The Southeastern Librarian

SELA BIENNIAL CONFERENCES

OCTOBER 15-20, 1984
Mississippi Gulf Coast
Convention Center
Biloxi, Mississippi

OCTOBER 15-19, 1986
Marriott Hotel
Atlanta, Georgia

DATES TO REMEMBER

1984

MARCH 22-23: SOUTH CAROLINA ASSOCIATION OF SCHOOL LIBRARIANS, annual conference, Greenville.

APRIL 4-6: LOUISIANA LIBRARY ASSOCIATION, annual conference, Baton Rouge.

APRIL 7: *"The Black Experience in Children's Literature."* College of Library and Information Science, University of South Carolina, Columbia, SC 29208. **Contact:** Augusta Baker.

APRIL 8-14: NATIONAL LIBRARY WEEK. Theme: Knowledge is Real Power. ALA's *1984 Power Tools Publicity Book* provides campaigns with a choice: Superman; George Orwell's 1984; New Technology and User Friendly Service; E.T. and others!

APRIL 11-13: ALABAMA LIBRARY ASSOCIATION, annual conference, Birmingham.

APRIL 15-20: ASSOCIATION FOR EDUCATIONAL COMMUNICATION & TECHNOLOGY, Seattle.

APRIL 25-28: TENNESSEE LIBRARY ASSOCIATION, Memphis.

MAY 3-4: NATIONAL LOEX LIBRARY INSTRUCTION CONFERENCE, EMU Hoyt Conference Center, Eastern Michigan University. **Cost:** $135, to LOEX members. **Further Information:** Carolyn Kirkendall, Director, LOEX Clearinghouse, Eastern Michigan University Library, Ypsilanti, MI 48197; (313) 487-0168.

MAY 25-31: MEDICAL LIBRARY ASSOCIATION, Denver.

JUNE 9-14: SPECIAL LIBRARIES ASSOCIATION, New York.

JUNE 23-JULY 1: AMERICAN LIBRARY ASSOCIATION, Dallas.

JULY 1-4: AMERICAN ASSOCIATION OF LAW LIBRARIES, San Diego.

JULY 30-AUGUST 3: INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANS will be meeting at the Kamehameha Schools, Honolulu. **Theme:** School Libraries/Media Centers: Partners in Education. **Contact:** Dr. Jean Lowrie, School of Librarianship, Western Michigan University, Kalamazoo, MI 49008.

SEPTEMBER 13-15: SOUTH CAROLINA LIBRARY ASSOCIATION, annual conference, Columbia.

OCTOBER 17-20: SOUTHEASTERN LIBRARY ASSOCIATION, biennial conference, Biloxi. Planned to coincide with the World's Fair, New Orleans. **Theme:** Fair Sailing in Biloxi.

OCTOBER 21-26: AMERICAN SOCIETY OF INFORMATION SCIENCE, Philadelphia.

OCTOBER 31- NOVEMBER 4: AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, Atlanta.

1985

FEBRUARY 2-8: AMERICAN LIBRARY ASSOCIATION, midwinter meeting, Washington, DC

APRIL 14-20: NATIONAL LIBRARY WEEK

MAY 16-18: *"Literary Accomplishments of Vera and Bill Cleaver,"* A Children's Literature Symposium, **Sponsors:** School of Library Science and Southern Historical Collection of Louis Round Wilson Library. **Place:** University of North Carolina, Chapel Hill, NC. **Directors:** Marilyn L. Miller and Mell Busbin. **Contact:** Dr. Mell Busbin, Department of Library and Media Studies at Appalachian State University, Boone, NC 28608; (704) 262-2243.

OCTOBER 1-4: NORTH CAROLINA LIBRARY ASSOCIATION, biennial conference, Raleigh.

As I write this page, we are beginning the holiday season; nearing the end of our fall semester; and our faculty, staff and graduate assistants are busily boxing all the College's possessions for a move from the temporary facilities we've occupied for a year and a half back "home" to our own newly renovated building. When you read this page, we will be in the new calendar year, the spring semester will have started, ALA Midwinter will be a thing of the past, and I suspect that I will still be surrounded by unpacked boxes in a somewhat larger office. Time does move on.

I want to call your attention in particular to the first article in this issue. It should remind us that as we plan more efficient and effective ways to provide information and services, we must remember the needs and concerns of those who have been our traditional users. In a shift to "the information society" we need to identify those "traditional" things which are valued and valuable so that they are preserved. We want to expand our services and increase the proportion of the population using libraries and information centers. We don't want to turn away those who have long valued what they have found in libraries.

With this issue , welcome to 1984, a year in which we can be thankful that we can seek ways to increase access to information rather than restricting it.

— Linda Lucas

Editor's Page

PLAIN AND SIMPLE

Our physical size and financial strength—necessary to make and honor commitments—indicate the successful working relationships we have with thousands of libraries worldwide.

But the plain truth is, simply, that it is our sensitivity to your unique requirements, and our flexibility in providing an exhaustive and relentless effort for total customer service that is our real strength.

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When I first made the decision to become a librarian, one of my cousins asked "Why does Barry want to bury himself in a library?" I have never considered myself buried; in fact, my professional life has been more like living in a fishbowl for all to see.

There are events happening today, however, which threaten to bury librarians and destroy publically supported libraries. The most alarming trend is the move to privatize government and its institutions. On the federal level, we have witnessed moves to contract government libraries to private sector vendors; policy guidelines that information has value and that government should charge users for access to that information even though the information was gathered at public expense; and large cutbacks in government publications made available to federal depository libraries. The federal Office of Personnel Management has developed new standards which significantly lower the educational qualifications and pay scale for federal librarians.

In my own state, a "Citizens' Choice" amendment to the Florida constitution will appear on the November 6, 1984, ballot. If passed, it would, in 1985-86, roll back local and state government revenues to 1980-81 levels and any growth would be limited to two-thirds of annual increases in the Consumer Price Index. Within seven months of passage the State Legislature would have to cut state government expenditures by $2.4 billion or 22.4 percent. Local government would have to cut expenditures by similar percentages and more if the area had experienced rapid growth and had increased taxes to provide services to new residents. For the purposes of this amendment, "revenue" is defined by our attorney general as any revenue, including gifts and interests. Thus, if any individual wanted to give a library $500 to purchase some books as a memorial to a deceased relative, the library would have to reduce revenue from another source if the library decided to keep the gift. It does not take much soothsaying to surmise that those publically supported libraries of all types that survived the initial cut would be severely limited in services. I use the word "survive" because a 22.4 percent cut in government would result in entire functions of government being eliminated, particularly when one recognizes that $2.4 billion represents the state's share of Florida expenditure for public education. The result would be the privatization of government functions and the return to private subscription libraries, existing as little more than repositories of books made available for lending to members.

While you might be horrified at this scenario, the amendment would pass today if it were on the ballot.

— Barratt Wilkins

From The President's Desk

Library Technology:
Speaking Up on the "Quiet Revolution"
by Douglas Birkead

Recently I ran across an essay, "The Quiet Revolution on the Campuses," by Aaron and Elaine Cohen. It appeared a couple of years ago in the *Chronicle of Higher Education.*[1] The Cohens are library and management consultants. The essay comprises their view on the coming of library technology.

I am sometimes slow in learning of revolutions outside my field, even when they are taking place in the academic neighborhood. I am a writer and a professor of journalism, not a librarian. However, I assume there are a few barricades left standing, so I want to address a word or two on the matter to librarians at this time. Don't mistake me for a counterrevolutionary, but I won't pretend that I'm just a neutral correspondent either. Think of these comments as more in the vein of a lament from a displaced person.

Actually, I have suspected for some time that something was happening. It began to come together for me last year when I moved to a new university with a library that seemed to be more into gadgetry than my previous haunt. I found, for example, that my new campus library had installed one of those devices found at airports normally identified with foiling hijackers. Checking out books involved another scanner that required that my identification card be mutilated with holes.

