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SELA BIENNIAL CONFERENCE

OCTOBER 15-19, 1986

**Marriott Hotel
Atlanta, Georgia**

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Well, here is your fall issue — and I hope you receive it before winter! As you have already guessed, we ran into numerous delays with the last issue. We are looking for ways to improve our efficiency. One thing you will notice is that I have set back deadlines for copy to the editor by one month so that we may be more nearly on schedule.

I am pleased to introduce you to a new Managing Editor beginning with this issue. Although "Columbia is ten miles from Irmo", as a local bumper sticker proclaims, that distance has proven too great. Helen and I simply had too much difficulty matching our busy schedules. I thank her for her hard work in helping me to get the journal underway here in South Carolina.

John Olsgaard, who is now the Managing Editor, has joined our faculty this fall as Assistant Dean. Since he's right here in the same building, we'll have an easier time finding each other. John, as you might guess from his Norwegian name, is a native of the upper Midwest — North Dakota, to be specific. He earned his Master's Degree from the University of Iowa and his Ph.D from the University of Illinois. Before earning his Ph.D., he was Documents Librarian and Archivist at the University of South Dakota. Some of his published works have appeared in *College and Research Libraries* and the *Journal of the American Society for Information Science*. In addition to his administrative duties, John will teach a course in Post Secondary Institution Libraries and will supervise our College's continuing education program. I look forward to working with him on the journal.

One final note: Does anyone out there write short articles? I've indicated that I'd prefer that articles not **exceed** 5,000 words, but if I receive only long articles — as I have recently — I will be able to include only two articles per issue. I'd prefer to have space for at least three per issue. I'd welcome some articles to consider for publication in the range of 2,000 to 2,500 words. Think short!

— Linda Lucas



Editor's Page

DEADLINES FOR COPY TO EDITORS:

V. 34, No. 4 (Winter, 1984)	January 1, 1985
V. 35, No. 1 (Spring, 1985)	March 1, 1985
V. 35, No. 2 (Summer, 1985)	June 1, 1985
V. 35, No. 3 (Fall, 1985)	September 1, 1985

From The President's Desk

I feel honored to take the gavel and assume the leadership of this illustrious regional library association, and I hope to perpetuate the legacy and strengthen the unifying effectiveness that has characterized the 64 years of its existence!

We have just weathered a critical period in our existence! At the first Board meeting I attended two years ago our association was facing a bleak financial future. Publication of the *Southeastern Librarian* had been suspended! It was evident that bold measures would be necessary to change the picture. President Barratt Wilkins, the Officers, and the Board are to be complimented. Today our finances are healthy and the *Southeastern Librarian* is alive and well.

The challenge is before us to maintain our solvency, to continue the publication of which we are so justifiably proud, and to foster the promotion of library and information services through cooperation, research and the encouragement of staff development, as put forth in the objectives of our Constitution.

The jury is still out on the actual effect of ALA Sectional Conferences on SELA. However, it is my intention, as your president, to meet the challenges, overcome any threats and insure that SELA will continue to offer the calibre of membership services we librarians of the Southeastern states have come to expect. But I can't, even with a hope of success, attempt this undertaking without the help of each and every one of you. Together, we can make the 1984-86 Biennium a memorable one in the life of the Southeastern Library Association.

— Rebecca T. Bingham



The Relevance of Urban Libraries to Adult Learners

By John C. Shirk

How relevant are public libraries to adults' learning projects? The author attempted to find the answer by interviewing adults to discover what resources they used to support their learning projects.

The study was conducted in Harris County, Texas. Eighty-one respondents were randomly selected using the Houston, TX, telephone directory. They were interviewed in person and tape recorded to insure accuracy. A content analysis of the data was conducted that included case studies, learning sociograms, frequency analyses, and anecdotal analyses.

In this study, learning was not equated with formal education, though it could include that; rather, using Tough's definition, learning was considered to be anything new that a person had deliberately pursued for a period of at least seven hours over a time period of one year.¹

It became evident that different styles of learning occurred including project learning (the respondent deliberately set out to learn something new that required at least seven hours of information seeking and active involvement to complete); accidental learning (the respondent, reacting to an unexpected intrusion(s), dealt with that intrusion until it was either satisfactorily relieved, solved, or assimilated into his

or her life); formal learning (the respondent enrolled in a class provided with a paid teacher to either meet credentialing or degree plan demands); and serendipitous, or as Cropley noted, incidental learning (the respondent unintentionally and unknown to him or herself at the time of the information processing, learned something new).²

Eighty respondents indicated they had learned something new in the previous year, and a total of 625 learning activities were identified. To whom did they turn for information related to their learning activities? The following is a condensed frequency analysis of the data to include learning activities, use of resources, rating of resources, and use of public library resources.

The most frequently identified type of learning project was related to vocation, followed in order by domestic, recreational, religious, interpersonal, cultural, medical, other, and political projects.

