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November 10-13, 1982
Galt House, Louisville

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Even though the charges for hotel rooms and food in Denver did not reflect the prevailing austerity of many budgets, both personal and library, there was increasing evidence that it is not the best of times for individuals or associations. The SELA budget report presented a grim picture. The days of easy living on "paper money" are gone, and we shall all feel their ill effects for sometime. The harsh reality confronting the Board was that the membership count is down, and this means that anticipated funds for the second year of the biennium are not available.



Regular readers of *The Southeastern Librarian* know that several economizing changes were made during the past year. It is now apparent that others are necessary. A special committee was appointed sometime ago by President Paul Spence to study the journal and to offer proposals about its future. At the board meeting in Denver, the committee reported. They said:

1. The Committee believes that *The Southeastern Librarian* should be continued as the official publication of the Association.
2. There have been a number of changes in the format. . . . In addition, the Committee recommends:
 1. That the book reviews be dropped as a feature and that instead a list of books of specific interest to librarians in the southeast be instituted.
 2. That in the next volume of *The Southeastern Librarian* there be only three issues — No. 1, 2 and 3 combined, and No. 4. This would reduce the number of issues published to three.
 3. That the possibility of printing the convention program as a pull-out section in the convention issue be investigated. Perhaps the program could then be used by members in advance of the convention for their planning and eliminate a separate mailing of the program.

I have mixed feelings about the report. I am happy that the journal is to continue. I am sorry that it must be abbreviated somewhat. We have a good journal, because we have always had excellent support from both the public and the Executive Board. It has been an honor to serve as editor. Before this honor becomes a memory for me to recall when I am inflicting boredom upon audiences, captive or otherwise, it will last through two more issues.

In the meantime, the editors will begin to bring about the mandated changes. We shall, however, seek to meet certain commitments made before the Denver Board meeting.

I am disappointed that when individuals have been forced to economize that they have chosen not to renew membership in SELA. The cost of SELA membership is the only thing of which I know that has not kept pace with inflation. Membership in SELA is a bargain. During inflationary times, people shop for bargains. Tell your friends and associates about one of the last great bargains available. We need for them to shop with us!

— Ellis E. Tucker

DEADLINES FOR FUTURE ISSUES:	
COPY DUE	PUBLICATION DATE
May 15, 1982, Nos. 2 & 3	July 31, 1982
October 15, 1982, No. 4	December 30, 1982
January 15, 1983, No. 1	March 30, 1983

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The Executive Board of SELA met on Monday afternoon, January 25, during the ALA Mid-Winter meeting in Denver. While there was an extensive agenda, the items of most importance were the reports of the Budget and the Membership Committees, and the Ad Hoc Committees on Dues and on Publications.

The Budget Committee has still not identified the sources of all income necessary to continue the present operation for the remainder of the biennium. There was still some optimism that income might increase, and the Budget Committee tentatively scheduled another meeting for April 16 after 1982 memberships have been received. If sufficient funds cannot be identified at that time, the Executive Committee will meet to determine what reductions in operations and services will be necessary.

The report of the Membership is not encouraging. Although the Committee has worked diligently, membership was down considerably from 1980. It seems that we have many "fair-weather" members who pay their dues only in convention years. The average dues paid was less than \$12, which little more than covers the cost of receiving the subscription to *Southeastern Librarian*. We are optimistic that membership will increase in 1982. Please renew your membership promptly and encourage your friends to become members.

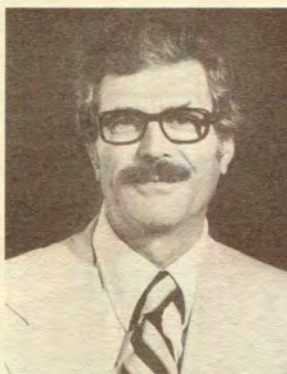
A temporary report from the Ad Hoc Committee on Publications expressed the view that the *Southeastern Librarian* is the most visible and lasting product of the association and that it should be retained even if a changed format and combined issues in 1982 become necessary. You have already seen some changes in format instituted by the editor to reduce costs.

The Ad Hoc Committee on Dues does not recommend a dues increase at this time, lest the number of members be reduced even further. This leaves us with the option of increasing membership considerably or reducing services drastically. We would be glad to hear from membership their thoughts and suggestions.

On a more optimistic note, three workshops have been planned which we hope will be both beneficial and interesting to the members. On March 1, the Public Relations Committee is conducting a workshop on Library Marketing at the Ramada Inn Airport, Atlanta. On April 26-27, the Resources and Technical Section is sponsoring a workshop on the uses of OCLC records on tape called "From Tape to Product." It will also be at the Ramada Inn Airport, Atlanta. June 4-6, the School and Children's Librarians Section is holding a workshop, "Crisis in the Southeast," at Appalachian State University.

If you have not received more detailed information about these workshops, it can be obtained from SELA Headquarters. We expect these workshops to be self-supporting, and we hope they may generate some income for the Association.

— Paul H. Spence



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SELA HISTORY

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

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As They See Themselves (And As Others See Them)

Robert B. Downs and Ralph E. Ellsworth

During the course of recent correspondence, the authors of this mini-investigation came to the conclusion that university librarians frequently rate their own professional achievements quite differently from those seen by others in their field. Variations may be attributable to lack of information, no common standards of evaluation, or individual personalities. Therefore, for future library historians and biographers, we believe there is some merit in comparing self-views with presumably objective ratings from individuals who should be qualified to judge.

For this purpose, a group of experienced chief librarians, active or recently retired, was asked to list the professional accomplishments for which they themselves would wish to be remembered and at the same time to express opinions on what they considered the most notable features of the careers of other names on the list.

A few persons approached were unwilling to participate in the study. One respondent commented, "I regard the assessment of the accomplishments of individuals in any field as an intrinsically difficult problem, possibly best accomplished 10 to 20 years after the subjects are dead." Another answered, "I wonder if we are not becoming a bit incestuous and maybe overestimating our own significance." A third professed "difficulty with the concept of individual achievement in the library setting; it seems to put too much emphasis on the individual and too little on the forces, including other individuals, who make any given achievement possible." Several prospective subjects confessed that they simply were not familiar enough with the careers of other librarians to provide valid or useful responses.

Despite such doubts and reservations on the part of a number of librarians approached, others agreed to attempt answers. Following then is a summary of responses received, individual by individual, in alphabetical order:

Dorothy M. Crosland. In Mrs. Crosland's eyes and those of her colleagues at Georgia Institute of Technology, her career was noteworthy for having developed one of the leading American university libraries in the field of science and technology. During her 45 years as librarian, two new modern library buildings were erected on the Georgia Tech campus under her guidance; its collections grew from 16,000 volumes to more than a million items. On a male-dominated campus she served as the only woman on the powerful administrative staff. The degree of her acceptance can be measured by her membership on most key committees on the campus. She was elected Atlanta's Woman of the Year in 1945, and in 1969 was named Georgia's Woman of the Year in the Professions.

An article in the *Atlanta Journal* in 1979 noted that Mrs. Crosland "worked aggressively for the development of school, public and academic libraries, recognizing that only through access to education and information as provided through libraries could the South enter the mainstream of American society." Under her leadership, Georgia Tech established in 1963 a School of Information Science, offering master's and doctoral degrees. University librarians give Mrs. Crosland highest ratings for being, in the words of one commentator, "a notably successful academic librarian in a highly politicized institution." Also of importance were her activities in regional library organizations (including the presidency of the Southeastern Library Association), notable success in library building planning, improving the quality of her Library's collections, useful consulting work for scientific and technical libraries, and talent for fund raising.

Richard De Gennaro. De Gennaro's versatility is demonstrated in the various areas listed by him. He notes that he was a pioneer in introducing new computer technology to libraries, a leader in library networking, an early supporter and participant in OCLC, a founder of PALINET, and an early supporter and participant in the Research Libraries Group and its predecessor, the RLIN. He is also the author of

provocative articles in professional journals, a successful administrator of the University of Pennsylvania Libraries, and a leader in professional associations, notably the American Library Association and Association of Research Libraries.

His admiring readers praise De Gennaro for his "cogent and lucid writings in professional journals," his "ability to elucidate issues," and for his "focus on primary national issues." One closely familiar with his career commended him for "his revitalization of a great library [Pennsylvania] in difficult times." Another pointed out that De Gennaro has had a successful career in several major libraries. He is characterized as an "independent and creative thinker," and "one of the best thinkers and writers in academic libraries." He has also been an able and useful consultant on technology in research libraries.

Robert B. Downs. In his own estimation, Downs considers his most worthwhile contributions have been in these areas: (1) Studies and surveys of library resources for research in the United States, Canada, Britain, Ireland, Australia, and New Zealand, leading to a series of published works; (2) Research on the influence of books on history and civilization, resulting in publication of more than a half-dozen works, followed by numerous foreign translations; (3) Foreign missions to assist in establishing new libraries and library schools in Japan, Mexico, Turkey, and Afghanistan; (4) Promoting the concept of academic status for college and university librarians; (5) Defense of intellectual freedom, especially during his term as ALA President in the early fifties, when libraries at home and abroad were under attack by the forces of McCarthyism; (6) Guiding the growth of the University of Illinois Library, over a 28-year period, from about two to five million volumes, including the acquisition of numerous special collections; (7) Construction during his administration of an innovative underground undergraduate library building at Illinois greatly to improve library service to undergraduate students; (8) Helping to establish the reputation of the Graduate School of Library Science at Illinois as one of the leading schools in the nation; (9) Collecting and publishing in the field of American folklore, particularly folktales.

Substantially the same points were cited by commentators, who emphasized Downs' activities in the investigation of library resources, writings on the historical impact of books, effectiveness as a collection builder, defense of intellectual freedom, advocacy of faculty status for librarians, participation in the work of national, regional, and state library organizations, and contributions to American humor and folklore.

Ralph E. Ellsworth. Highlights of Ellsworth's career, as he lists them, are his promotion of modular planning for library buildings; the work of the committee which he headed for centralized recording and microfilming of doctoral dissertations; his efforts on behalf of centralized cataloging; service as consultant on many library buildings; books on library planning; work on school libraries; and early studies on the importance of American right-wing movements. A recently published autobiography, *Ellsworth on Ellsworth*, tells his story in detail, in his own inimitable style.

Ellsworth's colleagues in university librarianship add perspective. A former associate gives him a top rating for innovation in library organization and practices, for the development of modular library buildings, and for his work as a building consultant. One noted the importance of his influence on library architects and credits him with the concept of organizing libraries on a subject divisional basis, concluding that he "is one of two people who have had the greatest impact on library architecture in the past half century." Several emphasized his successful administration of two leading libraries, the University of Colorado and University of Iowa. A discerning critic found Ellsworth "a provocative consultant, a stimulating conversationalist on a range of library issues, and a real contributor to library associations," especially as President of the Association of College and Research Libraries and as a member of various committees of the Association of Research Libraries.

