline for registration is October 10, 1981.

DATES TO REMEMBER

1981

- Oct. 7-10 North Carolina and South Carolina Library Association, Charlotte, NC
Oct. 8 "Research Libraries and Scholarly Communication" Symposium, University of Alabama Library
Oct. 21-23 Mississippi Library Association, Jackson
Oct. 25-29 National Film Market, Rivermont Holiday Inn, Memphis
Oct. 29- Nov. 1 Georgia Library Association, Dunfee Atlanta Hotel
Nov. 5-7 Virginia Library Association, Hot Springs
Nov. 9 Intellectual Freedom Conference, University of Alabama, Graduate School of Library Service
Nov. 12-14 West Virginia Library Association, White Sulphur Springs
Nov. 16-20 Children's Book Week

1982

- Jan. 22-29 ALA Midwinter Meeting, Denver
Apr. 22-24 Tennessee Library Association, Nashville
Apr. 28-30 Alabama Library Association, Huntsville
June 13-16 American Society for Information Science, Mid-Year Meeting, Knoxville
July 10-17 ALA Annual Conference, Philadelphia
Sept. 8-10 Kentucky Library Association, Lexington
Oct. 21-24 American Association of School Librarians, National Conference, Houston

APPOINTMENTS

(A significant number of members requested that this column be reinstated. Appointments will be listed in this and future issues when space is available.)

James F. BEASLEY, Assistant Director, Knoxville-Knox County Library

Carol BECK, Assistant Librarian for Technical Services, Floyd Junior College Library

Sylvia C. BENNETT, Serials Cataloger, Duke University Library

David BOWLES, Head Librarian, Coker College, Hartsville, SC

Joseph F. BOYKINS, Jr., Director, Robert Muldrow Cooper Library, Clemson University

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Robert Grey COLE, Director, J. D. Williams Library, University of Mississippi

Peggy COTTAM, Head Reference and Information Services, Eastgate Branch, Chattanooga-Hamilton County Bicentennial Library

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Lisa DERFLER, Coordinator Recon Project, Chattanooga-Hamilton County Bicentennial Library

Wanda V. DOLE, Assistant Director for Collection Development, University of Miami Libraries

David R. DOWELL, Director of Information and Library Resources and Associate Dean of the School of Advanced Studies, Illinois Institute of Technology, Chicago

Catherine DOYLE, Assistant Reference Librarian, Georgia Southern College Library, Statesboro

Ruth E. FENSKE, Assistant Professor, Graduate School of Library Service, University of Alabama

Ellen G. GARTRELL, Assistant Curator for Reader Services, Manuscript Department, Duke University Library

Greg HEID, Fine Arts Department Head, Chattanooga Valley Regional Library System, GA

Myretta HOLDEN, Community Services Department Head, W. C. Bradley Memorial Library, Columbus, GA

Sook-Hyun KIM, Assistant Professor and Serials Cataloger, University of Tennessee-Knoxville

Arie KOELEWYN, Student Services Librarian, Newberry College, Newberry, SC

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Patricia MARONEY, Assistant Director, Chattanooga-Hamilton County Bicentennial Library

Manson V. MARSHALL, Assistant Librarian, Coker College, Hartsville, SC

Jane McFARLAND, Chief, Reference and Information Services, Chattanooga-Hamilton County Bicentennial Library

John L. McPHEARSON, Assistant Librarian for Audiovisual Services, Floyd Junior College

Chris MURRAY, Chief Cataloger, Richland County Public Library, SC

Marcia J. MYERS, Associate Professor and Associate Director of Administrative Services, University of Tennessee-Knoxville

Ilene NELSON, Reference Librarian, Duke University Library

Robert NEVILLE, Head Cataloger, College of Charleston Library, SC

Andrew PENSON, Assistant Reference Librarian, Georgia Southern College Library, Statesboro

Jack PRILLIMAN, Deputy Director, Memphis/Shelby County Public Library and Information Center

Rochelle READ, Assistant Technical Services Librarian, Charleston County Library, SC

Sidney C. ROBBINS, Assistant Southern Forestry Information Network Librarian, University of Georgia, Athens