Vocational projects included on-the-job training, in-service training, licensing programs, professional responsibilities, professional reading, seeking new employment, and efforts in entrepreneurship. Domestic projects included automobile repair, consumer interests, cooking, gardening, nutrition, personal finances and related activities. Recreational pro-

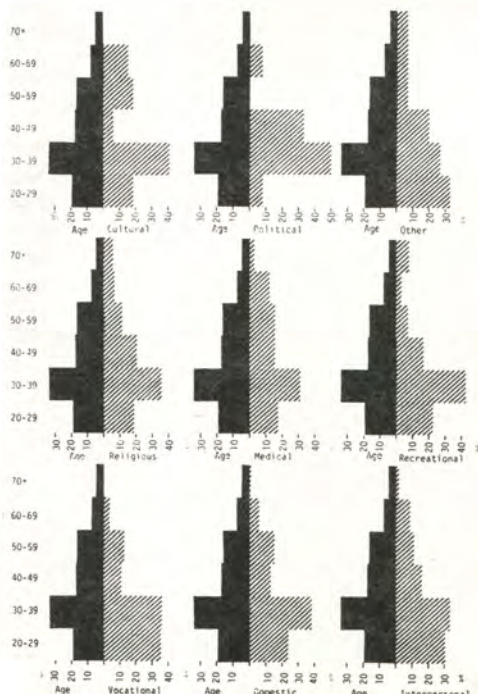


Figure 1. Percentage of each type of learning project in each age group for nine types of learning projects.

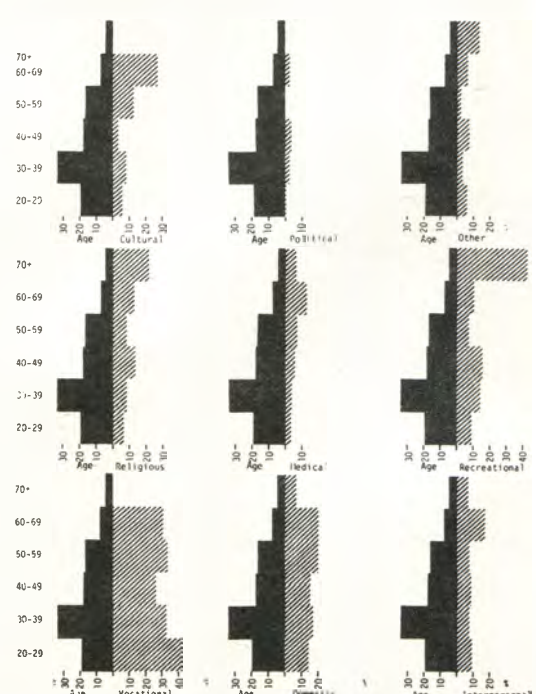


Figure 2. Percentage of each age group that got involved in each type of learning project for nine types of learning projects.

jects included such activities as sports, games, and hobbies. Religious projects included Bible studies and spiritual development. Interpersonal projects included family relationships, establishing new relationships, and improving interpersonal skills. Cultural projects included learning new languages, history, reading, and the arts. Medical projects included health and medical information seeking related to self, family, and friends. Political projects were related to political campaigns, and researching voting patterns. Figures 1, 2, 3, and 4 depict involvement in learning activities by age and education.

When library books were used as a learning resource, they were most frequently used in vocational, political, and religious type learning projects. When public library librarians were used, they were most frequently used for political and interpersonal learning projects.

To develop a list of learning resources from which respondents could select, the author used the following studies about information seeking and adult learning patterns: Dervin & Zweizig;³ Parker & Paisley;⁴ Penland;⁵ Tough;⁶ and Warner, Murray, & Palmour.⁷ The list of learning resources presented to the respondents included: myself, family, own books and magazines, books and magazines from friends, books and magazines from a library, the media, friend, informal group, clergyman, physician, employer, paid teacher, public librarian, businessperson, and other. If the respondent indicated "other," he or she was asked to elaborate.

Christie raised three questions regarding relevance of information to an individual's needs: (1) Relevance to what and when? What is relevant at one point in time might not be relevant in another. (2) If a respondent found relevance in a particular situation, he or she would most likely remain satisfied with that source: "further items may be disregarded as being somehow 'irrelevant' even though they may in some other sense be more relevant than the ones accepted."⁸ (3) Relevance depending on the user's, not the institution's or system's point of view. Relevance in this study was based on frequency of use and rating of resources by the respondents.

The total number of resources used by respondents for their 625 learning projects was 2222, an average of 3.56 resources per project. The most frequently mentioned resource for learning was respondents' own books and magazines followed by own self, friends, family, other, and, including a breakdown of types of libraries, the least frequently used resource was law libraries (Table 1). Change in ranking occurred when use of resources "last year" was compared with projected use of resources "next year" (Table 2).

Further analysis of the learning resource category "other" resulted in six sub-categories: human, printed materials, groups and clubs, materials and equipment, observation, and miscellaneous. Included in these sub-categories were such resources as professionals, employees, manufacturers' repair instructions, product instruction, religious and civic groups, audio-

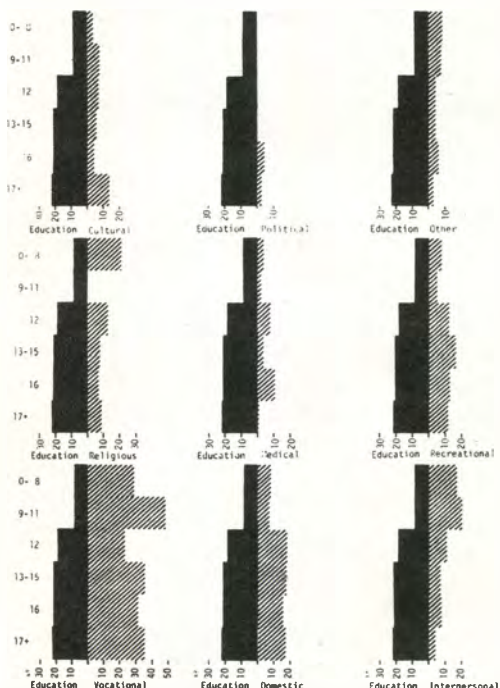


Figure 3. Percentage of each type of learning project in each educational group for nine types of learning projects.

