The Southeastern Librarian

SELA BIENNIAL CONFERENCES

OCTOBER 15-19, 1984
Mississippi Gulf Coast
Convention Center
Biloxi, Mississippi

OCTOBER 15-19, 1986
Marriott Hotel
Atlanta, Georgia

Several years ago when I was working as an academic reference librarian, a young couple approached one of my colleagues who was working the desk. The young woman was hanging back, the young man obviously nervous. He asked, "What's the closest state where somebody can get married without a waiting period?"

The librarian said later that both seemed so frightened she was afraid they might run away if she said anything or didn't find their answer quickly enough. Without saying anything at all she pulled the latest edition of *The Book of the States* from the ready reference shelves and opened it to the relevant pages. The two read the information, closed the book and left.

My students in our course on foundations of information services and sources hear this story as an example of a situation where it is unwise to conduct a reference interview. It serves equally well as an example of the critical moment for which librarians acquire, organize, store and retrieve information. From the library's view — on a statistical tally sheet — it was a ready reference question requiring less than five minutes to answer. From the couple's point of view, it was a question the answer to which could have lifelong impact — for better or worse.

At the most basic level libraries function to assure that people have access to the information they need when they need it. (To paraphase: "The right information for the right person at the right time.") Our shelves, data bases and file cabinets are filled with information. Regardless of the type of library in which we work or the degree of direct contact we have with the public, our concern is that such information can be found and used when it is needed. Those of us who are library educators must communicate to our students a focus on people rather than on books, computers or other objects. Charles Hildreth's article in this issue touches on this issue, as does the article by Frances Smardo and Velma Schmidt. And Betty Jobson suggests ways we can adjust to new stresses.

— Linda Lucas

Editor's Page

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DEADLINES FOR COPY TO EDITORS:

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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.

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If you missed the joint SELA/RASD reference workshop in Atlanta in May or the SELA Conference on Intellectual Freedom on July 29-August 1 in Tallahassee, you missed two very worthwhile workshops. Both offered new insights to their subjects and provided some outstanding speakers.

In just a few weeks, October 15-19, 1984, the much heralded SELA/MLA Joint Conference will commence in Biloxi. This is a conference you do not want to miss. There will be excellent programs, stimulation speakers, and good fellowship and fun. I HOPE TO SEE ALL OF YOU IN BILOXI! Kay Miller, our General Conference Chair, has done an outstanding job with her committee in bringing us another excellent conference.

I am pleased to report that with careful forecasting and budgeting, SELA is operating with a balanced budget and there is no red ink for this biennium. It has not been easy and I would like to thank the membership officers; Ann Morton, our former Executive Secretary; Jo Ann Treadwell, our SELA Office Manager; and David Estes, our Acting Executive Secretary for their thoughtful and helpful assistance in ensuring the viability of the Southeastern Library Association for another biennium.

I hope this finds you enjoying a pleasant and fruitful summer and gearing up for the challenges of another year.

— Barratt Wilkins

From The President's Desk

BURNOUT:
A Problem For Library Managers
By Betty S. Jobson

"Burnout" has become a part of our national jargon — a term used to describe an individual's inability to cope with job-related stress. It is characterized by excessive fatigue, a general dissatisfaction with the occupational environment, and an inability to deal constructively with professional clients.[1] Some use burnout as "an excuse, some as a badge of honor, and others as a negative symptom-of-our-times and a fast changing society."[2]

This article will be concerned with descriptions and definitions of burnout, its evidence in libraries, some of its causes, suggestions for preventing or reversing it, and conclusions on the relevance of burnout for today's library managers.

Dr. Herbert J. Freudenberger, a practicing New York psychiatrist, coined the term "Burn-Out" to describe the syndrome of verbal complaints and physical symptoms he began observing in his patients during the mid-to-late 1970's. He explains that a typical composite of the statement he was hearing from his patients went something like this: "I came from a pretty good home. I went to school, settled into a career, married someone I loved, had children. We're a pretty successful family . . . but something is missing. None of it seems to matter. And I'm tired of working so hard."[3] The patients were experiencing a lot of exhaustion, disillusionment, and, in many cases, a failure to function. In talking to some of these people, Dr. Freudenberger began to use the term "Burn-Out" and each time he did, he received a profound reaction and immediate identification. "Yeah, that's how I feel. Burned out."[4]

Later students of burnout found it to be most common in the area of the human service organizations. Cherniss found burnout occurring most frequently in professionals who performed in a client-oriented situation. The stress involved in this kind of work often leads to the professional adopting an unfavorable attitude toward the client and the work environment. Idealistic individuals become aloof professionals who seem unresponsive to human need.[5]

Sandra Neville was among the first to report on the evidence of burnout as a problem in libraries. Writing in *College and Research Libraries* she pointed out the "staff members who perform duties requiring direct service to the library user are expressing concern about negative characteristics of job stress and the nonproductive results of burnout."[6] Ferriero and Powers published a study on "Burnout at the Reference Desk" in 1982 which discusses the symptoms and the preventative measures found in the relevant social science literature and in the authors' experiences.[7]

Watstein made a comprehensive study of literature on "Burnout: From a Librarian's Perspective" which focused on librarians' needs in coping with physical and mental stress.[8]

Most recently, Smith and Nelson reported on their survey of reference librarians in seventy-five large university libraries assessing the degree of burnout experienced in the library profession. Their conclusions were more optimistic than the earlier studies. They found burnout to be less of a problem than anticipated, but still a real concern for many librarians.[9]

The literature shows that burnout has been recognized as a problem for librarians — particularly those in the public service areas — and that causes and cures are being sought.

Three components that contribute to negative characteristics and are sources of frustration to service staff are: first, the individual's lack of ability to handle a stressful occupation; second, the traditional organizational structure; and third, fragmented professional support.[10]

In discussing an individual's ability to cope, Neville wonders if professional library schools and library directors — the first in recruitment of students and the second in recruitment of professional library staff — adequately emphasize the stressful nature of the work. She asks, "Do individuals seeking public service positions demonstrate the necessary energy, decision-making ability, intellectual curiosity, and communications skills necessary to meet the vigorous performance requirements?"[11]

Seymour Sarason, in his foreward to Cherniss's work on burnout, expresses the same concern for professional preparation. He says, ". . . can one understand professional burnout without looking at where and how professionals receive their formal training? How much of the

disillusionment that the young professional experiences can be attributed to a faulty preparation that simply does not reflect the realities he or she will encounter?"[12]

Quoting Gann's study of burnout among social workers, Smith and Nelson also zero-in on the need for more realistic preparation:

". . . a major cause of burning-out for new public sector professionals is disillusionment as a result of unrealistic expectations derived from the 'professional mystique.' This myth . . . generally leads new professionals to believe their work situations will be (among other things) interesting, quite autonomous, collegial, and filled with grateful and cooperative clients. It also proposes that the professional will feel competent (once acquiring the proper credentials), sympathetic, and compassionate at all times."[13]

When expectations do not match reality, burnout can set-in.

Certainly, as already noted in Freudenberger's study, the high achievers are the most likely candidates for burnout. Those librarians who set the highest standards for themselves, for their library and their co-workers; who take-on-more-than-they-can-do and won't ask for help; who work longer and longer in trying to meet their goals are the ones to be most closely monitored for burnout symptoms.[14]

Once a librarian is trained, hired and on-the-job, a second component of job stress may appear. That is the individual's relationship to the organization. The organization plays an important role in providing appropriate methods for the delivery of service. The organizational structure, the philosophy, and the individual's ability to perform within this environment determines his/her ability to provide service. If " . . . the library does not articulate its client orientation through its structure, . . . (it) creates organizational ambiguities and an inappropriate environment for service delivery."[15]

Ferriero and Powers also point out problems of organizational structure. They find it important for the public service staff to be involved in the goal-setting process. "It is vital to the individual's feeling of self-worth that he/she feel an integral part of the organization. Both performance and attitude suffer when you have no voice in how things are done and when you are unclear about your role in the organization."[16]

The third factor identified by Neville as a cause of burnout is the fragmented professional support available to librarians working in stressful climates. She states that, "Academic libraries have completed several decades of placing the highest priority on collection building, preservation, and storage as primary activities supporting a materials organization," and cites statistics required for the Association of Research Libraries and other library reports as being entirely quantitative with no method yet devised for evaluating quality. This lack of a way to measure client-satisfaction and the quality of librarians' performance she believes demonstrates a lack of concern for and recognition of service.[17]

Lack of professional support at the local level was suggested by Ferriero and Powers as a factor contributing to burnout. They point out that the lack of feedback, either on how a librarian is performing or how satisfied users are with services, is inherent in reference work. This "lack of feedback and evaluation of performance from your supervisor and peers leads to frustration and contributes to deteriorating service."[18] They believe that staff meetings do not adequately fill the function of "support groups — a place where a public service person can vent the frustrations of dealing with problem users and get tips from the group for making the next such encounter less frustrating."[19]

A system of "social support" is also considered a key factor by Martell in achieving optimum quality of working life. He thinks systems of training, conflict resolution, work measurement and performance assessment, should be reviewed and redesigned to ensure that management's actions are consistent with its expressed philosophy. Feedback mechanisms, too, must be maintained so that staff members receive the support they need to respond to external demands.[20]

Burnout has been defined, described, its evidence in libraries documented, and some of its causes identified. So what can be done to prevent or reverse it? The literature has suggestions that run the gamut from diet and exercise to hobbies and vacations, job enrichment, organizational change, and transcendental meditation. Some of the ideas can be used by individuals and others can be utilized by managers. These ideas have been discussed by Freudenberger,[21] Ferriero and Powers,[22] and others who have done research on stress.

