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SELA BIENNIAL CONFERENCE

OCTOBER 15-19, 1986

Marriott Hotel

Atlanta, Georgia

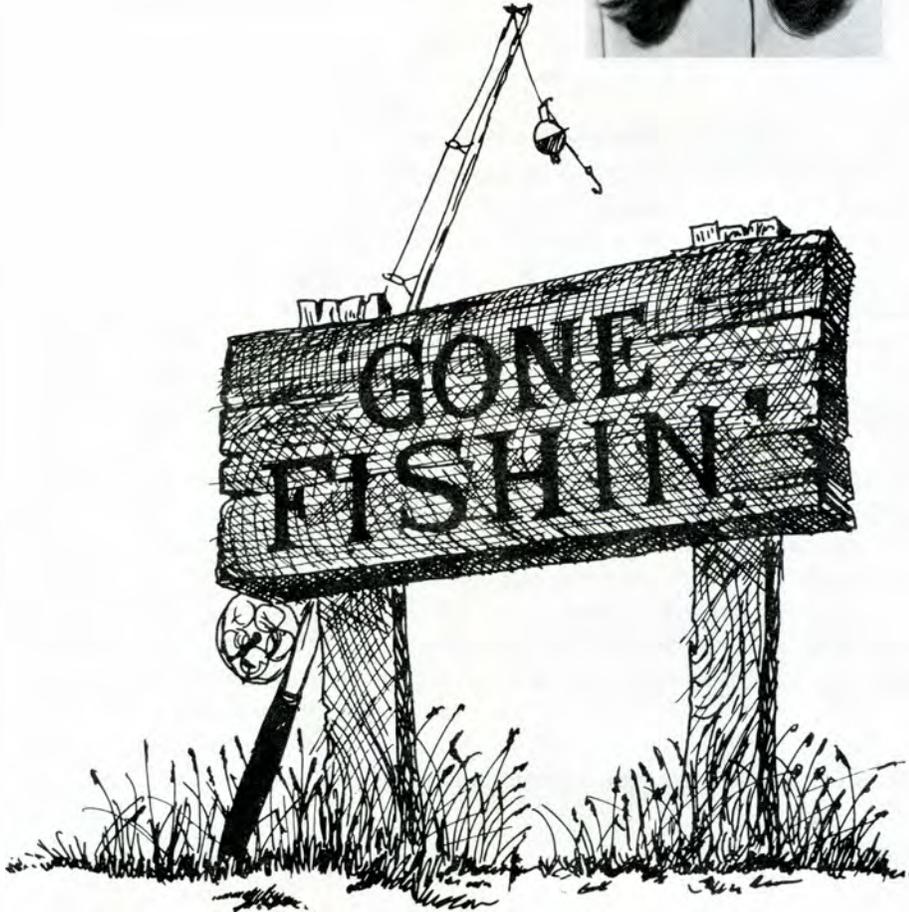
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Editor's Page



(See you next time!)

— Linda Lucas

DEADLINES FOR COPY TO EDITORS:

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This message is being written while I am still in Atlanta, basking in the afterglow of a very successful Presidents' Meeting which was followed by an equally fruitful meeting of the Executive Board. Although the approach and threat of Hurricane Elena prevented some of those involved from attending the meeting as planned, the change in Elena's direction facilitated a safe journey from Atlanta for those who made the trip.

Discussion in the President/Vice Presidents' Group centered around membership, membership promotion and emphasis on what SELA can and does do for you, its members. From these conversations we hope to develop strategies for improving all levels of communication within our Association.

A highlight of the day's deliberations was the report of Conference Committee Chairman Gail Lazenby, who presented an impressive progress report and tentative conference schedule. She also presented to each individual present an attractive large metal "SELA '86 Atlanta" button decorated with the outline of a peach superimposed on the silhouette of the Atlanta Skyline, and a roll of seals bearing the same design to each state. Watch for this eye-catching logo in your area and plan to follow its invitation to be with us in Atlanta in October, 1986. With the help, cooperation and attendance of each and every one of you, the first "free-standing" SELA Conference in some six years is guaranteed to be a memorable, professionally rewarding event!

We are happy to welcome Claudia Medoria who is our new SELA Executive Secretary. She will begin work in a few days and will be on the job by the time you read this message. We are indeed fortunate to have Claudia in this position of responsibility in the Headquarters Office because, while she is new to the position, she had experience working in the SELA office several years ago.

I cannot commend too highly the conscientious and dedicated service that JoAnne Treadwell, SELA Office Manager, has rendered to the Association in this period when we were without an Executive Secretary!

With the headquarters staff at full strength, SELA is in an optimum position to maximize on its potential as the largest and strongest regional library association in the country.



From The President's Desk

— Rebecca T. Bingham

Serving the "Beasts" in the "Fair Garden"

By Carolyn Baggett

(The setting is the beloved "fair garden"; the time is unknown. Many of the characters are alluded to, sometimes lovingly and sometimes disdainfully, as the "beasts," for they buzz, hiss, roar, guffaw, and swarm. The beasts appear to outnumber greatly the sweet, docile, unobtrusive flowers and the quiet, staid, dependable oaks, who would prefer that gardeners prune the beasts or at least consign them to a distant garden, soundproof and antiseptic.

Why do the beasts swarm and roar, you ask? Some say that they are suffering an identity crisis; they are struggling through a change of life; they are battling drugs and alcohol; they are coping with family crises; they are contending with peer pressure. Ultimately they feel alone, unwanted, unloved, and isolated. Why, you inquire further, do the gardeners show no inclination to nurture the beasts? Because, as everyone knows, in only a few years the beasts will be magically transformed into young oaks, and will finally blend with the other elements in the fair garden, assuming, of course, that the beasts choose to remain in the garden.)

Margaret A. Edwards who is referred to as the "dean of young adult librarians," recounts in her book *The Fair Garden and the Swarm of Beasts* her experiences as a young adult librarian. For some thirty years, Edwards organized and administered work with young adults at Enoch Pratt Library in Baltimore. She describes what work with young adults should be; how she became acquainted with books; how she organized one of the first young adult library departments in the country. Probably no one person has exerted a more profound influence on young adult services than Margaret Edwards. But she has not been the only maverick to advocate a broad range of services to young adults; in recent decades other young adult specialists have been vocal and highly visible in their endeavors to underscore the importance of serving teenagers in the public library.

Yet library service to young adults has become the most underfinanced and unsupported aspect of public library service. There is, unfortunately, a prevailing indifference to, lack of enthusiasm for, and sometimes even hostility toward young adults and young adult services in public libraries. Many libraries provide no special services to teenagers, justifying the shortchange to young adults on the assumption that between the children's librarian and the adult reference librarian young adults will be adequately served. In some libraries librarians serving children or adults are allotted a certain number of hours to work with teens. In still other libraries, one young adult librarian covers several branches, or works part-time hours with young adults. The public libraries are few which employ young adult librarians in each branch, and fewer still have YA coordinators who direct services on a systematic or regional basis.