Also, I soon discovered that this library did not receive the bound volumes of my favorite periodicals. I was told they were available only on something called microfiche. It was only a minor disruption in my habits, but I found I could no longer catch up on the cryptic crossword puzzles in the back issues of *Harper's* and the *Atlantic.* Not unless I wanted to buy a new pen and a bottle of white ink. Copies made from microfiche turned up in reverse color, like photographic negatives. I had a premonition then that a subtle shift was occuring in the relationship I have always enjoyed with libraries.

Most painfully obvious, I should have seen the revolution underway in talking to my wife, who is a librarian. We used to converse about books, deliciously fresh ones smelling of ink, or musty editions occasionally plucked from the shelves like overlooked, rare mushrooms. At some point she began to talk of other pleasures. An alien excitement emerged concerning RLIN and OCLC, SOLINET and DIALOG. She grew tart at my relative disinterest in computer-speak. After fifteen years of marriage, her expertise began to come between us. I became just another irritable patron, the kind I have since learned is quietly being studied in library psychological surveys. My wife taunts that they will soon design me a padded carrel. I find her arrogance vaguely forboding.

In any case, notwithstanding all the writing on the wall, I was formally notified of the revolution in a back issue of the *Chronicle.* In my reactions I will be accused of building a straw person and dismantling it with quirky references to impertinent personal experiences. I do not mean to be either unfair or flippant. As the Cohens argue, the revolution is not about banning books. It is about access to information. I accept this particular limited distinction. I concede that it is likely that technology will someday assist in the realization of a whole new breed of scholar, one that will probably produce much that is profound and worthy of electronic storage. Certain advances will benefit us all. Libraries will be helped financially, and many students will be turned on by the electronic wizardry as they will never respond to the traditional book, the odyssey of searching in a labyrinth of stacks, or the palpable, collective presence of a literary and scholarly heritage.

But not all that is revolutionary about technology will benefit everyone, nor will it nurture every idea. Some of it will not even promote the idea of a library. The very word "information," to describe what technology is supposed to improve access to, is a troubling sign of a shift in the concept of a library itself. Journalists and telephone operators pride themselves on providing information. Libraries used to be stores of something substantially more.

If I overstate my case, the same is true of library technologists as well. The Cohens, for example, paint a picture of some libraries as little more than high-class study halls, patronized by many who rarely venture beyond the lobby or the reserve-book desk. Those that do, face vast, dark and even dangerous caverns. The traditional library, they suggest, is seen even by many librarians as basically a warehouse for books.

If students study in libraries, sometimes leading to overcrowding, it is because many campuses do not provide enough space elsewhere for this basic function of student life. Dorms are often deplorable -- ill-supervised, sparsely furnished and perpetually noisy. Classrooms not in teaching use are frequently locked. Open space in student unions is more likely to be fitted with large video screens or another souvenir boutique rather than study desks. This is not a problem library technology can readily address.

Not enough students check out and read books. But this problem is only peripherally the result of antiquated library services or limited acces. It is more fundamentally a question of attitude, course assignments, academic skills or apathy toward scholarship. Libraries should do their best to avoid being part of the problem, and library technology can help. But libraries are not the whole problem and will never be the whole solution.

As a researcher, I have never found grounds for complaining that a library is too vast, or has too many stacks to search. I have at times cursed the opposite situation. With regard to lighting, I personally prefer subdued illumination, round fixtures that leave quiet

pools of light on the floor, but that has little to do with the technology under discussion. Some libraries are dangerous. But proposing library technology as a panacea covering this dilemma, unless it involves electronic monitoring devices or roving camera eyes watching the aisles and corners, is not a direct response to this serious issue. To argue that library technology will make the stacks safer because it will reduce the time patrons have to spend between them is a little like suggesting that an eight-lane super-highway through a neighborhood is a solution to lowering the crime rate.

Finally, I personally never met a librarian who gave me the impression that libraries are essentially book warehouses. I concede the exception of some student library assistants. But, for the most part, librarians have always impressed me as individuals who have an uncommon attachment and devotion to books as both objects and as symbols. I am not privy to all their motivations, nor am I knowledgeable in the politics and compromises of library administration. But I do not want to believe they engage in simply a numbers game, blind to qualify in quest of quantity, callous to the real needs of education.

I have always considered librarians kindred spirits. After all, one was kind enough to marry me. When I left the cozy confines of graduate school to assume my first full-time teaching position, for several months I felt without roots. One day while browsing in the library, I ran across a particularly close and dear friend. It was a copy of a book that had been central to my dissertation. The isolation of being in a new place dissolved in a moment of recognition and reunion. I think of librarians as being silent partners in that kind of experience. Those who speak of information managment, indeed, of manageable libraries, as a principle concern of their efforts based on corporated models, cost-effectiveness analysis and suspicions of tradition, leave me feeling a bit estranged.

I have already confessed that I am displaced. It may be a euphemism for not being adaptable. That would be a shortcoming on my part. A mentor once told me of an individual he knew who could not adjust his habits of research and organization of knowledge to fit the conversion of his library from Dewey Decimal to the Library of Congress cataloguing order. Perhaps it is really just an old library legend. I fancied him wandering the stacks in search of a coherence that had been taken from him. I grow wiser of his predicament the more ignorant I become of my computerizing library. And I am not yet 40.

Still, there is a generation gap involved. Students who grow up with computers occupying their developing years both at school and at play will find much that is familiar about the new library technology. They will be attuned to a kind of order, logic and intelligence that I am less familiar with. Most of them. But not all. Some will not adjust, and they will have to be provided for.

Let me shift to my own turf to elaborate. As a professor of journalism, I have taught a number of writing courses. Every semester some students will have difficulty, a few will drop out, not because they lack talent but because they cannot compose their thoughts or arrange their observations using a typewriter. They struggle to keep up in class by writing in longhand first and then rushing through the mechanics of typing, but they are at a serious disadvantage in a craft that demands both speed and technical legibility. When we install our own computerized visual display terminals in the near future, I will not be able to save these writers.

In some ways I consider them lucky to be technological illiterates. If they are determined to write, they will succeed without courses like mine if their talent is sufficient, although they are not likely to find jobs in a fast-paced newsroom. What advantage they will have is the ability to write everywhere else. Under a tree. On a subway. Using a pencil and a scrap of paper. I can no longer do that. I compose only on a typewriter. It must be electric, and I prefer the one in my office with such a bias that I find it difficult to write at home. I have experienced writer's block on occasion simply as the result of power failure. If I convert to a word processor, I will have finally closed off my productive environment to a single cell.

If I may speak on behalf of others who are more gifted than I am, there are genuine scholars who will never feel comfortable, or creative and productive, using some of the library's new technology, just as there have always been artists and other providers of culture who feel confined by books and the printed word. These scholars may constitute only a minority of our intellectual resources, but I hope they never become alienated from our libraries.

I do not protest technological improvements to the degree that the tone of some of my remarks might suggest. I have and will continue to use many innovative procedures. But I do not wish to be limited to them. And I am always suspicious whenever I hear apocalyptic oracles that suggest technology as a Final Solution.

As a patron, the most serious complaint that I have ever lodged against a library involved the impersonality on the part of some librarians. That, and the level of noise that sometimes rises to the point of distraction. If I had my way, librarians would combine the warmth of a family reunion with the reverence for silence of a monastery. I never ask for much.

Douglas Birkhead is Assistant Professor, School of Journalism, Louisiana State University.

1 Cohen, Aaron and Cohen, Elaine, "The Quiet Revolution on the Campuses," **Chronicle of Higher Education** 23 (November 25, 1981): 56.