As an individual, you can:

1. Cultivate self-awareness. Know your strengths and your weaknesses and determine when it is time to stop pushing yourself.
2. Give up being a perfectionist! Perfectionists are hard on other people and hard on themselves.
3. Learn to be flexible. The theories of library science are not "set-in-concrete," nor is every practice and procedure in a particular library. Times change, situations change, and librarians can change, too.
4. Attend professional workshops, conferences, etc. Not only does this get you out of the library, but it also gives you a chance to meet other librarians and exchange ideas.
5. Lead a healthy life. Proper exercise, diet, rest, hobbies, regular vacations, and expecially, developing close personal relationships, all make you a less-likely candidate for burnout.
6. Don't let your job become the most important part of your life. A common symptom of burnout is total concentration on one's job with very little interest in anything outside of work. People with many outside interests seem to have a built-in defense against stress and burnout.[23]

As a manager, you can:

1. Examine carefully the working conditions of your staff. Librarians in steady contact with users need space and time away from patrons. Staff members also need support from the organization in the form of understanding , praise, and evaluation.
   Consider reducing the user-to-librarian ratio. Be sure that there are always enough staff members on duty to serve the users' needs.
2. Look at the organizational structure and see if it is too "top heavy." Do librarians really have an opportunity to participate in goal setting and decision making, or is this just "window dressing" with all decisions actually made by top supervisors?
3. Learn the symptoms of burnout and recognize potential problems in yourself and your staff. Are there librarians working too many hours, taking work home with them, skipping breaks? Are vacations taken regularly, and are they used for change and relaxation?
4. Take-to-heart the suggestions for individual librarians described above and use them in your own life — i.e., stay healthy, be flexible, don't be a perfectionist and don't let your job become your life.

CONCLUSIONS

What do these facts and opinions, ideas and suggestions mean for today's library managers? First, they point out two problems which must be addressed. One (a general concern expressed by Freudenberger) is that librarianship is going to lose its highest-achievers, its most productive and effective professionals, unless the tendency to burnout is reversed in this high-risk group. Second, it imposes an obligation on library schools to prepare students for the stressful aspects of public service work. Perhaps the core course in librarianship should focus some attention on job stress and burnout to prepare a student in the early stage of library education to understand the personality and coping strategies required and to evaluate his/her personal characteristics for such work. Also, library managers need to develop interviewing techniques to help them evaluating a job applicant's personal ability to handle stress.

Another relevant area for study by managers who are concerned about burnout is the organizational structure of libraries. Change from a materials-oriented organizational pattern to a client-oriented one is needed to meet today's demand for more and better service to users and to provide support for the public service staff.

Common results of burnout among librarians and other staff are low morale, absenteeism, and frequent turnover, as well as emotional and health problems. By becoming aware of the causes, symptoms and antidotes for the burnout syndrome, library managers can develop ways to avoid the problem or reverse its progress, and thus assure a more effective library operation.

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NEWS NOTES

AASL Challenges The States for Atlanta National Conference

The American Association of School Librarians (AASL) has announced a state challenge contest to promote attendance at its third national conference.

The **Challenge '84: Mission Possible** National Conference will take place October 31-November 4, 1984, in Atlanta.

For the Mission Possible Contest, all states are automatically registered. Through the use of a formula, the state with the most persons enrolled for the conference through the close of advanced registration (as compared with the number of AASL members and the number of school library media specialists in the state) will be the winning delegation.

Announcement of the winning state will be made in Atlanta as the conference opens. The winning delegation will receive not only a prize, but national recognition as well.

In the spirit of friendly competition, state leaders are encouraged to challenge their neighboring states, organize travel-together delegations, and show their state pride. Materials to promote conference attendance are available from the AASL Office. Packets for advance registration will be available from AASL in April.

For more information on the Mission Possible Contest, contact Theresa M. Fredericka, Atlanta Conference Chair, at 337 E. Beck Street, Columbus, OH 43206, or 614/466-2761. For promotional materials for the conference, write AASL, **Challenge '84: Mission Possible,** 50 East Huron Street, Chicago, IL 60611, or call 312/944-6780, extension 307.

The American Association for State and Local History has announced an audiovisual program and accompanying pamphlet designed to introduce them to the first principles of records management which will begin production this summer.

Other tools intended to save local records that are essential sources of history will be forthcoming. A guidebook, describing the basic components of a good records management program will be published jointly by the American Association for State and Local History and the Joint Committee, in cooperation with professional societies of local officials and the archival and historical communities. This guidebook will appear in 1985.

The Joint Committee on the Management, Preservation and Use of Local Government Records also established the National Information Center for Local Government Records (NICLOG), a clearinghouse that will provide referral services for inquiries about effective records management practices. NICLOG will direct inquiries to the technical assistance services already provided by professional associations and supplement those efforts where needed. NICLOG is expected to begin operations this fall with the distribution of the audiovisual program and pamphlet, and to open its reference service on January 1, 1985.

Online Catalogs and Public Libraries

By Charles R. Hildreth

At the Annual Meeting of the American Society for Information Science (ASIS) in the fall of 1983, I moderated an open forum: "Should Online Library Catalogs Be Multi-functional Information Retrieval Systems?" Panelists were Pauline A. Cochrane, Professor, School of Information Studies, Syracuse University; Tamas E. Doszkocs, Chief, Biomedical File Implementation Branch, National Library of Medicine; and Charles W. Robinson, Director, Baltimore County Public Library. I knew full well that the theme was a loaded question, and I knew from prior conversations that Charles Robinson would pursue the sub-theme, "Should Online Catalogs Be Permitted in Public Libraries?", or even, perhaps, "Should Library Catalogs Be Online At All?" The presence of Cochrane and Doszkocs, both outspoken proponents of online library catalogs, promised to make the forum lively and informative. The promise was fulfilled.

In introducing Charles Robinson, I referred to his comments from an address which appeared in *Public Libraries*.[1] In that article Robinson discussed the place of library services in the community, the problem of setting service priorities for differing communities, and explained the basic service policies of the Baltimore County Public Library. Baltimore's materials collection policy is simple and seems to be the **primary** service policy: buy the materials most users actually read or use, provide them as soon after publication as possible, and buy enough copies of the most-wanted titles to satisfy user requests promptly. Aware of the mounting evidence that public library users generally select their books through browsing the shelves, and confessing that "we are trying to get as many books as possible **out** of the building," Robinson recommends techniques of book merchandising such as face-out shelving of books throughout the library, and minimal cataloging to speed the book to the public's attention.

Robinson believes that such practices, now in the library spotlight, have contributed to great increases in per capita circulation since they were first implemented in 1977. No doubt this is a measure of progress if the goal is "material availability to the public." New computer-based technologies being adopted by libraries to improve access to their collections are also in the spotlight now, and this bothers Robinson, who sees the practice as a move backwards. He singles out two developments for ridicule and rejection: network cataloging ("that pit of iniquity") and online catalogs. The success of cooperative, shared cataloging enterprises like OCLC is attributed to "librarians' evil fascination with cataloging and classification" and the mistaken belief that users really want more data per card in the catalog.

Confronted by the growing popularity of online public access catalogs, Robinson takes off the gloves:

> Looming on the horizon is the insanity of the online catalog, immensely popular because it combines the fascination of cataloging with the fun and games and stylishness of the computer. Somebody's going to make a fortune out of libraries with online catalogs, and many bright and ambitious librarians, fascinated with both software and hardware, are going to spend their energies and time chasing the online genie, neglecting more important things, **which is almost anything.**

(My emphasis).

At the ASIS forum, Robinson repeated these sentiments in kinder words. He believes expensive online catalogs will not be cost-effective, that the majority of library patrons do not use the catalog; and that they browse the shelves to identify and select books of interest, or ask for materials learned about elsewhere. He cautioned librarians to identify all the costs associated with installing the online catalog, and to carefully project the funds needed in the long run for maintenance, support, and system upgrade or expansion. In his estimation, the benefits to be gained, if any, do not justify the tremendous costs; for the foreseeable future, it is better to buy books than to buy into a new high-tech form of a little-used library tool. At the present time, apparently, the online public access catalog will not be permitted in the Baltimore County Public Library System.

While not insensitive to the weighty cost factors and the need for astute financial planning when converting to an online catalog, the other panelists shifted the issue from costs and technological fancies to that of improved access to information in a library's collection and beyond. It is from this service perspective and with an understanding of the tremendous potential of the online catalog — already expanding beyond librarian-imposed boundaries for a catalog — that the benefits of this new technology can be identified, appreciated, and factored into the strategic, long-run planning process at any library system. No one says that conversion to online patron access to library and community information files will not be costly. But when all things are considered — user

preferences and satisfaction, trends in computer technology, and the added-value benefits of the online catalog — for the future, there is no acceptable alternative to the online patron access catalog.