Who are these unserved "beasts" who account for approximately one-fifth of the U.S. population and

who, in many libraries, constitute the majority of its users? (Studies indicate that as much as sixty percent of a public library's clientele may come from the twelve to twenty age group.) These are persons in their teens for whom no suitable descriptor has been created. For years, ALA's Young Adult Services Division searched for an appropriate name for Edwards' beasts, even assembling in groups on occasion to brainstorm. Finally YASD adopted the term "young adults," and as long as librarians employ the term there are no problems of communication. But try using "young adult" with other segments of the population, and one learns that the image conveyed is of a person in the twenties or early thirties. "Teenager" and "young adult" are often used interchangeably, although it is generally agreed that "teen" somehow connotes immaturity.

In a rapidly changing, complex society such as ours, young adults face many conflicts and choices. They also deal with universal tasks which must be mastered: achieving intellectual, emotional, and social maturity; becoming independent from parents; coming to grips with sexual orientations; determining occupational goals; using leisure time; discovering who they are; and adopting a value system. As if these tasks were not overwhelming enough, biological changes cause much confusion and alarm.

Is it any wonder that young adults become beastly, unpredictable, and vacillating? With each passing year, growing up becomes more complex. Even with supportive parents and friends, teenagers need the skills and services of community institutions and agencies.

The teen years are fraught with crises and adjustments, and the needs of young adults are different from those of other library patrons. As people, teenagers have the same rights to access information as other age groups. The goal of public library service to young adults is "to aid the individual in achieving a successful transition from childhood to adulthood by providing the resources and the environment that will foster intellectual, emotional, and social development." Staff and programs of service should be developed specifically for this age group.

Before a library begins a comprehensive program of services to young adults, a study or analysis of the area's young adult population should be undertaken. If the team assigned to such a community analysis has never done such a study, they might begin by examining ALA's monograph *Look, Listen, Explain*. Other publications deal specifically with surveying the community, and some of them should be examined closely before a group begins a community analysis. The specifics of an analysis are not discussed here. Rather, the essential components of YA service and the types of services to consider after a library makes a commitment to YA services are examined.

Effective service to young adults demands three necessary elements: administrative support, a good facilitator, and a core group of young adults. Currently there is a surge of interest in youth participation in

library planning and policymaking. Young people are asked for input about materials selection, program planning and implementation, space design, and public relations. Participation in library decision-making gives young adults a taste of the dynamic process that shapes communities, as well as experience in dealing with different people, structures, and processes. It is highly recommended that a YA advisory group or board be established in a library planning services to this age group. Such a board is composed of young adults and librarians who meet regularly to share ideas, undertake projects and programs, and promote cooperation between the library and the teenagers it serves.

The term "library services" encompasses a variety of tactics and strategies. To suggest that all public libraries should provide all of these services is naive. A few public libraries (notably, in New York, California, Florida, Ohio) offer an exemplary, comprehensive, systematic range of YA services. Many other libraries can and should broaden their base of service to young adults. Libraries seriously considering service to the total population of the community will want to investigate a plan of library service to young adults.

The most important single component in service to young adults is a specialist to work with them: a fulltime, professionally trained person who is genuinely responsive to teens; who is knowledgeable of their multi-faceted needs and interests and of the materials which they require and enjoy; who is skillful in working with community groups and agencies with other members of the library staff. This person must be flexible, enthusiastic, patient, committed to serving teens. He or she must be trained in all types of media and services for young adults, adolescent psychology.

The YA specialist and staff continuously attempt to stimulate teenagers to discover good media; they motivate young adults to extend their knowledge and broaden their horizons; they encourage creative, positive interests; they develop teenagers' abilities to seek information needed for wise decision-making; they put teenagers in touch with other community agencies that can assist in problem-solving.

Unfortunately, only a few library systems in the U.S. appoint a librarian to specialize in coordinating services to teen patrons. When a YA librarian is not available, the recommendation is to divide personnel, time, materials, and space to cover services to children, young adults, and adults. For example, where two librarians are assigned to public services, the responsibility of one should include YA services; when more than two fulltime librarians work directly with the public, one should be designated specifically as the YA librarian. This person should receive help from a system or regional coordinator of YA services, who, in turn, seeks assistance from a state YA specialist. In any case, as all library staff members become aware of the importance of serving teens, they should develop knowledge of and liaison with other agencies, groups, and organizations serving youth. Staff development and continuing education programs must be made available to the YA staff, as should improved career ladders and

a salary scale which encourages the professional to remain in YA work.

While the YA specialist is the key to excellence in YA service, the commitment of the administration is a vital factor, for without the support of the administration, the program of service is doomed to failure. With support must come an adequate budget for operation and a statement of goals and objectives as a part of the library's policy statement. Continued effectiveness of YA services and funding on a suitable level will generally result if the YA specialist and staff are able to justify the program. Periodic reports and evaluations not only reveal the effectiveness of the program but also determine its longevity.

A third essential ingredient of service is a collection developed to meet the unique interests and needs of young adults. Such a collection includes a variety of media; books, recordings, filmstrips, slides, films (or access to them), videotapes, pamphlets, art prints, magazines, newspapers, games, posters, and the like.

It is estimated that as much as 75 percent of the materials read by young adults is considered adult. This overlap between materials appropriate for both YA and adult patrons means that most of the general collection can and will be used by teenagers. This is significant because many libraries are hard pressed to duplicate titles other than paperbacks.

When nonfiction is intershelved, both YA and adult users have a broader range of titles from which to choose. Reference and reading guidance is simplified by intershelving. Certain materials, however, are selected specifically for the YA collection — materials which would not be purchased for either children or adults. It is these materials which cause the greatest concern for the library staff. The old "quality versus popularity" argument will be around as long as there are books and librarians. Librarians know only too well that the "quality" title is likely to become a shelf-sitter, while the "popular" title, often trendy and poorly written, receives high marks from its intended audience. Librarians who continue to buy only quality titles are living in a tower, and those who opt for the popular to the exclusion of quality are living in an alley. The YA collection usually contains materials of varying quality and appeal.

Because they are the consumers of the YA collection, teenagers should be involved in the materials selection process. Involvement can be accomplished by reader polls, advisory boards, informal discussions, or YA review publications including newspapers, magazines, pamphlets, and newsletters.

The YA collection must be continually re-evaluated. New materials should be added frequently to keep the collection exciting, appealing, and relevant. Formats are especially important. Paperbacks are dear to the hearts of teens because they are portable, attractive, and relatively inexpensive. Multiple copies of popular titles can be purchased in paperback.