The Effect of State Tax Support on Library Service To Children in Rural Areas: A Case Study:

by Barbara Kasper and Robert Smith

Libraries offer children many educational, social, and recreational opportunities. Since the early thirties the American Library Association (ALA) has written and rewritten standards for public library services. The 1964 publication of *Standards for Children's Services in Public Libraries* included the following areas for consideration: administration, personnel, services, materials, and physical facilities.[1] These standards were qualitative in nature and identified children as being in age from infancy to approximately thirteen. In the years following these 1964 standards, there have been no additional national standards published for children. In the eighties many believe that children have a right to have access to: 1) a variety of books and materials of quality with professional assistance and 2) a variety of programs including story hours, summer activities, reading programs, and storytelling.

Some library systems are available to provide a variety of programs for children which include toddler story hours, film programs, television participation programs, and craft activities. In addition to these activities, trained personnel are available to serve children. The Kasper study found that communities with high income levels and high educational levels provided more public library services to children.[2] If wealthier library communities are offering varied activities and resources for children, a study of less wealthy library communities should clearly demonstrate a paucity of such services.

The authors, residing in Indiana and Kentucky, decided to conduct a rural case study to test the theory that less wealthy library communities provide less library service to children. They proposed to conduct this study by selecting one rural county in each state for examination and comparison. In addition to comparable terrain, these two counties were selected because of their low family income levels and other similar socioeconomic characteristics (Tables 1 and 2). Their populations showed similar median age levels and approximately the same median family income levels. Slight differences occured in the population group between the ages of five and seventeen and in the total 1980 population. The differences in square mile area and population density were minimal. Both counties maintain extremely high levels of unemployment which are well above their state averages (Table 2). Their educational levels are also lower than their respective state averages. One county has 25 percent high school graduates with only 32 percent of its adult population educated at the eighth grade level or higher. In addition to similiar socioeconomic characteristics, the two rural counties contain no communities with populations greater than 700.

TABLE 1

POPULATION COMPARISON BETWEEN SELECTED INDIANA AND KENTUCKY COUNTIES 1980 CENSUS DATA

	Indiana	Kentucky
Total population	9,820	9,962
Population (ages 5-17)	2,238	2,294
Median age of population	30	31
Population per square mile	32	33
Land area (square miles)	307	302

TABLE 2

A COMPARISON OF INCOME, EDUCATION, AND EMPLOYMENT BETWEEN SELECTED INDIANA AND KENTUCKY COUNTIES 1980 CENSUS DATA

	Indiana	Kentucky
Median family income:		
County	$13,965	$11,441
State	20,535	16,444
Per capita income:		
County	$ 5,115	$ 4,150
State	7,142	5,978
High school graduates:		
County	49%	36%
State	66	53
Unemployment level:		
County	13.7%	14.3%
State	7.8	8.5

Many people assume that children in rural areas use the library even more than children in urban areas, where more activities compete for their attention. When the community served by the library is smaller, as in the rural areas, people generally know each other. With this knowledge and the sense of community pride, one might assume that people would feel more welcome in the library and, therefore, make greater use of its resources and services.

According to available information, children use libraries in large numbers. In 1949, a landmark study of the nation's public libraries showed that 40 to 45 percent of the library circulation was juvenile titles.[3] This study by Berelson demonstrated that "children use the public library in greater proportion than do others, but as clients of the library, make disproportionately heavy demands upon library facilities."[4] Twenty years later, a study of the Maryland-Baltimore-Washington metropolitan area and a study of the Chicago urban area found that public library usage had not changed from the earlier findings by Berelson.[5] In significant statewide surveys conducted in California, Illinois, Ohio, and Wisconsin during the past five years, from 1978 through 1982, nothing was found to deny the original premises that children do indeed make heavy demands upon public library facilities.[6].

Spanning the seventies, three studies were conducted in Indiana regarding libraries and children. The Wilder study in 1970 queried children and young adults (N = 300) in selected communities (N = 5) about their feelings toward their public library. The results showed indications that students in overwhelming majorities found the staff of their public libraries to be very or moderately helpful.[7] A few years later Woolls compared the role of the school library with the role of the public library in selected communities (N = 24). Fifth grade students (N = 1,243) were queried as a part of this descriptive study which recommended that no "single library collection can or should attempt to meet all the needs of elementary school students."[8] A 1979 statewide survey of Indiana public libraries (N = 238) by Kasper showed that most libraries offered children summer reading programs (78 percent), preschool story hour programs (63 percent), and other story hour programs (48 percent).[9] These Indiana studies attest to a positive attitude by children, the importance of school and public library facilities for children, and the emphasis on programming for children in the state's public libraries.

The services which a library offers can be evaluated by making a comparison of services to standards. However, in recent years ALA has begun emphasizing the importance of total community library service that requires planning by public libraries, schools, and all community agencies concerned with children.[10] A 1982 publication of measurements for services includes a list of twelve output measures. [11] Many of these output measures do not relate well to the counties in this case study. Personal observations from on-site visits to the two public libraries showed that library circulation statements could not be compared. One library counts its circulation according to how many estimated people may read the borrowed

books, while the other uses only the number of books circulated. Program attendance seems as unreliable as circulation statistics for comparison. Attendance is estimated by both library systems and reflects neither the exact number of children attending each type of program nor the age range of the attendees. Separate registration files are not maintained for children so those statistics were not available either.

Although the counties are similar in size and other socioeconomic characteristics, the similarities end when library services are examined. The differences include the total number of library outlets and the number of library personnel trained to serve children. Each county contains one public library facility with trained personnel; however, only one system has a bookmobile with a tri-weekly schedule of stops to schools and local communities. One county has two elementary buildings, one middle school, and one high school (a total of four school facilities) with three trained librarians for all; whereas, the other county has five elementary schools and one building for the upper grades (a total of six school facilities) but only one trained librarian who works with the upper grades (Table 3).

TABLE 3

A COMPARISON OF INDIANA AND KENTUCKY SCHOOL LIBRARY FACILITIES AND PERSONNEL IN SELECTED COUNTIES

	Indiana	Kentucky
Elementary school buildings	5	2
Professional librarians (full-time)	...	1
Middle school buildings	1*	1
Professional librarians (full-time)	...	1
Secondary school buildings	1*	1
Professional librarians (full-time)	1	1

NOTE: * The secondary school building in Indiana is a facility combined with the middle school.

In both states the public library systems provide programming for children. The Kentucky county holds weekly programs in the summer, bi-weekly programs during the rest of the year, and semi-weekly programs for the Head Start Program throughout the year. Library records indicate approximately the same attendance at comparable program events. [12] Both systems encourage school visits, with one system loaning equipment and materials (films and filmstrips) to the school system. The children's materials budget for the Kentucky system is greater than the total materials budget (both adult and children) in the Indiana system (Table 4).

TABLE 4

A COMPARISON OF INDIANA AND KENTUCKY PUBLIC LIBRARY FACILITIES, PERSONNEL, AND ACTIVITIES IN SELECTED COUNTIES

	Indiana	Kentucky
Facilities and Bookmobile		
Public library buildings	1	1
Bookmobiles	None	1
Personnel		
Professional librarians	1	1
Library assistants and clerks	2	2
Children's Materials and Budget		
Print materials (volumes)	4,000	10,000
Nonprint materials (items)	150	243
Materials budget	$3,300*	$ 3,750**
Children's Programming		
Regular story hour programs:		
Weekly	No	Summer
Bi-Weekly	No	School Year
Monthly	Yes	No
Bookmobile (School stops)	None	Yes

NOTE: * indicates the combined materials budget for children and adults. ** contains $500 from local taxing funds with the remainder from state funding.