W. Carl Jackson. Modestly, Jackson notes only two significant achievements for himself. The first is in the field of internal library administration and organization, pioneering in establishing a collegial style of administration. The second is his leadership in professional associations in developing and advancing cataloging-in-publication and universal book numbers (now ISBN).

Among his peers, Jackson is best known for his able direction of two major university libraries: Pennsylvania State University and Indiana University. He was an "important leader in Pennsylvania academic library circles at a time when leadership was important," one commentator pointed out. In the Middle East, as a consultant on the establishment of new university libraries, he brought the best of

American practices and technology to bear on problems peculiar to the region. (NOTE: Carl Jackson has been reported missing since May 1981, when his boat, which he was attempting to sail solo across the Atlantic, was found wrecked off the coast of Spain.)

Stephen A. McCarthy. There are various phases of McCarthy's place in the library profession as he has moved from one important position to another, at Northwestern University, the University of Nebraska, Columbia University, Cornell University, and with the Association of Research Libraries. He considers his major accomplishments under five headings, presumably in order of significance: (1) Development of a strong library program at Cornell University; (2) Reorganization of the Cornell Libraries and centralization of their administration; (3) Planning and provision of new and renovated facilities for the central library collections and services for college and departmental libraries at Cornell; (4) Expanding the size, activities, and services, while in the position of Executive Director, of the Association of Research Libraries, and helping to establish the ARL as a major library organization; (5) Consulting work on buildings, library organization and service, as well as state and local library activities.

A perceptive critic, long familiar with McCarthy's work, rated him tops for two achievements: first, "his wonderful development of the Cornell University Library which had fallen from grace; and, second, his great work in making the Association of Research Libraries what it is today." Other commentators agreed on these evaluations, pointing out also McCarthy's influence as a consultant on library buildings, as a general consultant and surveyor of university libraries, as adviser to foreign governments (Britain and Egypt), emphasis on developing strong special and general research collections, and his talent for guiding young librarians and making successful staff appointments. A writer not given to superlatives called McCarthy "one of the truly good men in the profession."

Ralph E. McCoy. Assessing his own contributions, McCoy places in order of importance the following: (1) Development of an outstanding research library (Southern Illinois University) over a 20-year period; (2) Bibliographic works on behalf of freedom of the press; (3) Development of a state-wide library and archival system in Illinois; (4) Consultation and interim appointments with the University of Georgia and Association of Research Libraries; and (5) Leadership in the reform of the U.S. Documents Depository System.

Similar points were stressed by outside observers. Several were impressed by McCoy's noteworthy success in "building a new significant library on the unlikely basis of a former small teachers college library." His ability as a "trouble shooter" was commended in correcting difficult problems at the University of Georgia and assuming on short notice the complex responsibilities of directing the Association of Research Libraries. Inside and outside the library profession, McCoy's indefatigable labors for intellectual freedom are widely admired, notably in his monumental work *Freedom of the Press* and its equally impressive 10-year supplement. One respondent summed it up by calling McCoy a "quiet, solid library administrator."

Keyes D. Metcalf. The achievements for which Metcalf would prefer to be remembered are in five categories: (1) Promoting and encouraging library cooperation; in particular cooperative storage and use, represented, for example, by the New England Deposit Library, the Midwest Inter-Library Center, and the Foreign Newspaper Microfilm Project, and cooperation in acquisitions, such as the Farmington Plan, and the post-war Library of Congress mission to procure wartime publications from Europe; (2) Academic library building planning, writing and consulting; (3) Developing the staff of the New York Public Library and Harvard University and encouraging in-service training; (4) Directing and taking an active part in acquisition programs at the New York Public Library and Harvard University, particularly with Slavic and Far Eastern Collections and with a broader coverage in general of materials from outside the United States; (5) Helping to train librarians for administration at the Rutgers Library School, and Harvard, and conducting seminars and group discussions in the United States, Japan, Australia, New Zealand, England, Ireland, South Africa, and on a smaller scale in other countries.

Commentators on Metcalf's extraordinary career are in general agreement with the foregoing estimates. They tend to place at the top his prolific work in library building consultations and his writings on this subject. Also emphasized are his role as consultant to numerous foreign governments; leadership in originating the Farmington Plan and promoting World War II collecting programs; for originating the concept of a separate undergraduate library building; his influence and stature in the profession, especially in the American Library Association and Association of Research Libraries; and

his exceptional ability as a mentor for young librarians and in staff management. Other more general accolades describe Metcalf as "as leading statesman of our profession," "an all-around outstanding professional librarian," and as having "commanded respect for librarians on all sides." The breadth of Metcalf's activities and interests is revealed in his recently published autobiography *Random Recollections*, covering his years at the New York Public Library, to be followed by a second volume devoted to the Harvard era.

Robert A. Miller. Miller considers his major achievement to have been the improvement of the book collection in the Indiana University Library and its rare book division, the Lilly Library.

Two principal accomplishments during Miller's tenure at Indiana were noted by several respondents: (1) "The making of a run-of-the-mill library [Indiana] into one of our greatest university libraries;" and (2) "providing it with an innovative building." Concerning the latter, one expert critic expressed admiration for "the elegant concept of the new Indiana University library building." The Lilly Library, Indiana's notable rare book institution, added substantially to its holdings during Miller's era. Other important aspects of his career were his leadership in the Association of Research Libraries, as its Executive Director, and being a successful consultant on buildings, collection development, etc. An unusual feature of the Miller staff organization at Indiana was the appointment of a number of subject specialists who divided their time between development of the Library's collections and research assistance to students and faculty. The vital importance of such service was dealt with in Miller's landmark article "A Look in the Mirror: 25 Years of University Librarianship." Cecil Byrd, a long-time associate, noted that at Indiana Miller coordinated the general and departmental libraries, renovated and improved library quarters, injected new vitality into the library staff, and developed a systematic acquisition program for the Library's collections. Extra-curricularly, Miller is known as "the best librarian-golfer on the circuit."

Jerrold Orne. As he sees himself, Orne rates the following six areas, in order, as of uppermost importance in his career: teaching, building library collections, building libraries, library standards, military libraries, and professional writing. Expanding on this basic list, Orne explains: (1) "In directing a number of libraries, I always felt personally responsible for teaching my staff and developing each one to his or her utmost capabilities." He thinks that this type of staff teaching and training are of most permanent significance. (2) Collection development has always been given a top priority by Orne, "not aimed at large numbers, but rather at the fullest usefulness and utility of the library's resources. (3) Much of Orne's attention has been directed at academic library planning and building, in the construction of new buildings at the Air University in Alabama and the University of North Carolina, and serving as consultant for some 20 other academic libraries. For the past 20 years, also, he has published in the *Library Journal* an annual review of academic library buildings throughout the country. (4) Orne's international reputation, he believes, may rest mainly on his long involvement with the U.S. National Standards Association and the International Standards Organization, aided by his multilingual ability. Since 1963, he has served on important committees of these groups. (5) In six years as Director of the Air University Library, Maxwell AFB, Orne promoted better understanding and acceptance of the place of an academic library in the military educational system, serving as a model, since adopted by other military installations. (6) Orne is a prolific writer, the author of two dozen monographs and more than a hundred articles and reviews, and has served as editor of several professional journals.

Other librarians recognize the importance of Orne's work with international standards. One describes him as "something of a maverick in his concepts and highly energetic." Orne left his distinctive mark on each of three universities which he headed: Washington University in St. Louis, the Air University, and the University of North Carolina at Chapel Hill.

Rutherford D. Rogers. Though he is clearly entitled to claim much more, Rogers recorded only one major accomplishment: a founder of the Research Libraries Group.

University librarians familiar with Rogers' long, diversified, and successful career are more expansive. They note that he has been uniformly effective in six top library positions: at the Grosvenor Library in Buffalo, Rochester Public Library, New York Public Library, Library of Congress, Stanford University, and currently at Yale University. He was praised by one critic for "great administrative talent and political acumen." Another described him as "A man for all seasons — able, articulate, intelligent, with good ideas and skilled in presenting them." Similarly, a person who worked closely with Rogers for some years characterized him as "a generalist, *superior administrator*, especially clear in oral and

written communications, with keen understanding of a breadth of library issues." Also noted was his skill in making sound staff appointments. Admiration was expressed, too, for Rogers' leadership in the Association of Research Libraries, in networking and cooperation among research libraries, and work on copyright legislation. His reputation was further enhanced by publication, with David Weber, of the standard text, *University Library Administration*.

Frederick H. Wagman. Wagman states that his contributions to the library profession began when he was appointed Director of the Library of Congress' Processing Department and Deputy Librarian. In that position, he persuaded the catalogers to adopt no-conflict cataloging and several aspects of limited and group cataloging, greatly increasing their productivity. During his tenure, also, the Processing Department began publication of the *LC Subject Catalog*, *Serial Titles Newly Received*, *New Serial Titles*, the *Russian Accessions List*, and the *East European Accessions List*. As President of the American Library Association, Wagman began efforts leading eventually to establishment of the Freedom to Read Foundation, and his proposal to set up the ALA Publications Board was accepted. As Director of the University of Michigan Library, he was responsible for construction of a separate undergraduate library building, encouraging much heavier student use of the library; saw an enormous growth in the collections, introduced strong middle management and a considerable degree of staff participation in management; and at the same time freed the professional staff from clerical routines. After leaving the Library of Congress, Wagman takes pride in the fact that he was a leader in plans to publish the National Union Catalog.

Wagman was described by another top university librarian as "an admirable scholar librarian, a man who has always handled tough jobs willingly and well, and a number one ALA President." A second commentator stated that "Wagman's career at the Library of Congress and the University of Michigan prove again that ability and not simply library school training makes a great librarian." Among specific contributions, other respondents mentioned Wagman's work on the National Commission on Obscenity and Pornography and his consulting services for the United Nations Library and the Hebrew National and University Library in Jerusalem.

David C. Weber. Weber is one of the youngest of the group included in the present investigation. His career has been marked by a steady upward climb. Again in order of importance, as he sees them, his principal achievements up to now have been: (1) His success in selecting and developing able professional staff since going to Stanford some 20 years ago. (2) Helping to initiate, develop, and promote the RLIN system, before its adoption by the Research Libraries Group. (3) Responsibility for various innovations in the Stanford libraries: data services, audio services, staffing for reference services, collection development structure, University archives, a visiting committee from outside the University, and establishment of a friends of the library organization. (4) Creation of effective and harmonious relations with the University administration on policy matters and budgetary support. (5) Guiding the construction of the library building addition and renovation of the original structure at Stanford. (6) Joint formulation of the Stanford-Berkeley research library program in 1976. (7) Publications in the field of librarianship. (8) Making the proposal which led to creation of the Association of Research Libraries' Foreign Newspaper Project. (9) Guidance for young librarians. (10) Participation in professional library associations.