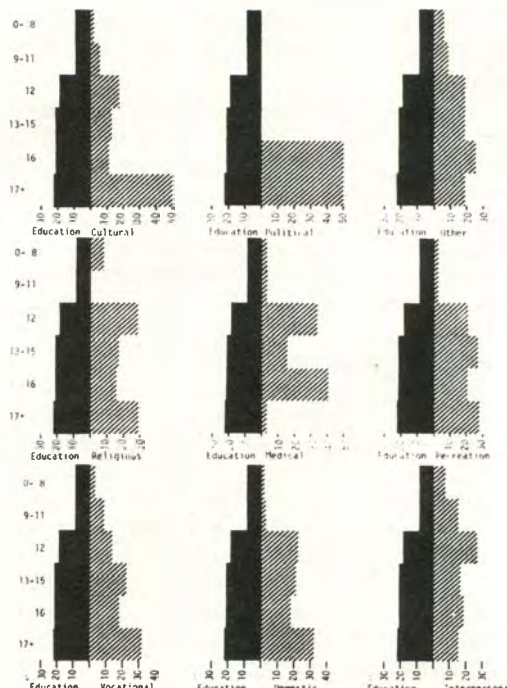


Figure 4. Percentage of each educational group that got involved in each type of learning project for nine types of learning projects.

visual resources, prayer, animals, auctions, museums, bookstores, travel, and employment agencies. As the author noted:

What these "other" resources reveal is that the respondents had actively or passively interacted with a wide variety of learning influences and influentials. They did not limit themselves to those resources familiar to students, e.g., books, instructors, classrooms; learning resources fit their needs, their conditions, their situations. They were lifelong learners, their environments were their classrooms and their peers were their learning resources.⁹

When respondents were asked to rate the resources they had used "last year," rank ordering was obviously modified. Paid teachers were now ranked highest followed by clergy, family, other resources, and public librarians. Respondents' books and magazines were now ranked tenth (Table 3).

Why the difference between frequency of use of resources and rating of resources? Several reasons are suggested. The disparagement between use and rating of one's own books and magazines could be attributed to the law of parsimony, i.e., the law of "least effort." Whereas one's own books and magazines were easily accessible, the effort and ability to effectively analyze them could be another matter.

The disparagement between infrequent use of professionals and high ratings given them could be attributed to: (1) Characteristics of respondents who used professionals (primarily more educated); (2) confidence in the authority of professionals; and (3) esteem held for professionals.

As for the phenomenon of high rating of public librarians, respondents who mentioned using public librarians as a resource frequently mentioned that they had developed personal relationships with those librarians.

Relevance was a factor in the information seeking habits of the respondents. Relevance appeared, however, to be influenced by the "intimacy" factor. Friends, family, own books and magazines, and co-workers appeared to be relevant to the respondents because a bond of intimacy had been established between the respondent and information source. As had been noted, the "intimacy" factor also occurred between some librarians and library users, but not between librarians and the general public.

Finally, four types of information seekers were identified in the study: (1) gregarious information seekers who seemed surrounded by friends and associates to whom they turned to satisfy their learning information needs; (2) institutional information seekers, who seemed not satisfied with information provided by friends and associates, so they went to the "sources." Those sources could be manufacturers, information related resources such as libraries, or professionals who were considered experts; (3) gregarious-institutional information seekers who relied on friends and associates as well as information related resources such as libraries and profes-

sionals who were considered experts; and (4) isolates who seemed lonely and impotent. They did not know how to access information, or perhaps chose not to. They were not gregarious, and they did not trust, or perhaps felt uncomfortable turning to, institutions such as libraries for their needs. They tended to allow "fate" to guide them. Types (2) and (3) could be considered "sophisticated information seekers."

Analysis of use of public library resources for learning indicated the following: (1) 81 respondents, 59.26 percent, used public libraries at least once in the previous person-year, and 44.44 percent of them used either public library books and magazines or the public library librarian as resources for at least one of their learning projects; (2) that 39.51 percent of the respondents used public library books and magazines for at least one learning project and 23.43 percent used public library librarians for at least one learning project; (3) that 75.00 percent of all respondents who used public library books and magazines and/or public librarians at least once as resources for learning projects; (4) that 46.88 percent of all respondents who used public library books and magazines as resources for at least one learning project also used public librarians as a resource, though not necessarily for the same project; (5) that 79.95 percent of all respondents who used public librarians as a resource for at least one learning project also used public library books and magazines as a resource, though not necessarily for the same project.

While 59.26 percent of the 81 respondents used public libraries at least once in the previous person-year, and while 44.44 percent of the 81 respondents used public library books and magazines and public librarians to support at least one of their learning projects, use of public library resources for specific learning projects reveals the following: (1) of the 625 learning projects respondents had been involved in in the previous person-year, public library books and magazines were used as resources for 10.72 percent; (2) public librarians were used as resources for 4.80 percent; (3) on the other hand, the 32 respondents who indicated they had used public library books and magazines as a resource at least once for their 268 learning projects, used those books and magazines in 25.00 percent of their projects; (4) the 19 respondents who indicated they had used public librarians as a resource for at least one of their 156 learning projects, used librarians in 19.23 percent; (5) the 36 respondents who indicated they had used public library books and magazines and public librarians as a resource for at least one of their 296 learning projects, used either public library books and magazines, or public librarians, or both in 24.32 percent.