CONCLUSIONS

All of the advantages--more trained personnel, more programs, bookmobile service, and a larger materials budget--are in the same system. If two counties similar in geographic composition and socioeconomic characteristics offer very different library service to children, there must be another heretofore unrecognized factor. The "library advantaged" system receives assistance from the state of Kentucky in greater proportion to its total budget than does the Indiana system. This state assistance provides the public library with bookmobile service, a greater materials budget, and more programming. The bookmobile, which travels to schools and local communities, brings library resources to many children who would not otherwise be able to gain access to materials. Children who do not live within walking distance of the library must depend upon others for transportation or bookmobile service to be able to participate in library programs and to obtain materials. In rural areas this problem affects a majority of children. The children having access to a bookmobile, as in the Kentucky county, are definitely "library advantaged."

This case study of a rural county in Indiana and a similar rural county in Kentucky found that the level of children's library services can differ substantially between rural areas. Supplemental state support seems to measurably affect library services to children in rural areas. The communities involved in this study are proud of their unique rural characteristics and their library systems. Yet, the levels of their services to children are indicative of the priority assigned to public libraries by their respective state governments. Apparently, being a child in a rural area does not automatically mean being library disadvantaged.

Barbara Kasper is now Field Consultant, South Carolina State Library, Columbia, South Carolina; and Robert Smith is on the faculty of Library Media Education, Western Kentucky University, Bowling Green, Kentucky.

NOTES

1. American Library Association, Public Library Association, Committee on Standards, *Standards for Children's Services in Public Libraries* (Chicago: ALA, 1964).

2. Barbara Kasper, "Children's Services in Public Libraries," *Indiana Libraries* (Fall 1981): 108-111.

3. Bernard Berelson, *The Library's Public* (New York: Columbia University Press, 1949), p. 53.

4. Ibid.

5. Mary Lee Bundy, *Metropolitan Public Library Users* (College Park: University of Maryland, School of Library and Information Science, 1968); Lowell Martin, *Library Response to Urban Change* (Chicago: ALA, 1969).

6. Robert Grover and Mary Kevin Moore, *Children's Services in California Public Libraries* (Sacramento: California Library Association, [1982]; Selma K. Richardson, *An Analytical Survey of Illinois Public Library Service to Children* (Springfield: Illinois State Library, 1978); Ohio Library Association, *A Survey of Children's Services in Ohio Public Libraries 1979* (Columbus: Ohio Library Association, [1981]); Wisconsin, Department of Public Instruction, Division for Library Services, *A Report of the First Statewide Survey of Children's Services in Public Libraries of Wisconsin 1981* (Madison: Wisconsin, Department of Public Instruction, 1981).

7. Philip S. Wilder, Jr., *Library Usage by Students and Young Adults: Report Number Four of the Indiana Library Studies* (Indianapolis: Indiana State Library, 1970).

8. Esther Blanche Woolls, "Cooperative Library Services to Children in Public Libraries and Public School Systems in Selected Communities in Indiana" (Ph.D. dissertation, Indiana University, 1972), p. 191.

9. Kasper, "Children's Services in Public Libraries."

10. ALA, Public Library Association, Standards Committee, "Community Library Service--Working Papers on Goals and Guidelines," *School Library Journal* 20 (September 1973): 21-27.

11. Douglas Zweizig and Eleanor Jo Rodger, *Output Measures for Public Libraries* (Chicago: ALA, 1982).

12. Note: As explained earlier, these records are not reliable.

Defense of National Library Symbol As Road Sign Planned

Suggesting the use of a green sign with "Library" in white letters as an alternative to the graphic depiction of a person reading a book, an advisory committee to the Federal Highway Administration (FHWA) recommended rejecting the ALA proposal to add a national library symbol road sign to the *Manual on Uniform Control Devices*.

ALA adopted the library symbol at the 1982 annual conference in Philadelphia, and it is already being used in some communities as a directional sign to identify the location of libraries. ALA needs photographs and other examples of the national library symbol in building a defense against the recommendation.

Support developed through state transportation departments would give weight to ALA's request for its national adoption. Librarians, Friends of the Library groups, trustees, educators, graphic designers, and others who realize that finding libraries is important to our society need to be enlisted in support of the ALA request. Examples of the use of the symbol, of editorials, of action taken by public groups, or other

relevant material should be sent to Peggy Barber, Public Information Office, ALA.

Biotechnology

The bibliography *Biotechnology* compiled by the staff of the University of Central Florida, includes contemporary, annotated listings of articles. Copies are available for $2.00 each from the Library, Gifts and Exchanges, University of Central Florida, P.O. Box 15000, Orlando, Florida 32816.

South Carolina Libraries and Intellectual Freedom

On May 21 of this year, six of the most outspoken individuals in the country squared off in open debate on the topic "Intellectual Freedom and Libraries." The debate was carried live via closed television from the Thurmond Auditorium on the University of South Carolina campus. Over 150 people particpated in the teleconference on USC and technical college campus sites across the state. The forum included: Moderator: Col. James Rembert, Department of English, The Citadel; Members: Mr. Cal Thomas, Vice President for Communications, The Moral Majority; Dr. Onalee McGraw, Educational Consultant to the Heritage Foundation and Editor, *Education Update*; Ms. Judith Krug, Director of the Office for Intellectual Freedom, American Library Association; Mrs. Terry Todd, National Chairman, Stop Textbook Censorship Committee, The Eagle Forum; Mr. Barry M. Hager, North Carolina Director, People for the American Way.

The tape of the debate is available for postage costs if tapes are supplied by the person requesting their 'use. For more information, contact Dan Barron, College of Library and Information Science, USC-Columbia, 29208.

The teleconference was a part of a project entitled "The First Branch of the Palmetto Tree: South Carolina Libraries and Intellectual Freedom." Another product of the project is the *South Carolina Intellectual Freedom Handbook*. Copies of the handbook are available for $2.50, with the proceeds reverting back to SCLA and SCASL budgets.

The entire project was completed by the South Carolina Library Association in cooperation with the South Carolina Association of School Librarians and the College of Library and Information Science at USC, and was supported by a grant from the South Carolina Committee for the Humanities.

An Examination of the Position of Female and Male Librarians in Academic Libraries in Alabama, Georgia and Mississippi

by Prabha Sharma and Gerald C. Wheelock

Librarians comprise slightly over one percent of the professional work force in the United States; 23,000 academic librarians constitute less than a quarter (0.17) of this one percent. Approximately 60% of these academic librarians are women.[1] The position that female librarians hold as the "disadvantaged majority" within their profession has been increasingly discussed with regard to their education, research and publication activity; their placement in the heirarchy of library administration; the rate at which they are promoted and their earnings at their respective positions.[2]

This paper examines the characteristics of female and male academic librarians in Alabama, Georgia and Mississippi. The data presented and discussed are derived from a survey. The overall methodology of that survey has been reported.[3]

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF FEMALE AND MALE RESPONDENTS IN ALABAMA, GEORGIA AND MISSISSIPPI

| Number of libraries responding: | | Women | 175 | |
| | | Men | 90 | |

Number of female and male librarians respondents by state:

	Alabama	Georgia	Mississippi	Total
Women	86	50	39	175
Men	37	40	13	90

Marital Status:

	Married	Single		
Women	55.4	44.6		(n = 175)
Men	63.3	36.7		(n = 90)
X^2 Sig. = .270				

Income:

	Main	Supplemental		
Women	60.9	39.1		(n = 174)
Men	92.2	7.8		(n = 90)
X^2 Sig. = .001				

Occupational:

	Technical Services	Public Service	Administration	
Women	37.5	46.3	9.1	(n = 175)
Men	22.2	43.3	28.9	(n = 90)
X^2 Sig. = .001				

Position:

	Director	Report Directly to Director	Supervisor(s) Between them and Director	
Women	5.7	36.2	58.0	(n = 174)
Men	23.3	30.0	46.0	(n = 90)
X^2 Sig. = .001				

Findings of the Survey

One hundred seventy-five of the total number of responses were received from female librarians and 90 from male librarians (Table 1). Fifty-five and four-tenths percent of the women and 63.3% of the men were married. The salary earned as an academic librarian was the main income for 60.9% of the households

of 92.2% of the male librarians. The fact that more men are at higher administrative levels of academic librarianship may partially explain the highly significant salary differences between male and female librarians. There were three times as many men (28.9%) as women (9.1%) on the higher paying administrative positions. The percent of men serving as directors was more than four times the percent of their female counterparts (23.3% vs. 5.7%). A higher percentage of women (about 5.8%) than men (about 4.6%) have intermediate supervisors between themselves and their directors. Finally, there were proportionately more women than men in the traditionally lower paying Public Service and Technical Services areas.

