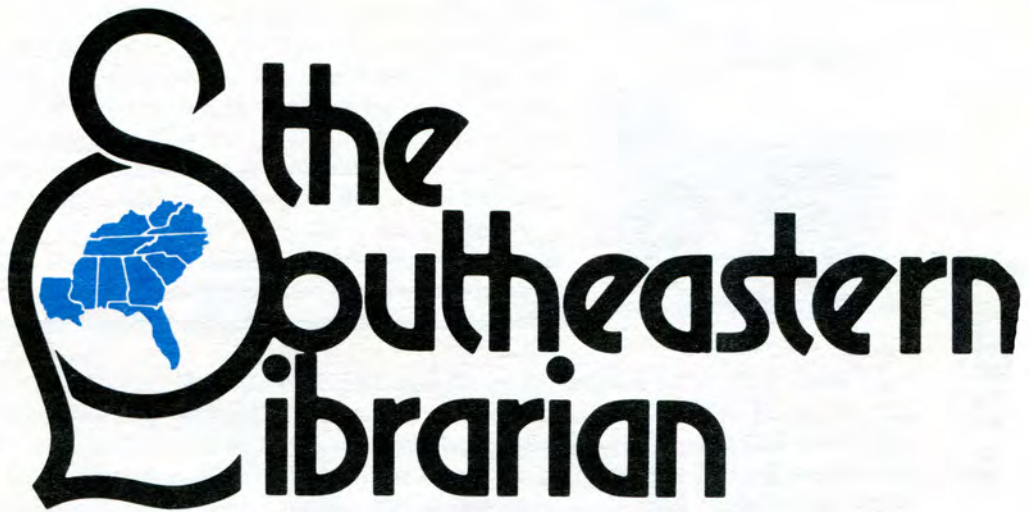


# The Southeastern Librarian



SUMMER, 1985

VOLUME XXXV

NUMBER 2

(ISSN 0038-3686)

|                                   |    |  |
|-----------------------------------|----|--|
| Linda Lucas                       | 39 | Editor's Page  |
| Rebecca Bingham                   | 41 | From the President's Desk  |
| Marian Deeney                     | 42 | Disasters: Are You Ready if One Should Strike Your Library?                    |
| Glenda R. Lester and David W. Cox | 48 | In-Service Training for Television as an Instructional Aid in Higher Education |
|                                   | 57 | SELA Chronicle   |
|                                   | 57 | Regional News  |
|                                   | 58 | Dates to Remember  |

## SELA BIENNIAL CONFERENCE

OCTOBER 15-19, 1986

Marriott Hotel

Atlanta, Georgia

THE SOUTHEASTERN LIBRARIAN (ISSN 0038-3686) is the official quarterly journal of the Southeastern Library Association, Inc., Executive Office, 4419 Cowan Road, Suite 108, Tucker, Georgia 30084; Editorial Office, College of Library and Information Science, University of South Carolina, Columbia, South Carolina 29208. A subscription to the journal is included with the membership fee. The subscription rate is \$35.00 (includes Institutional Membership). For membership and/or subscription information contact the Executive Secretary.

PUBLISHED quarterly by the Southeastern Library Association, Inc., Tucker, Georgia 30084. Second Class Postage Paid at Tucker, GA 30084 and additional offices.

POSTMASTER: Send form 3579 to Southeastern Library Association, P.O. Box 987, Tucker, GA 30084.

When was the last time your hair was in a bun? When did you last “shhhsh” someone? When was the last time you saw a nonstereotypical librarian in the mass media?

When you stop to think about it, of course, stereotypes exist because they have — or had — some basis in reality. Our profession’s image, like that of other professions, comes from the distant past. We must realize, though, that traces of the past remain to reenforce the image to some extent. After all, it’s a rare school media specialist who doesn’t occasionally need to say “shhh” or a variant — and like others who spend much of the day on their feet, librarians often find that sturdy shoes are a necessity.

But librarians also have been known to encourage children to noisy participation, and they frequently “dress for success” (another stereotype developing, if you think about it!)

Over the years, librarians have protested the image assigned them. And where has it gotten us? Not very far. Fighting the image is probably an exercise in futility. People working in the mass media need recognizable symbols and cliches — or at least they think they do. That’s why when there’s a part for the clergy, it’s a safe bet that you will see a priest, complete with collar and Crucifix. Baptist ministers don’t have such instant visual recognition — but traditional symbols for librarians are instantly recognized. As long as people working in the mass media seek cliché rather than creativity, librarians will be pictured as bookish, prudish and slightly out of touch.

So what can we do? The most sensible thing, it seems to me, is to acknowledge the problem and take it in stride. We need not be self-conscious or defensive. John Naisbett was sufficiently perceptive to recognize our profession as being in the forefront of the future. And the author of an article in the February 4 issue of *Fortune*, called “*Life Will Be Different When We’re All On-line*,” wrote: “In general, the industry (data base vendors) prefers to sell to end-users, who tend to run up heftier time charges, at anywhere from \$5 to \$75 an hour, than do librarians.” Our efficiency at locating information is recognized by a few people, anyway! Our image may not be all that we would like, but it seems to be improving. We can enhance our image through professionalism and effectiveness as we reenforce for our various publics, nonstereotypical behaviors. (But you don’t look like a librarian!)

Next time you see librarians stereotyped on TV or in a magazine, then, don’t send your blood pressure sky high. Sit back. Have a good laugh. Say to yourself and a colleague, “There they go again. No imagination!” Then go back to work in your own unique, nonstereotypical way. The image may not have changed yet, but you have!

— Linda Lucas



# Editor's Page

## DEADLINES FOR COPY TO EDITORS:

|                                       |                   |
|---------------------------------------|-------------------|
| V. 35, No. 3 (Fall, 1985) . . . . .   | September 1, 1985 |
| V. 35, No. 4 (Winter, 1985) . . . . . | November 1, 1985  |
| V. 36, No. 1 (Spring, 1986) . . . . . | February 1, 1986  |
| V. 36, No. 2 (Summer, 1986) . . . . . | May 1, 1986       |



# From The President's Desk

A very successful Leadership Conference was held in March in Atlanta. The membership can rest assured that the affairs of The Association are in competent, energetic and effective hands. This two-day working conference of the officers, the Board of Directors and the Committees produced excellent plans, guidelines and action agendas for the current biennium.

Exciting groundwork is being laid for the Atlanta conference in October 1986. The enthusiasm of the Conference planning committee and the magnitude of its aspirations promise to make it an outstanding event that will contribute richly to the professional life of all participants.

We are now looking forward to the Eighth Annual Presidents' Meeting, to be held in Atlanta, August 30, 1985. This meeting provides an excellent forum for the discussion of important aspects of State association activities and interaction within the region.

As I write, the Annual Conference of the American Library Association is less than a month away. I will be in attendance and, as your president, will include on my schedule a variety of programs and events which should prove helpful in my giving leadership to SELA.

Although we do not have a conference each year, SELA is indeed at work contributing to the improvement of libraries, librarians and the general conditions of librarianship all year every year. The non-conference year is one of hard work and significant progress through elected leadership and committee activity in pursuit of the Association goals.

Have a pleasant, refreshing and enjoyable summer!

— Rebecca T. Bingham



# Disasters: Are You Ready If One Should Strike Your Library?

By Marian Deeney

**This paper covers the steps necessary to prepare for a possible disaster in a library. This includes disaster planning, preparedness, and actions to take in case of damage to materials. References are also given of sources for aid in disaster planning and action in libraries.**

"It can't happen to us." That is the attitude of many librarians asked about possible disasters in their libraries. This attitude, however, has been totally wrong time and time again. It is reasonable to assume that all librarians will face some type of disaster during their careers. In preparing for, or coping with, a disaster, planning enables a library to readily cope more easily and effectively with both large and small problems.

A disaster as defined by Webster is a "sudden calamitous event bringing great damage or destruction . . . Disasters can be classified in four categories: acts of God, accidents, vandalism, and catastrophes resulting from human error."<sup>1</sup> Natural disasters such as floods, fires, and earthquakes can be considered acts of God. These disasters may be referred to as "loud" disasters because they are frequently sudden and devastating, wiping out a large portion of a library's collection within a few minutes or hours.<sup>2</sup> In many disasters, problems result from misplaced water in some form such as plumbing leaks, air conditioning breakdown, floods, or water used to quench a fire.<sup>3</sup> Flooding caused by pipe breakage or leaks can be considered an accident. The problem of water damage is compounded by the fact that "as a rule culture is stored underground, in that a majority of libraries, archives, cultural institutions, and university facilities store their books in cellars and basements . . . the danger of flooding has always been overlooked, while that of fire is generally taken into consideration."<sup>4</sup> The prevailing attitude twenty years ago was to store materials on shelves down to the floor and house the most valuable collections in the lower parts of the building where water will eventually find its way. This attitude has changed somewhat in recent years.