Young adults have a right to use the library collection on their own terms. Arbitrarily restricting teenagers' access to materials and services on the basis of age is a serious infringement of rights.

A fourth essential in serving YA is facilities. Teenagers welcome a comfortable, casual, inviting atmosphere. Attractive displays and exhibits, directional signs pointing the way to certain collections and service points, and guides for using catalogs and locating materials enhance the YA area. Such an area is one where teens can relax, converse, play tapes, and enjoy games like chess. A few shelves, an alcove, or a separate room or larger area can be set aside for their use. Good use of color, design, music, flowers, and posters make the facilities more inviting. The location should be a means of integrating service with that of the adult department, not a means for isolating teenagers. Traditionally, YA services have been linked with children's services; they should instead be connected with adult services. Above all, facilities should be easily accessible to all young adults, including those with handicaps. The area ought to be a place where teenagers want to be, where they can meet and make friends, relax and learn, and enjoy a variety of media — all at the same time.

With a committed administration, a dedicated YA librarian and staff, an adequate budget, a carefully chosen collection and appealing facilities, the library is ready to provide specific services to its YA patrons.

The basic service which comes to mind is reference. Traditional reference services generated by school assignments are essential, but reference services extend to meeting personal interests and needs. Telephone information programs, phone reference service, and homework hotlines are available in some libraries. The entire reference collection and all reference services (definitely including interlibrary loan!) should be readily available and accessible to teenagers. Confidential handling of requests and questions should be afforded young adults, who sometimes have no other source of information and assistance.

Another type of service extended to YA is information and referral service. Young adults are often unaware of this service. Although YA librarians do not have the answers to all of the questions about alcoholism, pregnancy, college scholarships, financial aid and job skills, they can know which community agencies will help and also which individuals on agency staffs will provide sympathetic and effective assistance. The YA staff should have a directory of referral services and agencies. Young adults can be alerted to information and referral programs, a peer counseling project, or a job placement service in the community through such services.

The YA librarian communicates often with community agencies to establish a working knowledge of their operations and facilities. Such agencies can be invited to co-sponsor YA programs with the library.

The YA staff will follow up each referral to maintain credibility and effectiveness. Determining how the teenager was treated by the agency and whether further referral was needed are two aspects of the follow-up to be directed to both the teen and the agency. Keeping records on referrals is important. If a librarian learns that needed services are inadequate or unavailable, the librarian then contacts other

community groups. Involvement does not mean that the library assumes functions performed by other agencies. In some cases, however, the library may assume responsibility for a special service like a recorded telephone message informing YA of community services.

Reader's advisory is another basic service which should be available to young adults. The YA librarian recommends media appropriate to the needs of each teenager. Reading/viewing and staying abreast of the latest media coupled with knowing the patrons allow the staff to locate materials which will be most helpful and enjoyable. Guiding teens in their development as readers is the ultimate goal.

Outreach is another important element of the program of service to teenagers. Some young adults do not or cannot come to the library for numerous reasons; therefore, services are taken to them: book talks and discussions; film and media programs; speakers, artists, musicians, and entertainers are all possibilities. Young adult materials can be deposited in a variety of locations such as juvenile detention centers, hospitals, vocational and special schools, clubs, recreation centers, and mental health centers. Cooperation with established groups and agencies serving youth is the key to effective outreach programs. Such programs need not be elaborate.

Finally, programming comes to mind when one thinks of pleasant, enjoyable library activities for young adults. Inherent in the library staff's desire to plan programs for YA is a commitment to attract teenagers to the library, to stimulate their use of materials, to introduce new interests and ideas and to broaden others, to establish the library as a dynamic and integral part of the community, and to encourage input and feedback from young adults.

A young adult program may be recreational or informational. It can occur anywhere, at anytime, under the sponsorship (or co-sponsorship) of a library. Its success depends upon its appeal to young adults and the involvement of the young adults themselves. These "happenings" should be varied and of high quality, focusing on current YA concerns, coordinated with the total services of a library and planned by young adults.

In every case, young adults are involved in program-planning by organizing a YA planning committee or team to provide input and generate enthusiasm. In recruiting for the volunteer committee, teenage patrons are invited to participate by placing requests in school and local papers and by consulting with the school librarian. Because school and YA librarians are in close contact with youth, they are in a unique position to work cooperatively on program-planning. Administrators of school systems and public libraries must establish the setting for the cooperation. The YA committee should make every attempt to involve the entire YA group in a community by beginning with programs that have wide appeal. Polls, surveys, and interviews can provide the committee with total input. As the committee members begin working together, they will quickly learn the numerous sources which offer ideas and suggestions for programs.

In selecting program sites, the committee must keep in mind teens with handicaps, who may need special equipment, materials, and interpreters. The setting need not be limited to the library; a park, an athletic field or stadium, a lawn, tennis court, parking lot or a municipal building are possibilities.

No matter how appealing a program may be, if young adults do not hear about it, attendance will be disappointing. Extensive publicity, then, is a must. School and local papers, specialized newspapers and newsletters, community bulletin boards, posters in windows of business firms, personal contacts, flyers, spots on local radio and TV stations, door-to-door campaigns, display easels, and banners can all be used to announce a program.

Unless a library has unusual per capita support, no budget is provided for programming; library staff, the YA committee, and adult planners and participants volunteer time and talents. A program co-sponsored with a funding agency such as a local arts council may be more elaborate because money is available. This is not to suggest that non-funded programs will be inferior. If there is no budget for prizes or special gimmicks, local merchants might be willing to donate items such as records, books, T-shirts, or free coupons. If funds are available, guests can be taken to lunch or dinner.

Formats of programs should be varied and exciting as are the young adults themselves. Films, performances, demonstrations, lectures, mixed-media, book discussions, and workshops provide avenues for programs. Depending on the program's nature, time can be allotted for discussions, reactions, and questions. The following program ideas and suggestions have been highly successful: a babysitting clinic; motorcycle (bicycle) repair clinic; camping and outdoor survival demonstration; careers-without-college day; media fair; college night (with representatives from colleges, career guidance collection, and information on scholarships and loans); comic book collecting; computer workshops (computer literacy; buying hardware/software; original student-authored computer program contest; computer fair; word processing of term papers and reports); disco demonstration; an evening with the planets and constellations; exhibit of YA arts/crafts; fashion show; film or video production workshop; guitar workshop; hair styling and make-up demonstration; halloween paint-in; karate demonstration; legal rights for YA program; natural foods festival; odd job bureau; oral history project; pet show; rap session; reading improvement clinic; self-defense; term paper workshop; underwater search and rescue clinic; world-of-work program. The possibilities are endless!