TABLE 2

DIFFERENCES BETWEEN FEMALE AND MALE ACADEMIC LIBRARIANS OF ALABAMA, GEORGIA AND MISSISSIPPI IN EDUCATIONAL PARAMETERS AND PROFESSIONAL ACTIVITIES

Education:

	M.L.S.	MA/MS/Ph.D. /6th Year	
Women	89.3	29.1	(n = 175)
Men	90.9	47.8	(n = 90)
	X^2 Sig. = .99	X^2 Sig. = .004	

Subject area specialization for degree in addition to M.L.S. (%):

	None	Law	Education	Physical Science	Social Science	Humanities
Women (n = 163)	76.1	1.2	11.7	0	0	4.3
Men (n = 87)	52.9	1.1	6.9	1.1	3.4	10.3
X^2 Sig. = .001						

Thesis or report preparation during graduate work:

	Thesis	Report	Neither	
Women	21.1	21.7	57.1	(n = 175)
Men	33.3	25.6	41.1	(n = 90)
X^2 Sig. = .033				

Type of professional activity:

	Papers Presented at Professional Meetings	Research Proposal Dev.	Research Proposals Funded
Women (n = 175)	8.6	13.7	5.7
Men (n = 90)	8.9	24.4	14.4
	X^2 Sig. = .025	X^2 Sig. = .044	X^2 Sig. = .031

	Book Reviews Published	Research Papers Published	
Women	4.0	11.4	(n = 175)
Men	13.3	23.3	(n = 90)
	X^2 Sig. = .011	X^2 Sig. = .018	

	"Some Pub"		
Women	17.1	(n = 175)	
Men	33.3	(n = 90)	X^2 Sig. = .004

Table 2 presents the educational characteristics of academic librarians in Alabama, Georgia and Mississippi. While about 90% of both women and men had M.L.S. degrees, a significantly greater proportion of male librarians had a graduate degree in addition to the M.L.S. A subject breakdown of the additional degrees by sex among the academic librarians surveyed showed no female librarians with an additional graduate degree in Physical or Social Science. The largest number of additional degrees for women was

in Education (11.7%), followed by the Humanities and Law. For male librarians, the largest percentage of additional degrees was in the Humanities (10.3%), followed by Education (6.9%) and the Social Sciences (3.4%). In the Physical Sciences and Law there were equally low proportions of male and female librarians. In some cases, librarians, in these fields are in Special Libraries and do not come under the rubric of academic librarianship. This would be a reason for the low percentages reported in these subject areas.

The data in Table 2 is indicative of several important features of academic librarianship. Male academic librarians appear to have better credentials than females in terms of graduate work beyond the M.L.S. However, the preponderance of these graduate degrees in the Humanities may be due to an oversupply of job seekers who make themselves marketable by obtaining the M.L.S.

In thesis/report preparation for graduate degrees, there was a significant difference between female and male librarians–21.1% of the women and 33.3% of men had written a thesis as part of their graduate programs. Male librarians thus might be assumed to have better preparation for pursuing writing or research after graduation because they have done so earlier. The performance of both female and male librarians could be strengthened by the requirements of thesis writing as part of their graduate program.

The data related to publications and proposal writing activities of academic librarians (Table 2) showed that female and male academic librarians presented the same number of papers at professional meetings. However, men developed or published a larger number of research proposals, book reviews, and research papers than women. The analysis of the synthetic variable 'some pub' (developed by combining all the publication activities--research papers, book reviews, or presentations in a professional meeting) showed that female librarians are half as likely to publish as male librarians. This comparatively superior performance by male librarians could be related to the fact a higher percentage of male librarians write a thesis or report at the graduate level, and their higher level administrative positions provide them with the incentive, greater flexibility in their schedules, and access to support staff - ingredients essential for writing or publishing activity.

TABLE 3

DISTRIBUTION OF FEMALE AND MALE LIBRARIANS BY RANK IN FACULTY AND NON-FACULTY STATUS CONFIGURATIONS; AND THEIR FIRST CHOICE PREFERENCES FOR BENEFITS DERIVED FROM THEIR RESPECTIVE SYSTEMS

Distribution of Librarians with faculty status:

	Instructor	Asst. Prof.	Assoc. Prof.	Professor
Women (n = 175)	33.1	36.6	12.0	1.1*
Men (n = 90)	22.2	35.6	13.3	11.1
X^2 Sig. = .003			* does not equal 100 due to lack of responses	

Preference of benefits by Librarians with faculty status:

	Salary	Annual Leave	Sabatical Leave	Tenure
Women	50.0	10.3	15.3	37.8
	(n = 128)	(n = 116)	(n = 111)	(n = 135)
Men	39.4	2.9	4.8	54.7
	(n = 71)	(n = 68)	(n = 62)	(n = 75)
	X^2 Sig. = .180	X^2 Sig. = .095	X^2 Sig. = .045	X^2 Sig. = .039

Distribution of Librarians in a non-faculty status system:

	Level I	Level II	Level III	Level IV
Women (n = 29)	31.0	34.5	17.2	17.2
Men (n = 14) X^2 Sig. = .606	14.3	42.9	28.5	14.3

Preference of benefits of Librarians in a non-faculty status system:

	Salary	Annual Leave	Sabbatical Leave	Tenure
Women	58.3	29.0	13.0	37.8
	(n = 36)	(n = 31)	(n = 23)	(n = 135)
Men	50.0	20.0	12.5	54.7
	(n = 18)	(n = 10)	(n = 8)	(n = 75
	X^2 Sig. = .943	X^2 Sig. = .752	X^2 Sig. = .885	X^2 Sig. = .532

The data in Table 3 is representative of academic librarians in the tri-state area who have and do not have faculty status, their ranks or positions and their preference of benefits. The most significant differences in the ranks held by female and male librarians with faculty status appears to be at the lowest and highest ranks. There was a significantly higher percentage of female librarians at the rank of Instructor, while the percentage of male librarians at the rank of Professor was ten times higher than that of female librarians.

The number of respondents who worked in non-faculty status configurations was small and failed to show significant difference in the positions held except that the percentage of women in the level I category was twice that of men.

The larger number of women at the rank of Instructor may be because more women are hired at lower entry level salaries than men, either because they have less academic credentials than men (as observed earlier) or because of a built-in institutional bias. The fact that there are fewer women at the rank of Professor could be due to several factors. Women, once in the profession, are not promoted as rapidly as men, partly because of their own reluctance to be viewed as aggressive or as leaders. They also may not be free to move, or they may lack career goals. Perhaps, because they are women, they are not considered for higher positions as readily as are men.

Table 3 also indicates the first choice of their benefits as perceived by librarians with and without faculty status. Of the female librarians with faculty status, 50% indicated that salary was the benefit they perceived as being their first choice, followed by tenure (37.8%), sabbatical leave (15.3%) and annual leave (10.3%). Among male librarians, 54.7% perceived tenure to be their first preference, followed by salary (39.4%), sabbatical leave (4.8%) and annual leave (2.9%). Since the figures on marital status indicated that a higher percentage of the male librarians were married, this may suggest that a greater proportion of male academic librarians prefer the security of tenure. Similar trends in the perception of preference of benefits were observed among librarians without faculty status. The ranking of sabbatical leave as a low priority preference by librarians seems to indicate that librarians do not place as much emphasis on research and publishing as do their colleagues in the classroom.