Another type of disaster, not often mentioned, is the "quiet" disaster. Destruction is gradual and not as spectacular as in a "loud" disaster. Quiet disasters include acidic paper deterioration, infestations of insects or rodents and abuse of materials.<sup>5</sup> They are best met with a good preservation program, which is not the subject of this paper.

The Florence Flood on November 4, 1966, which completely inundated over one million rare and priceless books;<sup>6</sup> the Corning Museum flood on June 23, 1972;<sup>7</sup> the Klein Law Library fire which destroyed the library on July 25, 1972;<sup>8</sup> and the water damage at Stanford University in November, 1978, which soaked more than 46,000 volumes<sup>9</sup>, show that even in a well managed library the staff can be taken by surprise and collections severely damaged or destroyed. Prevention and preparedness are the best ways to meet

or avoid such disasters. "When disaster strikes a library, fire or water are almost always involved. Knowing what action to take will save time, personnel, costs, and contents."<sup>10</sup> Many libraries do not consider a disaster plan until after a disaster has occurred.

## Planning and Preparedness

Planning ahead can not only reduce loss to collections but may actually prevent a disaster from occurring. Having a written, up-to-date plan is essential for any library. Smaller libraries might consider cooperative disaster planning in regions or areas. In any case, whatever the size of the library, preparing the actual plan is a major undertaking because a complete plan involves all aspects of the library, the staff, the building, and the collection itself.

Comprehensive plans should address three distinct sets of activities:

- 1) Prevention, which involves surveying and improving facilities to reduce potential for accident;
- 2) Emergency preparedness, which requires educating staff and assembling supplies and equipment; and
- 3) Salvage or recovery planning, which establishes a sequence of procedures and assigns specific responsibilities to be carried out in response to particular problems.<sup>11</sup>

It is important to examine as much information as possible on the subject before developing a plan. One of the best resources is Hilda Bohem's *Disaster Prevention and Disaster Preparedness*<sup>12</sup> which identifies prevention and preparedness tips with sources for assistance. Peter Waters' *Procedure for the Salvage of Water Damaged Materials*,<sup>13</sup> is the standard work for the salvage of fire or water damaged materials. The Library of Congress Preservation Office is also a good source of information.<sup>14</sup>

There are several other considerations in preparing disaster plans. The library must be willing to commit time and effort to the plan and its upkeep or it will not work. Contact must be established and maintained with those with whom you will coordinate salvage and recovery activities in time of disaster; that is, firemen, police, plumbers, and repairmen. If contacts are not maintained, efforts can be severely hampered.

Prevention, the first step in a plan, involves the staff, the building, and its collection. An emergency coordinator or officer with sufficient authority, resources, and funds to act promptly to initiate salvage or recovery actions should be designated.<sup>15</sup> This person will oversee the disaster plans and assign personnel duties for emergency situations. Assignments include necessary training and instruction as well as training new employees in their emergency duties.<sup>16</sup> The plan should provide for the organization of two teams, a Disaster Prevention Team (DPT) whose aim it is to prevent disasters before they occur, and a

Disaster Action Team (DAT) whose aim is effective action when they occur.<sup>17</sup> Each team member needs two copies of a disaster packet, one at home and the other at work. The packet should contain the library's disaster plan, **updated** lists of names, addresses and phone numbers of team members, along with the sequence of who to call first in an emergency. A copy of Peter Waters' book previously mentioned, should be included. Also included will be the name and phone number of an outside conservator, to contact in the event of a major disaster. It is important that prior arrangements be made with such a conservator.<sup>18</sup>

It is wise to have another handbook or plan for minor emergencies such as medical emergencies, bomb threats, or civil disturbances. Damage and loss to library materials can be prevented by having plans in place and making sure the staff is aware of and familiar with them.

Disaster prevention for the building itself is also necessary. Specific prevention plans must be based on the individual building and the natural and manmade threats to it, but there are several general things to consider. "While personal safety must undoubtedly be given the highest priority in a plan to cope with grave emergencies, librarians have the additional and unique responsibility to preserve library materials for future generations . . ." <sup>19</sup> The collection should be reviewed and evaluated before a disaster strikes to identify materials which must receive priority attention.<sup>20</sup> Areas designated should be plainly marked. External support organizations such as the fire department should know the location of these areas. Unique records or files, such as the catalog, should be copied and stored in a safe location away from the library itself.<sup>21</sup> Although "buildings can be replaced, . . . a priceless collection representing years of assiduous and discriminating selection cannot."<sup>22</sup>

The physical condition of the building including electrical systems, heating systems, means of egress, air conditioning and lightning protection should be regularly inspected. Periodic inspection should also include alarms, sprinklers, drains, the roof, electrical, and plumbing and steam lines to and inside the building.<sup>23</sup> Regular surveys also help the staff to know the building better. For example the staff should know the location of water and electrical shutoffs and how to access and use them. There are documented cases involving extensive damage which could have been prevented if someone had known the location of a water shutoff valve and how to use it.

Precautions should be taken in regular building operation and maintenance. Emphasis must be given to good housekeeping, including proper disposal of rags, clean storage areas, and fire retardant decorations. Smoking should be banned or limited to strictly supervised areas of the building.<sup>24</sup> When alterations or renovations are underway, special attention must be given to fire prevention. Many fires have started by careless welders or improper storage of flammable materials. Regular inspections by the fire department can help spot potential hazards.

Fire protection is an absolute necessity for the

protection of the collection and its users. Two good resources for fire prevention and protection in libraries are John Morris' *Managing the Library Fire Risk*<sup>25</sup> and ALA's *Protecting the Library and its Resources*.<sup>26</sup>

There are a number of incorrect assumptions and misinformation on fires and fire protection and prevention. According to John Morris, there are "two schools of thought about fire protection for libraries. One group reasons that a book is hard to ignite, burns slowly, and left alone will stop burning."<sup>27</sup> This group does not endorse the use of funds for sprinklers or other fire protection. "The other group see the typical older library as essentially a warehouse full of costly, ready to burn materials . . . This group is generally supported by fire protection engineers, insurance underwriters and fire marshals."<sup>28</sup> One assumption is that library buildings can be made virtually fireproof by construction and use of certain materials and furnishings inside. But the truth is that "all libraries have one characteristic in common, ample fuel in the form of books that can burn and contribute to a serious fire, even in the absence of other combustibles."<sup>29</sup>

There are several reasons for a library to have automatic detection and extinguishing systems. The most common arguments against these systems are cost and the chance that water leaks will cause unnecessary damage. In actuality, "the fire protection industry has developed new systems, concepts, and hardware making automatic extinguishment more efficient and reducing the threat of water damage to books."<sup>30</sup> Furthermore, about 70% of library fires start between 9 PM and 9 AM when no one is around.<sup>31</sup> Prompt detection of fire is essential because, "if water is not brought to bear on a fire in library bookstacks early, the damage can be expected to be very great."<sup>32</sup> Evidence supporting these systems is bolstered by the fact that "sprinklers rarely leak, the failure rate being approximately one in one million."<sup>33</sup> Newer sprinkler heads and systems have automatic shutoffs to stop the flow once the fire is out. Water is discharged only through the sprinkler heads which have been set off by the fire. The entire system does not soak the entire library, so that excessive water damage is prevented.

The building should have both fire detection and extinguishment systems even if they are not required by fire codes. There are two types of detection systems: heat detection systems which are activated by either fixed temperatures or sudden temperature increases and smoke detection systems which detect smoke particles very early in the fire stage. The latter have a very fast response time.<sup>34</sup> Wet and dry pipe automatic sprinkler systems, and pressure tank water supply automated sprinker systems send water directly to the fire through sprinkler heads installed in the building. Dry chemical, carbon dioxide, and Halon 1301 automatic systems do not use water. They act to chemically smother a fire by eliminating oxygen in the area.<sup>35</sup> Carbon dioxide is a relatively inexpensive extinguishing agent, but it leaves a residue and prolonged exposure is harmful to humans. Halon 1301, by comparison, leaves no residue and is safe in limited exposure to humans, but its present cost makes it

suitable only for very valuable collections. Its cost is dropping, and it may become economical for more widespread use. No matter what type of detection or extinguishing system is used, it should all be automatically connected with the local fire department. Portable extinguishers should be installed in the building, so that small fires can be extinguished upon discovery.

The last aspect of disaster planning and preparedness is insurance coverage. Libraries are insured through a parent organization or separately, but are often woefully underinsured because policies have not been reevaluated for coverage at today's replacement costs.<sup>36</sup> A good source of information on library insurance is Gerald Myers' *Insurance Manual For Libraries*.<sup>37</sup> He lists three common methods for insuring books and library materials: 1) The blanket contents form covers books and all other library materials as contents and insures them under the blanket policy form or the P.I.P. Form; 2) The valuable papers policy treats books and other library materials separately from the buildings, regarding them as "valuable papers" and covers replacement on an actual cash value basis; 3) The special library policy, also known as the Hartford library policy, treats materials on a "valued" basis and is subject to annual reporting. Loss of materials or books is settled on a basis of declared values without regard to replacement or actual value of the destroyed items.<sup>38</sup> The rates on these policies may be lowered if the previously mentioned prevention methods and plans are in place.