In fairness to Charles Robinson and friends of the Baltimore County Public Library, the statement of their basic service philosophy does include this clause: "and to serve as a point of access for any needed information." BCPL has been a leader in designing and implementing community information and referral programs. Services to the community must be realistically derived (actual need/use) and prioritized by budget-pressed public librarians, but the hopeful perspective of librarians like Ken Dowlin, Director of the Pikes Peak (CO) Regional Library District, should be permitted to permeate the planning process. While extolling the virtues and promise of the electronic, online library, Dowlin explains that "the library has the opportunity to not only continue serving its present user group, but to expand important and relevant services to a large number of new users."[2]

The basis of these new service opportunities is computer technology. Can it be said of Dowlin that he is just "chasing the online genie, neglecting more important things?" For Dowlin, clearly, the issue is not more books or more fashionable technology. The issue is access to information and the use of technology to increase that access, beginning with online access to the library's book holdings. The Pikes Peak Library has placed these resources online: the library catalog, directories of community clubs and government agencies, an adult education and recreation index, a community events calendar, a day care directory, career and occupational files, and a carpooling system. Computer terminals are in the branches, and hundreds of patrons access the online system from personal computers in their homes. They can discover which books are on order, in process, or in circulation (What happens at Baltimore County when a copy of a popular book is not available for face-out shelving?). Through networking and other linkages, patrons will soon be able to access resources in other libraries and the wealth of information contained in computerized abstract, index, and full-text databases.

With "MAGGIE'S PLACE," as the Pikes Peak Library computer system is known, one public library has turned the corner into the future. Traditional library functions are being redefined and expanded taking advantage of the new technologies. Will computerization of library processes and functions save money, or reduce the rate of rising costs? All applications considered, probably not. These financial objectives may have been achieved when computers were applied to "housekeeping" tasks in cataloging, acquisitions, and circulation. But going public is going to cost us plenty. Online catalogs breed success and further demand. Public terminals lead to requests for more terminals, or dial-up ports. As the data and text available online overflows the traditional boundaries of the library catalog, storage and additional processing capacity costs will have to be managed carefully. Most libraries entering the online public access information age have not fully costed-out the new implementations. Mary Ghikas suggests that this lack of cost justification "reflects a quiet recognition that, this time, access rather than economy is the driving force — and that, in any case, reduced costs are not likely."[3] Dowlin explains this motivation in forceful terms:

> The computer in a library has the potential of providing an enormous increase in the amount of individual access to community information and information about library resources. This aspect of library computerization is seldom reported in the literature and tends to be overlooked in cost/benefit studies. I am convinced that the increased access is a more important goal than cost savings when computerization is being considered.

All public librarians I know pay at least lip service to increased access to information contained in their collections. The popularity of online catalogs will force us to put the money where our mouths are.

The access potential of online catalogs and the basis of their popularity (this too is a benefit) is obvious to anyone who has used what I have characterized as second generation online public access catalogs.[5] These catalogs permit faster, more flexible, and more comprehensive access than earlier forms of the catalog. And we need not be embarrassed at having fun using them. They permit such convenient, potentially effective browsing of the collection and linked collections that we **should** be embarrassed by the paucity of subject and browsing-rich data contained in our present bibliographic records.

Recent studies and investigations tell us much about the use of online catalogs in libraries, patron perceptions and preferences, and the cost factors in acquiring or developing online catalogs. A local study was conducted at the Pikes Peak Library in 1980 to determine the public's attitude toward using online catalog

terminals rather than the card catalog.[6] During a two-week period, 97 patrons were interviewed in the library after being introduced to the use of a test terminal. Survey respondents greatly preferred the online catalog to the card catalog (85.4%). If subject access were available, 94% indicated they would prefer the online catalog. Direct access via subject headings has since been added at Pikes Peak. User acceptance of the online catalog would be expected to be high and to pose no barrier to future implementation of a multi-purpose public access system.

Results of the 1982 study of online catalogs and their use, supported by the Council on Library Resources (CLR), have been well publicized. The five organizations to conduct the study, the Library of Congress, the Online Computer Library Center (OCLC), J. Matthews & Associates, the Research Libraries Group (RLG), and the University of California's Division of Library Automation (UC/DLA), have submitted final reports to CLR. These reports are available from ERIC, but the best single source for an overview of the study and its results (twelve thousand seventy-five users were surveyed at 29 libraries having one of 16 different online catalogs) is the monograph, *Using Online Catalogs: A Nationwide Survey.*[6]

Among the major findings of the survey, 75 percent of the users preferred the online catalog to the card catalog, the majority of searches were for material on a subject, and most users (92%) held favorable attitudes toward the online catalog. Even the nonusers of the online catalog surveyed at the public libraries in the study (Dallas, Evanston, IL Public, Pikes Peak, and Iowa City) expressed favorable attitudes toward the online catalog (87%), and 77 percent said they were likely to use it in the future.

CLR also sponsored three organizations (OCLC, RLG, and UC/DLA) to study online catalog use using other methods than the questionnaire-survey method. OCLC and UC/DLA analyzed transaction logs of user sessions at seven libraries.[7] RLG's study included interviews with library staff at three academic libraries.[8] An OCLC team led by Karen Markey conducted focused-group interviews with library patron online catalog users and nonusers, and public and technical services library staff at six libraries, including the Dallas and Iowa City Public Libraries.[9]

A focused-group interview requires a group of six to twelve individuals who are led through an open, in-depth discussion by a moderator. The moderator follows a schedule of open-ended questions, focusing the discussion on pertinent subject areas. The moderator may pursue topics that emerge in the discussion. "One of the greatest strengths of the focused-group interview method is the qualitative nature of the participants' remarks. Library patrons and staff can express their needs and perceptions of online catalogs *in their own words.*"[10] Post-interview analysis yielded several generalizations about patrons' needs and perceptions: (1) users of the online catalog like this form and have fun using it; (2) users want access to more than book holdings information in the online catalog; and (3) users want the online catalog to provide new services, from access to the catalog at home to direct delivery of selected documents.

In many libraries users are experiencing the new benefits provided by online catalogs, and they have high expectations for future versions of this new format. A multiplicity of design (especially in improved subject access), implementation (linking systems, required number of terminals), and funding challenges are becoming clear to those who are taking this transition period both seriously and joyfully. As Ken Dowlin has said, "We have seen no major breakthrough in increasing access since the implementation of branch libraries and bookmobiles. We are due for another breakthrough now, based on today's technology in communications."[11]

After acquiring funds for an online catalog in the library, the most difficult problem is identifying the cost elements or factors — and their price tags — to establish requirements for initial outlay, ongoing operations and support, and future expansion. To compound the problem, the online catalog, now in its infancy, will expand its boundaries for some time to come. Financial planners and cost analysts must deal with well-defined realities. I suspect that is one reason turnkey systems have been so attractive to librarians. Whatever the function or operation being automated, vendors of turnkey systems cost-out the required components for the function and bid a single price for the whole package. Prices for various options are separately identified.

Planning to build or to buy an online catalog as part of an eventual integrated library system environment must begin everywhere soon. The planning should be viewed as a long-term process with already-defined initial steps. Some of these steps require little or no expenditure of funds (organizing staff committees to define requirements, reviewing the literature to identify case studies and options), others cost,

but are sound investments that do not lock the library into a single implementation scenario (retroconversion of catalog records, and hiring a consultant to help structure the planning/implementation process).

Mary Shikas has identified the "hard choices and difficult decisions" which lead to the "go, no go" implementation decision.[12] For those who decide "Go", some sound cost data and planning guidance has finally appeared. How much does it cost to provide an online catalog? A recent report concludes that even though estimates and actual contract figures or purchase costs for various systems are available, "no one knows what it really costs,"[13] Two reasons may explain this unfortunate state of affairs: libraries may be reluctant to talk about their cost experience, or the online catalog may touch so many aspects of library operations that it is impossible to separate out the costs attributable solely to the online catalog.

This report is the outcome of a meeting convened by CLR December 14-16, 1982. Twenty-seven library administrators and library computer system designers were brought together to discuss "Online Catalogs: Requirements, Characteristics, and Costs." A report of which has also been published.[14] This report is especially useful to those engaged in the planning process. It separately identifies the elements of an online catalog system and their cost factors, describes the issues and alternatives for financial management, and projects costs for various system configurations in a variety of library environments. Because costs are subject to change and each library has unique requirements, a "building-block" approach is described for making meaningful cost estimates. Current prices for each "block" as submitted by three anonymous vendors have been included for comparison.

This valuable report concludes with these works of wisdom and challenge:

> The decision to implement an online catalog (and finding a way to pay for it) is not the end of the matter; it involves a commitment to a method of library operation that will, in and of itself, be subject to constant and competing pressures for change. It may be that the heart of the management problem for the online catalog is not the initial decision, but managing these pressures and coping with their consequences as the library moves to the second, third, and fourth generations of automated bibliographic computing systems . . .

Library managers will be pressed to develop new and creative methods of finance and planning. Planning strategies that ignore the facts of rapid change and uncertainty may be doomed to failure. Successful strategies, however, can open up exciting new ways for libraries to enhance and transform their services through the first major development in automation that directly reaches the library's users: the online library catalog.[15]

Charles R. Hildreth is a Research Scientist at Online Computer Library Center (OCLC). An abbreviated version of this paper appeared in *Public Libraries,* **Spring, 1984.**

NOTES

[1]Charles W. Robinson, "Libraries and the Community," *Public Libraries* 22, no.1 (Spring 1983), p. 7-13.

[2]Kenneth E. Dowlin, "The Electronic Eclectic Library," *Library Journal* (November 1, 1980), p. 2265-2270.

[3]Mary W. Ghikas, "Hard Choices and Difficult Decisions," (Paper presented at the LITA/RTSD preconference entitled *Online Catalogs, Online Reference: Converging Trends,* Los Angeles, June 23-24, 1983. Proceedings to be published by ALA).