Each program should be evaluated. A brief questionnaire distributed to participants is useful in eliciting reactions. (Did you like the program? What was right or wrong? How did you find out about it? What should we do next? Give your name and phone number or address if you want to know about our next program. Other comments.) Each program should be judged by the teens themselves. Results can be used to plan future programs. Evaluation includes successes

and problems; suggestions from all involved; quantity and types of materials used and/or circulated at the end of the program; numbers of users as well as numbers of requests filled and questions answered; and the number of teens who attended.

A simple outline of the steps involved in planning a program includes: (1) Choose a program theme or topic and a format which appeals to YA (Use the YA advisory committee; take a survey; develop phone and mailing lists; consult staff members, other libraries, and other agencies for support and to determine if a similar program has been or will be done and to identify potential co-sponsors); (2) Establish program objectives; delineate the theme but leave it open-ended; decide what you want to do and for whom; be able to justify the program to the administration; decide how it will be evaluated. (3) Consult with the boss; be sure to get the green light. (4) Plan the details; select a date and time free from conflict with other local activities; decide where the event will be held; consider space requirements: size of room, extra space for parallel activities, parking space, restrooms; try to estimate expenses; prepare a calendar with deadlines for such things as publicity; outline an emergency cancellation procedure; list the equipment, materials, and personnel needed; at least one week before the scheduled event, re-confirm dates with guest speakers and/or participants; make a final check of equipment and facilities a few days in advance; (5) Inform staff; release details to the media and to area schools; use phone and mailing lists; inform other community agencies; display appropriate materials and publicize widely; (6) When program plans are final, a printed program may be designed; if time and resources permit, prepare a topical, appropriate bibliography for distribution; (7) Program Day: check facilities and equipment; set up early; greet participants; welcome young adults; announce future programs; emphasize other valuable services of the library; perhaps the videotape program; take pictures for later release to the media; ask the audience to evaluate the program. (8) After the program: return equipment and materials; remove publicity/displays; write appropriate thank-you notes; send post-publicity to the media; evaluate program with the boss, noting attendance, audience's reactions, suggestions, and comments; try to determine if the objectives were met.

A word of caution is in order. Not even faultless programming and publicity are enough to lure teenagers to the library. The collection must appeal to their interests. A dynamic collection, an energetic and resourceful staff, and challenging opportunities for them to assume roles of leadership are requisite ingredients for successful programs.

(Meanwhile, back in the fair garden, the flowers, oaks, and beasts are oblivious to the passing of time, but well aware is the gardener that the twenty-first century, only fifteen years away, will, by many fair gardeners, be celebrated as the beginning of an era during which cessation of services to the beasts can finally be justified. [After all, by the year 2010, the majority of Americans will indeed be oaks and the beast population will have considerably decreased.]

Perhaps, too, there will be a decline in the number of fair gardeners who would deny the importance of serving the beasts.)

But what of the twenty-five years between now and 2010 and indeed the years following 2010? It is unlikely that the population of beasts will ever become extinct. The public library is in an enviable position to help young adults meet their educational and personal needs. It is also in a position to market its **raison d'être**: to ensure that future adult users will support its institutional mission. Serving young adults is a significant investment in the future. When YA services are a vital and essential part of total library service, teenagers may become life-long library users. That's the bottom line for providing library services to young adults.

Carolyn Baggett teaches in the Department of Curriculum and Instruction, School of Education, The University of Mississippi.

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Basic BI At The University of North Carolina at Charlotte: Results of an Experiment

By Celia Hales

How best do students acquire the basic skills in library work that librarians and teaching faculty have believed so imperative through the years? Attempts to provide this basic bibliographic instruction have been varied — videotapes, classroom instruction per class, slide/tape shows, workbooks based on the Dudley model at UCLA — but the results have always been mixed. The University of North Carolina at Charlotte, was no exception to the rule: results were mixed, but some value has been derived from experimentation that helped determine a change in format for the school year, 1984-85. The program as it was set up in 1983-84 will first be described, then the results of pre-tests and post-tests, and finally, conclusions that may aid others in planning will be drawn.

In 1983-84 there were two components of the library instruction program: the traditional tour, led by staff throughout the library; and library instruction, carried out by a number of reference librarians. The experimentation, however, was documented through pre-and post-tests only in the sections taught by the English bibliographer. This equalled more than half of all sections — 40 out of 60 — in the fall semester, 1983.

First semester freshmen come with no experience in using a library that appears overwhelming. There is a 10-story tower, for example, that is at first intimidating. This first barrier was broken with the library tour, which was simple and lasted from 15 to 20 minutes. Carried out by volunteers on the staff, the tour focused on locations only and attempted to get across the fact that librarians and support staff are congenial people who aim to help. A brief evaluation (three questions) was carried out with participating students. The results were good, although some students wished more in-depth discussion, a feature that was incorporated in 1984-85.

For library instruction, carried out by several reference librarians, a workbook entitled *Strategies for Searching*, written by these same librarians, was used in all classes. It had three parts: (1) a self-guided tour of the library; (2) a guide to library research utilizing basic search strategy, and available in five versions according to subject matter; and (3) a pathfinder exercise designed to offer assistance in writing papers. The self-guided tour in the workbook was a disappointment because few used it. Verbal feedback was requested and no one responded, indicating that participation was probably minimal. The second part of the workbook was a step-by-step search strategy, featuring background material (encyclopedias), books, periodical articles, newspapers, and government documents. The five subjects were: television violence, women in literature, industrial robots, rock music, and accounting. The first of these, television violence, was the most popular topic. The third part of the workbook was based, with permission, upon a pathfinder exercise first used by

Winthrop College. The English bibliographer came to UNCC with experience in pathfinder exercises, and determined that the Winthrop model was the best under consideration. This pathfinder was later used extensively in one of the options of instruction described below.

English faculty members teaching the introductory composition classes were offered their choice of three options in instruction:

Option 1: an introduction to the workbook, lasting thirty minutes, offered in a library classroom. No additional library tours or demonstrations were offered. Instead the student was encouraged to assume personal initiative. Teachers choosing this option had their choice of the five versions of the workbook.

Option 2: one-period library instruction, either in a library classroom or at various stations in the library. All students in a given section received the same workbook in order to be able to follow the instruction. Transparencies designed for the version of the workbook under discussion were used extensively. In this option, the English instructor chose the version he/she preferred.