Hand in hand with prevention is preparedness, being ready for and knowing what to do in a disaster. "Lists of salvage materials and locations should be prepared in advance where they are available. Detailed guidelines should be written for every anticipated recovery operation."<sup>39</sup> Preparedness includes knowing in advance sources for materials not on hand but needed in recovery and salvage operations. Supplies and facilities which should be located include drying space, refrigerator trucks, deep freeze facilities, drying facilities (vacuum or freeze drying), paper towels, newsprint, dehumidifiers, portable fans, portable generators, and plastic cartons such as milk crates to carry wet materials.<sup>40</sup> Rolls of plastic should be on hand at all times to cover materials immediately should water leakage occur.

### Action

Once a disaster has occurred, prompt action is necessary. Sometimes access to the building may not be immediately available. This could hamper salvage efforts. "The first step after access is gained to a building is to assess the damage as precisely and completely as possible."<sup>41</sup> Copious note and photo taking during the initial assessment of damage can aid the recovery effort and insurance settlements. The insurance company must be notified even as preparations for salvage begin.

The science of salvaging materials from water, fire, and other damage has advanced greatly since the Florence flood. After a disaster, weather is a major factor in deciding a course of action. If it is hot and humid, mold and mildew can set in within 72 hours.

If it is cooler and less humid there is more time, but quick action must be taken. Several things must be done immediately to delay or impede further damage. The building's heat is turned off. It will not dry the books better or faster and will promote mold growth. Windows are opened to ventilate the area and/or fans and dehumidifiers are turned on to help eliminate stagnant pockets of wet air which promote mold and mildew. These steps circulate air and reduce the temperature and humidity in the building.<sup>42</sup>

Unless there is a competent conservator on the premise who directs otherwise, do not: 1) Open or close wet books; 2) Separate single sheets; 3) Remove book covers; 4) Press wet books or papers; 5) Wipe off mud and dirt; or 6) Disturb wet file boxes, prints, drawing or photographic material.<sup>43</sup>

"Wet paper tears easily, swells rapidly, and distorts. Wet leather and vellum swell, split and may turn black. Glues wash out, boards and covers disintegrate. Wet books continue to swell until stabilized, and if not removed from shelves within a few hours, will expand and wedge so tightly they are almost impossible to remove without damage."<sup>44</sup>

There are three ways to handle wet paper materials: 1) freeze them immediately, 2) dry them immediately, or 3) discard. Freezing wet materials is the most successful salvage method known to date. Books are preserved in a suspended state until thoughtful decisions can be made. If books are water damaged and freezing is delayed for more than a day or two, fogging with the chemical Thymol prevents mold and mildew from developing. Conventional air drying is best for materials which are only slightly wet. For drying large or valuable collections, freezing followed by freeze or vacuum drying is best. Vacuum drying subjects frozen books to a high vacuum in the presence of heat to dry the books. Ice crystals turn directly to vapor (sublimation) without rewetting the books. Lockheed, McDonnell-Douglas and General Electric have provided their vacuum or freeze drying chambers for drying materials. Other techniques for drying books have been tried, but these methods appear best at present.

After wet and damaged books have been removed, dried and restored, the rest of the collection must be inspected for mold and mildew growth or previously unseen damage. Such checking should continue for several months after materials have been returned to the shelves. Fogging the entire collection with Thymol may be required to eliminate any possibility of mold growth. Fogging should be performed by someone who is familiar with this chemical, preferably a competent fumigator.

Wet film, microfilm or photographs should not be allowed to dry, especially in a roll or stack. They may be soaked in clean water and sent to a previously notified Kodak processing laboratory with the capabilities to recover and restore them. Magnetic tape, videotape and computer diskettes should be removed from water as soon as possible and copied to save the information contained on them.



### Post Disaster Activities

Once the disaster has been met and overcome, the procedures followed must be assessed. The Association of Research Libraries recommends the following steps: 1) Determining what went right and what went wrong; 2) Changing the disaster preparedness plan where necessary; 3) Making a written report of the disaster and salvage operations for the record; and 4) Sending letters of appreciation and thanks to **all** who helped.<sup>45</sup> This assessment can be valuable in making changes so that things can run more smoothly should another disaster occur.

Planning is a relatively cost free conservation measure which can provide a big return. Many librarians recognize the value of this type of preparedness and are creating disaster plans. The savings from minimizing damage to collections and maximizing salvage of materials repay many times over the cost of developing a well organized plan.

**Marian Deeney is a recent graduate of Florida State University School of Library and Information Studies.**

### NOTES

<sup>1</sup>George Martin Cunha and Dorothy Grant Cunha, *Library and Archives Conservation: 1980's and Beyond*, 2 vols. (Metuchen, NJ: Scarecrow, 1983), 1:79.

<sup>2</sup>Sally Buchanan, "Disaster Prevention and Action," *Oklahoma Librarian* 30 (October 1980): 36.

<sup>3</sup>Willman Spawn, "After the Water Comes," *Pennsylvania Library Association Bulletin* 28 (November 1973): 243.

<sup>4</sup>Giorgio Batini, *4 November 1966: The River Arno in the Museums of Florence*, trans. Timothy Patterson (Florence: Bonichi Editore, 1967), p. 66.

<sup>5</sup>Buchanan, p. 36.

<sup>6</sup>Batini, p. 66.

<sup>7</sup>John H. Martin, ed., *The Corning Flood: Museum Under Water* (Corning, NY: Corning Museum of Glass, 1977).

<sup>8</sup>A. Elwood Willey, "The Charles Klein Law Library Fire," in *Managing the Library Fire Risk*, John Moms (Berkeley: University of California, 1979), pt.IV.

<sup>9</sup>Philip D. Leighton, "The Stanford Flood," *College and Research Libraries* 40 (September 1979): 450-59.

<sup>10</sup>Sally Buchanan, "Disaster Prevention, Preparedness and Action," *Library Trends* 30 (Fall 1981): 246.

<sup>11</sup>*Preparing for Emergencies and Disasters*, Systems and Procedures Exchange Center Kit, no. 69 (Washington, DC: Association of Research Libraries Office of Management Studies, 1980), p. (ii).

<sup>12</sup>Hilda Bohem, *Disaster Prevention and Disaster Preparedness* (Berkeley: University of California, 1978).

<sup>13</sup>Peter Waters, *Procedures for Salvage of Water Damaged Materials* (Washington, DC: Library of Congress, 1975).

<sup>14</sup>Library of Congress Preservation Office, Library of Congress, 110 Second St. SE, Washington, DC 20540.

<sup>15</sup>Robert DeCandido, "Preserving Our Library

Materials," *The Library Scene* 8 (September 1979): 7.

<sup>16</sup>Susan G. Swartzburg, *Preserving Library Materials, A Manual* (Metuchen, NJ: Scarecrow, 1980), p. 52.

<sup>17</sup>*Preparing for Emergencies and Disasters*, p. 16.

<sup>18</sup>Deana L. Astle, "Disaster Planning for Libraries," *Show Me Libraries* 33 (June 1982), p.15.

<sup>19</sup>Bohem, p. iii.

<sup>20</sup>Swartzburg, p. 53.

<sup>21</sup>Ibid.

<sup>22</sup>Douglas W. Cooper, "Library Security, An Administrative Overview," *North Carolina Libraries* 32 (Winter 1974), p. 9.

<sup>23</sup>Cunha and Cunha, 1:84.

<sup>24</sup>*Protection of Library Collections from Fire*, NFPA no. 910 (Boston, MS: National Fire Protection Association, 1970), pp. 910-17-18.

<sup>25</sup>John Morris, *Managing the Library Fire Risk* (Berkeley: University of California, 1979).

<sup>26</sup>*Protecting the Library and Its Resources: A Guide to Physical Protection and Insurance* (Chicago: American Library Association, 1963).

<sup>27</sup>Morris, p. 9.

<sup>28</sup>Ibid.

<sup>29</sup>*Protection of Library Collections from Fire*, p. 910-23.

<sup>30</sup>Morris, p. 9.

<sup>31</sup>Astle, p. 12.

<sup>32</sup>*Protection of Library Collections from Fire*, p. 910-23.

<sup>33</sup>Morris, p. 35.

<sup>34</sup>Ibid., p. 53.

<sup>35</sup>Ibid., pp. 53-81.

<sup>36</sup>Oscar M. Trelles, "Protection of Libraries," *Law Library Journal* 66 (August 1973): 242.

<sup>37</sup>Gerald E. Myers, *Insurance Manual for Libraries* (Chicago: American Library Association, 1977).

<sup>38</sup>Ibid., pp. 28-29.