[4]Charles R. Hildreth, "Pursuing the Ideal: First and Second Generation Online Public Access Catalogs," (Paper presented at the LITA/RTSD preconference entitled *Online Catalogs, Online Reference: Converging Trends,* Los Angeles, June 23-24, 1983).

[5]Kenneth E. Dowlin, "Online Catalog User Acceptance Survey, "*RQ* 20 (Fall 1980), p. 44-47.

[6]Joseph R. Matthews, Gary S. Lawrence, and Douglas K. Ferguson, eds., *Using Online Catalogs: A Nationwide Survey,* New York: Neal-Schuman, 1983.

[7]John E. Tolle, *Current Utilization of Online Catalogs: Transaction Analysis* (Final report to the Council on Library Resources, v.1, Dublin, Ohio: OCLC, March 1983). Ray R. Larson, *Users Look at Online Catalogs, Part 2: Interacting With Online Catalogs* (Final report to the Council on Library Resources, Berkeley, California: University of California, April 1983).

[8]Research Libraries Group, Inc., *Public Online Catalogs and Research Libraries* (Final report to the Council on Library Resources, Stanford, California: Research Libraries Group, September 1982).

[9]Karen Markey, *Online Catalog Use: Results of Surveys and Focus Group Interviews In Several Libraries* (Final report to the Council on Library Resources, v.2, Dublin, Ohio: OCLC, March 1983).

[10]Karen Markey, "Thus Spake the OPAC User," *Information Technology and Libraries* 2, no.4 (December 1983), p.381-387.

[11]Dowlin, Ibid.

[12]Ghikas, Ibid.

[13]Gary S. Lawrence, Joseph R. Matthews, and Charles E. Miller, "Costs and Features of Online Catalogs: The State of the Art," *Information Technology and Libraries* 2, no.4 (December 1983), p. 409-449.

[14]Davis B. McCarn, comp. and ed., *Online Catalogs: Requirements, Characteristics, and Costs.* (Report of a Conference sponsored by the Council on Library Resources at the Aspen Institute, Wye Plantation, Queenstown, Maryland. March 1983).

[15]Lawrence, Ibid.

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Using Books to Help Teachers and Children Develop Multicultural Awareness[1]

By

Frances Smardo and Velma Schmidt

"I don't need children's books with Black or Mexican American characters in them, because at our child care center we have only white children."

"Would you believe that today Seong Wan brought me a note from his mother asking me not to allow him to write with his left hand! Yet she's a neurological nurse and admits that Seong shows a definite preference for left-handness."

"Tommy Lightfoot never looks me straight in the eye when I talk to him, although I always tell him to look at me. It infuriates me. He's so defiant. He just stares down at the floor."

"Today Shafonda asked me how we plan to celebrate Juneteenth. What is she talking about?"

"I expected the Jewish children in my class to be absent on Yom Kippur. But I just can't understand why Jewish parents and children did not attend the open house at our center the evening before."

"Guillermo is the name of the only Mexican American child in my class. Since I can't pronounce his name, I told him we were all going to call him Bill. I thought he'd like the nickname, but instead he seems despondent!"

NEEDED: Multicultural Awareness

Comments and questions about ethnic, religious, and racial groups, are often made by teachers. All six of the remarks quoted are indicative of one common need — a better understanding of various cultural lifestyles and customs practiced in our country.

The first teacher failed to recognize the multicultural materials are needed even more simply **because** all the children in her classroom were white. Seong Wan's teacher did not know that to some Asian Americans it is considered a disgrace and very **bad manners** to be left-handed. Tommy Lightfoot's teacher did not realize that traditionally Native American Indian children are taught that it is a sign of **respect** to look down when an older person in a role of authority speaks to them. Shafonda's teacher had not been exposed to the fact that on **June 19** Black Americans in Texas, and in many Southern states, celebrate the fact that two years after the Emancipation Proclamation was issued, the order to free the slaves was finally given to Texan troops. Guillermo's teacher was insensitive to the child's rightful sense of pride in his ethnic heritage and in his own distinctive Spanish name. The last teacher was unaware that Yom Kippur, like other Jewish holidays, is observed from sundown of one day to sundown of the next.

If teachers and librarians had a better awareness of, and sensitivity to, ethnic and religious traditions, their own attitudes toward diverse groups would improve and their effectiveness as educators might increase. Moreover, if teachers convey an accepting and sensitive attitude toward cultural diversity in their classrooms, their students may develop a deeper understanding of basic likenesses of all peoples as well as of the distinctiveness of cultural lifestyles, which adds a richness to society as a whole.

Research Concerning Children's Development of Multicultural Awareness

Early research findings indicated that the preschool years are crucial in forming attitudes toward self and others[2] and that ethnic awareness emerges in children between the ages of three and five.[3] More recent studies support those results. For example, one researcher reported that most children have the capacity to distinguish clues associated with race by age five.[4] A considerable body of research demonstrates that children in the United States are aware of physical and cultural differences among people at a very early age and learn the prevailing social attitudes toward these differences whether or not they are in direct contact with people different from themselves.[5]

One study, in which preschool, daycare, and elementary teachers recorded children's comments about racial identity, revealed the following:

(1) Children three to five years of age indicated most interest in physical characteristics of themselves and others. A second but lesser area of interest was that of cultural characteristics readily observable, such as dress and language.

(2) Children five to eight years of age indicated a greater interest in cultural characteristics. They also worked at integrating biological and cultural factors which defined racial and national identity, as well as the interrelationships between group and country membership. Their major tasks seemed to be that of developing an extensive repertoire of accurate information, deepening pride in their identity, and learning authentic information about others.

(3) Children nine to twelve years of age indicated that they began to understand historical and geographical aspects of racial identity as well as the concepts of "ancestry."[6]

Pate reviewed the research concerning prejudice and found that prejudice could be reduced if these conditions remain constant: knowing each other as individuals, having equal status, and sharing common interests as well as a favorable climate established by the authority figure.[7] Pate also concluded that an individual who has a high degree of self-acceptance will be more likely to have a low degree of prejudice.[8]

Based upon her own research as well as upon the findings reviewed from other studies, Derman-Sparks made these suggestions for adults who work with children in helping them develop positive racial attitudes:

(1) Initiate activities and discussion to build a positive racial/cultural self identity. This might include admiring physical characteristics of other children in the same racial group, or offering books that depict racial groups in a positive manner.

(2) Offer activities and lead discussions to develop positive attitudes toward racial/cultural groups different from the child's heritage. These activities might involve concrete experiences such as celebrating multi-ethnic holidays, cooking

ethnic foods, or inviting persons of various cultural groups to visit the class or center.

(3) Help children recognize stereotypes in books, television, greeting cards, movies, and in other materials.[9]

All children need accurate information about ethnic groups presented through a multicultural program that is integrated into the curriculum. This approach to cultural diversity assists children in developing an appreciation of and respect for diverse racial, religious, and ethnic groups.

Research on children's responses to literature and the use of multicultural materials indicates that these resources affect children's attitudes, achievements, and concepts.[10] Literature can contribute to children's development of values if adults select quality materials and then lead children in active discussion. Teachers can help children take the point of view of a character so that they can better understand motives and actions. In addition, teachers can help children find elements in the story relevant to their own life experiences. This comparison may mean looking for universal themes, such as pride in one's heritage or embarrassment at being labeled "different".[11]

Guidelines For Evaluating Multicultural Materials

Many instructional materials available for young children are unfortunately, culturally inappropriate. The Council on Interracial Books For Children (CIBC) publishes materials which assist in critically evaluating resources for bias and stereotypes.[12] It's *Interracial Books for Children*, volume 14, numbers 7 and 8, 1983, is entirely devoted to counteracting bias in early childhood education. The CIBC has also published a "recommended" list of multicultural books.[13] The criteria which the CIBC used to analyze materials include: authenticity, stereotypes, perspective, and negative or positive portrayal of the culture. Material is authentic, for example, if the culture and the people are depicted realistically for the historical period of the story. An author or illustrator stereotypes a character by oversimplification or a generalization that presents a negative message. The perspective of the author and illustrator must reflect the point of view of the culture depicted rather than the viewpoint of the writer, should he or she be of a different culture. Negative portrayal of a culture may involve unfavorable cultural myths, demeaning statements, and loaded words.

Multicultural Books For Young Children

Asian American Cultures

Aruego, Jose and Ariane. *Crocodile's Tale*. School Book Service, 1976. Ages 5-8 — In this humorous Philippine folktale, a young boy saves a crocodile's life only to have the animal threaten to eat him.

Cooper, Elizabeth K. *The Fish from Japan*. Illustrations by Beth and Joe Krush. Harcourt, Brace, Janovitch, 1969. Ages 4-8 — Harvey longed for a pet which he could take to school, but his mother always said no. After his Uncle from Japan promises to send him a fish, Harvey proudly shares the news with his classmates and prepares a habitat for his new pet. When the fish finally arrives and Harvey sees that it is made of colored paper and

string (i.e., a kite) his solution is as imaginative and rare as the children's response to a surprising "pet."

Coutant, Helen. *First Snow*. Illustrations by Vo-Dinh. Knopf, 1974. Ages 6-8 — With the help of her grandmother and the first snow she has ever seen, Lien, a Vietnamese child, begins to understand the Buddhist belief that life and death are two parts of the same thing.