Commentators added or emphasized several points. One person closely in touch with Weber for many years noted his "all around competence as head of a great university library which under his guidance has made as rapid progress as any of its peers." Another characterized him as a "tough minded and experienced administrator, good on building, planning, and often quietly right on most issues." Weber was commended, too, for his publications in library administration, notably joint authorship with Rutherford Rogers of *University Library Administration*; for his development of the automation system BALLOTS; and as an organizer of the Research Libraries Group. Perhaps not the least of Weber's accomplishments was his survival as a member of General George Patton's army in World War II.

Looking at the careers of this group of chief librarians — in most instances extending over a long period of years — are there any common elements? Virtually without exception, they have stressed the development of strong library collections, assembling resources to support the teaching and research programs of their institutions. Hardly less emphasis was placed on staff development, finding the most promising candidates for all positions, and then giving them every opportunity to learn and to grow. A

majority of the librarians have been involved in large building programs and several have become outstanding leaders in library architecture. Support and guidance for the great cooperative undertakings since the mid-forties were mentioned frequently. A good number of the group has been on foreign missions, to help establish new libraries, teach in library schools, to serve as expert consultants, to lecture, and on other assignments. Most of the group have been actively involved in and held offices in library associations. The new world of computers and automation continues to fascinate a few of the respondents, mainly younger librarians, who evidently view it as the wave of the future.

Our original premise was fully confirmed: most of the informants were well acquainted with a few names on the list but knew little or nothing about the remainder, even though every person included has been prominent in the library profession for decades. Several explanations for this state of affairs may be possible, e.g., we know best those individuals from our own area of the country; preoccupation with one's job or institution may preclude attention to the outside world; non-participation in the activities of professional organization; failure to keep up with professional literature; or perhaps different interests among diverse personalities. It is hoped that the present study will help to acquaint them all with some of the interesting and important aspects of the careers of their peers.

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.

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Candidates for SELA Offices

1982-84 Biennium

Nominees for Vice President/President-Elect

Rebecca T. Bingham

Director of Library Media Services, Jefferson County Public Schools, Louisville, KY.

Education: B.S., Indiana University; M.A., University of Tulsa; M.L.S., Indiana University.

Experience: Assistant Librarian, Alcorn A. & M. College, Alcorn, Mississippi (1950-1951); Serials Librarian, Tuskegee Institute, Tuskegee, Alabama (1952-1953); Acting Librarian, Jarvis Christian College, Hawkins, Texas (1955-1957); Librarian, School Services Department, Indianapolis, Indiana, Public Library (1957); Junior High School Librarian, Tulsa, Oklahoma (1960-1962); English Teacher, Russell Jr. High, Louisville, Kentucky (1962-1963); Librarian, Jackson Junior High, Louisville, Kentucky (1963-1966); Supervisor of Library Services, Louisville Public Schools, Louisville, Kentucky (March '66-July '70); Director of Media Services, Louisville Public Schools, (July '70-July '75); Director of Library Media Services, Jefferson County, Public Schools, (July '75-).

Membership in Professional Organizations: Chairman, American Association of School Librarians/American School Counselor's Association Joint Media Committee (1970-1973), President, Kentucky Library Association (1971), Kentucky Governor's State Advisory Council on Libraries (1971-1973), Audiovisual Chairman, Southeastern Regional Conference, International Reading Association (1972-1973), Council of the American Library Association (1972-1975), Secretary-Treasurer, Southeastern Library Association, Resources and Technical Services Division (1973-1975), ALA Committee on Planning (1973-1977), Chairman (1976-1977); Executive Board, American Library Association (1974-1978), Chairman, American Association of School Librarians/Encyclopaedia Britannica School Library Media Program of the Year Awards Selection Committee (1975), Executive Board, KY. Assn. for Supervision and Curriculum Development (1976-1977), Steering Committee for Governor's Pre-White House Conference on Libraries and Information Service, 3rd Congressional District, Kentucky (1978-1979), President's Advisory Committee to the White House Conference on Library and Information Services (1979), President, American Association of School Librarians (1979-1980).

Pat R. Scales

Media Specialist & Librarian, Greenville Middle School, Greenville, SC.

Education: B.S., University of Montevallo; M.L.S., George Peabody College; Additional Graduate Work, University of Toledo; and University of Georgia.

Experience: Media Specialist and Librarian, Greenville Middle School, Greenville, South Carolina; Adjunct Instructor, Department of Education, Furman University, Greenville.

Membership in Professional Organizations: Southeastern Library Association, Chairperson-School Library and Children's Services Section (1979-1981); American Library Association, Council (1980-1981); American Association of School Librarians, Chairperson of the Affiliate Assembly (1980-1981); American Association of Library Services to Children, Newbery Award Committee (1982), Chairperson of Task Force Committee to study Library Bindings (1981); South Carolina Association of School Librarians; South Carolina Library Association, 2nd Vice President (1981); Society for Children's Book Writers, Judge for the Golden Kite Award (1981).

Nominees for Secretary

David L. Ince

Director of Libraries, Valdosta State College, Valdosta, GA.

Education: M.L.S., The University of Texas at Austin; B.A., Texas College of Arts & Industries, Kingsville.

Experience: Director of Libraries, Valdosta State College (1977-); Assistant Director, Technical Services, New Mexico State University (1974-1977); Head of Administrative Services, The University of New Mexico (1972-1974); Special Assistant, Administrative Services, The University of Texas at Austin (1970-1972); Library Assistant, Business & Economics Library, The University of Texas at Austin (1968-1970).

Membership in Professional Organizations: American Library Association, Association of College & Research Libraries, Library & Information Technology Association, Library Administration & Management Association; Southeastern Librarian Association; Georgia Library Association, College & University Division, Chairman (1979-1981), Automation Committee, Chairman (1981-1983).

Jeannine L. Laughlin

Assistant Professor, School of Library Service, University of Southern Mississippi, Hattiesburg, MS.

Education: B.S., M.L.S., Ed.S., University of Southern Mississippi; Ph.D. candidate in library science, Indiana University.

Experience: Librarian, Anderson Hospital Meridian, Mississippi (1967-1968); Librarian, Meridian Jr. College (1968); Head Librarian, Meridian High School; Supervisor of Library/Media Services, Meridian Separate School District.

Membership in Professional Organizations: American Association of School Librarians (1970-), Librarian Counselors Committee (1970-1975), Committee on the Treatment of Minorities in Library and Other Materials (1977-1978), Intellectual Freedom Committee (1978-), Children With Special Needs, Chair (1981); American Library Association, (1970-), Reference and Subscription Books Review Committee (1979-); Association of American Library Schools (1978-); Association for Educational Communications and Technology (1970-1977), Council (1972-1973); Mississippi Association of Media Educators (1975-), President (1975); Mississippi Association of School Librarians (1970-1975), President (1973), Vice President (1972); Mississippi Audio-Visual Association (1970-1975), President Elect (1974), Secretary (1973); Mississippi Library Association (1968-), President (1976), Vice President (1975); Southeastern Library Association (1978).

Nominees for Treasurer

Leroy C. Childs

Director, West Georgia Regional Library, Carrollton, GA.

Education: M.S.L.S., Atlanta University; B.S., North Carolina A. & T. College.

Experience: Director, West Georgia Regional Library (1976-Present); Deputy Director (1972-1976); Assistant Director (1967-1972); Assistant Director, Negro Service, King Street Branch, West Georgia Regional Library (1952-1967).

Membership in Professional Organizations: American Library Association; Southeastern Library Association; Georgia Library Association, Treasurer (1971-1971), Chairman, Library Development Committee (1975-1977), Vice Chairman, Education for Librarianship Division (1979-1981); Georgia Council of Public Libraries, Chairman, Legislative Committee (1978-1980), Member of Public Library Advisory Group to the State Superintendent of School (1977-Present).

Arial Stephens

Director, Public Library of Charlotte & Mecklenburg County, Charlotte, N.C.

Education: A.A., Charlotte College; B.A., M.S.L.S., University of North Carolina-Chapel Hill.

Experience: Assistant Director, Charlotte Public Library (1962-1971); Reference Assistant, Charlotte Public Library (1960-1961); General Assistant, Charlotte Medical Library (1958).

Membership in Professional Organizations: North Carolina Library Association (1963-); Southeastern Library Association, Chairman Public Library Section (1972-1974); American Library Association (1962-); North Carolina State Library, Library Services and Construction Act Advisory Council (1975-1979), Automation Committee to LSCA (1976-1978), Networking Committee (1979-), State Aid Committee (1977-1978), Certification Commission (1977-1979); N.C. Public Library Directors' Association, President (1979-1980); SOLINET, Board (1980-1983).

O Weep For Librarianship

JoAnn Stefani

Hopefully Shelley will not "turn over in his grave" if his immortal words are altered to say loudly, "O weep for librarianship — it is dead!" His words aptly express many librarians' sentiments concerning the current state of the library profession. The profession of the scholar-librarian who collected, organized, and increased the collective wisdom of mankind is dead. Undoubtedly, some librarians will vehemently disagree and argue that the death knoll has not yet tolled, but evidence exists otherwise. Librarianship is dead and awaiting burial.

The death of librarianship has come about as a result of two overriding factors. The principal factor has been the application of computer technology to traditional library functions, primarily in the automation of cataloging and reference work. More subtle, but equally as devastating, has been the gradual change in librarianship due to the infusion into its ranks of persons educated in management theories and business techniques. They and the many traditionally-educated librarians who adapted computer technology and management strategies to librarianship have altered the profession in substantial ways and caused its demise.

The adaption of computer technology and management theory to librarianship was in response to budgetary constraints which forced librarians to become cognizant of the costs of their services and spurred them toward finding ways of lowering those costs. Neither computerization nor utilization of management theory is necessarily detrimental, but their employment by librarians as a solution to their economic difficulties destroyed the traditional characteristics of librarianship.

When automation was first applied to the cataloging process, the technology was welcomed as a labor-saving strategem which would help clear up backlogs and increase user satisfaction by making materials more readily available. Although there was uneasiness among catalogers concerning their possible replacement by paraprofessionals or clerical staff, few catalogers were actually replaced and the fear soon dissipated. Over the years, however, the situation has radically altered. The fear has become a reality.