Betty SHANKLE, Young Adult Librarian, Greenville County Library, SC

Sara SHAW, Information Specialist, Richland County Public Library, SC

Byron STEWART, Instructor and Reference Librarian, University of Tennessee-Knoxville

James M. WHEELER, Director, Volusia County Public Libraries, Daytona Beach, Florida

Sylvia Dawkins WHITE, Director, Allen University Library, Columbia, SC

Diane WILLIAMS, Community Services Department, York County Library, SC

RETIREMENTS

Mildred IDDINS, Director, Carson-Newman College Library, Jefferson City, Tennessee

David KANTOR, Director, Volusia County Public Libraries, Daytona Beach, Florida

Dan M. KING, Head Librarian and Chairman of Library Science, Kentucky Wesleyan College, Owensboro

THE SOUTHEASTERN BIBLIOGRAPHIC INSTRUCTION DIRECTORY: ACADEMIC LIBRARIES

The *Southeastern Bibliographic Instruction Directory: Academic Libraries* has been published by the Southeastern Library Association. Compiled under the supervision of the SELA Library Orientation and Bibliographic Instruction Committee, it includes information regarding bibliographic instruction programs in 349 academic libraries in the Southeast. The 368-page directory, which is in looseleaf format without binder, may be purchased for \$1.25 from the Southeastern Library Association. Post Office Box 987, Tucker, Georgia 30084. Checks should be made payable to SELA. Payment must accompany order.

Southeastern Library Association
P.O. Box 987
Tucker, GA 30084

Please send me ___ copies of the *Southeastern Bibliographic Instruction Directory: Academic Libraries*, 1978, at \$1.25 each, including postage. \$_____ is enclosed as payment in full.

Name _____

Organization _____

Address _____

City _____ State _____ Zip _____

State Library Association Officers — SELA Area

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

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P.O. Box 987, Tucker, GA 30084

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THE SOUTHEASTERN LIBRARIAN

Established: 1951

EDITORS

Editor:

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

Contributing Editor:

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

Managing Editor:

Steven B. Schoenly, Assistant Professor
Graduate School of Library and
Information Science
The University of Mississippi
University, MS 38677

Advertising Manager:

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2514 Briarhill Dr.
Ruston, LA 71270

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Todd Library
Middle Tennessee State University
Murfreesboro, TN 37132

ASSOCIATE EDITORS

Alabama:

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Livingston University Library
Livingston, AL 35470

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Suite 81
Tallahassee, FL 32303

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746 Amherst Road
Morgantown, WV 26505

MANUSCRIPTS are to be sent to the editor for consideration. Notification of receipt will be sent immediately. Manuscripts should be submitted in duplicate, typed, double spaced, on 8½" x 11" paper. On each page the author's last name should be typed in upper left corner, the page number in the upper right corner. Photographs will be accepted for consideration but not returned if manuscript accepted. Footnotes should appear at the end of the manuscript. Turabian's A MANUAL FOR WRITERS OF TERM PAPERS, THESES, AND DISSERTATIONS is preferred form. A brief professional biographic sketch should be appended to the manuscript. A brief, informative abstract of the manuscript, consisting of no more than 100 words, must be submitted on a separate typed, double spaced sheet, with author(s) and title listed in full. Unsolicited manuscripts will not be returned unless accompanied by self-addressed envelope and postage.

NEWS NOTES should be sent to the Managing Editor.

BOOK REVIEWS and books to be reviewed should be sent to the Book Review Editor. Volunteers to do book reviewing are encouraged.

INDEX: The Winter Issue contains the index for the previous calendar year. Also, the journal is indexed in LIBRARY LITERATURE and LIBRARY SCIENCE ABSTRACTS.

BACKFILE: Copies of all earlier issues are available in microform from University Microfilms International, 300 North Zeeb Road, Dept. P.R., Ann Arbor, MI 48106, U.S.A. or % 18 Bedford Row, Dept. P.R., London, WC1R4EJ, England. Some hardcopy back issues are available through the SELA Headquarters, P.O. Box 987, Tucker 30084.

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