In conclusion, the author was made aware that adult learning is a more dynamic enterprise than he had suspected. Lifelong learning apart from formal educational experiences can and does shape human values. Respondents, however, tended to underrate

TABLE 1
Frequency of Use of Resources in 625 Learning Projects
By 81 Respondents "Last Year"

Resource	Respondents' Frequency of Use	Percentage of Projects	Rank Order
Own self	313	50.08	2
Family	179	28.64	4
Own books and magazines	319	51.04	1
Books and magazines from friends	102	16.32	11
Books and magazines from a library	139	22.24	7
Public library	67	10.72	13
College library	10	1.60	20
Company library	22	3.52	17
Medical library	19	3.04	18
Law Library	3	.48	21
Other libraries	18	2.88	19
Media, T.V., Radio, Newspapers	115	18.40	9
Friends	259	41.44	3
Informal group	157	25.12	6
Clergy	65	10.40	14
Physician	50	8.00	15
Employer	87	13.92	12
Paid teacher	103	16.48	10
Public library librarian	30	4.80	16
Businessperson	136	21.76	8
Other	166	26.56	5

TABLE 2
Percentage of 81 Respondents Using Various
Resources "Last Year" and "Next Year"

Resource	"Last Year"			"Next Year"		
	Number of Respondents	%	Rank Order	Number of Respondents	%	Rank Order
Self	62	76.54	4	63	77.78	1
Family	54	66.67	5	43	53.09	6
Own books and magazines	70	86.42	1	63	77.78	1
Books and magazines from friends	42	51.85	10	32	39.51	12
Books and magazines from a library	47	58.02	8	48	59.26	3
Public	32	39.51	15	37	45.69	8
College	5	6.17	19	6	7.41	17
Company	12	14.81	17	6	7.41	17
Medical	5	6.17	19	4	4.92	20
Law	2	2.47	21	1	1.23	21
Other	8	9.88	18	6	7.41	17
Media	50	61.73	6	33	40.74	11
Friends	63	77.78	3	47	58.02	4
Informal Group	43	53.09	9	43	53.09	6
Clergy	33	40.74	13	27	33.33	13
Physician	33	40.74	13	18	22.22	16
Employer	40	49.83	11	27	33.33	13
Paid Teacher	39	48.15	12	41	50.62	7
Public library librarian	19	23.46	16	21	25.93	15
Businessperson	50	61.73	6	37	45.69	8
Other	65	80.25	2	44	54.32	5

TABLE 3
Average Rating* of Resources Used In 625 Learning
Projects By 81 Respondents "Last Year"

Resource	Respondents' Frequency of Use	Rank Order	Average Rating	Rank Order
Own self	313	2	3.98	6
Family	179	4	4.37	3
Own books and magazines	319	1	3.83	10
Books and magazines from friends	102	11	3.80	12
Books and magazines from a library	139	7	3.68	14
Public library	67	13	3.64	15
College library	10	20	3.60	16
Company library	22	17	3.45	18
Medical library	19	18	3.53	17
Legal library	3	21	3.33	19
Other	18	19	3.06	21
Media, T.V., Radio, Newspapers	115	9	3.25	20
Friends	259	3	3.94	9
Informal group	157	6	3.76	13
Clergy	67	14	4.48	2
Physician	50	15	3.95	7
Employer	87	12	3.81	11
Paid teacher	103	10	4.63	1
Public library librarian	30	16	4.22	5
Businessperson	136	8	3.95	7
Other	166	5	4.35	4

*Rating scale: (1) No satisfaction, (2) Little satisfaction, (3) Satisfied, (4) Much satisfaction, (5) Complete satisfaction


their learning experiences, particularly if the experiences were not connected with books or classroom activities. "But that isn't learning, learning is when you read from a book or sit in a classroom and take notes" was a frequent comment. Formal classroom experiences were infrequently reported by the respondents.

The author concluded that public libraries could be a highly potent resource for facilitating lifelong learning in any community. They are not. Public librarians and the library profession in general must assume some responsibility for the lack of interest in libraries for lifelong learning. They must devise strategies to turn around the image adult learners have of libraries. Library instruction programs that promote lifelong learning in school curriculums, linking library programs with community education programs, understanding the dynamic nature of the learning society, and differentiating between learning and education can begin to make it possible for libraries in general and public libraries in particular to increase the impact they have on lifelong learning in America.

John C. Shirk is coordinator of Elementary Library Services, Alice Independent School District, Alice, Texas.

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- ⁹Ibid.



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Newspaper Preferences of Southern ARL Libraries: A Survey

By Brian E. Coutts

Newspapers have long been recognized as important sources of current information as well as useful tools for historians, journalists, and others who study the popular culture of the past.

They have, however, always posed difficult problems for libraries. Unlike other serials, most newspapers are published daily. Research libraries generally receive them through the mail. They require considerably more processing than other serials. They also pose unique storage problems because of their bulk and cheap paper format and constant maintenance is required to keep them in usable order. They are also expensive.

The general practice of most research libraries is to purchase and display the most recent issues, often in a separate newspaper reading room, for a specified period of time, ranging from one to three months. Then the papers are filmed and discarded, held until backfiles are obtained from one of several newspaper microform publishers, or simply discarded.

Which newspapers to purchase, how many to purchase, and which newspapers to microfilm or maintain in research collections have always been difficult problems.

This survey addresses these three problems and was designed to review practices followed by Southern members of the Association of Research Libraries (ARL). A brief questionnaire was prepared and sent to the twenty-one Southern ARL member libraries. Included was a list of forty-four major American daily newspapers selected for their journalistic reputation, longevity, number of subscribers, indexing availability, regional coverage, and availability in microform format. Choices were drawn from several "best" lists supplemented by suggestions from William Katz in his *Magazines for Libraries*, and my choices based on the above criteria.¹

Respondents were asked to indicate their current newspaper subscriptions and the newspapers they microfilm or purchase backfiles. A sample form of the current and retrospective holdings (on microform) of the Troy H. Middleton Library at Louisiana State University was enclosed.