Sarasas, Claude. *ABC's of Origami: Paper Folding for Children*. C.E. Tuttle, 1964. Ages 5-adult — Step-by-step diagrams clearly explain visually how to make paper-folded items for each letter of the alphabet (i.e.-Kimono, lantern). Names of the objects are written in Japanese calligraphy. Multicolored illustrations incorporate the origami pieces.

Uchida, Yoshiko. *The Rooster Who Understood Japanese*. Illustrations by Charles Robinson. Scribner's, 1976. Ages 5-7 — Mrs. Kitamura's neighbor, Mr. Wickett, complains that her rooster disturbs his peace by crowing. A young girl, Miyo, thinks of a plan to save the pet from a terrible fate. Delicate engaging illustrations in aqua and tangerine enhance this story which realistically blends Japanese customs and works into the theme and text.

Yashima, Taro. *Umbrella*. Viking Press, 1959. Ages 3-5 — On her third birthday Momo (which means "Peach" in Japanese) receives boots and an umbrella, and anxiously waits for rainy weather to use her gifts.

Black American Cultures

Anardema, Verna. *Bringing the Rain to Kapiti Plain*. Illustrations by Beatirz Vidal. Dial, 1981. Ages 4-7 — This Nandi African tale, told in cumulative rhyme, relates how K-pat ingeniously brought rain to the drought-stricken Kapiti Plain. Brilliantly colored pictures painted in gouche add the perfect touch.

Breinburg, Petronella. *Shawn Goes to School*. Illustrations by Errol Lloyd. Harper and Row, 1974. Ages 4-7 — A gentle and wholly believable story about a shy child who finds his first day at nursery school a difficult adjustment. Mural-type gigantic illustrations in full color depict a fearful Shawn crying and finally grinning a "teeny weeny smile".

Caines, Jeanette. *Window Wishing*. Illustrations by Kevin Brooks. Harper and Row, 1980. Ages 4-7 — Two children enjoy a summer vacation with their unconventional, spunky Grandma Meg, who raises worms, rides a bike, makes kites, and thinks a cemetery is an ideal place for a picnic.

Greenfield, Eloise. *Africa Dream*. Illustrations by Carole Byard. Harper and Row, 1975. Ages 3-7 — Beautiful charcoal drawings and poetic text reveal a young child's dream of visiting "long-ago Africa," shopping in the marketplace, riding on a donkey, planting mango trees, and being rocked asleep in her Mama's arms.

Greenfield, Eloise. *Grandmama's Joy*. Illustrations by Carole Byard. Collins, 1981. Ages 5-7 — Sensitive charcoal drawings enhance this story which gently affirms the love that binds a grandmother and her granddaughter.

Isadora, Rachel. *Ben's Trumpet*. Greenwillow, 1979. Ages 4-7 — Ben wants to be a trumpeter, but plays only an imaginary instrument until one of the musicians in the neighborhood Zig Zag Jazz Club discovers his ambition. Eloquent modernistic art in bold black and white seem to capture the inner longings of Ben as well as the

rhythmic motion of the brassy sounds.

Jewish American Cultures

Adler, David. *House on the Roof: A Sukkot Story*. Illustrations by Marilyn Hirsh. Hebrew Publishing Co., 1976. Ages 5-7 — On his urban apartment roof an elderly Jewish man builds a "Sukkot" hut from crates and odds and ends, in commemoration of the event a thousand years ago when his people quickly made makeshift shelters in the desert.

Adler, David. *Picture Book of Hanukkah*. Illustrations by Linda Heller. Holiday, 1982. Ages 4-7 — Tells how the celebration of Hanukkah came about, what it signifies, and how it is celebrated today.

Becker, Joyce. *Jewish Holiday Crafts*. Hebrew Publishing Co., 1977. Ages 4-12 — Step-by-step directions for making crafts for Purim, Passover, Hanukkah, Yom Kippur, and other holidays. Explanations are given for historical origins and for contemporary customs of each holiday.

Cohan, Barbara. *Yussel's Prayer: A Yom Kippur Story*. Lothrop, 1981. Ages 5-8 — An ancient rabbinic tale, combining masterful storytelling and eloquent illustrations about a cowherd's simple Yom Kippur prayer which is instrumental in ending the day's fast.

Hirsh, Marilyn. *Potato Pancakes All Around: A Hanukkah Table*. Hebrew Publishing Co., 1978. Ages 3-7 — A wandering Jewish peddler teaches villagers how to make potato pancakes from a crust of bread. The recipe is at the end of the book, with accompanying description of terms, such as "dreidle", menorah", and "shamash".

Levitin, Sonia. *A Sound to Remember*. Illustrations by Gabriel Lisowski. New York: Harcourt, Brace, Janovich, 1979. Ages 3-7 — Jacov, a slow boy, is given the special honor of "blowing the Shofar (ram's horn)" on the Jewish high holy days of Rosh Hashanah and Yom Kippur. What the Rabbi did when Jacov failed to make any sound come forth from the Shofar astounded the people. Fine line drawings reveal the warmth and sensitivity of the characters.

Mexican American Cultures

Brock, Virginia. *Pinatas*. Illustrations by Anne Jauss. Abingdon Press, 1966. Ages 6 and up — History of how the custom of pinatas began, stories about pinatas and step-by-step directions of how to make them in various shapes. Includes a glossary, pronunciation guide and photographs.

Ets, Marie and Labastida, Aurora. *Nine Days to Christmas*. Viking Press, 1959. Ages 4-7 — Ceci, a kindergartner, celebrates her first posada (special Christmas parties for nine nights) and has her very own pinata.

Inez, Maury. *My Mother the Mail Carrier/Mi Mama la Cartera*. Illustrations by Lady McCrady. Feminist Press, 1976. Ages 3-6 — A five-year old describes the loving relationship she has with her mother, and relates aspects of a mail carrier's job. Bilingual text.

Politi, Leo. *Three Stalks of Corn*. Scribner's, 1976. Ages 4-7 — Angelica plays with worn husk dolls, makes a corn necklace, and helps her grandmother make tortillas. Relates the legend of corn handed down by the Tarahumares Indians of Mexico. Includes recipes for tacos and enchiladas.

Rosario, Idalia. *Idalia's Project ABC: An Urban Alphabet Book in English and Spanish*. Holt, Rhinehart, and Winston, 1981. Ages 3-7 — A billingual tale through the sights and experiences of an urban child. Portrayed with realism and humor.

Native American Indian Cultures

Aliki. *Corn is Maize: The Gift of the Indians*. The story of corn, from its use by the Indians of Mexico as meal to its use by the early colonists whom the Indians taught to grow this plant.

Blood, Charles and Martin Link. *Goat in the Rug*. Illustrations by Nancy Parker. Four Winds Press, 1980 (Reprint of 1976 edition by Parents' Magazine Press). Ages 3-6 — Geraldine, a goat in Window Rock, Arizona, describes each step as she and her Navajo friend, "Glee 'Nasbah'" make a rug—from hair clipping and carding the wool to dyeing and weaving it on a loom. A humorous yet informative story, with splendidly vibrant illustrations.

DePaola, Tomie. *Legend of the Bluebonnet*. Putnam, 1983. Ages 5-8 — Magnificent full-color paintings and text beautifully describe the Commanche Indian legend of how the bluebonnet flowers came to grow on Texas hills. A young girl sacrificed her prized possession, a warrior doll, to the Great Spirits to save her tribe from drought and famine.

Gates, Frieda. *Easy to Make North American Indian Crafts*. Harvey House, 1981. Ages 6 and up — The author, of American Indian heritage, uses drawings and text to describe how to make masks, totem poles, musical instruments, jewelry, headdress, and other items. A brief explanation is given of how each craft was used by the Indians.

Goble, Paul. *Gift of the Sacred Dog*. Bradbury Press, 1980. Ages 7-10 — The Great Spirit gives the sacred dog to an Indian boy seeking relief for his hungry people. With this gift, horses which help the starving tribe follow buffalo to hunt, the people's needs are met. Brilliantly colored paintings with minute details enhance the story.

Kessel, Joyce. *Squanto and the First Thanksgiving*. Illustrations by Lisa Donze. Carolrhoda Books. Ages 5-8 — Describes how the Indian Squanto, who was an English-speaking Christian and former slave and whose village had been wiped out by smallpox, taught the Pilgrims the skills they needed to survive the harsh Massachusetts winter.

Leech, Jay and Zane Spencer. *Bright Fawn and Me*. Illustrations by Glo Coalson. New York: Harper and Row, 1979. Ages 3-6 — Earth-tone illustrations are perfectly suited to this story about the loving relationship of two Cheyenne sisters in Nebraska. While attending the annual trading fair where Indian tribes come together to dance, sing, enter contests, and play games, the younger child becomes a pest. But her older sister protects her from embarrassment.

Waterton, Betty. *Salmon for Simon*. Atheneum. 1980. Ages 4-7 — Delicate water color paintings effectively capture the beauty of the Pacific Northwest coast, where a young Native American Indian boy fishes for salmon.

Multicultural

Cole, Ann, and others. *A Pumpkin in a Pear Tree: Creative Ideas for Twelve Months of Holiday Fun*. Illustrated by Debby Young. Little, Brown and Co. 1976. Ages 4-8 — Suggestions for simple projects, recipes,

games and crafts using common household materials. Examples include: Seder foods, Chinese dragon toys, Indian sandpainting and Mexican pinatas.

Getz, Arthur. *Tar Beach*. Dial, 1979. Ages 3-6 — Joey and his sister, Teresa, find that rooftops make wonderful beaches on hot summer afternoons.