<sup>39</sup>Cunha and Cunha, 1:89.

<sup>40</sup>Bohem, pp. 6-7.

<sup>41</sup>Buchanan, "Disaster Prevention, Preparedness and Action," p. 247.

<sup>42</sup>"Preparing for Emergencies and Disasters," p. 63.

<sup>43</sup>Bohem, p. 21.

<sup>44</sup>Buchanan, "Disaster Prevention, Preparedness and Action," p. 247.

<sup>45</sup>"Preparing for Emergencies and Disasters," p.22.

### SOURCES OF ASSISTANCE:

The following persons are available to give assistance or technical assistance in the event of damage to materials, both print and nonprint.

Eastman Kodak Company  
Photo Information Department  
Carl Dumbauld, Manager  
343 State Street  
Rochester, NY 14650 / (716) 724-4768

Judith Fortson-Jones  
Conservation Officer  
Hoover Institution on War, Revolution and Peace  
Stanford, CA 94305 / (415) 497-0141

Ann Russell  
Northeast Document Conservation Center  
24 School Street  
Andover, MA / (617) 470-1010

Peter Waters  
Restoration Officer  
Library of Congress  
110 Second Street, SE  
Washington, DC 20540 / (202) 287-5634

## Publications By Library Organizations

*Alabama Newspaper Bibliography: A Working Paper.* Cost: \$10.00.

*Intellectual Freedom: An Alabama Manual.*  
Cost: \$3.00. Contact: The Alabama Library Association, Post Office Box BY, University, AL 35488.

Corrections to Lincove article in  
Volume 35, Number 1:

p. 9, Column 1, line 12:  
Bead should be Mead

p. 9, Column 2:

|                   |      |   |
|-------------------|------|---|
| Texas Instruments | 810  | 1 |
|                   | 8206 | 6 |
|                   | 940  | 1 |

The SELA Honorary Membership Committee seeks nominations of persons who have made outstanding contributions to the Association or to library development in the Southeast. Letters of recommendation with appropriate resumes should be directed to the Chair of the Committee: Venable Lawson, Division of Library and Information Management, Emory University, Atlanta, GA 30322.

## **BTSB** *Delivers...*

- Books bound according to rigid Library Binding Institute standards.
- Almost 15,000 in-stock titles.
- Over 100 circulations per book, five times more than the average publisher's edition.
- Complete book processing, processing kits and catalog cards available.

**Send today for our free  
service brochure and expanded  
general catalog.**



Bound To Stay Bound Books, Inc.  
West Morton Road  
Jacksonville, IL 62650  
Call Toll Free (800) 637-6586  
In Illinois, call collect (217) 245-5191

# **OUR JOB IS TO MAKE YOUR JOB EASIER.**

All EBSCO systems are designed with one major goal in mind: to simplify your serials transactions. No matter how big your library is, how small, or how specialized, we can provide the professional services you expect.

**CONTACT EBSCO—LET'S TALK SERVICE.**



P.O. Box 2543  
Birmingham, AL 35202  
(205) 991-6725/6726  
Telex: 78-2663

8000 Forbes Place, Suite 204  
Springfield, VA 22151  
(703) 321-9630  
(800) 368-3290  
(800) 533-1591 (Virginia Only)

# In-Service Training for Television As An Instructional Aid In Higher Education

By Glenda R. Lester and David W. Cox

Television can bring about measurable impact on the cognitive and affective responses of learners. It can stimulate inquiry and excitement in students who may not otherwise be reached. With television, the teacher can focus on the development of students' intellectual resources so that teaching content is a means to cultivate intellectual skills.<sup>1</sup> Sophisticated technology helps us adhere to the purpose for education Whitehead stated at the beginning of the twentieth century: to stimulate and guide students' self-development.<sup>2</sup> According to Rudolph, the revised adage now is that "the ideal college is Mark Hopkins on one end of a television tube and a student on the other."<sup>3</sup> Television will be an essential tool in higher education as the goal changes from education for **all** in the twentieth century to education for **each** in the twenty-first century.<sup>4</sup>

Early reports indicated that colleges and universities almost universally failed to recognize the educational opportunities and the impact of television,<sup>5</sup> but Grayson reports that the use of television in higher education has grown sharply in recent years. He attributes the growth to several things: the development of public broadcasting, the increasing availability for educational applications of communication satellites and other communication media, and increased interest of colleges and universities in exploring and developing new educational markets as the number of traditional college students diminishes.<sup>6</sup>

Most higher education systems were organized to accommodate the traditional professor-centered instruction which depends primarily on printed materials. The theoretical underpinnings for instructional media have not been firmly established. The problems are indicative of the lack of institutionalization of the innovation.<sup>7</sup>

The community college may offer the most hope at the moment for the use of television as an instructional aid in higher education. The American community college, more than any other educational institution, has exhibited an ability and a willingness to adapt rapidly to changing societal needs and circumstances. Experienced in reaching out to provide traditional and nontraditional services to new categories of students, community colleges have both the desire and the capability to take advantage of the information technologies.<sup>8</sup> Community colleges are actively involved in video programming and cable services. Many community colleges which were constructed during the 1960s and 1970s incorporated video capabilities into their library and other facilities.<sup>9</sup> The facilities are prepared for instructional media, but the personnel are not trained in the proper use of instructional media.

## Needs Assessment in Mississippi

In the fall of 1983, the media directors and a random sample of faculty members from the fifteen public junior colleges in Mississippi were surveyed

concerning the use of television as an instructional aid. All media directors responded. Of the 364 faculty respondents, 193 (53 percent) indicated they used television in some way as a part of their instruction.

Data on eight independent variables were collected to determine their relationship to the utilization of television by the faculty members. No significant relationship was found to exist between utilization of television and institutional support of the media center, faculty member's age or sex, or the faculty member's highest degree. A significant relationship was found between television utilization and whether the faculty member had been trained in its use, whether they had ever been students in television classes, the discipline they taught, and the institution where they taught. Faculty from fine arts, language arts, and health and medical fields were more likely to use television than were faculty from mathematics, business, and vocational and technical areas. Training in the use of television and experience in being taught by television were positively associated with the use of television as an instructional aid.

These data support Coder's study of community college faculty members. She noted several reasons for faculty hesitancy to use television including that most faculty members had not taken any courses in utilizing instructional media. They were familiar only with their academic discipline and not with learning theory and instructional design.<sup>10</sup>

The attitudes toward television held by faculty members at Mississippi public junior colleges do not reflect the attitudes of faculty members throughout the nation. Nationwide, faculty members at two-year and four-year institutions are resistant to using television as a part of their instruction.<sup>11</sup> In Mississippi, most faculty members were receptive to its use. Three hundred forty-one faculty members (93.6 percent of the total respondents) indicated they believed television to be a valuable instructional aid. Faculty members not using television as a part of their instruction most often indicated that they did not because they lacked training with the medium, proper programming was not available, and equipment was in short supply. Their attitude about television was positive.

One hundred thirty-three (36.5 percent of the total respondents) faculty members indicated that in-service training was needed at their institutions before instructional television could be effective. In-service training ranked third in the list of needs perceived by faculty behind the need for proper programming (40.9 percent) and the need for additional equipment (38.7 percent). Sixty-two (32.1 percent) of the 193 faculty members who used television indicated the need for in-service training. Seventy-one (41.5 percent) of the 171 faculty who did not use television for instruction, indicated the need of in-service training. The need for

in-service training was ranked first by these non-users.

Other patterns emerged from the study. Seventy-five percent of the faculty at the institution with the lowest rate of television utilization indicated that in-service training was needed. Faculty members at the three institutions where in-service training was indicated as a high priority ranked their institutions seventh, tenth, and fifteenth in the use of television. Only one of these three institutions offered in-service training for its faculty. The three institutions where the most utilization of in-service training was indicated ranked first, second, and fourth in classroom use of television. All three of these institutions offered in-service training for faculty.

In June, 1984, personnel from seven of the colleges were interviewed. Responses to the questionnaires and to the personal interviews differed. In-service training in the effective use of television was not indicated as a priority by the faculty members who were interviewed. At first glance this seems contradictory to the findings from the questionnaire. The authors believe that the interviewees saw in-service training as providing an understanding of the mechanics involved in using television, an understanding which the faculty said they already had. Therefore, they did not recognize a need for in-service training. The interviews disclosed that faculty were not aware of criteria for selecting television software. Few reflected any understanding of the various methods for using television effectively. Most only used television to show a program with limited follow-up discussion. A few conducted a preliminary discussion of the program. Most did not use any of the available print materials. Faculty did not have a clear understanding of what was involved in in-service training. Most perceived it as only a way to learn the mechanics of setting up the equipment. Such a perception itself supports a need for in-service training.