Other important questions addressed were the number of current subscriptions to newspaper indexes and which indexes they were. Finally, respondents were asked if their library had a selection policy regarding newspapers, and if not, what criteria they used to select major American dailies.

Of twenty-one libraries surveyed, responses were received from seventeen libraries for a return rate of eighty-one percent. The number of current subscriptions ranged from a high of twenty-seven to a low of six. The mean was fourteen.

Complete retrospective holdings were defined as "runs" of a paper since it assumed its most recent for-

mat. For example, the *New Orleans Times-Picayune* assumed its current format in 1914 when the *Daily Picayune* merged with the *New Orleans Times-Democrat*. Thus, a library owning backfiles of the paper from 1914 would be said to have a complete backfile.

Complete retrospective collections of major U.S. dailies ranged from a high of twelve to a low of three. Five libraries held three. The mean was 6.2.

Table 1 describes the particular newspaper subscriptions of participating libraries while Table 2 describes the research collections (on microform) of major American dailies held by those same libraries. Table 3 shows the current subscriptions to newspaper indexes held by each of the respondents.

Table 1
Current Subscriptions to Individual Dailies

Name	No.	%
<i>Christian Science Monitor</i>	17	100
<i>New York Times</i>	17	100
<i>Wall St. Journal</i>	17	100
<i>Washington Post</i>	17	100
<i>Chicago Tribune</i>	15	88
<i>Los Angeles Times</i>	15	88
<i>Atlanta Constitution</i>	14	82
<i>New Orleans Times-Picayune</i>	13	76
<i>St. Louis Post-Dispatch</i>	9	53
<i>Boston Globe</i>	8	47
<i>(Louisville) Courier Journal</i>	8	47
<i>Miami Herald</i>	8	47
<i>San Francisco Chronicle</i>	8	47
<i>Denver Post</i>	7	41
<i>Houston Post</i>	7	41
<i>Dallas Morning News</i>	5	29
<i>USA Today</i>	5	29
<i>Minneapolis Tribune</i>	4	24
<i>Philadelphia Inquirer</i>	4	24
<i>(Baltimore) Sun</i>	3	18
<i>(Cleveland) Plain Dealer</i>	3	18
<i>(Jackson) Clarion-Ledger</i>	3	18
<i>Milwaukee Journal</i>	3	18
<i>Newsday</i>	3	18
<i>Des Moines Register</i>	2	12
<i>Detroit News</i>	2	12
<i>Houston Chronicle</i>	2	12
<i>Kansas City Star</i>	2	12
<i>(Portland) Oregonian</i>	2	12
<i>St. Petersburg Times</i>	2	12
<i>Birmingham News</i>	1	6
<i>Chicago Sun-Times</i>	1	6
<i>Detroit Free Press</i>	1	6
<i>(Memphis) Commercial Appeal</i>	1	6
<i>Seattle Times</i>	1	6

Table 2
Complete Retrospective Holdings of
Major U.S. Dailies

Name	No.	%
<i>New York Times</i>	17	100
<i>Wall St. Journal</i>	14	82
<i>Christian Science Monitor</i>	13	76
<i>Atlanta Constitution</i>	9	53
<i>Washington Post</i>	9	53
<i>Chicago Tribune</i>	6	35
<i>New Orleans Times-Picayune</i>	6	35
<i>Los Angeles Times</i>	5	29
<i>Houston Post</i>	3	18
<i>Miami Herald</i>	3	18
<i>St. Louis Post-Dispatch</i>	3	18
<i>St. Petersburg Times</i>	2	12
<i>San Francisco Chronicle</i>	2	12
<i>(Baltimore) Sun</i>	1	6
<i>Birmingham News</i>	1	6
<i>Boston Globe</i>	1	6
<i>(Cleveland) Plain Dealer</i>	1	6
<i>Dallas Morning News</i>	1	6
<i>(Jackson) Clarion-Ledger</i>	1	6
<i>(Louisville) Courier-Journal</i>	1	6
<i>(Memphis) Commercial Appeal</i>	1	6
<i>Milwaukee Journal</i>	1	6

Table 3
Current Subscriptions to Daily Newspaper
Indexes by Southern ARL Libraries

Name	No.	%
<i>New York Times</i>	17	100
<i>Christian Science Monitor</i>	15	88
<i>Wall St. Journal</i>	15	88
<i>Washington Post*</i>	14	82
<i>Chicago Tribune</i>	13	76
<i>Los Angeles Times</i>	13	76
<i>New Orleans Times-Picayune</i>	10	59
<i>Atlanta Constitution</i>	9	53
<i>Houston Post</i>	4	24
<i>San Francisco Chronicle</i>	4	24
<i>St. Louis Post-Dispatch*</i>	2	12
<i>Denver Post</i>	1	6

*Although these indexes were left off the original survey, many librarians wrote them in.

Table 4
Factors In Selecting Major U.S. Dailies*

	%
Journalistic Reputation of the Paper	90
Faculty Request	80
Regional Interest	80
Cost	60
Availability of Indexing	60
Curriculum Support	50
Others:	
Space Constraints	
State Interest	

*This section was completed by only the 10 University Libraries which lack newspaper selection policies.

Of the seventeen libraries who participated in the survey, seven have specific newspaper selection

policies (41%). Ten do not (59%). Reasons for choosing newspapers where there is no selection policy are shown in Table 4.