Spier, Peter. *People*. Doubleday, 1980. Ages 4-12 — Concise text and dozens of intricate colorful drawings portray the fact that people everywhere love to play games, celebrate holidays, eat special foods, use language, and live in homes. The text matter-of-factly explains that we come in different sizes, shapes and colors and have different noses, eyes, hairstyles and clothes, buth that "all of us want to look our best." Emphasizes numerous needs and desires that all people in the world have in common.

Williams, Vera. *A Chair for My Mother*. Greenwillow Books, 1982. Ages 4-7 — A child, her waitress mother, and her grandmother save dimes to buy a comfortable armchair when all their furniture is lost in a fire. Vivid dynamic watercolored pages convey the warmth and caring of this realistic story.

Multicultural Resources For Adults

Asian American Cultures

Japanese American Curriculum Project, P.O. Box 367, 414 East Third Avenue, San Mateo, CA 94401 Request catalog. Books, audiovisuals, study prints, posters, authentic dolls and journals for children and adults from various Asian-American cultures. Also bilingual materials.

National Indo Chinese Clearinghouse, Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007. Excellent booklets to assist in understanding the cultures and languages.

Shoresman, M. & W. Kinoshita, *Learning With Enjoyment*, 1980, Center for Asian Studies, 1208 W. California, Urbana, IL 61801 Activities about Japan for elementary students.

Black American Cultures

Afro-Am Educational Materials for Pre-Kindergarten Through High School, 910 South Michigan Avenue, Suite 556, Chicago, IL 60605. Request catalog. Audiovisuals, posters, books, study prints, and teaching aids.

Black Children Just Keep on Growing, 1977, Black Child Development Institute, 1463 Rhode Island Avenue NW, Washington, DC 20005. Program models which draw upon the strengths of the Black heritage. Request list of publications.

Comer, James P. and A.F. Poussaint, *Black Child Care*, Pocket Books, 1976. A guide to emotional and psychological development — how to bring up a healthy Black child in America.

Ebony Jr., Johnson Publishing Co., 1820 S. Michigan Avenue, Chicago, IL 60616. Magazine for children — articles, stories, poems, pictures and creative ideas. Shindana Toys, 4161 S. Central, Los Angeles, CA 90011 Request catalog. Authentic Black American dolls, games and other toys.

Jewish American Culture

Lazar, Wendy, *The Jewish Holiday Book*, Doubleday, 1977. Easy craft ideas, recipes, toys, and games. to help children understand and celebrate Jewish holidays.

Rockland, Mae, *The Jewish Yellow Pages*, Schocken Books, 1976. Directory listing names and addresses for many sources. Educational materials, toys, dance and other categories.

Mexican American Cultures

Bilingual Educational Services, 1607 South Hope Street, P.O. Box 699, South Pasadena, CA 91030-0669. Request catalog. Selection of books and audio-visuals for kindergarten through adult levels.

Evaluation, Dissemination and Assessment Center for Bilingual Education, Lesley College, 49 Washington Avenue, Cambridge, MA 01240. Request catalog. Books, audio-visuals, curriculm areas, testing and other materials.

Information and Materials to Teach the Cultural Heritage of the Mexican-American Child, Grades k-9, 1974, Bilingual Resource Center, 7703 North Lamar, Austin, TX 78752. In Spanish and English. Covers many topics — celebrations, arts and crafts, stories and poems. Request catalog.

Schon, Isabel, *A Hispanic Heritage*, Scarecrow Press, 1980. Annotated guide of books for children and adolescents to expose them to Hispanic people and cultures.

Native American Cultures

Canyon Records, 4143 North 16th Street, Phoenix, AZ 85016. Request catalog. Authentic records, cassettes, study guides, pictures and other materials of Native American Indian tribes.

Hirschfelder, Arlene B., *American Indian Stereotypes in the World of Children: a Reader and Bibliography*, Scarecrow Press, 1982. Demonstrates how pervasive the stereotyping of American Indian culture is. Excellent source to remove this misrepresentation.

Thomas, M. comp. *Indian Cultural Units for the Classroom*, 1975, IndianCultural Curriculum Center, Tuba City Public Schools, Tuba City, AZ 86045. Ideas for activities, games, songs and clothing. Organized by tribal group. Collection was contributed by teachers.

Wee Wish Tree. American Indian Historical Society, 1451 Masonic Avenue, San Francisco, CA 94117. Magazine for children and youth. Authentic information about the cultures. Poetry, pictures and articles.

Multicultural Awareness

Anti-Defamation League of B'nai B'rith, Television/ Film/Radio Department, 823 United Nations Plaza, New York, NY 10017. A twelve-part sound photographic filmstrip series about families and their ethnic traditions, "The American Story," may be purchased. Discussion guide accompanies each set. Includes Black American, Jewish American, Native American, Mexican American, and Japanese American stories.

Banks, James A., *Teaching Strategies for Ethnic Studies*, Allyn and Bacon, 1979. Strategies, resources, content and concepts for teaching about virtually every American ethnic group.

Children's Book Press/Imprenta De Libros Infantiles, 1461 Ninth Avenue, San Francisco, CA 94122. Specializes in stories, legends and folklore of people who live in North America. Features Asian, Black, Hispanic and Indians. Some bilingual books.

Fantini, M.D. and R. Cardenas, eds. *Parenting in a Multi cultural Society*, Longman, 1980. Cultural patterns of parenting and the transition of the child to school.

Guidelines for Selecting Bias-Free Textbooks and Story Books, 1980, The Council on Interracial Books For Children, Racism/Sexism Resource for Educators, 1841 Broadway, New York, NY 10023. Information and checklists to evaluate books for racism, handicapism, and other biases. Booklets, lesson plans, filmstrips and curricula available. Publishes a bulletin. Request catalog.

Kendall, Frances E., foreword by Millie Almy, *Diversity in the Classroom*, Teachers College, Columbia University, 1983. Addresses the implications of cultural diversity for developing early childhood curricula. Sources for books and materials.

King, Edith W., *Teaching Ethnic Awareness*, Goodyear, 1980 Includes concepts of multi-ethnic education and three levels of classroom-tested exercises for ages 4 through 12.

McNeill, Earldene, Velma Schmidt and Judy Allen. *Cultural Awareness For Young Children*. Rev. Edition. Learning Tree, 9998 Ferguson Road, Dallas, TX 75228, 1981. Presents "curriculum resource units" for Asian, Black, Cowboy, Eskimo, Mexican and Native American cultures. Early childhood activities for creative art, nature and science, language development, music and dance and games are included.

Dr. Frances A. Smardo is Librarian for Early Childhood Services, Dallas, Texas, Public Library, and Dr. Velma Schmidt is Professor of Early Childhood Education, North Texas State University, Denton, Texas.

NOTES

[1] A portion of this article appeared in *Children Today* (May-June 1983), p. 23-25 as "Developing Multicultural Awareness."

[2] Clark, K. and Clark, M, "Skin Color as a Factor in Racial Identification of Negro Preschool Children, *"Readings in Social Psychology, T. Newcomb and E. Hartley, Eds., New York: Holt, Rhinehart and Winston, 1947.*

[3] *Goodman, R. Race Awareness in Young Children.* Cambridge, MA: Addison-Wesley, 1952.

[4] Katz, P. "Perception of Racial Cues in Preschool Children: A New Look," *Developmental Psychology,* 8 (March 1973): 295-299.

[5] Beuf, A.H., *Red Children in White America.* Philadelphia: University of Pennsylvania Press, 1977; Clark, K. B., *Prejudice and Your Child.* Boston: Beacon Press, 1963; Derman-Sparks, L.; Higa, C.; and Sparks, B.,"Children, Race and Racism: How Race Awareness Develops," *Interracial Books for Children Bulletin,* 11, Nos. 3 & 4 (1980): 3-9; Miel, A. *Short-Changes Children of Suburbia.* Institute of Human Relations Press, 1976; Milner, David, *Children and Race.* New York: Penguin Books, 1975; and Trages, H. and Radke-Yarrow, M., *They Learn What They Live.* New York: Harper and Row, 1952.

[6] Derman-Sparks, ibid.

[7] Pate, G., "Research on Prejudice Reduction," *Education Leadership,* 38 (January 1981): 288-291.

[8] Ibid.

[9] Derman-Sparks,L., "Suggestions for Developing Positive Racial Attitudes," *Interracial Books For Children Bulletin,* 22, nos. 3 & 4 (1980): 10-15.

[10] Acki, Elaine M., "Are You Chinese? Are You Japanese? Or Are You Just A Mixed-Up Kid?: Using Asian American Children's Literature," *Reading Teacher,* 34 no. 4 (January 1981): 382-385; Campbell, P., and Wirtenberg, J., "How Books Influence Children: "What the Research Shows," *Interracial Books for Children Bulletin,* 11, no. 6 (1980): 3-6.; Council on Interracial Books for Children, "Positive Books: The Ideal Gift," *Interracial Books For Children Bulletin,* 12, no. 6 (1981): 12+; Milner, D., "Are Multicultural Classroom Materials Effective?" *Interracial Books for Children Bulletin,* 12, no. 1 (1981): 9-10;Fisher, F.L., "The Influence of Reading and Discussion on the Attitudes of Fifth Graders toward American Indians," Ph.D Dissertation, University of California, Berkeley, 1965; Jackson, E., "Effects of Reading upon Attitudes toward the Negro Race," *Library Quarterly,* 14 (January 1944): 52-53; Litcher, J.H. and Johnson, D.W., "Changes in Attitudes toward Negroes of White Elementary School Students after Use of Multiethnic Readers," *Journal of Educational Psychology,* 60 (April 1969): 148-152; and Tauran, H., "The Influence of Reading on the Attitudes of Third Graders toward Eskimos," Ph.D. Dissertation, University of Maryland, College Park, 1967.