Option 3: a week of English classes for library instruction, utilizing some of the writing techniques encouraged by current trends in composition. Students were encouraged to begin the session by writing a response to: "How should I do library research?" After five minutes, pairs of students shared their expertise. Finally, the class as a whole brainstormed, with the English bibliographer building upon strengths and minimizing negative feedback. The students were then shown the same transparencies and heard the same lecture, essentially, that was provided in Option 2. The second half of the week (most of these options came in the Tuesday-Thursday classes) was spent in a hands-on workday in the library with English instructor and the English bibliographer present. Again, all students in a given section used the same version of the workbook. In actual practice, the classroom instructor was the abler teacher in this part of the exercise because he/she recognized the students and could easily assist the ones who looked puzzled. The bibliographer, on the other hand, could not always pick out the right students in a busy library. Moreover, at first the bibliographer told the students that she would be stationed at a particular table for questions. This was impractical and was abandoned because students would not normally leave their work station. Students were able to fill out the pathfinder during this hour (or more) in the library, and, as the results show, this experience was valuable.

In the classes taught by the English bibliographer, the students were administered pre- and post-tests. The test was the same, to prevent test bias, and it was deliberately kept simple. It consisted of six multiple choice questions ranging from questions about the value

of encyclopedias to the concept of newspaper indexing to the content of government documents. No questions were totally outside a student's possible knowledge, but most were not known, and, in part, the pre-test served as a good indication to the student that he/she did not, in fact, know all that was needed for research in a university library. (The misconception that one knows how to do research because it was taught in high school dies hard.) The result of these pre- and post-tests are reproduced below:

Results of Pre-Test and Post-Tests

	Pre-Test Score	Post-Test Score	Difference
Option #1	62.58	79.85	+ 17.27
Option #2	64.08	75.53	+ 11.45
Option #3	68.0	82.17	+ 14.17
Totals	64.57	78.2	+ 13.6

Surprisingly, the students who had only been introduced to the workbook by a thirty-minute presentation (but no instruction) **raised their scores the most**. It is true that this sample of students, had the greatest climb to make: beginning with a score of 62.58, the lowest of the three groups. But, if the students were weakest in the beginning, they still had the ability to read and grasp the principles that the workbook taught. The difference of 17.27 is highly encouraging. No data are available on the IQ or grade point average of these students, but students are assigned on a random basis in the mainstream freshman composition classes.

The second interesting finding is that the students exposed to hands-on work in the library, overall had the **highest final scores** on the post-test; an average of 82.17, up from 68.0. Their increase was only + 14.17, but they had less far to climb than the students in Option #1.

The final conclusion involves the second option, the labor-intensive one of a one-period session of classroom instruction, but not supported by hands-on experience. Apparently listening to a lecture, even one supported by transparencies and classroom discussion, is not conducive to retention of information. These students raised their scores the **least**: + 11.45, and their post-test scores were also the **lowest** of the three groups: 75.53.

Analysis of these findings led the reference unit at UNC-Charlotte to conclude that students learn best when required to study a workbook on their own, at the same time getting hands-on experience with the various tools. The labor-intensive classroom instruction that had been the norm for years at UNCC seemed not useful. (We were extending ourselves to reach all students in the introductory composition classes, and to what avail?) Accordingly, during spring and summer, 1984, a second edition of *Strategies for Searching* was designed — a complete revision featuring self-pacing, to be completed by students on their own in the library. The entire workbook, which features a controlled topic list of 50 pre-searched subjects designed to ensure success in all the reference materials, is based on a search strategy mode. The four areas covered are background information (encyclopedias, both general and

specialized), books, periodical articles (and the computer print-out of library holdings), and newspapers (via *The New York Times Index*). The workbook takes an average of an hour to complete, and experience indicates that this is an optimum amount of time. The Department of English is hesitant to require a substantial time expenditure to something unrelated to a later assigned topic for a term paper; the controlled topics, on the other hand, are mandatory to ensure success in the various tools. Thus, as a short exercise, it has been well-received. Evaluations from both students and faculty were exceptionally high.

Workbook grading, carried out by graduate students and majors in the Department of English who were recommended by English faculty and supervised by the English bibliographer, is either "acceptable" or "not acceptable." Students receiving the latter grade are required to resubmit their workbook after additional work. Cheating is possible, but as yet there is no reason to think that this is happening to an extent that the program should be changed. The questions at the reference desk indicate that students are indeed filling out the workbooks on their own.

A third edition of *Strategies for Searching* is currently being written. The goal is to make the workbook stand on its own, insofar as practicable.

What is the key to all of this? It appears that anything that requires passive experience on the part of students will have lesser impact than procedures that require that they become involved with their own learning. Discussion alone in the classroom is not active enough to bring about a change in these findings; students must literally "dig" for their answers. If the workbook concept appears viable, it is contingent upon good writing and a relatively simple format that allows students to grasp and retain the large concepts. The reference desk is always available for questions at the point of need, and this is stressed in a final section in the workbook entitled, "How to Get Help at the Reference Desk." Finally, in regard to the workbook itself, the concept of a search strategy, with pre-searched topics, appears to be superior to miscellaneous questions without an overriding conceptual framework.

The author welcomes questions and comments, and would appreciate the opportunity to hear other methods of library instruction, along with the evaluation of these methods.

Dr. Celia Hales is Assistant Professor and Reference Librarian/Bibliographer at the University of North Carolina at Charlotte. She currently serves as liaison to a number of departments in the humanities.

Survey Research For Librarians

By Barbara B. Moran

Survey research is one of the most commonly used types of research in librarianship. Nearly everyone has participated in a survey at one time or another. Many readers may have conducted surveys to gather information for their libraries or for personal research. Others may have merely contemplated doing survey research. This article provides information about applications of survey research to libraries and librarians. Survey research is a large topic. This article provides only an overview of the essentials of such research. A bibliography is provided for those needing further information.

Three types of survey research are common: the written questionnaire, the telephone survey, and the personal interview. Each method has advantages and disadvantages. The written questionnaire is relatively inexpensive and allows a researcher to gather opinions from geographically dispersed respondents. On the other hand, it tends to produce low response rates and respondents cannot furnish additional information about items in the questionnaire that are confusing. The telephone survey is usually more expensive than the written questionnaire, and it is limited to participants with access to a telephone. It does, however, provide a means of clarifying ambiguous questions and of persuading reluctant participants to respond. The personal interview is probably the most expensive in terms of time. The researcher or a trained interviewer must interview each respondent individually. Thus, the surveys are usually restricted to one geographic area. The personal interview is considered the best means to employ in gathering information on sensitive topics.

There are many similarities among these types of research. Although this article concentrates on the most commonly used method, the written questionnaire, much can be applied to the other types of survey research. The same steps are usually involved. What follows is an overview of the steps involved in a typical example of survey research. This constitutes a structured outline for anyone interested in undertaking survey research.