Now that the cooperative cataloging databases have become swollen with millions of member-contributed records, there exists limited opportunity for a cataloger to utilize cataloging skills unless the cataloger happens to be a member of the staff of a large research library or an important specialized collection where catalogers still originally catalog large amounts of material. As long as libraries accept member-produced cataloging copy from the bibliographic database without verification or substantial modification, paraprofessionals or clerical staff can handle the cataloging workload. Even local cataloging idiosyncrasies can be handled by paraprofessionals or clerical staff using the database bibliographic record as a basis. Only local ephemera which by its very nature does not usually justify the time or expense of input into a national cataloging database actually requires a cataloger's expertise.

Ms Stefani is a cataloger, John Davis Williams Library, University of Mississippi.

Distinguishing degrees of complexity in cataloging and assigning only the most difficult material to catalogers has modified their traditional functions. Catalogers are now more managers than librarians. Although they do some original cataloging and spend time learning and interpreting cataloging rules and keeping current with cataloging database developments, the majority of their time involves supervising support staff and developing and implementing policy for the cataloging department and the library. Not that these tasks are not time-consuming and of value to the library, but they have replaced most of the traditional work of the cataloger. The cataloger now has limited need for subject specialization and foreign language facility. Instead, a cataloger must develop skills in interpersonal relations, motivation, and communication. Increasingly, personnel matters such as hiring, training, and performance appraisal are of major concern. Recent job descriptions for technical services librarians demonstrate that supervisory experience and/or the ability to plan, organize, implement, and coordinate cataloging operations have become important attributes of today's cataloger. Management adeptness has replaced the scholarly expertise previously required.

Although the cataloging department is one of the library's most essential components, its future appears grim. The final outcome of the developing technology in cataloging is uncertain, but present-day cataloging departments seem destined for oblivion. If computer technology continues its trend toward increased efficiency and economy, cataloging departments will undoubtedly disappear. When the complete text of a publication can be entered into the machine system at very little cost and access can be obtained in non-traditional ways, the functions of cataloging departments will become superfluous. The information seeker of the future will not need a cataloger to classify and provide subject access to material if the computer can handle those tasks faster, cheaper, and more efficiently.

The change in cataloging departments due to the application of computer technology to cataloging functions has been paralleled in reference departments. In an effort to enhance service to users, online bibliographic searching was adopted to replace the time-consuming task of preparing made-to-order bibliographies. Although enthusiasm remains high for the utilization of commercial online search services, implementation of those services has had an overwhelming impact on the traditional functions of the reference librarian. The basic character of the reference librarian's job has been substantially altered. Because reference librarians have been forced to devote large amounts of time interviewing clients, preparing searches, and learning the various search systems and their vocabularies, they have not been able to devote much time to the reference desk. Moreover, by not being involved with the tools of common reference service on a day-to-day basis, the reference librarian has steadily lost efficiency at the desk and consequently has been supplanted at the desk by the paraprofessional or clerical staff member.

Since online searching has been introduced in the reference department, subject specialization among librarians in the department has increased. Limiting subject areas to specific librarians has allowed them to become more proficient with database vocabularies and subject literature. The division into subject specialities has permitted greater independence and autonomy in handling search requests. Freedom from routine reference work has also given the reference librarian more opportunity to satisfy the client's demands.

Although the assumption of online searching has increased the professional interaction between the reference librarian and the client, this relationship appears to be temporary in nature. Librarians as intermediaries currently dominate the online search process because they are familiar with the command languages, the search procedures, and the mechanics of using the terminal and database. Undoubtedly, this situation will not remain static. Many end users, most notably in the sciences, are now skilled in online searching. If Charles T. Meadow's assumptions are correct, other end users will soon actively and knowledgeably participate in the search process.¹ Technological advances and economic factors will probably end the intermediary-client relationship altogether. If online use instruction and command languages are developed so that end users can easily manipulate their own searches, an intermediary will no longer be necessary. Furthermore, if search costs are reduced, the economic value of the expertise of the search intermediary will decrease, and the intermediary's services will be bypassed.

Whether librarianship can survive the assault of technological change is uncertain. Clearly, the profession of a decade or even a few years ago is dead. Although librarianship probably never

achieved full professional status, arguments that it had achieved semi-professionalism could be supported. An exclusive knowledge base and a service orientation, the two core characteristics of the professional model, were distinctive features of librarianship. The traditional professional-client relationship, which was governed by the professional's claim to superior knowledge and was dedicated to serve the client's best interests, was the basis of the librarian-client interaction. Except for the temporary aberration of the librarian-client interaction in the online search process, the basic attributes of the professional model no longer characterize librarianship.

Declining professionalism, or deprofessionalization, is the probable fate of many professions to various degrees. In a definitive article on the current trend toward deprofessionalization, Nina Toren roots the sources for declining professionalism in the knowledge base and the service ideal.² These in turn affect the other properties of the professions: monopoly, autonomy, authority, and status. Toren notes that the source of deprofessionalization which results from the knowledge base of some professions is related to the ongoing process of technological innovation. Technological innovation and the concomitant processes of standardization and routinization affect those professions whose knowledge base is primarily technical. Standardization and routinization of professional activities allows their delegation to less qualified personnel leaving little to warrant professional status for the person who formerly performed the activities. Standardization and routinization of professional activities also makes them more comprehensible to the non-professional and consequently professional authority and autonomy are lost.

Toren's arguments are supported by recent developments in librarianship. Those activities which were once the exclusive province of the librarian are now routinely performed by non-librarians. Additionally, the functions of collection, storage, organization, and retrieval of information which have customarily been performed by librarians have become the basis for a vast information industry outside the domain of the library, and the librarian must now compete with private interests for information access.

A continuation of the current trend of treating information as a commodity to be bought and sold may negate any future role the librarian might play in the information transfer process. If commercial vendors can reap the expected enormous profits to be found in the mass consumer market of end users in homes and offices without the librarian's role in the process, librarianship will be further weakened. The issue of property rights to information has not been resolved either, and the growing apprehension over this possible barrier to information use clouds the librarian's future ever more.

If application of computer technology to cataloging and reference work has fundamentally changed the essence of a librarian's job and contributed to the deprofessionalization of librarianship, the contemporary view of the nature of libraries has also had an enormous impact. Once seen primarily as institutions devoted solely to scholarly endeavors, libraries are now perceived as social and political entities. Abandoning the traditional scholarly functions and pursuing a variety of activities labeled "outreach" has lent support to the opinion that libraries are not really dedicated to scholarship. Lending garden implements, providing free refreshments, and holding pie-making contests are hardly traditional library activities. Acceptance of the belief that these activities are legitimate library functions has hastened the erosion of the intellectual aspects of librarianship. Unfortunately, management accountability demanded by governing boards and accrediting agencies has pressured librarians into using whatever means necessary to improve the library's role in the socio-political sector. Being forced to compete for tax dollars, the library has had to prove its worth in a society where a majority do not place a high value on intellectual pursuits. Unhappily, even academic libraries are subject to the issue of pleasing potential patrons. Like the public librarian, the academic librarian has been obliged to engage in lobbying, promoting, and grant-raising efforts in order to gain support and patronage from those who control the library's appropriations.

The librarian's orientation has turned from that of the scholar-librarian in the collegial model whose intellectual independence is sacrosanct to that of an administrator-manipulator in a business organization. Since decision-making, planning, organizing, innovating, delegating, staffing, implementing, evaluating, and controlling regularly occupy the major portion of a librarian's day — irrespective of the time-consuming task of budgeting — scholarly enterprise has essentially disappeared. Scholarship is no longer considered a librarian's most important asset. Proficiency in utilizing management theories,

techniques, and strategies is much more highly rated.

Although it is obviously too late to resurrect traditional librarianship, perhaps there is still time to work successfully toward solving the economic difficulties of libraries. Herculean decisions involving accommodation of technological innovation and modern management theories to traditional librarianship must be made if a new profession of librarianship is to be born again.

¹Charles T. Meadow, "Online Searching and Computer Programming: Some Behavioral Similarities (Or Why End Users Will Eventually Take Over the Terminal), *Online* 3 (January 1979): 49-52.

²Nina Toren, "Deprofessionalization and Its Sources: A Preliminary Analysis," *Sociology of Work and Occupations* 2 (November 1975): 323-337.

Promoting College Libraries in the 80s

Janice C. Fennell

One of the most important functions of any business or organization, whether it be profit or service oriented, is that of public relations. A college library is no different. Critical to the provision of quality library service is the promotion of good public relations. It is unfortunate that — even though opportunities for public relations exist in every library — they are often left to chance or ignored.

What is public relations? How does it differ from publicity? Whose business is public relations? Should only the director, public services librarian, or college director of public relations be involved? What part does public relations play in a college library?

One authority has used public relations, publicity, and interpretation synonymously. However, the three terms have subtle differences in meaning. Publicity is more often related to promotional gimmickry utilized by public libraries to attract patrons. Examples such as radio and TV spots, catchy billboards, Saturday Night Fever dances, and skateboard contests can be mentioned. Interpretation programs explain what libraries are for, what they need, what librarians do, and also call attention to the educational needs on the campus to which librarians can make contributions. Public relations at the college level is more than mere advertising; it involves more than interpretation. It can be defined as some type of personal contact in all activities of the library intended to influence the attitudes and opinions of the library staff, students, faculty, college administration, and the community. Edward Freehafer (*Wilson Library Bulletin*, 38:534-35.) defines public relations as "90 [sic] percent performance and ten percent interpretation," noting that it is indeed the "sum of the actions of every individual connected with the library's operation." Publicity and interpretation, while important, should be viewed as components of a public relations program.

College librarians should and must assume a greater role in the area of public relations. Every staff member — from the student assistant shelving books, to the secretary answering the telephone, to the reference, acquisitions, or catalog librarian — must accept responsibility for public relations. It is through their attitudes and job performances that a library projects its public image. A better promotional job must be done than has been done in the past if libraries are to receive and maintain the support of the administration and users. Everyone is in favor of a good public relations program, yet how is one inaugurated?

When using the term public relations, a clearly defined "public" must be identified and recognized. The "public" of a college library is located both on and off campus. On campus the "public" consists of library staff, students, faculty, and administration. Off campus the "public" is the entire community, alumni, public school students, local businesses and other libraries within the community.

Generally library staff members are not considered a portion of the "public" to which a library must relate. However, it is very important to realize that good relations must be apparent and practiced within a library before they can be successful elsewhere. The first "public", the library staff, can certainly be involved in the maintenance of good public relations. A spirit of good will and enthusiasm among the staff will be obvious to all users of the library. Fair personnel practices and democratic processes are

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necessary. Staff involvement in policy making and planning, genuine praise when justly deserved, plus open communication between all members of the staff are only a few of the steps which lead to the beginning of a good public relations program. Once initiated with the staff, a successful program is underway.