The faculty did not perceive the media director as an essential element in the process of instructional design. Most faculty used television rather than another medium because it was convenient and accepted as the current instructional method. Most department chairpersons and academic deans realized the importance of in-service training. Although none of them required such training, all encouraged their faculty in professional development including the effective use of television. Most faculty who wanted training wanted the media director to conduct it. The attitude was that specialists from educational television might be consultants, but they would not understand the specific needs and problems of the faculty. The media director would have this knowledge.

#### **Implementing In-Service Training**

This study in Mississippi and the review of the literature both support the urgent need for in-service training in the effective use of television as an instructional aid in higher education. Academic deans, media directors, faculty members, and educational television personnel need a stronger sense of cooperation and commitment in providing in-service training. In-service training must teach the proper

utilization of the medium and introduce ways the media director can assist in the process of instructional design and implementation.

Faculty development programs to improve the quality of instruction by providing effective media support in the classroom should be based on several precepts; the program should correspond with classroom needs as perceived by the faculty themselves; faculty must feel rewarded or enriched. Only a modest, gradual change should be expected. Any drastic or revolutionary approach should be avoided. Faculty must never think that the incorporation of the device will alter their classroom procedure totally. All technology introduced into the classroom must be perceived as reliable by the teacher.<sup>12</sup> No technical background is necessary for a general understanding of what telecommunications are and how they can be used for instruction.<sup>13</sup>

In many educational institutions, media center personnel provide in-service professional development. Media specialists are trained both in how the media work and why they work.<sup>14</sup> These media specialists need to function as colleagues in order to conduct effective training programs.<sup>15</sup> Most media specialists have graduate degrees in library science and most have attained faculty status.<sup>16</sup> A professionally trained media specialist is able to adapt their education to meet the teachers' classroom needs. The in-service training techniques, which are in themselves creative, help faculty members overcome initial resistance. Faculty members have the final word on whether they will effectively implement television in the classroom. Therefore, they should not only be allowed to determine the type of training needed but also be allowed to experiment with it.<sup>17</sup> If media directors are willing to accomplish a little at a time, struggle with the instructors' difficulties in adapting to television, and endure the frustrations of limited budgets, then they can experience the rewards of seeing faculty development in the area of instructional television become a reality. The need exists.

**Note: The complete report of this study is available through ERIC or from the Mississippi Authority for Educational Television in Jackson, MS.**

**Dr. Glenda R. Lester is an academic counselor for Hinds Junior College in Jackson, Mississippi. She formerly served as a librarian and teacher at Jackson Preparatory School in Jackson, Mississippi.**

**Dr. David W. Cox is Assistant Professor of Higher Education at the University of Mississippi.**

#### **NOTES**

<sup>1</sup>K. Patricia Cross, "For All and for Each," *The Third Century: Twenty-Six Prominent Americans Speculate on the Educational Future*, ed. by Cullen Murphy. (Change Magazine Press, 1977), p. 113.

<sup>2</sup>Alfred North Whitehead, *The Aims of Education and Other Essays*. (Free Press, 1967), p. 93.

<sup>3</sup>Frederick Rudolph, *Curriculum: A History of the American Undergraduate Course of Study Since 1636*. (Jossey-Bass, 1981), p. 269.

<sup>4</sup>Cross, p. 111-112.

<sup>5</sup>Guthrie Moir, *Teaching and Television: ETV Explained*. (Pergamon Press, 1967), p. 154.

<sup>6</sup>Lawrence P. Grayson, "New Technologies in Education," *Encyclopedia of Educational Research*, Vol. 3, 5th ed., ed. by Harold E. Mitzel. (Free Press, 1982), p. 21.

<sup>7</sup>Richard I. Evans, "Resistance to Innovations in Information Technology in Higher Education: A Social Psychological Perspective," *Information Technology: Innovations and Applications*, ed. by Bernard S. Sheehan. (Jossey-Bass, 1982), p. 95.

<sup>8</sup>*Informational Technology and Its Impact on American Education*. (Washington, DC: U.S. Government Printing Office, 1982), p. 83.

<sup>9</sup>Ibid, p. 241.

<sup>10</sup>Ann Coder, "Why Do Community College Faculty Resist Media as an Instructional Delivery System?" *Educational Technology*, 23 (May, 1983): 9.

<sup>11</sup>Francis Keppel and Arthur W. Chickering,

"Mediated Instruction," in *The Modern American College*, ed. by Arthur W. Chickering and Associates. (Jossey-Bass, 1981), p. 622.

<sup>12</sup>John T. Powell, "Faculty Development Through the Use of Media, Part I: General Planning Precepts," *Media and Methods*, 19 (September, 1982): 18.

<sup>13</sup>Raymond J. Lewis, *Meeting Learners' Needs Through Telecommunications: A Directory and Guide to Programs*. (Center for Learning and Telecommunications, 1983), p. 39.

<sup>14</sup>Thomas L. Russell, "Adult Education Is Doing It: Can You?" *Audiovisual Instruction*, 24 (May, 1979): 14.

<sup>15</sup>James J. Thompson, *Instructional Communication*. (Van Nostrand, 1969), p. 225.

<sup>16</sup>Elizabeth W. Matthews, *Characteristics and Academic Preparation of Directors of Library-Learning Resource Centers in Selected Community Junior Colleges*. (ERIC Clearinghouse, 1972), ED 110 127.

<sup>17</sup>Powell, p. 18.

<sup>18</sup>Jon J. Powell, "Faculty Development Through the Use of Media, Part II: A General Plan in Five Phases," *Media and Methods*, 19 (November, 1982): 38



## We've taken book ordering out of the Dark Ages.

BaTaSYSTEMS™ is Baker & Taylor's newest generation of electronic book ordering services. It's especially designed to work with existing computer hardware, with built in flexibility that allows you to match the level of service to your library's unique needs.

Whichever service level you choose, you'll save time, reduce paperwork and speed book acquisitions—all at a lower cost. For example:

ORDER allows you to order books through your personal computer, using a modem and regular telephone lines. Just enter the ISBNs and the following day you'll receive electronic confirmation from which you can print order slips. All calls are toll free. You also save the cost and delay of postal delivery.

Or you can choose SEARCH AND ORDER. In addition to electronic ordering, this service gives you quick

access to Baker & Taylor's diverse and comprehensive database of over 800,000 title records. It's your single source for virtually all the titles published or distributed in the United States. And you eliminate manual searching and purchase order typing.

Finally, BaTaSYSTEMS ACQUISITIONS offers on-line access to our database and electronic ordering plus a complete software package with fund accounting and full reporting functions.

These advanced service technologies are typical of how Baker & Taylor stays in step with the times, building on our experience to bring you the latest in library services.

BaTaSYSTEMS. It's nothing less than a renaissance in book acquisitions.

Write or phone today for more information.

EXPERIENCE YOU CAN DEPEND ON  
**BAKER & TAYLOR**  
a GRACE company

Eastern Division, 50 Kirby Avenue, Somerville, NJ 08876 (201) 722-8000  
Southern Division, Mt. Olive Road, Commerce, GA 30599 (404) 335-5000

Midwestern Division, 501 S. Gladiolus Street, Mokenca, IL 60954 (815) 472-2444  
Western Division, 380 Edison Way, Reno, NV 89564 (702) 786-6700

# SELA OUTSTANDING AUTHORS AWARD NOMINATION FORM

**Purpose:** To recognize authors in states of the SELA for current works of literary merit.

**Criteria:** Authors - native or bona fide resident of a SELA state at the time the work was written or published.

Works - chosen based on literary merit; two awards may be made - one in fiction and one in non-fiction. In each category, works must have been published within five years prior to December 31 of the year preceeding the biennial conference.

Submit nominations to Awards Committee Chairperson by April 1st, 1986:

Mary Louise Rheay, Director  
Cobb County Public Library System  
30 Atlanta Street  
Marietta, Georgia 30066

Author Nominated: \_\_\_\_\_

Title of Work: \_\_\_\_\_

Publisher: \_\_\_\_\_

Date of Publication: \_\_\_\_\_

State of Author: \_\_\_\_\_

Fiction  Non-Fiction

SELA Member making Nomination: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Attach reason for nomination with documentation limited to no more than 3 pages.



# SELA ROTHROCK AWARD NOMINATION FORM

**Purpose:** To honor a librarian who has contributed substantially to the furtherance of librarianship in the southeast during a career.

- Criteria:**
1. The age and years of service should not be a deciding factor in the selection.
  2. Service in one or more states of the southeast would qualify a person for nomination for the award.
  3. The award should be made to only one person in any biennium and if no deserving person is nominated, an award may be omitted for that biennium.
  4. Nomination must be made by SELA member.

Submit nominations to Awards Committee Chairperson by April 1st, 1986:

Mary Louise Rhey, Director  
Cobb County Public Library System  
30 Atlanta Street  
Marietta, Georgia 30066

Person Nominated: \_\_\_\_\_

State of Nominee: \_\_\_\_\_

Address of Nominee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SELA Member making Nomination: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone No.: \_\_\_\_\_

Attach reasons for nomination including nominee's professional and association activities, civic contributions, writings or editorial contributions, and honor received in not more than 3 pages.