How do you begin? The first step in survey research as in all research is to know the problem. Before any type of survey is done one must know exactly what questions are to be answered. What information is needed and what are the objectives of the survey? The kind of data gathered is determined by the purpose and objectives of the study. Many beginning survey researchers neglect to specify their goals in writing beforehand only to find out later that much of the information collected was unnecessary, and, even worse, that needed data were not collected. The time devoted to planning is time saved later.

The second step is to gather as much information on the topic as possible. Become thoroughly acquainted with the subject before the survey instrument is designed. Read as much relevant literature as possible. Talk to people or contact librarians who have done similar surveys. Ask for copies of their questionnaires.

A great deal of time can be saved and the information gathered should make the research design stronger.

Usually the term "survey" means a sample survey instead of a study of all members of a given group. Typically a part of a population is studied to make inferences about the whole population. Two brief definitions: The "population" is the entire group of persons or objects about which a researcher wants to make inferences; the "sample" is the portion of that population which the researcher will actually study. Some examples of populations are: all female librarians employed in North Carolina public libraries; all 1983 graduates of ALA accredited library schools; all the students, faculty, and staff at a particular institution of higher education; or all library directors in community college libraries.

The number of units in the population may be many or few depending on the researcher's interest. Unless the population is very small, though, the researcher selects a sample from the larger group to study. This saves time and money.

After the population has been identified, the sample is chosen. The sample should be selected randomly so that it represents the population. Individuals are chosen for the sample using a process whereby each member of the population has an equal chance of being included. Samples chosen this way are called probability samples.

There are a number of ways to choose a sample. One type of sample uses simple random sampling techniques. At its simplest, such sampling is demonstrated by drawing names out of a hat. Usually, though, each member of the population is given a number, and a table of random numbers is used to select elements for the sample.

Systematic sampling may also be used. This sampling method is often used when a list is available of members of the population and a certain proportion of these members are being selected for the sample. For example, if the population was the membership of a state library association with 2,000 members and a sample of 200 individuals was wanted, the sampling would begin by selecting a random number between 1 and 10. The name at that position on the list would be the first one chosen for the sample. Each tenth name on the list after the first would also be chosen.

Systematic sampling can be used as long as the list which you are using is itself randomized; that is, the list is not arranged in a way that would result in a biased sample. Since systematic sampling is usually easier and more convenient than random sampling, it is more commonly employed.

Stratified sampling is not an alternative to either random sampling or systematic sampling but a modification in their use. Stratified sampling is used when the researcher wishes to insure that various subsets within the population will be represented proportionately in the sample. For instance, the population of librarians might consist of 10%

administrators, 10% collection development librarians, 20% children's librarians, 30% reference librarians, and 30% technical service librarians. To insure that the proportions of the sample exactly duplicates that of the population, the population could be broken down into the various strata from which the sample is chosen. This type of sampling is often done to compare various subgroups within the sample.

The last type of sampling is cluster sampling. To use either simple random or systematic sampling, one must have a list available which contains all the elements in the population. A survey researcher might want to select a sample from a population that cannot be found already assembled in a list; for example, all higher education students in the United States or the entire population of a city. In such cases a more complex sampling design is required which involves first sampling the groups of elements to be used and then the sampling the elements within each of the selected clusters.

Let us assume that a researcher wants to study all professional librarians working in public libraries in the United States. No such listing exists, but there is a list of all public libraries in the country, *The American Library Directory*. Public libraries listed in that volume could be sampled, possibly randomly or systematically. The researcher would obtain from the libraries selected a list of all professional librarians employed there. That list would then be sampled to provide the final sample of librarians. This is a more complex sampling scheme. Because it is multi-stage, it is more subject to sampling error.

Samples, then, can be chosen in several ways. A sampling plan should be adopted and the sample chosen. One common question that arises is how large a sample to choose. There is no cut and dried answer to that question. Statistics texts provide some answers, and some of the sources in the attached bibliography suggest sample sizes for specific types of studies.

The next step in survey design is construction of a trial version of the questionnaire. At least two elements are necessary to insure a good questionnaire: (1) construction of good items, and (2) design of a pleasing layout.

Questions can be classified as unstructured or structured. Unstructured questions, or open-ended questions, allow the respondent to reply freely without having to select a provided response. Unstructured questions are especially useful in exploratory research when not enough is known about a subject to allow the researcher to provide meaningful alternatives on the questionnaire. Unstructured questions provide rich data, but the responses are difficult to code. Structured, or closed-end, questions, on the other hand, are characterized by fixed responses. Survey participants must choose among several answers designed to reflect various views, beliefs, or feelings. Answers to structured questions are "pigeon-holed", and thus provide uniformity of response which is easier to analyze. For this reason, most survey researchers tend to prefer structured questions.

A good questionnaire is hard to write, but the

quality of the instrument has great influence on the response rate. A survey researcher must write and rewrite items until the instrument is as clear as possible. One thing that makes it hard to write clear questions is that the person doing the survey is usually deeply involved in the subject studied. The same is not true of those who receive the survey. What may be crystal clear to the researcher may not be clear at all to the respondents.

A survey should be both clear and concise. Every item should be developed to measure a specific attitude or collect a specific bit of data. There is a temptation to add superfluous items, but resist the temptation.

Some books which aid in constructing good questions are mentioned in the bibliography. The following are brief suggestions: 1) Make questions as short as possible and easy to read and answer. Eliminate repetition; 2) Avoid questions with negatives since they are easily misinterpreted. Many readers just do not see the negative. If you ask "Do you think the library should not charge fines on overdue books?" many readers will overlook the "not"; 3) Use no slang or jargon. For instance, do not ask whether the user prefers a KWIC index or a conventional index and expect the responder to understand the distinction; 4) Avoid "double-barrelled" questions, i.e., questions that ask for two bits of information. "Do you think that the library should circulate films and art prints?" If the respondent feels that the library should circulate one and not the other the question as written provides no option for that viewpoint. Divide these into two questions; 5) If structured questions are used be certain the options provided are exhaustive and mutually exclusive. That is, the options should provide a place for all possible responses. This may be done by the option "don't know", "undecided" or "other, please specify." The respondent should not feel compelled to select more than one response; 6) Make questions as impersonal as possible; 7) Avoid biased or leading questions where a "right" answer to a particular item is implied; 8) In general, sequence questions from the general to the specific. Begin with interesting, non-threatening questions. Items requesting information that might be considered sensitive or personal are best placed near the end.

Writing good items may be the most difficult part of survey research. It is much more difficult than is usually imagined. And, as mentioned earlier, the researcher is often unable to distinguish questions that are ambiguous because of deep involvement in the subject. When the survey is ready in rough draft, it is time to pretest it to insure that the questions are unambiguous and that directions are sufficiently clear to allow respondents to supply the data needed. Every survey should be pretested before it is in final form.