Discussion

The survey of academic librarians in the tri-state area shows that there are more women than men in the academic libraries of this area. In proportion to their total number in the profession, fewer women are in the ranks of library administrators. In addition, fewer women than men rise to the academic rank of Professor. Fewer women have earned an additional graduate degree beyond the M.L.S. In addition, female librarians engage in less research and writing activity than do their male counterparts.

Women occupy lower positions in libraries than do men and probably, therefore, earn lower salaries. The first step in upgrading their position is for women to recognize the existence of such inequities and then pursue the means to remedy them. There appear to be two areas in which women could effectively take some action to improve their position in the library world. The first is in the area of study, training and pursuit of librarianship as a career. Additional education beyond the M.L.S. with emphasis on research and writing will help prepare female librarians for such future academic pursuits. In addition, women should select library

education modes that have greater pay-offs and that will enable them to aspire to administrative positions: e.g., the computer, information science and other high technology areas of librarianship that are in increasing demand. Traditionally, women have been encouraged to aspire to the service oriented aspects of their profession and this has been one of the causes for their depressed position.

The second, but more encompassing sphere in which female librarians can make a change in their careers is by examining their role within society as a whole. Over the years, women have extended their nurturing, supportive role into the library world. Often, their perception of their work as a job rather than as a career has led to their job being considered more a non-professional task. Their assumption of professional rights and responsibilities has thus been impeded. Because of discontinuous work histories in order to raise families and their lack of geographical mobility, women have been unable to demonstrate the necessary dedication and commitment to a career. If women aspire to higher career goals, they need to examine their commitment and give it important consideration when planning their career and life. Positive self images of women as career people combined with the cultivated confidence to be managers, leaders and innovators are necessary for future success. In order to advance in their careers, female academic librarians will need to translate their changed, informed and active societal role into their career world.

In addition to the question of setting clear career goals and cultivating a positive self-image, women and society as a whole need to examine the male dominated power structure both inside the library world and outside it. Working to modify and equalize that power structure will have a positive impact on society and on the careers of female academic librarians. Only then will women, as the "disadvantaged majority," realize their true potential and achieve gratification and responsibility in their careers.

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Notes

1. Beverly P. Lynch, "Women and Employment in Academic Librarianship," in *Academic Librarianship by the Year 2000: Essays Honoring Jerold Orne* (New York: Bowker, 1977).

2. Dee Garrison, "Women in Librarianship," in *A Century of Service: Librarianship in the U.S. and Canada* (Chicago: American Library Association, 1976); Kathleen Heim and Pamela Broadley, "Status of Women in Librarianship," in *ALA Yearbook 1979: A Review of Library Events 1978* (Chicago: American Library Association, 1979); Adelaide Reed Weir Sukiennik, "Training Women Library School Students for Greater Career Achievement," (Ph.D. dissertation, University of Pittsburgh, 1978); Leigh S. Estabrook And Kathleen H. Heim, "A Profile of ALA Personal Members: Findings of a New, Wide-Ranging Study of ALA as Distinct from the Field at Large, with Comparisons of Data for Male and Female Full-Time Workers," *American Libraries* 11 (December 1980): 654-659.

3. Prabha Sharma, "A Survey of Academic Librarians and Their Opinions Related to Nine Month Contracts and Academic Configurations in Alabama, Georgia and Missisippi," *College and Research Libraries* 42 (November 1981): 561-570.

Performance Appraisal in Libraries:
A Staff-Oriented Approach

by William K. Black

Evaluation of support staff has long been an integral part of the library work environment. The heading "Employee Evaluation" is a common entry in *Library Literature*, and much attention has been given to the subject in professional journals. Most of us think of evaluation as an important component of the work process, although some may question its focus or its effectiveness in specific instances. Evaluation of staff employees in some form occurs regardless of the administrative style employed by those responsible for setting library policy, but it is often seen as an obligation or an ineffective nuisance.

Evaluations are usually performed once a year in cycles linked to date of hire or birthdate or in a single study including a group of employees. This process is usually carried out by means of a form which contains boxes to be checked, questions to be answered or both. The focus of the form may change depending on the type and goals of the specific library, but the process is basically the same. The various forms look much alike. Questions judge personal and work qualities and ask supervisors to answer both subjective and objective criteria. [1]

The performance appraisal form is used ineffectively for several reasons. Criticisms most notably have come from Douglas McGregor and Ernest DeProspo.[2] One writer has referred to the process as an ego-deflating experience.[3] In some cases, the problem is that evaluations are not tied to job descriptions. This makes for an arbitrary judgement of performance, unrelated to assigned duties. Some evaluations cover personal qualities more thoroughly than work-oriented attributes. Too often the process is seen as an interruption and a burden. There may be no attempt to discuss the evaluation so that problems can be addressed and employee input received. The evaluations may not even be related to each other from year to year.

Employees want to know how their level of performance matches the expectations of their supervisors. A well-designed performance appraisal presents them that opportunity. It can, in addition, provide much more if the form is well designed in terms of content, and the evaluation process is well handled. The form and process can be keys to greater understanding of the job, to increased motivation, and to a larger degree of staff input into the structure and performance of the job. The evaluation can then be a means for fostering staff growth.[4] As Rogers and Weber state, "The personnel goals of a library are job productivity, the individual's personal development and satisfaction, and overall library program advancement. These can be promoted through a program of personnel development founded upon suitable training and supervision. This development is measured by formal performance reviews or achievement ratings."[5] They go on to state that "the performance rating is usually a more or less formalized evaluation of an employee's work prepared at stated intervals. It should be shown by the person preparing the review to the employee reviewed, and there should be opportunity for two-way communication. Misunderstandings should be ironed out in such conferences, and defects in training spotted. . .Employees want to know where they stand, and if honestly executed, the performance rating can be an invaluable device."[6]

For the form to accomplish these objectives, it must be based on the job description and on the goals of the position; it must weigh objective factors as much as possible; it must allow for input from both supervisor and employee; it must provide for a statement of problems and a reconciliation of differing points of view; it must be completed objectively; and it must be completed honestly. [7] As DeProspo states, " If the concern is with the improvement of performance the process needs to be related to work goals and the act of assessing an employee's performance needs to be related to achieving these goals, i.e., a 'goal method approach'."[8] Supervisors defeat effective evaluation tools if they do not tell the truth about their perceptions of the levels of an employee's performance. They may gloss over unfavorable areas and only speak of positive areas of performance. As Hugh Atkinson states, "Most of us will avoid making a negative statement about another person rather than perform our duty as a department head or even as a colleague. People are reluctant to say bad things because they don't want them to interfere with a personal relationship or with the smooth running of the library. This negates the personal accountability of the supervisor or administrator ..."[9] A major goal of the process is hindered if the supervisor uses the appraisal form as a protection device. Even an excellent form is made ineffective by a less than honest representation of a person's performance. If real problems in job performance do not appear in the evaluation, supervisors cannot expect to take action to correct these problems. No basis exists for such action without a written record of poor performance. The appraisal form is the primary record of performance level.

In addition to the primary job responsibilities, the performance appraisal is often used to weigh such related attributes as accuracy, planning and organization, efficiency, dependability and cooperation. In planning evaluations of supervisors, it is important to judge how well they delegate their responsibilities, how effectively they utilize the people who work for them and how objectively they supervise. Ratings of all staff should be as objective as possible. Things such as dress and attitude may be important, but it is generally difficult to justify their legitimacy as indicators of job performance.

FIGURE 1

TRIPARTITE EMPLOYEE EVALUATION FORM

1. Attach a copy of the job description questionnaire for his person's position. Label alphabetically all major responsibilities listed. This alphabetical arrangement shall correspond to the following grid. Rate the employee in all major responsibility areas by checking the appropriate boxes. Feel free to use the comment section for any or all ratings. (Ratings of unacceptable, conditional, or superior must be accompanied by comments.)