# SELA OUTSTANDING LIBRARY PROGRAM AWARDS NOMINATION FORM

**Purpose:** To recognize an outstanding program of service in any academic, public, school, or special library in any state of the SELA.

- Criteria:**
1. Any academic, public, school, or special library in the member states of the SELA may be cited for an outstanding program of service. Programs of service may include but are not limited to library activities, projects, or programs.
  2. The program of service must take place during the biennium in which the nomination is made.
  3. The minimum time span for a nominated library program must not be less than three months, including the development and evaluation stages of the program.

Submit nominations to Awards Committee Chairperson by April 1st, 1986:

Mary Louise Rhey, Director  
Cobb County Public Library System  
30 Atlanta Street  
Marietta, Georgia 30066

Category (type of library): \_\_\_\_\_

Name of Library: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone No.: \_\_\_\_\_

Name and Position of Program/Project Director: \_\_\_\_\_  
\_\_\_\_\_

Date Program Began: \_\_\_\_\_

Date Program Completed (or ongoing): \_\_\_\_\_

Attach the following information (items 1-3) limited to no more than 3 pages:

1. Description of Program
2. Goals of Program and steps taken to achieve them
3. Special contribution of Program/Project
4. Attach supporting documents concerning program publicity (newspaper clippings, brochures, pictures, etc.)

## SOUTHEASTERN LIBRARY ASSOCIATION MEMBERSHIP FORM

The information in the address box below should be your preferred mailing address. Please return form with dues payment.

Make check payable to: Southeastern Library Association  
 Mail to: SELA, P.O. Box 987, Tucker, GA 30085-0987

Type of Library with which you are associated:

- |   |                                   |                                    |
|---|-----------------------------------|------------------------------------|
| <input type="checkbox"/> A-College/University | <input type="checkbox"/> C-Public | <input type="checkbox"/> E-Special |
| <input type="checkbox"/> B-Library Education  | <input type="checkbox"/> D-School | <input type="checkbox"/> F-Retired |
|   |                                   | <input type="checkbox"/> G-Other   |

\*SEE REVERSE RE: COMMITTEE AND SECTION/ROUND TABLE AFFILIATIONS\*

Name \_\_\_\_\_  

First Name
Initial
Last Name

Mailing Address \_\_\_\_\_  

Street / Apartment / P.O. Box

---

City
State
Zip
Telephone:  Home  Business

Place of Employment \_\_\_\_\_

Position / Title \_\_\_\_\_

**Annual Dues Schedule**  
 (Based on Annual Salary)

**Membership Year**  
 January 1-December 31

| Type of Membership              | Amt. of Dues | Amt. Paid       |
|---------------------------------|--------------|-----------------|
| Students, Trustees, and Friends | \$ 4.00      | _____           |
| No Salary to \$6,500            | \$ 5.00      | _____           |
| \$6,501 to \$7,500              | \$ 6.00      | _____           |
| \$7,501 to \$13,500             | \$ 9.00      | _____           |
| \$13,501 to \$20,500            | \$12.00      | _____           |
| \$20,501 and up                 | \$15.00      | _____           |
| Sustaining Membership           | \$25.00      | _____           |
| Contributing Membership         | \$50.00      | _____           |
| Additional Section/Round Table  | \$ 2.00 ea.  | _____           |
| <b>TOTAL AMOUNT PAID</b>        |              | <b>\$ _____</b> |

New Membership 19 \_\_\_\_\_       Renewal 19 \_\_\_\_\_

## SECTION AND COMMITTEE/ROUND TABLE AFFILIATIONS

Please indicate Section/Round Table and Committee choices in priority order.

Your SELA membership includes affiliation in **TWO (2)** of the following **Sections/Round Tables**.

- |                                    |                                     |  |
|------------------------------------|-------------------------------------|--|
| (A) Library Education              | (E) School & Children's Libraries   | (I) Library Instruction Round Table      |
| (B) Public Libraries               | (F) Special Libraries               | (J) Junior Members Round Table           |
| (C) Reference & Adult Services     | (G) Trustees & Friends of Libraries | (K) Government Documents Round Table     |
| (D) Resources & Technical Services | (H) University & College Libraries  | (L) Online Search Librarians Round Table |

If you wish to affiliate with more than **TWO** of the above, include \$2.00 for each additional section affiliation.

**MAXIMUM of FOUR (4) section affiliations.**

\*Section Membership Affiliation: 1st Choice \_\_\_\_\_ 2nd Choice \_\_\_\_\_ 3rd Choice \_\_\_\_\_ 4th Choice \_\_\_\_\_

**Committee(s)** on which you have an interest in serving. Limit your selection to **THREE (3)**.

- |   |  |                                 |
|---|--|---------------------------------|
| (2A) Outstanding SE Author Award          | ( 8) Continuing Education<br>And Staff Development | (15) Library Development        |
| (2B) Outstanding SE Library Program Award | (10) Handbook                                      | (17) Media Utilization          |
| (2C) Rothrock Award                       | (11) Headquarters Liaison                          | (18) Membership                 |
| (3) Budget                                | (12) Honorary Membership                           | (19) Nominating                 |
| (4) Committee on Committees               | (13) Intellectual Freedom                          | (21) Public Relations           |
| (5) Conference (Local Arrangements)       | (14) Legislative/Interstate<br>Cooperation         | (22) Resolutions                |
| (6) Conference Site Selection             |  | (23) Southern Books Competition |
| (7) Constitution and By-Laws              |  |                                 |

\*Committee(s) Selection(s): 1st Choice \_\_\_\_\_ 2nd Choice \_\_\_\_\_ 3rd Choice \_\_\_\_\_

# SELA CHRONICLE REGIONAL NEWS

## ALABAMA

**Sue Medina** is now the Director of the Network of Alabama Academic Libraries, Montgomery.

**Alabama Public Library Service** has been awarded an A.L.A. "Let's Talk About It" grant.

## FLORIDA

**F. William Summers** has been appointed as Dean of the School of Library and Information Studies at Florida State University, Tallahassee. Summers, formerly Dean of the College of Library and Information Science at the University of South Carolina, replaces Harold Goldstein who is continuing as a faculty member at FSU.

## GEORGIA

**Dumont C. Bunn** has been appointed as Director of the Stetson Memorial Library, Mercer University, Macon.

**Marjorie Clark** has retired as Director of the Stewart Library, North Georgia College, Dahlonega.

**Fred Fleming** has been named as the Director of the Cherokee Regional Library, LaFayette.

## KENTUCKY

**State Department for Libraries and Archives, Frankfort**, has been awarded a grant of \$143,869 by the National Historical Publications and Records Commission to plan a machine-readable records program for state government.

## LOUISIANA

**Dora Beard** recently retired after 21 years of service at Northeast Louisiana University, Monroe.

**Dr. Danny P. Wallace** has been appointed as Assistant Professor, School of Library and Information Science, Louisiana State University, Baton Rouge.

## MISSISSIPPI

**Marilyn Moore** is now the Manager of Reference and Data Services for the Mississippi Research and Development Center, Jackson.

## NORTH CAROLINA

**Mildred Southerland Councill**, former North Carolina Library Association president, was honored recently with the establishment of a library endowment in her name at Mount Olive College.

**Dr. Evelyn H. Daniel** has become the Dean of the School of Library Science, University of North Carolina at Chapel Hill. She succeeds Dr. Edward G. Holley.

**Haynes McMullen** has recently retired as a Professor of Library Science at the University of North Carolina at Chapel Hill. He has taught at Chapel Hill since 1972.

**B. Annette Privette** and **Linda B. Shoffner** have received North Carolina Library Association Scholarships to attend the Department of Library and Information Studies at Eastern Carolina University.

**North Carolina Department of Cultural Resources, Division of State Libraries** has received an A.L.A. "Let's Talk About It" grant.

## SOUTH CAROLINA

**Dr. Pam Barron** has been appointed Assistant Professor, College of Library and Information Science, University of South Carolina, Columbia.

**Colonel James M. Hillard** has retired following 28 years of service as Director of Library Service at the Citadel, Charleston.

## TENNESSEE

**Dr. Evelyn G. Clement** is now the Director of the Center for Instructional Services, Memphis State University.

**Karmen N. T. Crowther** has been appointed Associate Professor and Reference Librarian at the University of Tennessee, Knoxville.

**Tennessee Library Association** has received an A.L.A. "Let's Talk About It" grant.

## VIRGINIA

**Pamela K. Bomboy**, Elementary Librarian at A.M. Davis Elementary School in Richmond, has received one of A.L.A.'s second annual Putnam Travel Grant Awards.

## NECROLOGY

**Randolph W. Church** died earlier this year. He was the former Virginia State Librarian, and past president of SELA.

**Margaret Emily "Peg" Dickinson Beard** died on May 21, 1985. She was the Deputy Director of the Richland County Public Library, Columbia, SC.