The second "*public*" to influence is the student population. The library and, in fact, the whole institution would cease to exist were it not for the students! Direct personal contact between library staff and students is perhaps the most valuable aspect of maintaining good relations. Warm, sympathetic, approachable persons should make up the library staff. Staff members who are not afraid to give students first priority by taking time from their professional duties are a must.

A well-lighted, nicely furnished, centrally located library which offers an atmosphere for casual readers, serious students, or browsers is a prime campus asset. Books and other materials should be located so that students have direct access to information. Outside book depositories available at all hours are low cost attractions. Such regular services as personalized reference service, photocopying machines, group study rooms, typing rooms with workable typewriters, in-house calculators, computer terminals and printers, and an ample circulation period with privileges of renewal are ways in which libraries can improve their public relations. Another idea which students seem to appreciate is the use of a suggestion box in the library where various questions and comments can be made to the library with a member of the library staff being responsible for answering all questions.

Late night hours for academic libraries — particularly at exam time — are a perennial request of students. One library, short of funds for student assistants, answered such a request by sharing the cost of hiring a late night student assistant with the student government association.

In the area of instructional media, many additional services can be provided. Students should be able to check out, either for overnight use or for weekend use, equipment such as film or filmstrip projectors, tape and cassette recorders, cameras, ektagraph kits, and materials such as records, films, filmstrips, and tapes. For classroom use, overhead and opaque projectors should be available. Such circulating items should be publicized; otherwise, the students will never be aware of them.

Physically impaired patrons often have trouble using the library and its resources. For many of these students a visit to the library is extremely difficult or next to impossible. For libraries in which the card catalog is computer based, an individual copy of the COM (computer output microfiche) catalog can be issued to each handicapped student. Each student will then have access to all resources of the library. Each student can be provided not only with the COM catalog but also with a portable microfiche reader for home use. The readers should be assigned quarterly to the students. Thus library resources are readily accessible to the students, and with a telephone call to the library, the requested material can be delivered to the student at a convenient campus location.

Another possibility for innovative service is a cooperative relationship between the State Bureau of Blind Services and the college library. Talking book machines and cassettes can be permanently deposited in the library for use by any student needing to use them while on campus. The reference staff will provide special research services to the blind students by compiling bibliographies, doing literature searches, and answering specific reference questions. The library can also act as the liaison between the Regional Talking Book Library and a student in obtaining braille textbooks. All a student must do is to make the request to the library at least one quarter in advance and the library will do the rest. The library can also accept and provide storage space for tapes donated for use of blind students.

An author lecture series can give students the opportunity to react and relate to an author, as well as provide exposure and recognition to an author and his work. In conjunction with such a lecture, a display can be set up, slides shown, the event featured in the town newspaper or by the radio or television station, and a reception following the lecture held in the library.

In order for a public relations program to be successful on campus it is necessary that a cordial relationship exist between the campus newspaper and the library. Interviews with the editors pay dividends. At a minimum, the editors of these publications or their reporters gain a personal interest in what goes on in the library and a personal knowledge of what the librarians are trying to do. They are good salesmen for the library's products.

The faculty serves as the third "*public*" with which the library must maintain and promote good public relations. Never forget that the faculty can make or break the library. Communication between the

library and the faculty and involvement of the faculty in the library's activities are two of the best ways of promoting public relations. Other means of promotion include orientation for new faculty, new acquisitions lists, items in the faculty newsletter, efficient library service and day-to-day contacts with faculty members at lunch, at coffee, or in committee meetings. Personal contacts are one of the most important aspects of human relations and, next to efficient service, possibly the best public relations asset of the library. A friendly staff that mingles freely with both faculty and students and reflects a willingness to share knowledge and resources cannot be overemphasized.

One of the most used and also the most valuable services which can be offered to faculty members is the compilation of bibliographies and pathfinders for class topics and research reports. In conjunction with the compilation of bibliographies, both manual and on-line literature searches can be conducted. Materials owned by the library, as well as those which can be acquired through interlibrary loans, should be included.

Instruction in library use can be given in cooperation with other departments of the college. Knowledge by the faculty that the library staff is available to offer such a service is a necessity. Departmental liaison librarians can serve to publicize this service and work directly with the department in giving the instructions or making arrangements for it. Often faculty are unaware of the various types of software and accompanying hardware suitable for their specific area. In-service workshops on media utilization, equipment handling and simple repairs can be a real bonus on a campus with an active media center as part of the library. Informal, on-the-job instruction to faculty regarding usage of equipment is also greatly appreciated.

With the advent of COM catalogs and the accessibility of microfiche readers in departmental offices, faculty can now be aware of the contents of the library. Many libraries respond to a telephone call made by a faculty member requesting certain items with same day delivery of that item to the departmental office. Other libraries retrieve the material from the stacks and hold it at the circulation desk until it can be checked out by the faculty member.

Another public relations idea which is appreciated by faculty and especially helpful if time and staff permit is the idea of maintaining interest profiles on all faculty members. At the beginning of the school year a questionnaire is submitted to all faculty, and all interested participants return the completed form to the library. On such a questionnaire are questions pertaining to the major field of interest, journals in which the person is interested and to which he does not subscribe, current projects and activities in which he is involved. During the year, a library staff member is assigned to certain names and is in charge of scanning current literature and routing all material of interest to the faculty member. If money is available, copies of tables of contents of the chosen journals or certain copies of articles are provided. Money for such services should come from the departmental budgets rather than the library budget; however, the service is provided by the library.

How does a library acquaint the faculty with the many services which it provides? The best way is through personal contact. At the beginning of the school year, librarians can schedule meetings with the individual departments or schools, make introductions, distribute handouts, give slide presentations, outline budget allocations, and explain policies, procedures, and services.

Another opportunity for the publicizing of library services and resources suitable for the faculty is planning week prior to fall registration when "get acquainted with your library" sessions are held. Times should be arranged for library visits when no other activities are planned. Ideally, groups of no more than ten to twelve faculty members at a time visit the library where they are treated to refreshments (perhaps compliments of the Alumni Society) and are then taken on an organized tour and given an exposition of the library and its activities. The entire staff should take part in this public relations activity, because the rewards can be astounding. In one college library in which this was implemented, faculty usage and, in turn, student usage of the library greatly increased.

The annual report is the most often used device for acquainting the administration with the library services. The administration is often made more aware of the library and its staff if the librarians participate fully in all activities of the campus and community, serving on college-wide committees, attending student functions, giving speeches, making presentations, serving as consultants, and writing for publication. Not only will such activities bring librarians to the attention of administrators, but the faculty will truly recognize librarians as fellow members of the faculty.

For the off-campus "public", a number of ideas can be used. A bi-monthly "Current Awareness List" is one of the best services a library can offer to both the on- and off-campus publics. Such a list consists of excerpts of the current news of higher education that appears in the local, state, and national newspapers. The excerpts can be sent to many of the colleges and universities in the area and will be appreciated by presidents and librarians alike. Copies of the complete articles abstracted in the "Current Awareness List" can be sent to readers upon request.

Libraries should welcome the opportunity to serve advanced or gifted students from the local public schools. It is well to remember that such students include many prospective college students who will profit from the exposure to a library with friendly, competent staff and adequate resources. Although the library exists primarily for the use of the college students and faculty, limited use by individuals and groups in the community should be encouraged.

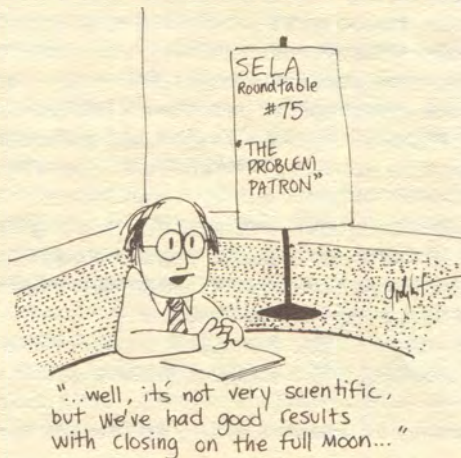
COM catalogs can serve as good public relations devices with one aspect of the off-campus "public". Copies of the COM catalog can be distributed to major businesses in the area and telephone reference service encouraged.

Friends of the library and alumni are both groups with which every library should cultivate and maintain good public relations. Much support, financial and otherwise, can come from these organizations. An example of a way in which alumni can be involved in the library and its program is through a "Buy-a-Book" plan. Announcements can be made in the regular alumni bulletin that for a contribution of a certain amount, tax deductible, a special book plate honoring the donor will be inserted in a book chosen by the librarians.

Finally, exhibits and displays are two of the most frequently used methods of public relations. Exhibits are commonly prepared to publicize little-known or rare library materials, encourage reading, promote interest in a specific field or group of subject fields, call attention to a particular anniversary or special occasion, acknowledge outstanding gifts, encourage hobbies, relate the library to campus organizations and activities, and publicize faculty research. Exhibits should involve not only library staff members, faculty, students, and staff but also people from the community and state. To prepare exhibits takes a great deal of time; therefore, it is well to remember that it is far better to have a few good exhibits than many of inferior grade during the year.

In conclusion, the public relations program of a college library is a very important aspect of the entire library picture. Granted it may be an intangible aspect as Eugene F. Burke (*Wilson Library Bulletin*, 42:285-88) has stated; it can be left undone, but today's library cannot afford the luxury of poor public relations with its clientele. Public relations is an activity in which all should participate. In an academic library in which public relations are handled skillfully, librarians insure that users and potential users are aware of the wealth of information and services available. They provide these services with courtesy, sensitivity, and efficiency.

In the future it will become even more imperative that librarians work at good public relations in order to enhance the library's utility to its "public".



The Haley Collection at Appalachian State University

Larry Barr, Janet L. Barr

Since the late 1930s the Department of Library and Media Studies at Appalachian State University has been concerned with the culture of childhood and has manifested this concern through the education of an outstanding cadre of school and children's librarians. During the past two years the Department has been honored to have Gail E. Haley in the position of writer-in-residence in the College of Learning and Human Development. Ms. Haley's scholarly interests are also concerned with the culture of childhood. In addition to her distinguished writing for children, she is concerned with materials for and about children and other topics related to the culture of childhood and has, over the years, assembled a remarkable collection of materials reflecting these interests. Ms. Haley has generously agreed to make this valuable collection available to Appalachian State University.

The first task needing completion before the collection can be made available for scholarly use is the organization of the collection in a space sufficiently ample to allow for its effective utilization. Eventually the collection will probably be housed in the Center for Appalachian Studies because it complements the special collections already available at Appalachian State University.