Pretesting involves two processes. The first is to send the survey to a group of people as similar as possible to the survey sample. Often the pretest is sent to individuals in the original population but not chosen for the sample. The second part of the pretesting is done by letting other people read the survey, fill it out, and comment on it. Friends, relatives, and colleagues can be

utilized. The more people who pretest the survey the better, since different pretesters point out different problems. The survey instrument is then modified as a result of the pretest, and the final draft is produced.

When items are in final form, the researcher designs the actual survey instrument. Here, appearance and arrangement of the survey form itself become the focus. One of the most important contributing factors to a high response rate is the appearance of the questionnaire. Respondents seem to decide whether they will participate on the basis of appearance.

Much research has been done on what makes a survey attractive to a possible respondent. Most of it has corroborated common sense. As a general rule, the questionnaire should be uncluttered with a lot of "white space." Squeezing as many questions as possible onto a page makes the survey shorter in actual pages, but the resulting clutter can result in overlooked questions or in respondents deciding not to participate. There should be enough room for answers to be written out.

All mail surveys and the correspondence to accompany them should be reproduced in a highly professional manner. Ditto and mimeograph questionnaires are hard to read and discourage response. Offset printing is ideal, but good photocopying can also be used.

Questionnaires are not restricted to black ink on white paper. Indeed, research shows that questionnaires using colored inks and colored papers often result in a higher response rate than those in black and white presumably because they are more eye-appealing. The bibliography supplies additional sources of information about the effect of colored inks and papers on response rate.

A low response rate is considered one of the greatest obstacles in survey research. Researchers are always concerned about it and are greatly interested in achieving the highest response rate possible. Response rate, refers to the percentage of those persons in the original sample who actually return the survey. The percentage rather than the actual number of returns is important because of the sampling techniques described earlier. The principle of sampling rests upon the assumption that the sample chosen represents the population. If responses are received from all members of the sample, the data should be representative. If, however, only a small percentage of the sample reply, the data can no longer be considered representative. It is likely that the individuals who returned the survey are different in some way from those who did not.

A researcher wants to receive a 100% response rate, but such a return is rarely achieved. How high a response rate does one need to assume that the data are representative? Babbie¹ suggests that a 50% response rate is adequate for analysis, a 60% response rate is good, and a 70% response rate is very good. On the other hand, Bailey² believes that Babbie's response rates are too low and says that a well-constructed questionnaire with appropriate follow-ups should produce at least a 75% response rate with rates of 90% or over not impossible. The experts may not agree on the minimum acceptable response

rate, but obviously it is desirable to maximize the response rate in any way possible.

There have been many attempts made to study what researchers can do to increase the response rate. Some of these approaches are discussed in the next section.

An important element accompanying every survey is the cover letter. It should be carefully constructed and, as much as possible, make the person receiving the survey feel that the study will be of use to him or her. Respondents are more inclined to complete and return the questionnaire if they are convinced the study is not only a legitimate one but is of value. One factor that may influence the respondent is the sponsorship. Official sponsorship is often indicated by letterhead stationery. If a library is doing an official survey, organizational sponsorship is apparent. If an individual is doing individual research it may be possible to obtain organizational sponsorship.

The timing for mailing the questionnaires is another crucial factor in achieving a high response rate. Respondents are more likely to complete and mail back a survey if they do it when they first receive it. A survey should never be mailed just before a major holiday or when many of the recipients might be on vacation. A survey that involves school personnel should avoid the summer months completely. A better response will be received if the mailing is in September rather than in May.

Another tactic that helps increase response rate is to offer to share the results with the respondents. Usually when the survey is mailed the researcher does not know where the results will be published, but he or she can offer to send a copy of the findings to any respondent who indicates interest.

Much research has been done on the effect of the type of postage used in a survey on response rate. First class mail and bulk rate are generally the two options considered. Bulk rate is less expensive, but a better response rate is usually received from first class. Evidently letters mailed using bulk rate are considered "junk mail" and disregarded. Interestingly, first class mail with stamps tends to produce better response than metered mail, and commemorative stamps produce more responses than regular stamps. It seems that the more individualized the piece of mail, the more likely the respondent is to reply. Along the same lines, cover letters addressed individually rather than to "Dear Colleague" bring a higher rate of response. It should be obvious that few responses will be received unless a stamped, self-addressed envelope in which to return the survey is included. The respondents are already being asked to do a favor by participating; they cannot be expected to return the survey at their own expense.

Each respondent should be assured that the reply will be confidential. Anonymous questionnaires are used infrequently because the researcher needs to know who has responded for follow-up attempts.

Some people in survey research feel that offering incentives to subjects increases response rate. Incentives can be small gifts like a pack of instant coffee or a pencil. Some researchers tell respondents that their

names will be entered in a drawing for a prize. Incentives sometimes seem to work to increase response rate, but most researchers at this time do not use them.

The preliminaries are completed. The sample is chosen. The questionnaire has been designed incorporating as many of the response-increasing techniques as possible. Envelopes are addressed and stamped. Now envelopes are stuffed and the survey is mailed.

Within a week of mailing returns begin. Keep track of the number of returns that come in each day. They tend to follow a predictable pattern: first, just a few; then the number increases and begins to decrease again. At the point of drop off the first follow-up letter can be sent. This letter usually produces a similar pattern of returns which crests and falls off. At this point, the third (and probably the final) follow-up mailing is sent. There is usually a two to three week interval between mailings.

A survey is typically followed by at least two follow-up letters. An individual researcher may choose to use more or less depending on the return rate achieved and on the finances available. Some researchers also use the telephone or a telegram for follow-up because these have been shown to be highly effective in raising the return rate.

Data analysis begins when the returns start to come in. The data can be analyzed manually if the survey is fairly short, the returns are not too numerous, and the analyses planned are fairly simple. Most researchers rely on the computer. The data must be coded to make it machine readable. A codebook to show how responses will be coded is devised, then responses are coded and entered in the computer.

If sophisticated statistical manipulations are planned a packaged statistical program such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) will probably be used for analysis. There are also statistical packages designed for microcomputers. Regardless of the method used, this is an exciting part of the research process. Hypotheses are confirmed or not confirmed. The answers to questions posed in the planning phase are discovered.

A word here about statistics. Some individuals hesitate to do research because they feel that they do not know enough about statistics. Often the statistics needed are simple descriptive statistics such as means and frequencies. If more sophisticated statistical analysis is needed, help is usually available from colleagues or a statistics or math department in a college or university. A beginning researcher should not hesitate to consult with someone before the survey is designed.

The final stage in most surveys is reporting the results. Research is not complete until it has been shared. The results of an in-house survey can be shared with colleagues or others interested in the findings. A survey of wider interest can be published or submitted to ERIC.