**Margaret W. Walsworth**, the former Administrative Librarian for the Vermilion Parish Library, Louisiana, died in October of 1984.

## DATES TO REMEMBER

### 1985

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

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

**OCTOBER 9 - 11: Kentucky Library Association, Paducah.**

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

**OCTOBER 23 - 25: Mississippi Library Association, Jackson**

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

**OCTOBER 25 - 26: Georgia Association for Instructional Technology (G.A.I.T.).**

**Place:** Paine College, Augusta. **Contact:** Jackie Hill, Learning Resources Center, Paine College, 1235 - 15th St., Augusta, GA 30910.

### 1986

**JANUARY 18 - 23: American Library Association, Midwinter Meeting, Chicago.**

**APRIL 2 - 5: Public Library Association, second national conference, St. Louis.**

**APRIL 9 - 11: Alabama Library Association, Montgomery.**

**JUNE 28 - JULY 3: American Library Association, New York.**

**OCTOBER 14 - 18: Southeastern Library Association, biennial conference, Atlanta.**

### 1987

**OCTOBER 27 - 30: North Carolina Library Association, Winston-Salem.**

## SELA PUBLICATIONS AVAILABLE AT REDUCED PRICE

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

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

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

### ORDER FORM

No. of Copies

\_\_\_ @ \$5.00 ea. Libraries and Library Service in the Southeast

\_\_\_ @ \$1.25 ea. Southeastern Bibliographic Instruction Directory

\_\_\_ @ \$1.00 ea. SELA, Its History and Its Honorary Members

\$\_\_\_\_\_ TOTAL AMOUNT ENCLOSED (Payment Must Accompany Order)

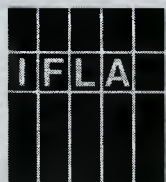
Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Checks should be made payable to:

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



## Libraries and the Universal Availability of Information—the 51st IFLA Council and General Conference—Chicago 18-24 August 1985

Join librarians from Liechtenstein and Luxembourg, Austria and Australia, the USSR and Uruguay, Zaire and Zimbabwe, Sri Lanka and Sweden . . .

#### Discussing:

- Access to information
- Need for and right to information
- Publishing and formats of information
- Bibliographic control, resource sharing, networking

#### Enjoying:

- Distinguished speakers including Hanna H. Gray, Octavio Paz, V. S. Lesokhina and many more
- More than 200 presentations with text available in five languages

- Over 150 exhibits featuring state-of-the-art technology, equipment and publications
- Numerous social and cultural events open to all registrants
- More than a dozen great tours in and around the Chicago area

International Federation of Library Associations and Institutions 51st Council and General Conference

All interested persons are welcome to attend. For additional information, write or phone:

Robert P. Doyle  
IFLA '85 Coordinator  
50 East Huron Street  
Chicago, IL 60611  
(312) 944-6780

# SOUTHEASTERN LIBRARY ASSOCIATION

P.O. Box 987, Tucker, GA 30084 • Phone: 404-939-5080

Founded 1920 — Incorporated 1950

## OFFICERS 1984-86

### President:

Rebecca T. Bingham  
Jefferson County Public Schools  
Durrett Education Center  
4409 Preston Highway  
Louisville, KY 40213

### Vice-President

Charles E. Beard  
Irvine Sullivan Ingram Library  
West Georgia College  
Carrollton, GA 30118

### Secretary:

Virginia Benjamin  
Science Library  
University of Georgia  
Athens, GA 30602

### Treasurer:

George R. Stewart  
Birmingham Public Library  
2100 Park Place  
Birmingham, AL 35203

### Past President:

Barratt Wilkins  
Division of Library Services; State Library  
of Florida; R.A. Gray Building  
Tallahassee, FL 32304

### Editor:

Linda Lucas  
College of Library and Information  
Science  
University of South Carolina  
Columbia, SC 29208

## STATE REPRESENTATIVES TO EXECUTIVE BOARD

### Alabama:

Luther Lee  
P.O. Box 6184;  
Montgomery, AL 36106

### Florida:

Bernadette Storck  
302 E. Selma Avenue;  
Tampa, FL 33603

### Georgia:

Gayle McKinney  
Pullen Library;  
Georgia State University  
100 Decatur Street, SE  
Atlanta, GA 30303

### Kentucky:

Ellen Hellard  
Dept. for Library & Archives  
P.O. Box 537  
Frankfort, KY 40602

### Louisiana:

Dolores Owen  
218 Antiqua Dr.;  
LaFayette, LA 70503

### Mississippi:

LePoint C. Smith  
Bolivar County Library  
104 South Leflore Avenue;  
Cleveland, MS 38732

### North Carolina:

Rebecca S. Ballentine  
Institute of Government;  
Knapp Bldg. 059A;  
UNC/CH;  
Chapel Hill, NC 27514

### South Carolina:

Neal Martin  
Rogers Library  
Francis Marion College;  
Florence, SC 29501

### Tennessee:

Edith A. Craddock  
Highland Rim Regional Library  
Murfreesboro, TN 37130

### Virginia:

Barbara Fox  
James Madison University Library  
Harrisonburg, VA 22807

### West Virginia:

Karen Goff  
West Virginia Library Commission  
Science and Cultural Center  
Charleston, WV 25305

## SECTIONS AND CHAIRMEN 1984-86

### Library Education Section

Ben Speller  
School of Library Science  
North Carolina Central University  
Durham, NC 27707

### Public Libraries Section

Jack C. Mulkey  
Jackson Metropolitan Library System  
6467 Richwood Drive  
Jackson, MS 39213

### Reference and Adult Services Section -

Thomas A. Raines  
Charleston County Library  
404 King Street  
Charleston, SC 29403

### Resources and Technical

#### Services Section

Russell F. Fulmer  
Arthur Lakes Library  
Colorado School of Mines  
Golden, CO 80401

### School and Children's Librarians Section

Becky Pearce  
Mississippi Library Commission  
P.O. Box 10700  
Jackson, MS 39209-0700

### Special Libraries Section

Tina L. Crenshaw  
Westinghouse Electric Corporation  
The Quadrangle, MC235  
Orlando, FL 32817

### Trustees and Friends of the Library

#### Section

Pat Reynolds  
1304 Hidden Hills Parkway  
Stone Mountain, GA 30088

### University and College Libraries Section

Barry Baker  
University of Georgia Libraries  
Technical Services  
Athens, GA 30602

### Library Instruction Round Table

William Mott  
James Addison Jones Library  
Greensboro College  
815 West Market Street  
Greensboro, NC 27401-1875

### Online Search Librarians Round Table

Trish Ridgeway  
Winthrop College  
Rock Hill, SC 29730

### Government Documents Round Table

Stephen Allan Patrick  
East Tennessee State University  
P.O. Box 22450A  
Johnson City, TN 37614

### Junior Members Round Table

Dave Fergusson  
Forsyth County Public Library  
660 West 5th Street  
Winston-Salem, NC 27101

## ROUND TABLES AND CHAIRMEN, 1984-86

## COMMITTEES AND CHAIRMEN, 1984-86

**Awards Committee:** Mary Louise Rheay,  
Director Cobb County Public Library, 30  
Atlanta Street, SE, Marietta, GA 30060

**Budget Committee:** Barratt Wilkins  
State Library of Florida, R.A. Gray  
Building, Tallahassee, FL 32301

**Committee on Committees:** Barratt  
Wilkins, State Library of Florida, R.A.  
Gray Building, Tallahassee, FL 32301

**Conference Committee (Local Ar-  
rangements):** Gail Lazenby, Cobb County  
Public Library System, 30 Atlanta Street,  
Marietta, GA 30060

**Conference Site Selection Committee:**  
Tom Sutherland, Paducah Public Library,  
555 Washington Street, Paducah, KY  
42001

**Constitution and Bylaws Committee:**  
Barbara Kay Adams, Head, Reference Col-  
lection, University of Mississippi Library,

Box 2828, University, MS 38677

**Continuing Education and Staff Develop-  
ment Committee:** Janet Sikes, Curator &  
Special Collections, Atlanta Public Library,  
1 Margaret Mitchell Square, Atlanta, GA  
30303

### Handbook Committee:

**Headquarters Liaison Committee:** David  
E. Estes, 258 Heaton Park Drive, Decatur,  
GA 30030

**Honorary Membership Committee:**  
Venable Lawson, Director, Division of  
Librarianship, Emory University, Atlanta,  
GA 30322

**Intellectual Freedom Committee:**  
**Legislative/Interstate Cooperation Com-  
mittee:** Joe B. Forsee, State Librarian; Divi-  
sion of Public Libraries; Ga. Dept. of Ed.;  
156 Trinity Ave.; Atlanta, GA 30303

**Library Development Committee:** Charles E.  
Beard, Director, Irvine Sullivan Ingram Library,  
West Georgia College, Carrollton, GA 30118