The Haley collection consists of several thousand items. Perhaps the most valuable of the materials, from a scholarly point-of-view, are the hundreds of chapbooks in the collection which include titles dating back to the eighteenth century. Many of these chapbooks were written expressly for children and give fascinating glimpses into the culture of childhood two or more centuries ago. Some representative examples of these include:

Lessons for Good Children in Easy Rhyme. New Haven: S. Babcock, 1937. 16 pp., 6 woodcuts, 7x11 cm. This item offers such advice as "On Sunday begin / The week without sin."

Willie Drew and His School-Mates, by Mrs. Maxwell, ed. by D. P. Kidder. New York: Published by Lane & Scott, for the Sunday-School Union of the Methodist Episcopal Church, 1851. 36 pp., 8x11 cm. A tale in verse "Of Jimmy Frolic, Samuel Briar, / And little Willie Drew."

The Gigantick History of the Two Famous Giants, and Other Curiosities in Guildhall, London, 3rd ed., corrected. Printed for Teo. Boreman, Bookseller, near the two giants in Guildhall, London, 1741. 112 pp., 1 woodcut, 5x6 cm. One of the many delightful miniatures in the collection.

Franklin's Way to Wealth; or "Poor Richard Improved," etc., a new edition: corrected and enlarged by Bob Short, and adorned with copper-plates. London: Printed by W. Dorton, Jun., 1814. 36 pp., 12 plates, 9x14 cm. Bound with eight other chapbooks in a miscellaneous collection.

The collection encompasses nearly a thousand non-book items for children, such as toy soldiers, molds from which lead toy soldiers were made, board games, card games, toys, valentines, advertising cards, cutouts, and prints that were produced before 1910. The earliest of the children's board and card games date back to the 1650s. An important modern title in the collection is:

d'Allemagne, Henry-Rene. *Le Noble Jeu l'Oie en France, de 1640 a 1950*. Paris: Library Grund, 1950.

The Haley collection includes numerous examples of the types of games described in this treatise. The collection likewise embraces hundreds of books, and a representative collection of periodicals, that were produced for children between 1780 and 1900. In addition there are several hundred books about children published during the period 1820 to 1900.

Further, Ms. Haley is making available the original art work for her children's books, including the original sketches, blocks, proofs, etc., for her Caldecott Medal winner, *A Story, A Story; Post Office Cat*,

The authors are associate professors in the Department of Library and Media Studies, Appalachian State University, Boone, NC.

which won both the Kate Greenaway Medal in Great Britain and the Kadai Tosho Prize in Japan; and her other notable works such as *The Green Man*, *Birdsong*, and *Go Away, Stay Away*.

There are a number of twentieth century books for children included in the collection, such as, for example, nearly a hundred of the big-little books that were so popular with children during the 1930s and 1940s.

Ms. Haley is making available two working hand presses which are expected to be used in producing reproductions of various items in the collection and to provide experience to students interested in printing.

Taken together the nearly ten thousand items of the collection are a remarkable resource for the study of the role of the child in European and American society during the last three centuries. Related topics that are well represented by the materials in the collection include the history of games; the history of printing, particularly in France; the development of illustration in children's books; and the development of numerous themes in children's literature such as didacticism, religion, manners and morals, and family life. The collection is being made available for educational purposes. It will support teaching about children and serve as a source for the production of scholarly works. Plans for its use include the development of travelling exhibits to schools and libraries in the region; reproductions of outstanding examples of children's games and chapbooks; support for the teaching of such courses as children's book illustration, the history of books and printing, and the history of children's literature which are taught in the Department of Library and Media Studies; the provision of resources from which productions of slide sets, video tapes, and other media may be produced which will be useful in courses concerned with the culture of childhood. Once the collection is properly organized, a task expected to take another year, the Haley collection gives promise of being one of the nation's outstanding collections of material related to the history of childhood.

The Abbey Library at Gethsemani

J. B. Howell

Half-hidden among the rolling hills of Kentucky's famed Blue Grass Country, ten miles south of historic Bardstown, is Gethsemani, the oldest of the sixteen Cistercian monasteries in the United States.

The Cistercians, or Trappists as they came to be called, are an ancient order, which was founded at Citeaux in the Burgundian region of northwestern France in 1098. It was at this time that the forefathers of Gethsemani abandoned the existing dominant order and the security of its prosperous abbey to establish a new monastery based upon St. Benedict's vision of a contemplative life "hid with Christ in God" (Colossians 3:3). In so doing, they adapted the medieval liturgy to include a harmonious combination of manual labor, prayer, and spiritual reading.

When, in 1848, the founding fathers of Gethsemani moved from a wine-producing province of France to a tobacco-growing region of Kentucky, they established a monastery which reflected the life of neither locale but one which continued the integral rhythm of work, prayer, and reading. For 135 years, the monastic life of Gethsemani has been characterized by simplicity in an atmosphere of silence, which is conducive to prayer and contemplation.

Since the Middle Ages, monasteries throughout Europe have been recognized as principal repositories for religious books and manuscripts. As they established branches in this country, many of their priceless materials also found their way across the Atlantic. For more than a century, the abbey at Gethsemani has not only been assembling a highly significant book collection but also providing an invaluable library service for countless Trappist brothers who have lived within its walls.

The Abbey Library of Gethsemani is currently comprised of 26,000 volumes, ranging from rare books and manuscripts to the mystery stories of Sherlock Holmes. The collection is fully cataloged, and, as Father Bede, the librarian, points out, it has recently been reclassified according to the LC classification system.

Although radios and television sets are not permitted in the abbey, a variety of journals and selected newspapers are regularly received and avidly read.

It was largely through the interests and efforts of Edmond Obrecht, the monastery's fourth abbot (1898-1935) and a book collector himself, that Gethsemani acquired its most valuable research materials. As Trappists are exclusively a contemplative order, however, many of the collection's manuscripts and incunabula are now on permanent loan to Western Michigan University's Institute of Cistercian Studies at Kalamazoo.

The archival records of the monastery, dating from its founding, have been carefully preserved. Among the fascinating facts in the annals of the abbey, for example, is that although Dom Eutrope Proust, the founding father, returned to France in 1859 and died there, one of his arms was shipped to Gethsemani for burial here. As the oldest abbey on American soil, the archival records of Gethsemani provide authentic source materials for a somewhat obscure segment of Southern history.

Of particular interest are the library's materials relating to the priest-poet, Thomas Merton, who was perhaps the best known of all the Trappist brothers at Gethsemani. Born in France, of New Zealand and American parentage, in 1915, Merton was educated both in England and at Columbia University. After several years of college teaching, he took the Trappist vows at Gethsemani in 1941. It was here during the last twenty-six years of his life that he completed thirty literary works, including the highly-acclaimed best-selling novel, *The Seven Storey Mountain*.

According to Brother Patrick, Merton's last secretary, approximately one hundred theses and dissertations, as well as numerous books, have been written about Merton and his works since the author's death in 1968. In order to make these materials more readily available to scholars, Merton's manuscripts, correspondence, personal journals, and art work are currently on loan to Bellarmine College in Louisville, fifty miles away.

Concentrating, as it does, on monasticism, patristics, philosophy, and religion, this cloistered library at the Abbey of Gethsemani undoubtedly contains one of the most significant collections of monastic history to be found in the Southeast or elsewhere.

Librarian's Bookshelf

Edited by John David Marshall

Cataloging and Classification: An Introduction. By Lois Mai Chan. McGraw-Hill, 1981. 397 pp. \$18.95.

This book, a part of the *McGraw-Hill Series in Library Education*, is written as an introductory text to be used in a beginning course in cataloging and classification. It is divided into five parts with emphasis on three: descriptive cataloging, subject cataloging, and classification. Each begins with a list of basic tools to be used, background readings, and further readings for those that may "wish to pursue the subject in greater detail." In each the historical development and the basic principles are discussed. The best coverage is given to subject cataloging with good explanations of Sears and Library of Congress subject headings. The explanations of subdivisions (personal, corporate, geographic), development of categories of heading omitted (personal, corporate, geographic), literary works, and biography will be useful for both the beginning student and the more experienced cataloger. One might question a chapter on PRECIS in an introductory text.

The parts dealing with descriptive cataloging and classification are more limited in their usefulness and as indicated in the preface are aids to the study of these operations, not intended to take the place of the basic tools — *Anglo-American Cataloging Rules* and *Dewey Decimal Classification* or the *Library of Congress Classification* schedules. Perhaps a more logical addition to the publisher's series would have been a text on classification alone, covered in more detail, since the series already has two volumes dealing with other aspects of cataloging.

Approaches to teaching a beginning course in cataloging and classification vary greatly and it is difficult to develop a text which serves that purpose other than for the writer. One gets the feeling on

examining this book that the author has taken material covered in several different cataloging and classification courses and included it in this basic text. Herein may lie the chief fault of the book — an attempt to be all things for all people. The book will be useful as a refresher to a librarian returning to cataloging after a period away from the field. Cataloging teachers may get ideas to incorporate into their teaching but most likely will not use it as a required text.—*J. Marion Kimbrough, Department of Library and Information Science, Peabody College of Vanderbilt University, Nashville, TN*

Defending Intellectual Freedom: The Library and the Censor. By Eli M. Oboler. (Contributions in Librarianship and Information Science Number 32) Greenwood Press, 1980. 246 pp. \$22.95.

Eli M. Oboler, distinguished former library director at Idaho State University in Pocatello and a nationally renowned spokesperson against censorship, has compiled several dozen articles into a book defending intellectual freedom. Throughout the book Oboler espouses the idealistic form of intellectual freedom which absolutely rejects all censorship. He argues that total intellectual freedom is a primary necessity for a progressive democratic society to flourish and that censorship is more harmful to society than any materials being censored. It is his contention that truth, free inquiry, and access to information are more valuable to society than any harmful effects from scholarly research, pornography, security problems, or well-intentioned paternalism. Lest readers believe him to be naive, the author demonstrates that intellectual freedom is constantly under attack by politicians, jurists, advocates of both the left and the right, and by individuals. Included within this last group are librarians who meekly acquiesce in censorship attempts and do not promote and defend the cause of intellectual freedom. The role of the librarian does not have to be that of Don Quixote but should include specific actions such as being prepared with written selection and review policies, cultivating a working relationship with administrators, supporting others under attack, developing a public relations program, and serving all elements of the population. In addition, Oboler attempts to show that censorship has had its origins in attempts by persons to regulate words which they feared. It is his argument that there are numerous justifications given for censorship such as national security, law, morality, paternalism, public protection, but there is no rational reason except the fear of the censor.