Taken step by step, survey research is relatively easy to do. Much help is available to beginning researchers from those already familiar with the method and from books on the topic. The first survey is the

most difficult, but, with careful planning major errors can be avoided. Doing research is a lot like swimming; the only way to learn is to get in the water.

Barbara B. Moran is an Assistant Professor in the School of Library Science, The University of North Carolina at Chapel Hill. A portion of this article appeared in *Public Libraries*.

NOTES

¹Earl R. Babbie, *Survey Research Methods* (Belmont, CA: Wadsworth, 1973).

²Kenneth D. Bailey, *Methods of Social Research* (New York: Free Press, 1982).

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Online Catalogs in the Southeast A Survey

The University and College Section of the Southeastern Library Association will present a program at the Biennial Conference to be held in Atlanta in October, 1986 on the theme, "*Online Catalogs in the Southeast: A Comparison*". The University and College Section Conference Program Planning Committee

would like to know about Online Catalogs presently operational or being planned or developed by libraries in the Southeast. The Committee asks that the following brief questionnaire be completed and returned. Please send to the Committee by December 15, 1985.

Institution: _____

Address: _____

Contact Person: _____ Telephone: (____) _____

1. Status of Online Catalog: Operational
 Planned
 Other: _____

2. If Online Catalog is planned or under development, when is it expected to be operational?

3. Online Catalog Description: Inhouse: Name of System _____

 Vendor: Name of System _____

4. Is Online Catalog: Integrated
What are other functions of System? _____

 Stand Alone
 Part of external network
Name of Network _____

5. Equipment: _____ Hardware Description (e.g., IBM 370, 15 terminals)
 Microcomputer:
 Minicomputer;
 Mainframe:

Please send to the Committee by December 15, 1985

Send to: Bill Clayton
Head, Fine Arts/Media Department
University of Georgia Libraries
Athens, Georgia 30602

DATES TO REMEMBER

1985

NOVEMBER 7 - 8: Issues in Book and Serials Acquisitions Annual Conference, Charleston, SC. **Contact:** Katina Strauch, Library, College of Charleston, Charleston, SC 29424.

NOVEMBER 12- -16: Mid-Atlantic and Southern Chapters of the Medical Library Association: Continuing Education Conference, Winston-Salem, NC. **Contact:** Deborah McMaster, Library, Bowman Gray School of Medicine, 300 S. Hawthorne Road, Winston-Salem, NC 27103.

1986

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

FEBRUARY 27 - MARCH 1: Georgia Library/Media Department's Annual Mid-Winter Conference, Savannah.

MARCH 19 - 21: Louisiana Library Association Annual Conference, Shreveport.

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

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 CHRONICLE REGIONAL NEWS

ALABAMA

Neal Kaske has been appointed Professor at the Graduate School of Library Service, University of Alabama.

Annabel Stephens is now an Assistant Professor at the Graduate School of Library Service, University of Alabama.

Birmingham Public Library has been awarded the 1985 John Sessions Memorial Award for the establishment and continued support of the Archives of Alabama Labor.

GEORGIA

Valentine Dobbs has been appointed as Director of Library Services at North Georgia College in Dahlonega.

David E. Estes has retired after 38 years of service to the Emory University Library, Atlanta.

N. Louise Willingham has been appointed Assistant Director for Systems Support and Technical Development for the Atlanta-Fulton Public Library System.

KENTUCKY

Larry X. Besant has been named Director of Libraries at Morehead State University.

MISSISSIPPI

Jackson-George Regional Library has received a 1985 Achievement Award from the National Association of Counties.

NORTH CAROLINA

Duncan F. Smith has been appointed Coordinator of Continuing Education and Staff Development in the School of Library and Information Science at North Carolina Central University in Durham.

Marcia L. Tuttle, Head of Serials at the University of North Carolina-Chapel Hill, is the recipient of the first ALA Bowker/Ulrich's Serials Librarianship Award.

North Carolina Library Association Intellectual Freedom Committee has won the 1985 Intellectual Freedom Round Table State Program Award for ALA.

University of North Carolina Center for Early Adolescence and **ALA** are the recipients of a \$100,000 grant from the Babcock Foundation to find solutions to adolescent illiteracy.

SOUTH CAROLINA

Michael J. Freeman has been appointed Head of

Reference at the Cooper Library, University of South Carolina, Columbia.

Alexander M. Gilchrist is now the Collection Development Coordinator at the Cooper Library, University of South Carolina, Columbia.

Desmond Koster has retired after 36 years of service to the Library at the Medical University of South Carolina, Charleston.

Chapman J. Milling, Jr. has announced his retirement after 30 years as Director of the Sumter County Public Library, Sumter.

Helen Ann Rawlinson has been named Deputy Director of the Richland County Public Library, Columbia.

TENNESSEE

Judith A. Drescher is now the Director of Libraries at the Memphis Shelby County Public Library, Memphis.

Gary Purcell has received the ALA-Knowledge Industry Publication, Inc. Award for Library Literature. Purcell is Professor at the Graduate School of Library and Information Science, University of Tennessee, Knoxville.

E. Ray Thrasher has been appointed Director of Library Services at Trevecca Nazarene College, Nashville.

Ernest M. White has retired after 40 years of service as Librarian at the Louisville Presbyterian Theological Seminary.

VIRGINIA

Maurice D. Leach, Jr. has retired after 17 years as University Librarian at Washington and Lee University, Lexington.

Linda Farynk has been appointed Associate Dean at the Old Dominion University Library, Norfolk.

Sarah Mathewes Sartain is now the Librarian for Books and Serials at the Virginia Historical Society, Richmond.

The Virginia application has received funding for a "Let's Talk About It" grant.

NECROLOGY

Mayme Griffin Avery died on June 16, 1985. She was formerly a librarian at Allen University, Columbia, SC.

Laura Fleming Pitzer, Librarian of the Greenville Mental Health Center, Greenville, SC, died on April 15, 1985.

VACANCY

Editor — *The Southeastern Librarian*
(This is a non-salaried position)

The official publication of the Association shall be known as the *Southeastern Librarian*, its Editor to be appointed by the President with the advice and consent of the Executive Board. Other members of its staff may be appointed by the Editor with the approval of the Executive Board.

Staff:

1. The Editor may recommend the appointment of an Associate Editor or Managing Editor.
2. The Editor appoints an Advertising Manager and state reporters.
3. An Editorial Board composed of the above will be advisory only.

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1. The Editor will have the sole responsibility for the journal. This includes editorial responsibility, compilation and publication.
2. *The Southeastern Librarian* is a quarterly journal.
3. A paper read at a Biennial Conference may be published in *The Southeastern Librarian* if the Editor feels that the content warrants it.

Other Duties of the Editor:

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Education in the field of Journalism and/or previous experience with journal publication.

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

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

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