CONCLUSIONS

There is tremendous variation in the value placed on current subscriptions to major U.S. daily newspapers by participating Southern ARL member libraries. While the largest collections involve extensive regional holdings from all parts of the country, the smallest are limited to the best known "national" dailies.

Four newspapers are viewed as of "national importance" by all Southern ARL libraries: The *Washington Post*, the *New York Times*, the *Wall St. Journal*, and the *Christian Science Monitor*. Three of these have been indexed since the mid-1950's.² The fourth, the *Washington Post* has been indexed since 1972 by Bell and Howell. More recently, a new index, the *Official Washington Post Index* has been produced by Research Publications of Woodbridge, Connecticut. The publisher promises monthly issues with annual cumulations. As of June, 1984, no annual cumulations for 1982 or 1983 had yet appeared.³

Four other newspapers have achieved almost "national importance." Two of these "elite" or "near elite" papers, The *Los Angeles Times* and the *Chicago Tribune* are received by more than 80% of the participating libraries. Both have been indexed by Bell and Howell's *Newspaper Index* since 1972. Since 1982 the Microfilming Corporation of America, a New York Times Company, has also begun indexing the *Chicago Tribune*. In 1984 University Microfilms International began issuing the *Los Angeles Times Index*.⁴

The other two "near elite" newspapers, the *Atlanta Constitution* and the *New Orleans Times-Picayune*, are important regional newspapers. The *Constitution* has gained increased stature in recent years, and has been hailed as one of the ten best in the country by John Merrill.⁵ Although researchers were formerly dependent on the *Georgia Index* (1972-1979) for indexing, a new index, the *Index to the Atlanta Journal/Atlanta Constitution* made its appearance in 1982.⁶ Although the *New Orleans Times-Picayune*, which absorbed its major urban competitor in 1981, has had a long and glorious history, it is hardly ranked on anyone's best list anymore.⁷ Its importance lies in its regional coverage of one of the South's unique cities, plus the fact that it was the first Southern newspaper to be retrospectively filmed back to its inception as the *Daily Picayune* in 1837. A Bell and Howell index has been available since 1972.⁸

No other newspaper except the *St. Louis Post-Dispatch* is received by more than 50% of the participating libraries. This is despite the fact that both the *Miami Herald* and the *Louisville Courier-Journal* are rated as among the best newspapers in the country by several observers. Both of the latter are hindered by the absence of national indexes.⁹

Fifteen of the forty-four newspapers listed are

covered by national indexing firms. No library subscribes to more than nine of these while one library received as few as three. The great expense involved is no doubt a contributing factor.

Another interesting observation is the lack of coverage of several important geographical regions by Southern ARL libraries. Few subscribe to even one paper from the Southwest or Northwest.

With regard to research collections or retrospective holdings on microform, the picture is even less well defined. Three-quarters of the participating libraries have complete collections of only three newspapers; the *New York Times*, the *Christian Science Monitor*, and the *Wall St. Journal*. Complete collections of eleven newspapers are held by only one or two libraries. Three libraries have recently cancelled their subscriptions and stopped acquiring microfilms of particular papers. In one case, the *Denver Post*, the subscription was unique in the South. Of the forty-four newspapers considered, participating libraries hold complete backfiles of only twenty-three.

All this suggests the need for cooperation in interlibrary loans among regional members and emphasizes the importance of the Center for Research Libraries which currently lends backfiles of newspapers to its members. A recent check of the new microfiche catalog of CRL, however, shows that it too lacks complete files of many of the newspapers considered here. It is to be hoped that in the future, research collections of important newspapers not currently held by any Southern ARL libraries might be acquired in some kind of cooperative arrangement.

With regard to indexing, several recent developments provide optimism for the future. The *National Newspaper Index*, an index on computer output microform produced by Information Access Corporation, has recently expanded its coverage to include not only the *New York Times*, the *Wall St. Journal*, and the *Christian Science Monitor*, but also the *Washington Post* and the *Los Angeles Times*.¹⁰ Similarly, now more sophisticated computer-generated indexes for the *Washington Post*, the *Chicago Tribune*, the *Atlanta Constitution*, and the *Los Angeles Times* bode well for the future.

If newspapers are ever to rival magazines and scholarly journals as important sources of information for graduate students and undergraduates alike, it can come only through timely, complete indexing services which provide ready access to the important topics of the day.

The installation of a "research helper" (a "do it yourself computer search service") in 1983 at LSU's Troy H. Middleton Library had the effect of increasing students' awareness of newspapers as an up-to-date and accessible source of information for term papers and research papers of every manner and description. Produced by Information Access Corporation, the "search helper" has been reformed in 1984 and currently includes the same *National Newspaper Index* available on their com readers.

These and other developments, such as the availability of the *National Newspaper Index* online through Dialog focus renewed attention on the importance of developing selection policies for newspaper collections. The fact that almost 60% of participating Southern ARL member libraries still lack such policies is certainly regrettable.

Brian E. Coumts is Assistant Librarian, Reference Department, University of Kentucky Libraries, Lexington.

NOTES

¹Three of these lists: the 1961 Bernay Study, the Saturday Review Poll, 1961 and the *World's Great Dailies*, 1980, appear in the *World Press Encyclopedia*, ed. by George T. Kurian. New York: Facts on File, 1982. *Time Magazine's* "The Ten Best U.S. Dailies," (April 30, 1984) appeared after this survey was complete. See: Appendix A. See also: John C. Merrill and Harold A. Fisher. *The World's Great Dailies: Profiles of Fifty Newspapers*. New York: Hastings House Publishers, 1980; and William Katz and Linda S. Katz. *Magazines for Libraries*. 4th ed. New York: R.R. Bowker, 1982.