The subject of Oboler's book is highly thought-provoking, but the mosaic style of presentation leaves much to be desired. Many of the articles (including the entire last chapter) are of dubious value, and it is questionable whether they should have been included in this volume. In the first half of the book there are short introductory paragraphs for each chapter and enlightening footnotes and comments which help place the articles in perspective. Unfortunately, the introductory paragraphs become increasingly unenlightening in the last half of the monograph which causes the reader to become frustrated over the purpose and point of the articles. Also, Oboler possesses a sophisticated command of the English language which may frustrate some readers until they discover that the author has a superb but subtle sense of humor which is hidden in the prose. I counted nine typographical errors which further added to the confusion in trying to determine the point of the articles. The book is well bound and contains a valuable fifty-one page annotated bibliographic chapter that presents monographs (both pro and con) on the issue of intellectual freedom. Readers will find it difficult to not become infected with the spirit of a partisan inspired by his cause. This book is probably not a must purchase for most libraries but I would recommend it for library schools.—*Martin D. Sugden, Jacksonville University, Jacksonville, FL*

The House of Appleton: The History of a Publishing House and Its Relationship to the Cultural, Social, and Political Events That Helped Shape the Destiny of New York City. By Gerard R. Wolfe. Scarecrow Press, 1981. 450 pp. \$17.50.

As the subtitle suggests, this book is chock full of the social, economic, and political history of New York. The details of that history are interesting in themselves, and the many illustrations are fascinating.

Wolfe provides much information about the authors with whom the Appleton publishers dealt, and about the books they wrote. His excursions into the lives and works of such figures as William Cullen

Bryant, Herbert Spencer, William Osler, and Edith Wharton have an independent value.

The discussion is extremely uneven. For example, the reader gets a good sense of the awkward situations in which publishers found themselves during the abolition controversy and the Civil War; but when it comes to the World Wars we find their treatment perfunctory, assertive, and unilluminating.

Oddly, what gets lost in this superabundance of information is the House of Appleton itself. Although in the earlier period, up to 1900, we get a fairly clear idea of the causes and effects of the ups and downs of the house, after that things get vague. Things seem somehow just to happen, especially as Appleton enters the period of association, mergers, and other indications of changes in the character of the firm and in its position in the industry.

What is missing, perhaps, is simply information, largely dollars-and-cents information about profits and losses, monies involved in transfers of ownership or control, and so on. Presumably this information is absent because it is unavailable to Wolfe. Nevertheless it is disconcerting that the later history of Appleton, less readily thrown into a broad historical perspective by connection with general historical conditions, is relatively skeletal — and only barely evidentiary and analytic. The decline of the publishing house (in its various corporate forms) from its lofty eminence is not explained, even speculatively, but only described.

This is a remarkable compendium of information about many subjects historical and literary. It would be a useful source-book for anyone interested in American letters or publishing.—*William R. Wolfe, Middle Tennessee State University, Murfreesboro, TN*

Library Lit 11 – The Best of 1980. Edited by Bill Katz. Scarecrow Press, 1981. 329 p. \$13.00.

This is the latest edition of what has become a standard series. This year's jury of six librarians examined nearly 100 articles for consideration, choosing 30 for inclusion. The choice was based first on "the style of writing and the originality of ideas." Following this review the judges examined the topical interest of the articles, their potential value to librarians, and their significance in library literature. They then organized the chosen articles into four topic areas: Libraries and Librarians; Technical Services/Reader Services; Communication and Education; and The Social Prerogative.

Probably no reader will agree with all of the judges' selections. Each will have at least one favorite article which is not included. No doubt, too, each will find something important here which had been overlooked. For this reviewer, a number fell into this latter category. Bonnie R. Nelson rightly castigates librarians generally for chasing "The Chimera of Professionalism" and Bettina H. Wolff gives us some help in "Finding the Library's Role in an Information Society." Perhaps more important is Andree Conrad's discussion of "Information Fever," the pursuit of facts rather than knowledge. Finally, everyone should read Ken Kister's "Wanted: More Professionalism in Reference Book Reviewing."

Other interests are also well-served. There are reprinted some excellent articles on censorship and related freedom-of-information problems, including "Whitewashing White Racists: *Junior Scholastic* and the KKK," and Nat Hentoff's "The Man Who was Convicted of Reading a Book." All will appreciate Phyllis Richmond's "AACR 2 — a Review Article." Catalogers will find Marucie Freedman's "Opening a Library Catalog," order librarians Ruth Fraley's "Publishers vs. Wholesalers: The Ordering Dilemma," and public service librarians Thomas Childers' "The Test of Reference."

What, then, is the value of this collection, or, indeed, of the series of which it is a part? None of the articles are original, and many appeared in journals most librarians read. While our public often thinks we librarians do nothing but read, such is not the case. Many of us tend to read (as opposed to scan) only material related to our specific jobs, or to a pressing problem. We are, in fact, caught up in Conrad's "information fever." We need to broaden our horizons, to read from widely differing sources. This is what makes the *Library Lit* series important. It collects for us articles from journals we are not accustomed to reading. It also enables us to build a respectable personal library for a manageable price.

No one of us will agree that the selections in *Library Lit 11* are indeed "the best of 1980." However, if we read the articles, we will find ideas that we may not have discovered otherwise. This in itself is worth the price.—*Edward Gibson, Madison Memorial Library, James Madison University, Harrisonburg, VA*

Reference Books for Children. By Carolyn Sue Peterson and Ann D. Fenton. Scarecrow Press, 1981. 265 pp. \$13.50.

From the experience, research, and concern of two experts on children's media and services comes this small but impressive volume. Peterson is head of the Children's Department at Orlando (Florida) Public Library, where Fenton is librarian in the same department. A selective, well-edited, easy-to-use selection tool is always welcome and doubly so when it is inexpensive and when the publisher promises a revised edition, in this case, in five years.

The authors have selected about 900 titles for inclusion in this revised and updated successor to Peterson's *Reference Books for Elementary and Junior High School Libraries* (2nd ed., 1975). Materials cover a wide span of interests, curriculum needs, and levels of difficulty. Books represent "qualitative suggestions, either recommended by accepted reviewing sources or tested in actual reference situations."

Titles are arranged by broad fields of knowledge, and each area is further divided and subdivided into specific topics (e.g., Recreation: Clubs; Cooking, Crafts, Games, Hobbies, Sports). Complete bibliographic data, including 1980 prices, and annotations, which are both descriptive and critical, are given for each title. In many instances (encyclopedias, for example) recommendations for use and/or priority of purchase are offered; strengths and weaknesses are pointed out also. While some older titles are included, most titles were published within the last six years.

One introductory section briefly describes reference work with children and outlines some basic criteria for evaluating reference materials; a second section examines the evaluation of specific types of reference sources: indexes, encyclopedias, dictionaries, etc. Broad areas covered are General Reference, Humanities, Recreation, Science, and Social Science. The volume concludes with a directory of publishers, an author/title index, and a subject index.

For the practicing school and public librarian attempting to build a serviceable reference collection and for students in education and library science classes, this buying guide will prove invaluable. The format is simple; the arrangement is sensible; and the price is right.—*Carolyn Baggett, Graduate School of Library and Information Science, University of Mississippi, University, MS*

Reference Service. By Donald Davinson. Clive Bingley/K. G. Saur/Shoe String Press, 1980. 235 pp. \$17.50.

"The literature of librarianship often presents the work of reference service as an attractive, academic discourse, conducted at a leisurely pace by highly qualified experts dealing in an orderly and rational fashion with enquiries put to them by orderly and rational people who are absolutely clear about their needs and thoroughly confident in their dealings with librarians." Thus begins *Reference Service*, a critical view of reference work itself and of the library literature surrounding it.

Ideally a competent professional will couple expert knowledge with sound human relationships. Such intangibles as attitude and body language can make or break the reference interview. D. Davinson stresses that professionals are able to perform more quickly and accurately than paraprofessional staff, as well he might: he is head of the Leeds Polytechnic School of Librarianship, Great Britain.

Pertinent topics covered in this compact textbook include costing and evaluation of reference service, library networking, the challenge of technology and how it affects all aspects of service: in academic and public libraries, to scholars and socially deprived alike. The bulk of this volume is concerned with how a professional can develop responsible, sensitive competency, at the very least by becoming aware of the intricacies and demands of this most rewarding phase of librarianship.

The question of whether to simply supply desired information to patrons or to educate library users in how to use the library, is addressed, as well as strategies to attain the goal of happy patrons and well-resourced reference service. Particular emphasis is placed upon subject specialization.

Although D. Davinson's viewpoint reflects a British outlook (some British-isms in the text may be distracting), he does present a wide selection of sources, British and American, spanning a wide range of years. Examples of poor service would have a more immediate impact were they actual experiences

of the author, instead of being gathered from secondary sources. Extensive footnotes help lead to further reading in the subject.

Reference Service is a valuable summary of debates encountered in library school reference courses and on the job. A final chapter on the teaching of reference service is perhaps a bit harsh in its criticism of American library schools as emphasizing memorization of titles opposed to an overall scope of increasingly sophisticated "types" of information. Again the emphasis is on the librarian's open attitude and talent to discern the real needs of a patron while finding satisfactory, accurate answers.

Donald Davinson also wrote *Bibliographic Control and Theses and Dissertations as Information Sources*.—*Therese D. Baker, Virginia Polytechnic Institute and State University Libraries, Blacksburg, VA*

The School District Library Media Director's Handbook. By Betty Martin and Frances Hatfield. Library Professional Publications/Shoe String Press, 1982. 233 pp.

From the combined observations, experiences, and research of two well-known and highly respected directors of school district library media programs comes this practical, unique guide to the responsibilities of supervising and administering today's school library media programs. Both inexperienced district directors and veterans will want two copies of the *Handbook*, one for the office and one for home.

Following a brief introduction by Richard L. Darling, the authors focus first on the role and philosophy of the district director (DD); to further emphasize the importance of determining one's philosophy, they incorporate in the appendix The Educational Management Grid, used in identifying administrative style.

Chapters II-XV examine critically the various areas of the district director's role. Each chapter begins with a general treatment of the topic and concludes with a useful section on problems (mini case studies) that might arise and approaches to the solutions of such difficulties. This unusual feature furnishes the novice enough sensible strategies for handling some problems to adapt from them responses to others.

Specific areas which are covered include personal and professional qualifications of the DD; supervisory and administrative responsibilities in program development; relationships with central office personnel, an invaluable chapter, in which definite suggestions are given for the director's involvement with other members of the central office staff; interaction with local school personnel; associations with agencies and individuals outside the school system; the evaluation and selection of media; ordering procedures, including an explanation of electronic ordering; organization of media; media facilities; the DD as change agent; recruitment, selection, and evaluation of personnel; a design for continuing education; evaluation procedures; and directions of change in education and in school library media services.

Ten appendixes comprise such material as a sample inventory of school library media centers; a sample media specialist's report citing tasks and activities undertaken; library book bid specifications; sample book ordering instructions; an interview sheet for educational media applicants; and school/public library cooperative activities. A numbered bibliography cites some 170 sources to which the authors have referred throughout the text.