[11] Aoki, ibid.

[12] See "Multicultural Resources for Adults" at the end of this article.

[13] CIBC, "Positive Books," ibid.

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LIBRARY PROMOTION CONTEST

Criteria:

The effectiveness of your promotion item will be judged by how it increased the *interest* and *financial support* of your funding agency. It's the *impact* of your effort, not its size, that will make you a winner.
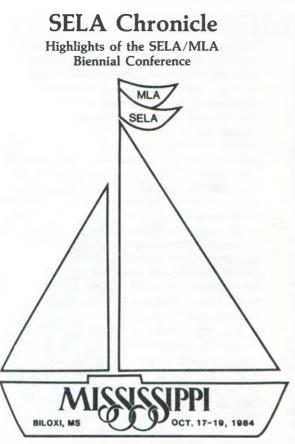
Rules:

1. Submit only ONE item. (Radio spot, slide or video presentation, letter, brochure, flyer, poster, etc.)
1. In a brief one-page statement describe the purpose, target audience, method of presentation and results of your item. How effective was it?
3. Deadline is August 1, 1984.
4. Entries should include the name of the library, library director, publicity staff and your return address.
5. Send entries to:

JEAN CORNN, SELA Contest
Hapeville Branch Library
525 King Arnold Street / Hapeville, GA 30354

★ JUDGES will be Public Relations Professionals
★ PRIZES
★ WINNERS to be announced at the Public Relations Committee program, Friday, October 19, 1984, SELA Conference, Biloxi, Mississippi. Entries will be available for pick up.

Sponsored By
THE SOUTHEASTERN LIBRARY ASSOCIATION
PUBLICITY COMMITTEE

SELA Chronicle

Highlights of the SELA/MLA Biennial Conference

MLA
SELA

MISSISSIPPI

BILOXI, MS   OCT. 17-19, 1984

FAIR SAILING IN BILOXI

Speakers: Studs Terkel, author of *Hard Times*; Donald R. Peterson, Astronaut; and Jim Trelease, author of *The Read Aloud Book*

Special Program: John Maxwell in the one-man show *Oh, Mr. Faulkner, Do You Write?*

Some Program Highlights: Library Education Section, "The Library Consultant Relationship;" LIRT and OSLRT Sections, "The Computer in User Instruction;" Public Libraries/Trustees sections, "Programming for the Changing Role of Public Libraries;" Reference and Adult Services Section, "Writing Reference Collection Development Policies; and PR Committee, "The Policies of Public Relations."

Conference materials will be mailed in late July to all SELA members. If you are a current SELA member and have not received a conference registration packet by August 15, 1984 or if you are not a SELA member but would like to receive a conference registration packet please send your name and address to:

Kay Miller, Chair
SELA Conference Committee
University of Southern Mississippi
Southern Station, Box 5053
Hattiesburg, MS 39406-5053

REGIONAL NEWS

ALABAMA

Dale Foster has been appointed Technical Services Librarian at Mobile College Library, Mobile.

FLORIDA

The **Miami-Dade Public Library** was one of four finalists from the SELA region for the first annual G.K. Hall Large Print Community Service Award which was presented at ALA and won by the Jackson-George Regional Library, Pascagoula, MS. A description of the award appears with Mississippi regional news.

KENTUCKY

The **Louisville Free Public Library's 1983 Summer Reading Program** "Dare to Read with Izar from the Planet Daer" received a "Louie" award during the annual Louisville Creative Competition in April. The library was the only non-profit organization to win a "Louie" for materials created without the assistance of a commercial advertising agency. Two hundred eleven awards were presented. The Advertising Club of Louisville and several other local media, advertising and public relations organizations, recognizes creative professional achievement in the Louisville area.

"Computer Power Starring Mem-O-Ree Micro" is the 1984 summer reading program at the **Louisville Free Public Library,** featuring a full-color poster of Mem-O-Ree Micro for participating children. Mem-O-Ree and her friends are visiting the Children's Room at the Main Library and each branch library. After the children have read ten books, each receives additional colorful stickers, a pass to a Louisville Redbirds' game, and other prizes. The Library is sponsoring a computer programming contest for patrons aged 12-18. A prize will be awarded at each participating library for the most original computer program. Computer time is booked in half-hour segments, four children to a computer for eleven-year-olds and younger, and individually for 12 to 18-year olds.

James R. Voyles has been elected chairman of the Board of Trustees of Louisville Free Public Library, succeeding **Mrs. Sarah Hendon.** Voyles is chairman of the SELA's Trustees and Friends of the Library section.

LOUISANA

Dolores B. Owen, retired from the University of Southwestern Louisiana Library, July 1, 1984, having been Government Publications Librarian for twelve years. Owen won the 1982 Mid-Career Award in Louisiana and served as the 1982/83 Louisiana Library Association President. She currently serves as SELA representative from LLA and is a member of several ALA committees. Owen is a Louisiana Federal Depository Council appointee and looks forward to helping to organize the newly formed GODORT Section of LLA.

The **Louisiana State Library** has received two grants from the Louisiana Committee for the Humanities The first grant, $17,000, is being used to create a traveling photographic exhibit of the life and times of Huey Long and is to be available on the 50th anniversary of Long's assassination. It is designed to travel to all parishes. The second grant, $29,360, is for the further development of the RATs program (Readings in American Themes, Phase II). The program will continue to focus on basic American themes, and it will include reading programs in women's literature and southern literature for statewide library use.

The **Louisiana Library Association Government Documents Committee** has officially become the Government Documents Roundtable and has received full Section status within the organization. The newly formed GODORT Section will be an affiliate with ALA GODORT, as the Documents Committee was in the past.

MISSISSIPPI

The **Jackson-George Regional Library,** Pascagoula, won the first annual G.K.Hall Large Print Community Service Award, which was presented during the ALA convention. **Jane Byrne,** Library Director, and **Flo Scholtes,** Outreach Coordinator, accepted the $1,000 prize. The award is given in recognition of the most creative methods and comprehensive efforts in increasing awareness, availability, and use of Large Print Books. Three other finalists were from the SELA region. (See Florida and North Carolina regional news). A key part of the library program concerned excellent use of publicity, and rotating collections of Large Print books circulated to senior centers, nursing homes, and occupational therapy sections and psychiatric wards of three hospitals. Fund raising solicitations were made to local churches, business, civic groups, and to such national organizations as the American Bible Society. Two ongoing PR activities are monthly "brown bag" lunches for human service providers and a bimonthly newsletter, "Outreach News," which is distributed to the visually impaired and deaf communities, to the homebound, and to area senior centers.

NORTH CAROLINA

Robert E. Burgin, present Associate Director of the Forsyth Public Library, Winston-Salem, will join the faculty of the School of Library Science, **North Carolina Central University,** on September 1, 1984, as a lecturer, teaching courses in library automation and computer-based information storage and retrieval systems. He will assist in development activities of the school. In 1981, Burgin obtained a $37,500 LSCA grant to develop a public access microcomputer project at the Forsyth County Public Library, instituting a first public access microcomputer project in the state, and possibly, in the nation. This project won the **National Association of Counties Award** in

1982. In 1982, Burgin helped establish the Microcomputer Users Group for Libraries in North Carolina (MUGLNC), the first such organization for librarians in the nation. The users group now boasts a membership of over 300 persons from several states. In 1983, Burgin coordinated MUGLNC's first summer microcomputer camp for librarians hosted by the North Carolina School of Science and Mathematics, thought to be a first such camp designed for librarians, partially funded by a grant from the State Library. A second camp for August 1984 is planned. Burgin received his undergraduate degree at Duke University, received the MS in LS from UNC—Chapel Hill, and will begin doctoral study there in August.

The Forsyth County Public Library, Winston-Salem, announces the appointment of **Sylvia Sprinkle-Hamlin** as Associate Director, effective August 20, 1984. Ms. Sprinkle-Hamlin has been a member of the library staff since 1979 and is presently Head of the Extension Division, having served earlier as Head of the Children's Outreach Department. Prior to 1979, she was Assistant Director of the Winston-Salem State University Library, following work with the Philadelphia Public Schools, the Benjamin Banneker Urban Center, and the Free Library of Philadelphia. She received her M.L.S. from Atlanta University. Sprinkle-Hamlin is Vice-Chair/Chair-Elect of the NCLA Roundtable for Ethnic Minority Concerns, Vice-Chair of the NCLA Public Library Literacy Committee, and a member of the Editorial Board of **North Carolina Libraries.**

Helena Gieraximowiczc retired June 30, 1984, from her position as City and Regional Planning Librarian at the University of North Carolina at Chapel Hill.

Two North Carolina libraries, **Avery-Mitchell-Yancy Regional Library** of Spruce Pine and the **Rockingham County Public Library,** were among four SELA region finalists for the G.K. Hall Large Print Community Service Award which was presented at ALA and won by Jackson-George Regional Library, Pascagoula, MS. A description of the award appears with Mississippi regional news.