²The *New York Times Index* began in 1913; however, it has been retrospectively indexed to 1851. The *Christian Science Monitor*, which was privately indexed for many years is now indexed by Bell and Howell. Indexing is available back to 1949. The *Wall St. Journal Index* was issued by Bell and Howell from 1955-1957 and since 1958 has been published by Dow Jones Books.

³The *Official Washington Post Index*. Woodbridge, CT.: Research Publications, Inc., 1980-. It appears monthly with annual cumulations.

⁴The format is almost identical to that of the *New York Times Index* with subject headings based on the LC Subject Headings.

⁵Merrill and Fisher, *The World's Great Dailies*.

⁶The *Atlanta Constitution: A Georgia Index* was issued from 1971 to 1979 by the Microfilming Corporation of America. It was oriented to articles of state and local interest. In 1980 MCA promised a new national index to both the *Atlanta Journal* and the *Atlanta Constitution*, beginning with an annual in 1980 and regular monthly issues in 1981.

⁷The *Times-Picayune* absorbed the *New Orleans States-Item* on May 31, 1980.

⁸*Newspaper Index to the New Orleans Times-Picayune*. Wooster, CT.: Bell and Howell, 1972-.

⁹The *St. Louis Post-Dispatch* has been indexed since 1980 by Bell and Howell. Prior to this a local index was published by the St. Louis Public Library.

¹⁰As of January 1, 1984.

APPENDIX A

1961 Bernay Study

Bernay polled 1,596 U.S. Daily Newspaper Publishers for their ranking of the top 10 domestic papers.

New York Times
St. Louis Post-Dispatch
Christian Science Monitor
Milwaukee Journal
Louisville Courier-Journal
New York Herald-Tribune
Washington Post
Los Angeles Times
Chicago Tribune
Kansas City Star

Saturday Review Poll 1961

New York Times
Christian Science Monitor
Wall St. Journal
St. Louis Post-Dispatch
Milwaukee Journal
Washington Post
New York Herald-Tribune
Louisville Courier-Journal
Chicago Tribune
(Baltimore) Sun

The World's Great Dailies (1980)

Atlanta Constitution
(Baltimore) Sun
Christian Science Monitor
Los Angeles Times
(Louisville) Courier-Journal
Miami Herald
New York Times
St. Louis Post Dispatch
Wall St. Journal
Washington Post

The Almost Great Dailies (1980)

Albuquerque Journal
Boston Globe
Chicago Tribune
Des Moines Register
(Memphis) Commercial Appeal
Milwaukee Journal
Newsday
Philadelphia Inquirer
Portland Oregonian
St. Petersburg Times
Washington Star

The Ten Best U.S. Dailies (Time, April 30, 1984)

Boston Globe
Chicago Tribune
Des Moines Register
Los Angeles Times
Miami Herald
New York Times
Philadelphia Inquirer
St. Petersburg Times
Wall St. Journal
Washington Post

My Additions

Arizona Republic
Birmingham News
Chicago Sun-Times
(Cleveland) Plain Dealer
(Dallas) Times Herald
Detroit Free Press
Detroit News
Houston Chronicle
(Jackson) Clarion-Ledger
Kansas City Times
New Orleans Times-Picayune
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SELA CHRONICLE REGIONAL NEWS

ALABAMA

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

FLORIDA

Helen Muir, Miami, FL, received a 1984 Trustee Citation from ALA.

Carolyn Sue Peterson, Head of the Children's Dept., Orlando Public Library, FL, was the recipient of the 1984 Grolier Foundation Award from ALA.

Broward County Library dedicated its new \$39 million Main Library in Fort Lauderdale, FL, on April 29, 1984.

GEORGIA

Miriam A. Drake became the Director of Libraries at the Georgia Institute of Technology in September. Drake was an Assistant Director of Purdue University Libraries. She replaces **E. Graham Roberts**, who retired in June. Roberts was at Georgia Tech for 25 years, was a founding member of SOLINET, and was also a visiting lecturer in librarianship at Emory University.

SOLINET, Atlanta, GA, has received a grant of \$168,000 from the National Endowment for the Humanities to establish a cooperative preservation program.

Atlanta University School of Library and Information Studies, GA, has received a grant of \$250,000 from the U.S. Dept. of Education for a three-year program in bibliographic instruction.

KENTUCKY

Thomas G. Kirk, Director of Hutchings Library, Berea College in Kentucky received the 1984 Miriam Dudley Bibliographic Instruction Librarian of the Year Award from ALA.

Kentucky Department For Libraries & Archives has received a \$143,000 grant from the National Endowment for the Humanities for a two-year project on archival resources in Kentucky.

Louisville Free Public Library, recently received \$950,000 for construction of four new branch libraries.

LOUISIANA

Sharon Anne Hogan has become Director of Libraries at Louisiana State University in Baton Rouge. She was formerly the Acting Director of Temple University Libraries in Philadelphia.

Charles D. Patterson, Professor of Library Science, School of Library and Information Science, Louisiana State University in Baton Rouge, has received the Cotton Foundation Faculty Excellence Award for recognition of his excellence in the areas of teaching, research, administration, and public service.

FALL, 1984

Martin Steffenson has joined the staff of Louisiana Tech as Head of Information Services.

NORTH CAROLINA

Barbara G. Freedman, received the 1984 Frederic G. Melcher Scholarship Award from ALA's Association for Library Service to Children to attend the University of North Carolina at Chapel Hill.

Penny E. Perry, recently retired as Chief Librarian at North Carolina Central University.