2.

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
Unacceptable															
Conditional															
Acceptable															
Commendable															
Superior															

3. Comments:

A tripartite form works well for updating the job description, evaluating performance, offering the employee an opportunity to express an opinion and providing for an interchange of ideas and solutions to problems. Part one is completed by the supervisor. It asks for a rating of performance of the staff member in the major areas of responsibility listed in the job description. A grid such as the one shown in Figure 1 lists alphabetical codes for goals or responsibilities and a grading scale for level of performance. Any number or variety of grading levels may be used, although this author has found those listed in Figure 1 to be most successful in terms of number and clarity. The terms selected to describe performance level should be readily understandable and should not give undue weight to either end of the grading spectrum. The second section of part 1 includes job qualities such as accuracy, job knowledge, planning and organization and efficiency with the same rating scale. Room is left for comments. Supervisory qualities such as delegation of responsibility, utilization of personnel and objectivity are included. The rating scale is the same as that shown in Figure 1. The third section rates the employee on the execution of goals established for him or her in the previous year's evaluation.

A second performance appraisal form is completed by the employee. It requires analysis of the job description and reporting of any major alterations, discussion of strengths and weaknesses of performance from the employee's point of view, and a listing of problems encountered in carrying out the responsibilities of the job with comments on the quality of supervision received during the year.

This last area is difficult if retribution is feared from the supervisor. It is important, however, that an employee have an opportunity to speak to the issue of supervision with positive or negative comments. It can be stressed that this is an opportunity to discuss helpful aspects of supervision received. Such discussion can be constructive for both parties concerned. It is important that the supervisor establish an atmosphere where the employee feels free to agree or disagree with points raised in the evaluation s/he receives and to express his or her own explanations. This is the employee's opportunity to express individual needs, complaints and praise; and it should

be as open and as free from retribution as possible. This opportunity for employee input and interaction can help to prevent the growth of a disgruntled and unproduction worker. Thus, employee evaluation has more goals to satisfy than simply listing check marks and grades. Carefully planned, it can be a motivational device, a tool for obtaining staff input, and a key to increased communication.

The third part of the employee evaluation form is filled out jointly by employee and supervisor. It asks them to list any changes in the job description, to agree on a new job description when that is necessary, to list and agree on goals for the coming year and to describe job-related problems with potential solutions as they see them. The following year, the individuals will be required to discuss during the evaluation how the solutions were carried out and how effective they were.

Not all individuals will need all of the boxes and spaces provided. Likewise, some employees will have few problems, and employees and supervisors may agree with each other's comments. This type of form is designed to fulfill the general needs of the evaluation process. Flexibility for more specific needs is required. The listing of goals is one important component of this process. Library staff are not ordinarily accustomed to completing goals statements and may feel uncomfortable doing so. A common complaint is that "I don't do anything important enough to have goals." Staff need to understand that all jobs have goals. It should be possible to establish goals that harmonize with those of the organization. Setting goals helps the individual employee structure his or her work for the year and see the importance of the job in relation to the mission of the organization. The evaluation procedure outlined above can work without the establishment of goals, but setting goals is a useful and beneficial process.

Many employees and supervisors are not accustomed to giving or receiving self-evaluations. Self-evaluation is important because it gives the employee a chance to reflect on accomplishments of the year and to consider personal performance. It permits comparision of the supervisor's impression of the level of work performance with the impression of the employee and provides a concrete point for beginning discussion. The more definite the points for discussion, the more productive and smooth the process will be.

The final steps are to make others in the supervisory chain aware of the evaluation results and to insure that the document remains the important and active instrument it is intended to be. Follow-up regarding problems identified, comments and suggestions made and solutions described is essential. One means of giving validity to the evaluation form as an important rating device is to tie salary increases to successful ratings. Ratings of "unacceptable" or "conditional" would negatively affect salary increases. This suggests that money is a primary motivator, however, a question which is not within the context of this article.

To be effective, both parties must feel that this approach to evaluation is worthwhile, that their efforts are important, and that the desired results will be achieved. Only then will the evaluation form provide a full written record of performance, a means of communication, a tool for motivation and an opportunity for input to the job. When an employee feels s/he has a say about the job, when communication lines are open, and when a clear picture of the relationship between responsibilities and performance is drawn, then it may be assumed that the employee will be more satisfied and motivated to do a better job. An approach to evaluation such as that described here can be a vital tool in achieving that objective.

NOTES

1. Oberg, Winston, "Make Performance Appraisal Relevant," *Harvard Business Review* 50 (Jan.-Feb. 1972): 61-67.

2.McGregor, Douglas, "An Uneasy Look at Performance Appraisal," *Harvard Business Review* 35 (May-June 1957): 89-94; McGregor, Douglas, *The Human Side of Enterprise*, New York: McGraw Hill, 1960; De Prospo, Ernest, "Personnel Evaluation as an Impetus to Growth," *Library Trends* 20 (July 1971): 60-70.

3.Likert, Rensis, *Human Organization: Its Management and Value*, New York: McGraw Hill, 1967, p. 126.

4. Kindall, Alva F. and James Gatza, "Positive Program for Performance Appraisal," *Harvard Business Review* 41 (Nov.-Dec. 1963): 163-66.

5. Rogers, Rutherford D. and David C. Weber, *University Library Administration*, New York: H.W. Wilson Co., 1971, p. 45.

6. Ibid., p. 47.

7. One notable example is the goal-based evaluation system of McGill University Library described in Association of Research Libraries, Office of University Library Management Studies and McGill University Libraries, *Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process*, ARL Office of University Library Management Studies, Washington, D.C., 1976.

8. De Prospo, "Personnel Evaluation as an Impetus to Growth."

9. Atkinson, Hugh C., "The Importance of Good Supervision in Libraries," in Stevens, Rolland E., ed., *Supervision of Employees in Libraries*, Urbana-Champaign, IL: University of Illinois, 1979.

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SELA Chronicle

Regional News

GEORGIA

Cheryl Stiles joined the Roddenbery Memorial Library, Cairo, and Colquitt-Thomas Regional Library, Moultrie, in a shared service position in August. Stiles is a recent graduate of Emory University, with one year's experience in the DeKalb Library System.

David E. Estes, University Librarian for Alumni and Community Affairs, Emory University Libraries, received the Emory University Alumni Association Award of Honor on April 30. Estes is the co-founder of the Friends of the Emory University Library.

MISSISSIPPI

Katharine Paterson was awarded the University of Southern Mississippi's Silver Medallion in recognition of her distinguished contributions to children's literature. Paterson won the Newbery Medal in 1978 for *Bridge to Terabithia* and in 1981 for *Jacob Have I Loved.* Her most recent work, *Gates of Excellence* concerns her writing of books for children.

NORTH CAROLINA

The **University Libraries, University of North Carolina,** celebrated the addition of the three millionth volume on University Day, October 12. Frank Hanes, on behalf of the John Wesley and Anna Hodhin Hanes Foundation for the Study of the Origin and Development of the Book, presented the Estienne Collection to the library. The Foundation had previously given the University single books to mark the one millionth and two millionth volumes.

Charlotte voters passed a library bond issue worth $9.3 million to the **Public Library of Charlotte and Mecklenburg County.** Seventy percent of those voting approved money for the expansion of the Main Library in uptown Charlotte, the expansion of the Matthews Branch and the building of a branch in Hickory Grove community. The Friends of the Public Library of Charlotte and Mecklenburg County and the Library Board of Trustees headed the drive to vote the bond issue. Copies of the brochure entitled "The Public Library ... Your Partner in Learning," which was used at PTA meetings, can be obtained by writing Mary Hopper, Director of Public Relations, Public Library of Charlotte and Mecklenburg County, 310 N. Tryon St., Charlotte, NC, 28202.