### Media Utilization Committee

**Membership Committee:** Lynne Lysiak,  
Appalachian State University, D. Belk Library,  
Boone, NC 18608

**Nominating Committee:** Ellen Hellard  
Department of Library and Archives, P.O. Box  
537, Frankfort, KY 40602

**Public Relations Committee:** Ruth C. Murray  
LSU Middleton Library, 5975 Menlo Drive,  
Baton Rouge, LA 70808

**Resolutions Committee:** Janice C. Fennell  
Georgia College, 231 W. Hancock Street,  
Milledgeville, GA 31061

**Southern Books Competition:** Janet Freeman,  
Director, Ethel K. Smith Library, Wingate Col-  
lege, P.O. Box 217, Wingate, NC  
28174 Stewart Lillard, Queens College;  
Charlotte, NC 28274



# State Library Association Officers — SELA Area

## Alabama Library Association

President:

Betty Ruth Goodwyn

Rt. 1, Box 405U

Helena, AL 35080

Vice-President/President-Elect:

Betty Clark

1720 Winnsboro Road

Birmingham, AL 35213

Second Vice-President:

Harmon Straighton

P.O. Box 132

Auburn, AL 36830

Secretary:

Bettye L. Forbus

212 W. Burdeshaw

Dothan, AL 36303

Treasurer:

Phil Teague

2116 7th Avenue N.

Birmingham, AL 35203

## Florida Library Association

President:

John McCrossan

13507 Palmwood Land

Tampa, FL 33624

Vice-President/President-Elect

James M. Wheeler

Volusia County Public Library System

City Island

Daytona Beach, FL 32801

Secretary:

Susan Bromall

Orange County Library District

Ten North Rosalind Street

Orlando, FL 32801

Treasurer:

Thomas L. Reitz,

Seminole Community College Library

Highway 17-92 South

Sanford, FL 32771

## Georgia Library Association

President:

Jane R. Morgan

Paul D. West Professional Library

Fulton County School System

3121 Norman Berry Drive

East Point, GA 30344

First Vice-President/President Elect:

Wanda J. Calhoun

Augusta Regional Library

902 Greene St., Augusta, GA 30902

Second Vice President:

Jan F. Rogers

Griffin-Spaulding County School System

Drawer N, Griffin, GA 30224

Secretary:

Virginia Boyd

Associate Librarian

Brunswick Junior College

Altama at Fourth

Brunswick, GA 31523

Treasurer:

Michael P. Dugan

Assistant Director

Albany-Dougherty Public Library

2215 Barnsdale Way

Albany, GA 31707

## Kentucky Library Association

President:

Rebekah Heath

Jefferson Community College

109 East Broadway

Louisville, KY 40502

Vice-President/President-Elect:

Jennie S. Boyarski

Paducah Community College

P.O. Box 7380, Alben Barkley Drive

Paducah, KY 42002-7380

Secretary:

Patty B. Grider

Hart County Public Library

P.O. Box 337, East Third Street

Munfordville, KY 42765

## Louisiana Library Association

President:

Anthony Benoit

Louisiana State Library

P.O. Box 131

Baton Rouge, LA 70821

First Vice-President/President-Elect:

Mary Lee Sweat

820 Delachaise St.

New Orleans, LA 70115

Second Vice-President:

Susan Hamilton

204 Stephanie Avenue

Lafayette, LA 70503

Secretary:

Jeanette Reed

209 Thoroughbred Park Drive

Thibodaux, LA 70301

## Mississippi Library Association

President:

Barbara Carroon

5818 North Dale

Jackson, MS 39211

Vice-President:

Frances Coleman

2403 Maple Drive

Starksville, MS 39759

Secretary:

Velma Champion

244 Mount Vernon Avenue

Jackson, MS 39209-3913

Treasurer:

Paul Laughlin

311 Downing Street

Jackson, MS 39216

Treasurer:  
Rachel Smith  
Mississippi College Library  
P.O. Box 127, Clinton, MS 39056

**North Carolina Library Association**

President:  
Leland M. Park  
Davidson College Library  
Davidson, NC 28036  
1st Vice President/President-Elect  
Pauline F. Myrick  
Moore County Schools  
P.O. Box 307, Carthage, NC 28327

2nd Vice-President  
M. Jane Williams  
Division of State Library  
109 E. Jones Street  
Raleigh, NC 27611

Secretary:  
Roberta S. Williams  
Transylvania County Library  
105 S. Broad Street  
Brevard, NC 28712

Treasurer:  
Eunice P. Drum  
Division of State Library  
109 E. Jones Street  
Raleigh, NC 27611

**South Carolina Library Association**

President:  
Carl Stone  
Anderson County Library  
P.O. Box 4047  
Anderson, SC 29622  
Vice President/President-Elect:  
Susan Roberts  
University of South Carolina at Aiken  
171 University Parkway  
Aiken, SC 29801

Second Vice-President:  
Thomas A. Raines  
Charleston County Library  
404 King Street, Charleston, SC 29403

Secretary:  
Helen L. Callison  
Irmo High School  
P.O. Box 727, Irmo, SC 29063

Treasurer:  
David Cohen  
College of Charleston  
Robert Scott Small Library  
66 George St., Charleston, SC 29401

**Tennessee Library Association**

President:  
Evelyn P. Fancher  
Tennessee State University Library  
Nashville, TN 37203

Vice President / President-Elect:  
Mary Glenn Hearne  
Public Library of Nashville/Davidson County  
8th and Union, Nashville, TN 37203

Past President:  
Janet S. Fisher  
East Tennessee State Univ. Medical School  
Box 23290-A, Johnson City, TN 37614

Treasurer:  
Janell Rudolph  
Memphis State University  
Memphis, TN 38152

**Virginia Library Association**

President:  
Tim Byrne  
Cabell Library, VCU  
901 Park Avenue  
Richmond, VA 23284  
Vice-President/President-Elect:  
Lynne Dodge  
Lynchburg Public Library  
914 Main Street  
Lynchburg, VA 24504

Secretary:  
John Stewart  
Virginia Beach Public Library  
Operations Building, Room 310  
Municipal Center  
Virginia Beach, VA 23456

**West Virginia Library Association**

President:  
Charles McMorran  
Kanawha County Public Library  
123 Capitol Street  
Charleston, WV 25301  
First Vice-President/President-Elect:  
Susan Vidovich  
Raleigh County Public Library  
Beckley, WV 25801

Second Vice President:  
James C. Fields  
Cabell County Public Library  
455 Ninth Street Plaza  
Huntington, WV 25701

Treasurer:  
David Childers  
W. Va. Library Commission  
Science and Cultural Center  
Charleston, WV 25305

Secretary:  
Catherine Apel  
Huntington High School Library  
8th Street & 9th Avenue  
Huntington, WV 25701

# The Southeastern Librarian

## Editors

**Editor:**

Linda Lucas,  
Associate Professor  
College of Library and  
Information Science  
University of South Carolina  
Columbia, SC 29208

**Managing Editor:**

John Olsgaard  
Acting Dean  
College of Library and  
Information Science  
University of South Carolina  
Columbia, SC 29208

**Advertising Manager:**

Drucilla Reeves,  
Head Librarian  
Brookland-Cayce High School  
Cayce, SC 29033

## Associate Editors

**Alabama:**

Beebe McKinley  
4307 Pelham Heights Road  
Tuscaloosa, AL 35404

**Florida:**

Della Giblon  
Leon County Public Library  
1940 N. Monroe Street  
Suite 81  
Tallahassee, FL 32303

**Georgia:**

James E. Dorsey  
Emmanuel County Junior College  
Swainsboro, GA 30401

**Kentucky:**

Robert C. Smith  
Dept. of Library Science  
and Instruction Media  
Western Kentucky University  
Bowling Green, Ky 42101

**Louisiana:**

Bob Heriard  
2305 Royal Street  
New Orleans, LA 70117

**Mississippi:**

Ruth Ann Grant  
Jackson Metropolitan Library System  
301 N. State Street  
Jackson, MS 39201

**North Carolina:**

Robert Burgin  
Forsyth County Public Library  
660 West Fifth Street  
Winston-Salem, NC 27101

**South Carolina:**

Larry Mitlin  
Dacus Library  
Winthrop College  
Rock Hill, SC 29733

**Tennessee:**

Joan Worley  
Undergraduate Library  
University of Tennessee  
Knoxville, TN 37916

**Virginia:**

Alan F. Zoellner  
Swem Library  
College of William & Mary  
Williamsburg, VA 23185

**West Virginia:**

Mildred Moyers  
West Virginia University Library  
Room 3, P.O. Box 6069  
Morgantown, WV 26505

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

NEWS NOTES should be sent to the Managing Editor.

INDEX: The Winter Issue contains the index for the previous calendar year. Also, the journal is indexed in *Library Literature* and *Library 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.

**S E L A**