Jaia Barrett, Public Documents Department Head, Duke University, Durham, received the 1984 "Documents to the People" Award from ALA.

Lester E. Asheim, Professor of Library Science, University of North Carolina at Chapel Hill, was awarded a Honorary Life Membership in ALA.

SOUTH CAROLINA

Bernice B. Middleton has retired after 26 years of service at South Carolina State College as Chairman of the Department of Library/Media Services.

Nurieh Musavi is now Assistant Professor, College of Library and Information Science, University of South Carolina at Columbia. She received her Ph.D from the University of Pittsburgh and has previously taught at Queen Farah University in Tehran, Iran, the University of Wisconsin and Western Michigan University.

Lillie S. Walker has retired as Coordinator of Collection Organization at South Carolina State College. She worked at S.C. State for 28 years.

TENNESSEE

Jess A. Martin, Director of the Center for Health Sciences Library, University of Tennessee at Memphis received the 1984 Tennessee Library Association Honor Award.

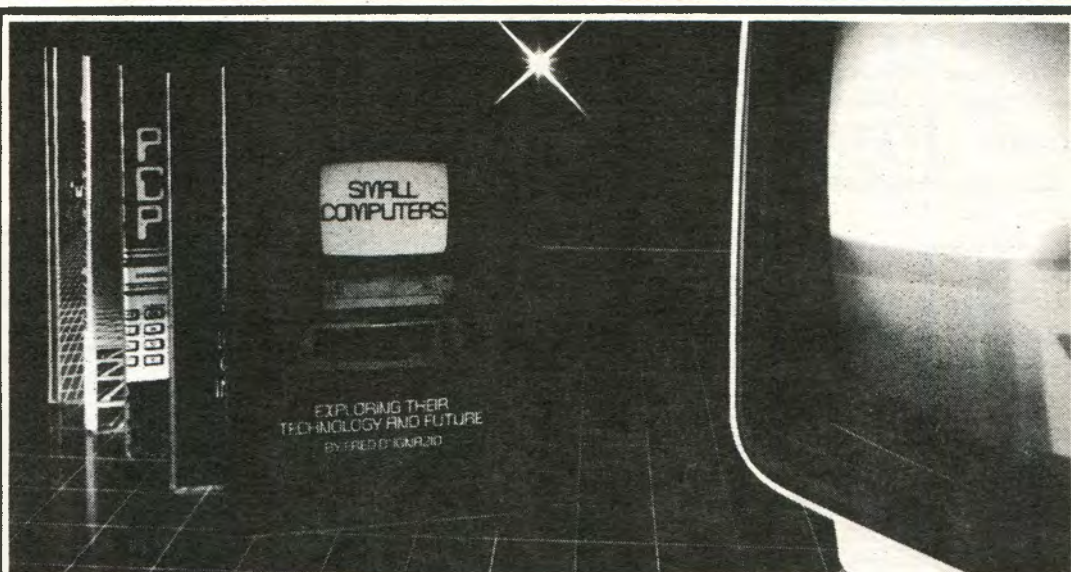
VIRGINIA

Marjorie Rambo, TAC Command Librarian at Langley Air Force Base, has been selected by the Armed Forces Library Section of the Public Library Association to receive its 1984 Achievement Citation Award.

Richmond, Public School System, was a winner of the 1984 Library Media Program of the Year Award.

NECROLOGY

Henry Muller Brimm, retired Librarian and Emeritus Professor of Bibliography at Union Theological Seminary in Virginia, died on August 1, 1984.



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| (C) Reference & Adult Services | (G) Trustees & Friends of Libraries | (K) Government Documents Round Table |
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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 and Information 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.

DATES TO REMEMBER

1984

OCTOBER 31 - NOVEMBER 4: American Association of School Librarians (ALA), third national conference, Atlanta

NOVEMBER 1 - 3: Virginia Library Association, annual conference, Norfolk.

NOVEMBER 2 - 4: Art Librarians of North America/Southeast Chapter, Charleston, SC.

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

NOVEMBER 15 - 16: Society of Georgia Archivists, Atlanta.

NOVEMBER 29 - 30: Earlham-Eckerd Library Use Instruction Workshop. **Sponsors:** Council on Library Resources and Eckerd College. **Place:** Eckerd College. **Contact:** Larry Hardesty, Director of Library Services, Eckerd College, St. Petersburg, FL. 33733; (813) 867-1166.

DECEMBER 1: Deadline for "Let's Talk About It" proposals for states participating in the third workshop.

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

MARCH 27 - 29: Louisiana Library Association, Lafayette.

MARCH 29 - 30: Symposium on Subject Analysis. **Place:** North Carolina Central University. **Sponsor:** School of Library Science. **Contact:** Dr. D. McAllister-Harper, Assoc. Professor, School of Library Science; (919) 683-6485 or (919) 683-6415.

APRIL 8 - 11: Catholic Library Association, St. Louis, MO.

APRIL 14 - 20: National Library Week

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

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

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 the Wilson Library. **Place:** University of North Carolina, at Chapel Hill. **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, Winnipeg, Manitoba, Canada.

JULY 6 - 11: American Library Association, Chicago.

AUGUST 18 - 24: International Federation of Library Associations and Institutions (IFLA), general conference, Chicago.

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

OCTOBER 10 - 12: South Carolina Library Association, Charleston.

OCTOBER 24 - 27: Georgia Library Association, biennial conference, Augusta.

1986

APRIL 2 - 5: Public Library Association, second national conference, St. Louis, MO. **Contact:** PLA Office, 50 East Huron St., Chicago, IL 60611; (312) 944-6780.

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