Hatfield and Martin highly recommend centralized cataloging and processing, not as a direct economy measure but as a means of saving the time of school-based library media staffs. "A bare minimum requirement for efficient operation is a secretary, two aides and one professional assistant," they write. And concerning resource sharing, they declare that it "must become a way of life and library media specialists better start getting used to the idea now, discuss it with others, and think about ways to make a start."—*Carolyn Baggett, Graduate School of Library and Information Science, University of Mississippi, University, MS*

SELA Chronicle

Minutes and Reports

Interstate Cooperation/Governmental Affairs Committee

The Interstate Cooperation/Governmental Affairs Committee of the SELA notifies the SELA membership that the following librarians from the ten-state SELA region have been nominated for positions on the ALA Council for the May 1982 election:

Elsie L. Brumback, Raleigh, North Carolina; Barbara C. Cade, Atlanta, Georgia; Ann Heidbreder Eastman, Blacksburg, Virginia; Gerald C. Hodges, Greensboro, North Carolina; Ronald S. Kozlowski, Atlanta, Georgia; Forrest C. Palmer, Harrisonburg, Virginia; Lelia G. Rhodes, Jackson, Mississippi; Benjamin F. Speller, Jr., Durham, North Carolina; Jane C. Terwillegar, Athens, Georgia.

1981 Southern Books Competition

Southern publishers are invited to submit books, which they published during the 1981 calendar year, to the Southern Books Competition. Trade publishers, university presses, specialty publishers, and private presses are eligible to enter the Competition. Paper covered books and pamphlets, as well as cloth bound books, may be entered. Publication in the South is the prime criterion for eligibility. For purposes of this Competition "the South" includes: Alabama, Arizona, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, Washington, D.C., West Virginia and Puerto Rico.

The Southern Books Competition has been sponsored by the Southeastern Library Association since 1952. Publishers who enter award winning books receive a certificate of recognition. The University of Kentucky Library maintains a collection of the award winning books. A panel of judges, from an area outside of the Southern states, evaluates the books which are entered. Judges are knowledgeable book people associated with publishing, printing, bookselling, and

libraries. Awards are made on the basis of design, typography, materials, and quality of production. Content is considered only as to how the design, and its execution, have contributed in conveying the spirit of the book to the reader.

Award winning books are publicized and exhibited at various places around the country. A Southern Books of the Year handlist is printed and used as an exhibit catalog. Publishers of award winning books will be requested to submit two additional copies of the books for exhibit purposes, along with technical information about the book. Books which are entered in the competition will not be returned.

TO ENTER THE COMPETITION a publisher should submit one copy of the book, along with the completed entry blank and fee. The entry fee is \$10.00 for the first title entered and \$5.00 for each additional title entered. Make checks payable to the Southern Books Competition, SELA. Any number of books may be entered. DEADLINE for submitting entries is April 30, 1982. Mail your entries to: Jonathan A. Lindsey, Southern Books Competition, Carlyle Campbell Library, Meredith College, Raleigh, NC 27611, (919) 833-6461, ext. 231.

Honorary Membership Committee

The Honorary Membership Committee invites nominations for SELA honorary membership for SELA members. Criteria for honorary membership were published in *Southeastern Librarian*, 28:194-195, Fall 1978. Nominations should be in the form of a letter which gives the essential facts about the nominee's career and contributions to librarianship in the Southeast as well as reasons why the nominee should be considered for honorary membership. *Deadline for nominations is June 15, 1982.* Send nominations or questions to C. David Warren, Chairman, SELA Honorary Membership Committee, Richland County Public Library, 1400 Sumter Street, Columbia, South Carolina 29201.

REGIONAL NEWS

The Resources and Technical Services Section of SELA is sponsoring a workshop on archive tapes and COM catalogs. The workshop, "From Tape to Product: Some Practical Considerations," will be held on April 26-27 at the Atlanta

Airport Ramada Inn. The fee is \$35 for SELA members and \$55 for non-members. For additional information, contact Lynne Lysiak, Belk Library, Appalachian State University, Boone NC 28608. Deadline for registration for the workshop is April 12.

The School and Children's Librarians Section of SELA is sponsoring a workshop entitled "Crisis in the Southeast." The workshop will be held on June 4-6 at Appalachian State University, Continuing Education Center, Boone NC 28608. Fee for the workshop is \$75 for SELA members and \$90 for non-members.

"Space Planning and Practical Design for Librarians" will be the theme of a preconference workshop, sponsored by the University/ College Library Section of SELA, before the biennial SELA conference in Louisville in November. The workshop will be conducted by Aaron Cohen Associates, and is open to all librarians. For additional information, contact Jerry McCabe, VCU Libraries, 901 Park Avenue, Richmond VA 23284.

Patricia Maxcy Wilson and the Latt Maxcy Memorial Library received this year's American Library Trustee Association annual Honors Award in September in Frostproof, Florida. ALTA president Nancy Stiegemeyer, U.S. Senator Lawton Chiles, U.S. Congressman Andy Ireland, Florida state librarian Barratt Wilkins, and numerous local dignitaries were on hand for the formal presentation. Mrs. Norman Todd, president of the library board, accepted the comparable citation plaque to display in the library.

Number 2 of the University of Kentucky Libraries Occasional Paper Series is entitled "Kentucky in Fiction — An Annotated Bibliography 1951-1980." The bibliography was written and compiled by Mary Donna Foley. Copies are available for \$2.00 prepaid from University of Kentucky Libraries, Administrative Services, MIK Library, University of Kentucky, Lexington, KY 40506.

DATES TO REMEMBER

1982

- Apr. 2-3 "African American Folklore in Storytelling," Second Charlemae Hill Rollins Colloquium, School of Library Science, North Carolina Central University, Durham
- Apr. 22-24 Tennessee Library Association, Nashville
- Apr. 28-30 Alabama Library Association, Huntsville
- May 5-8 Florida Library Association, Orlando
- June 5-10 Special Libraries Association, Detroit
- June 7-July 9 Book Arts Institute, Graduate School of Library Service, University of Alabama
- June 13-16 American Society for Information Science, (mid-yr), Knoxville
- July 10-17 ALA Annual Conference, Philadelphia
- Aug. 16-21 15th Annual Loughborough International Seminar on Children's Literature, University of Tennessee, Knoxville
- Oct. 7-9 South Carolina Library Association, Columbia
- Oct. 14-17 Virginia Library Association, Virginia Beach
- Oct. 20-22 Mississippi Library Association, Biloxi
- Oct. 21-24 ALA/American Association of School Librarians, Houston
- Nov. 10-13 Southeastern Library Association, Kentucky Library Association, (joint conference), Louisville

1983

- Jan. 7-9 Association of American Library Schools, San Antonio
- Jan. 8-13 American Library Association (midwinter mtg), San Antonio
- Jan. 26-28 Special Libraries Association (winter mtg), Newport Beach, CA
- Apr. 13-15 Alabama Library Association, Montgomery
- Apr. 28-30 Tennessee Library Association, Gatlinburg
- May 5-6 Association of Research Libraries, Banff, Alberta
- June 4-6 Special Libraries Association, New Orleans
- June 26-July 1 American Library Association, Los Angeles
- Oct. 4-8 North Carolina Library Association, Winston-Salem
- Oct. 16-20 American Society for Information Science, Dallas
- Oct. 26-29 Georgia Library Association, Jekyll Island
- Nov. 17-19 Virginia Library Association, Hot Springs

PERSONALS

APPOINTMENTS

Linda ALLMAN, Chief of Technical Services, Richland County (SC) Public Library

Christine BARCUS, Head, Copy Cataloging Section, Monographic Cataloging Department, Duke University Library

Janet L. BARR, Associate Professor, Department of Library and Media Studies, Appalachian State University

Larry J. BARR, Associate Professor, Department of Library and Media Studies, Appalachian State University

Betty G. BENGTON, Associate Professor and Associate Director for Technical Services, University of Tennessee Library, Knoxville

Nancy J. BETTENCOURT, 1981 Pickens County Career Woman of the Year

Thomas Edward CAMP, Acting University Librarian, University of the South

Boyd CHILDRESS, Social Sciences Reference Librarian, Ralph Brown Draughton Library, Auburn University

Elizabeth CLINE, Government Documents Reference Librarian, Ralph Brown Draughton Library, Auburn University

Marva O. COWARD, Assistant Professor and Head of Interlibrary Services, University of Tennessee Library, Knoxville

Judith F. DAVIE, Library Science/Educational Technology Department, University of North Carolina at Greensboro

Angela P. DAVIG, Science and Technology Reference Librarian, Ralph Brown Draughton Library, Auburn University

Kathy DAVIS, Coordinator of Public Services, University of the South

Alvin DONG, Head of Documents Department, University of the South

Ali A. EMDAD, Assistant Professor, Department of Library and Media Studies, Appalachian State University

Cynthia FAIRCHILD, Children's Services Coordinator, West Florida Regional Library System, Pensacola

Kaye GAPEN, Dean of Libraries, University of Alabama

Gail E. HALEY, Practitioner-in-Residence, Department of Library and Media Studies, Appalachian State University

Randall HUTTON, Head of Reference, University of the South

Ronald KOZLOWSKI, Director, Atlanta Public Library

Geraldine LAUDATI, Music Librarian, East Carolina University Library

Deanna LEWIS, Visiting Serials/Documents Librarian, East Carolina University Library

Page W. LIFE, Romance Languages Cataloger, University of North Carolina at Chapel Hill

Stephen A. MARINE, Serials Cataloging Librarian, Earl Gregg Swem Library, College of William and Mary

Mark G. R. McMANUS, Head Cataloger, E. Lee Trinkle Library, Mary Washington College, Fredericksburg, Virginia

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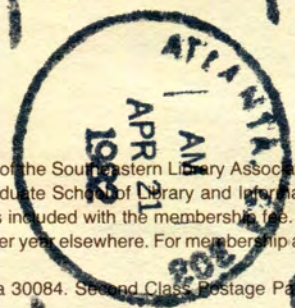
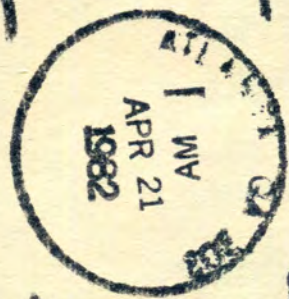
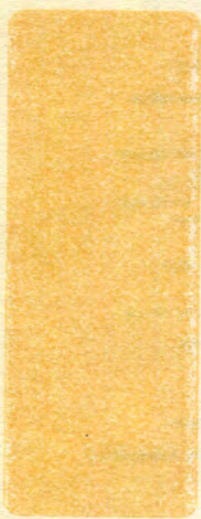
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