SOUTH CAROLINA

Anuradha S. Acharekar has been appointed Director of the Edgefield County Library. Acharekar received her undergraduate degree and an M.A. in English literature from S.N.D.T. Women's University in Bombay, India.

Verena Bryson, Coordinator of Community Services at the Greenville County Library, retired in June. Bryson's library career began with service as a librarian on the staff of Furman University Library, first as Circulation and Reference Librarian on the Men's Campus and later as head of the library at the Women's College. During the Korean Crisis, in 1951, she established a technical library for the Air Force at Fort Bragg, NC. Bryson served as Director of Donaldson Air Force Base Library during 1960-62, where she earned recognition as the Outstanding Librarian of the Military Air Transport Service Libraries in the U.S. and was awarded the John Cotton Dana Award. Subsequently, she has won or acted as a consultant in five additional John Cotton Dana Awards presented to the Greenville County Library. She has held many positions in local, state, regional and national professional library associations. She was a Library Delegate to South Carolina Governor's White House Conference on Libraries and Information Services, 1979.

Oakley Herman Coburn has been named head librarian at Wofford College's Sandor Teszler Library. He served as circulation librarian at Wofford from 1972-76. Coburn holds an M.A. degree in library science from the University of Kentucky. Coburn succeeds **Frank J. Anderson,** who became librarian emeritus at the end of the 1983-84 academic year, having served as librarian for 18 years. Anderson helped plan the Sandor Teszler Library Building and expanded the collection to more than 200,000 volumes.

Helen Dewitt announced her resignation as Director of the Marion County Library effective in June 1984.

Martha Jane Zachert has retired from the faculty of the College of Library and Information Science at the University of South Carolina. At Carolina she has taught in the areas of special librarianship (medical and health sciences), history of books and printing, and conservation of library materials.

Paula Paul has been named Director of the Orangeburg County Library. She was formerly a reference librarian at Orangeburg.

Rachel S. Martin will retire on August 31, 1984 as Librarian of the James Buchanan Duke Library, Furman University, Greenville, SC. She came to Furman in 1957 as Reference and Serials Librarian, became Associate Librarian in 1972 and Librarian in 1978.

Presbyterian College has developed software to generate headed catalog cards, circulation card/book pocket labels and book spine labels. The program, "Card and Label Manager" runs on an Apple with two disk drives and a dot matrix or daisywheel printer.

To produce catalog cards, the user enters the card text exactly as desired, adding or deleting whatever bibliographic information or punctuation is required. The computer displays the heading in the appropriate subject or author-title format, making it unnecessary to retype the headings. The program accomodates a maximum of three lines for headings. Data may be proofread and corrected on the screen or it may be printed and corrected later. Card sets and/or labels are batch-printed on standard, pin-fed card and/or label stock.

A second locally developed program, "Booklist," used this same data to generate a monthly listing of new book titles. The program sorts up to 750 titles and prints them in class (Dewey) order or alphabetically.

Presbyterian also utilizes commercial programs. Using in-house applications programs and "General Manager," databases have been created for acquisitions, periodicals, and circulation statistics. Data storage requires a 6 megabyte Corvus hard disk. "Screenwriter" and "Wordstar" have been used to create operations manuals for circulation and technical services, bibliographic instruction materials, and correspondence.

Dr. Daniel Barron, College of Library and Information Science, University of South Carolina, accepted the first Intellectual Freedom Roundtable State Award for the **South Carolina Library Association** in Dallas at the American Library Association's 1984 Convention. Dr. Barron was the Project Director for "The First Branch of the Palmetto Tree: South Carolina Libraries and Intellectual Freedom", which included the development of the South Carolina Intellectual Freedom Handbook and a teleconference held last spring. A total of seventeen sites including all the USC campuses participated in the teleconference during which individuals from a Number of groups including the People for the American Way, Eagle Forum, Moral Majority and American Library Association debated a number of issues related to intellectual freedom especially related to library and information services.

The teleconference was jointly sponsored by the South Carolina Association of School Libraries, the South Carolina Library Association and the College of Library and Information Science with assistance from the South Carolina Committee for the Humanities. A three-hour videotape of the debate is available. Those interested may contact Dr. Barron at (803) 777-4825 or 777-3858.

Charles Grubbs, formerly Coordinator of Extension Services and Circulation Control, Greenville County Library, will assume the position of Coordinator of Community Services at GLC.

TENNESSEE

The **Chattanooga-Hamilton County Bicentennial Library** hosted a special exhibit of black and white photography by Eudora Welty from June 30 - July 27. Ms. Welty's photographs were taken on her 1930's tour of Mississippi — a tour which is said to have had significant impact on her present literary style. In honor of Ms. Welty, the Friends of the Library presented a guest speaker, followed by a reception, on opening night of the exhibit.

John David Marshall, Middle Tennessee State University Library, Murfreesboro, is the 1984 recipient of the TLA's **Frances Neel Cheney Award** for "outstanding contributions to the World of Books and Librarianship." The award was presented during the annual TLA conference.

Delanie Ross has been appointed assistant professor and head of the Mississippi Valley Collection at Memphis State University Libraries. Ross was formerly the assistant head of the history department at the Memphis/Shelby County Public Library and Information Center.

The staff of the **University of Tennessee at Chattanooga Library** announces the installation of an online public access catalog June 4, 1984. The successful automation of the Library's circulation in September, 1983, was the first step toward a totally integrated library system. The UTC system features hardware from Hewlett-Packard and a software package developed by Virginia Polytechnic and State University. Initially, the online catalog will include eleven public terminals, each with access to 200,000 MARC records, representing all of the Library's 900,000 volumes (which includes books, microforms, audiovisuals, and serials). Records may be accessed by author (including joint authors, illustrators, and translators), by title (including series titles), by Library of Congress subject headings and by call number. Information available to the public from the online catalog will include standard bibliographic information similar to that found on a catalog card and information concerning the availability of each item (whether the item is checked out, is at the bindery, is on reserve, etc.). The location of each item within the UTC Library building will also be listed.

Agnes M. Grady has been appointed Head of the Cataloging Department, The University of Tennessee/Knoxville.

NECROLOGY

Estellene P. Walker died on May 14, having served as State Librarian of South Carolina from 1968 to 1979. Prior to that date, Miss Walker was Executive Secretary of the South Carolina State Library Board.

Mildred Woods Parks, deceased, May 12; retired from the staff at the University of South Carolina Library.

SOUTHEASTERN LIBRARY ASSOCIATION

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Founded 1920 — Incorporated 1950

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The Southeastern Librarian

Editors

DATES TO REMEMBER

1984

SEPTEMBER 8 - 15: Banned Books Week; sponsored jointly by ALA, American Booksellers Association, American Society of Journalists and Authors, Association of American Publishers, and National Association of College Stores. Concern over National Security Directive 84 and other censorship attempts is addressed in the promotional packets. Contact Judith Krug, Office for Intellectual Freedom, ALA., 50 E. Huron St., Chicago, IL. 60611, for further information.

SEPTEMBER 13 - 15: South Carolina Library Association, Columbia.

SEPTEMBER 28 - 29: Management of the Online Catalog. LAMA Institute on Online Catalogs. USC College of Library and Information Science. Contact: Dan Barron, College of Library and Information Science, Univ. of South Carolina, Columbia, 29208

SEPTEMBER - OCTOBER 1: Let's Talk About It"—deadline for states in eastern region to submit applications to attend All "Let's Talk About It" materials will be available. Your state must be represented at a regional workshop in order to receive a subgrant. For more information: write or phone : "Let's Talk About It," Project, c/o ASCLA/ALA, 50 E. Huron St., Chicago, IL 60611; (312) 944-6780.

OCTOBER 15 - 19: Southeastern Library Association/Mississippi Library Association (Joint Conference), Biloxi, MS, planned to coincide with the World's Fair, New Orleans. **Theme:** Fair Sailing in Biloxi.

OCTOBER 21 - 26: American Society of Information Science Convention, Philadelphia.

OCTOBER 31 - NOVEMBER 4: American Association of School Librarians Convention, Atlanta.

NOVEMBER 3 - 6: Eastern Region "Let's Talk About It" workshop. The Greenbriar, White Sulphur Springs, West Virginia.

DECEMBER 1: Deadline for "Let's Talk About It" proposals for states participating in the third workshop; with selections made by December 31.

1985

JANUARY 5 - 10: American Library Association, Midwinter meeting, Washington, DC.

MARCH 29 - 30: Symposium on Subject Analysis, celebrating the 75th anniversary of North Carolina Central University and honoring the 65th anniversary of the late Dean Annette L. Phinazee. For further information: contact Dr. D. McAllister-Harper, Assoc. Professor, School of Library Science, (919) 683-6485 or 683-6415.

APRIL 14 - 20: National Library Week

APRIL 18 - 20: Tennessee Library Association, Nashville, TN (tentative)

MAY 5 - 10: Association for Educational Communication and Technology, Minneapolis.

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.

JUNE 8 - 13: Special Libraries Association, Winnepeg, MN, Canada.

JULY 6 - 11: American Library Association, Chicago.

AUGUST 18 - 24: IFLA general conference, Chicago.

OCTOBER 1 - 4: North Carolina Library Association, Raleigh.

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APRIL 2 - 5: Public Library Association, second national conference, St. Louis, Missouri. National Conference Comm. Chair is Pat Woodrum, Tulsa City-County Library System, 400 Civic Center, Tulsa, OK 74103. For Additional information, contact PLA Office, 50 East Huron Street, Chicago, IL 60611; (312) 944-6780.

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