SOUTH CAROLINA

Estellene P. Walker was presented the State Library Distinguished Service Award in recognition of service as Executive Secretary of the State Library Board, 1946-1968, and as State Librarian, 1968-1979. During this time, the State Library grew from a small public library extension agency into a library serving state government, other libraries, blind and physically handicapped persons and the general public. Among her accomplishments were: a strong program of state aid for public libraries, a massive increase in the book holdings of local libraries, more professional librarians, better public library facilities, the extension of service to blind and physically handicapped persons and the evolution of a statewide interlibrary loan network. Walker was a former president of the South Carolina Library Association, working for the professional improvement and advancement of librarians in the state. She authored *"So Good and Necessary A Work": The Public Library in South Carolina* after her retirement.

J. Mitchell Reames, who retired as library director of Francis Marion College on July 1, 1983, also received a Distinguished Service Award from the State Library at the SCLA Convention. Reames, having served as reference librarian at Clemson University and as director of the Undergraduate Library at USC before developing the James A. Rogers Library at Francis Marion, has been active in SCLA, serving as president during two widely separated terms of office. In addition, he has served as a trustee of Claflin College and as advisor to its library. He was recognized for his career, his integrity, and his lifelong committment to excellence.

TENNESSEE

The **University of Tennessee at Knoxville** library officially opened its on-line circulation system with a database containing over 700,000 circulation records and over 500,000 MARC records. The first step toward conversion to this system was the charter membership in OCLC, with the "smart" barcodes used in circulation created from the OCLC tapes. This system is the first in a move to include acquisitions, fund accounting, serials control, community access and on-line catalog in one system. The latter step is scheduled to occur when the library moves into a new building whose ground breaking is to take place in July, 1984.

VIRGINIA

Fairfax County Public Library, Springfield, held ground breaking ceremonies on October 29 for a new branch in Reston. The 30,000 square foot library will hold 150,000 books and have an extensive circulating, media, and reference collection. Plans call for media carrels with playback capability, computers for programming, cable viewing by patrons, typing rooms, and a quiet study area, in addition to a seating capacity of 195 people. Completion of the 3.5 million dollar structure is expected in early 1985.

SELA PUBLICATIONS AVAILABLE AT REDUCED PRICE

Anders, Mary Edna, Libraries and Library Service In The Southeast - A Report Of The Southeastern States Cooperative Library Survey, 1972 - 74. The University of Alabama Press, 1976. $5 (Originally, $10)

Ward, James E., Albright, Jane A., Phillips, Kathleen, Southeastern Bibliographic Instruction Directory: Academic Libraries. Southeastern Library Association, 1978. $1.25 (Originally, $10)

Tucker, Ellis Eugene, Ed., The Southeastern Library Association, Its History and Its Honorary Members, 1920 - 1980. Southeastern Library Association, 1980. $1 (Originally, $5)

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Personal Membership Application
SOUTHEASTERN LIBRARY ASSOCIATION
P.O. Box 987, Tucker, GA 30084
404/939-5080

You are cordially invited to renew your membership in, or to join, the Southeastern Library Association

Name _____ / _____ / _____
First Name   Initial   Last Name

Mailing Address _____
Street/Apartment/P.O. Box

_____

_____ / ____ / _____
City   State   Zip   Telephone: ☐ Home
                                                      ☐ Business

Place of Employment _____

Position/Title _____

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Is your current mailing address a recent change of address? If YES, circle previous STATE of residence.

AL   FL   GA   KY   LA   MS   NC   SC   TN   VA   WV   Other_____

Using the *Information Page* attached, fill in information listed below:

Type of Library with which you are associated _____

I wish to have my name excluded from all but official Association mailings ☐

  ☐ New Membership for 1984
  ☐ Renewal Membership for 1984

  Amount of Dues Enclosed $_____

Section Membership Affiliation: 1st Choice _____   2nd Choice _____

Include $2.00 each, if more than
Two Sections chosen. Max of FOUR.   3rd Choice _____   4th Choice _____ $_____

Committee(s) Selection(s):   1st Choice _____   2nd Choice _____   3rd Choice _____

Information Page

Indicate the type of Library with which you are associated on the Membership Application Form by letter as listed below: (Indicate only ONE.)

(A) College/University (C) Public (E) Special (G) Other
(B) Library Education (D) School (F) Retired

Dues Schedule
(Indicate amount of dues paid on Membership Application Form)

Personal Members

Commercial Representatives	$10.00	( )
Student, Trustees and Friends	4.00	( )
No Salary to annual salary of $6,500	5.00	( )
$6,501 to 7,500	6.00	( )
$7,501 to 13,500	9.00	( )
$13,501 to 20,500	12.00	( )
$20,501 and up	15.00	( )

Special Members

( ) Sustaining Membership $25.00   ( ) Contributing Membership $50.00 and up

(SELA Membership Dues are deductible for income tax purposes)

Your SELA membership includes affiliation in TWO (2) of the following Sections/Round Tables. Indicate your TWO preferences on Membership Application Form by letter as listed below:

(A) Library Education
(B) Public Libraries ·
(C) Reference & Adult Services
(D) Resources & Technical
    Services

(E) School & Children's Libraries
(F) Special Libraries
(G) Trustees & Friends of Libraries
(H) University & College Libraries

(I) Library Instruction Round Table
(J) Junior Members Round Table
(K) Government Documents
    Round Table
(L) Online Search Librarians
    Round Table

If you wish to affiliate with more than TWO of the above, include $2.00 for each additional section affiliation. MAXIMUM OF FOUR (4) SECTION AFFILIATIONS.

Committee(s) on which you have an interest in serving. Limit your selection to THREE (3). Indicate choice on Membership Application Form by number as listed below:

(2A) Outstanding SE Author Award
(2B) Outstanding SE Library Program
    Award
(2C) Rothrock Award
(3) Budget
(4) Committee on Committees
(5) Conference (Local Arrangements)
(6) Conference Site Selection
(7) Constitution and Bylaws

(8) Continuing Education
    and Staff Development
(10) Handbook
(11) Headquarters Liaison
(12) Honorary Membership
(13) Intellectual Freedom
(14) Legislative/Interstate
    Cooperative

(15) Library Development
(17) Media Utilization
(18) Membership
(19) Nominating
(21) Public Relations
(22) Resolutions
(23) Southern Book
    Competition

Personal membership INCLUDES A SUBSCRIPTION TO THE SOUTHEASTERN LIBRARIAN and all general mailings of the Association. (Complete volume of Journal not guaranteed if application is received after April 1.) Please make your check payable to SELA and mail with Membership Application Card to:

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

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The Southeastern Librarian

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MANUSCRIPTS should be submitted in duplicate to the editor. Authors will be notified of receipt promptly. Generally, manuscripts should not exceed 5,000 words. Articles should be typed, doubled spaced on 8½" by 11" paper with one inch margins on all sides. The author's last name and the page number should appear at the top of each page. Photographs will be accepted for consideration but not returned if the manuscript is accepted. Footnotes should appear at the end of the manuscript. Turabian's A MANUAL FOR WRITERS OF TERM PAPERS, THESES, AND DISSERTATIONS, 4th ed., is the preferred form. A brief professional biographical sketch should accompany the manuscript. Unsolicited manuscripts will not be returned unless accompanied by self-addressed manilla envelope and postage sufficient for return mailing.

NEWS NOTES should be sent to the Managing Editor.

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

BACKFILE: Copies of all earlier issues are available in microform from University Microfilms International, 300 North Zeeb Road, Dept. P.R., and Ann Arbor, MI 48106, U.S.A. or c/o 18 Bedford Row, Dept. P.R., London, WC14EJ, England. Some hardcopy back issues are available through the SELA Headquarters, P.O. Box 987, Tucker, GA 30084.

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