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The Southeastern Librarian

PREPARING FOR THE 21st CENTURY

FOCUS ON:
EDUCATION AND TRAINING

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1. *The Southeastern Librarian* (*SELn*) seeks to publish articles, announcements, and news of professional interest to library staff in the Southeast. Articles need not be of a scholarly nature but should address professional concerns of the library community. *SELn* particularly seeks articles that have a broad southeastern scope and/or address topics identified as timely or important by SELA sections, round tables, or committees.

2. News releases, newsletters, clippings, and journals from libraries, state associations, and groups throughout the region may be used as sources of information.

3. Manuscripts should be directed to Theresa Johnson, *SELn* Editor, 6132 Arnie's Way, Milton, FL 32570. E-mail: tjohnson@uwf.cc.uwf.edu or Telephone: (904) 474-2168.

4. Manuscripts should be submitted in duplicate on plain white paper measuring 8½" x 11". Manuscripts should be 8-10 pages double-spaced, including text and references. Computer disks will be requested on publishing notification. Please contact the Editor for further information.

5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.

6. Authors should use the author-date system of documentation. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic form for the reference within the text is as follows: (Hempel 1990, 24)

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   Senn, James A. 1984. *Analysis of Information Systems*. New York: McGraw-Hill.

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9. Ads for elected offices, other than those within the Southeastern Library Association, may be purchased. The appearance of an ad does not imply endorsement or sponsorship by SELA. Please contact the Editor for further information.

Issue	Deadline	Published
#1 Spring	February 15	May
#2 Summer	May 15	August
#3 Fall	August 15	November
#4 Winter	November 15	February

President's Message

Thanks so much to all who joined us in Atlanta for the first planning session of the new biennium! Section, round table, and committee chairs and members; state representatives; officers; and SELA staff were "hard at it." Some committees continued to meet into their break time–always a good indicator of interest and dedication. For those who could not join us, there is still much work to be done, and committee chairs will be calling on you for assistance.

I was privileged to represent SELA in Tennessee, Alabama, Louisiana, and Florida since my last message. In May, I was in Richmond with our Paraprofessional Round Table Chair, Carolyn Tate, and a host of hard-working Virginia library staff for the Virginia Paraprofessional Forum. There are many good programs and much solid work going on in the library/media communities of our SELA member states! I feel really fortunate to be involved in state association activities, and I plan to visit each of the states during this biennium.

It is only fair that I commend the Kentucky Library Association officers and staff; local arrangements chair, Judith Gibbons; Lorraine Summers, program co-chair; and members of the conference committee and sub-committees for the advance work on the 1996 joint conference to be held in Lexington, Kentucky. The facilities are excellent, and the program promises to be first class–and fun! Please plan now to be there with your colleagues.

As I speak at association conferences, I try to remind members and prospective members that 1) SELA is the best "sharing" network I have encountered–that we all help one another be more effective; 2) that we have a goal of involving paraprofessionals in committee activities this biennium, appointments have already been made; and 3) SELA will become electronically accessible.

Let me thank Ann Hamilton for loading the SELA *Handbook* on the computer at Georgia Southern. Beth Hanson, of the Virginia Technical Information Center, has been good enough to start a general listserv for SELA'ers (sela@nebula.lib.vt.edu) and a specific one for conference planning. Instructions on logging on the list can be found on page 19 of the spring issue of the journal. Following the Atlanta vote calling for a SELA gopher through SOLINET, I have contacted those offices; and a first draft of the structure has been completed. I hope we can have it activated before the end of June.

Good things are happening. Thanks for being part of them.

Joe B. Forsee

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Editor's Note

Due to unforseen circumstances, this issue has a different look. Thanks to David Doerrer and Bobby Sue Clarkson at the University of West Florida for their technical and editorial assistance in making this issue possible. Get well soon, Catherine! Due to budge restrictions, "Bulletin Board" and "New and Useful" features are not included in this issue.

Librarians as Authors, Part II
From the Beginning
by Pamela Palmer

"But I don't see myself as a writer," a friend said recently. Maybe this is her starting point–colleague to colleague talk about what works. Most of us struggle and learn as we write, so help make this column the one you wish you had as a beginning librarian and an affirmation for other librarian authors. After all, writing like Mickey Spillane or Danielle Steel isn't required. Hmm...now that's an idea!

Start at the beginning is sage advice, but finding the starting point is not always easy. "Most of my ideas," Susan Massey writes, "come from questions arising from my work environment that are not answered adequately in the current literature." That view is echoed by Harriet Alexander. "When I first came to the University of Memphis in 1977, I hadn't a clue as to what kind of research I wanted to do. The library director suggested I look around me and see what needed to be done. And so that is what I did."

Tim Dodge extends his starting point over two weeks or a month, making notes and checking the literature for article ideas. "Once I decide on a likely topic," he says, "I then make a careful, thorough search to make sure no one else has done it before or at least has not done it my way." Then he balances time investment with the need for preliminary research. He sees this stage as risky, with unpredictable results. If the idea survives the editor or review board's scrutiny, however, Dodge is ready to write.

Your own starting point may be reading articles and news about general trends; gauging impact on libraries; browsing *Library Literature*, reading titles old and new for inspiration; listening to colleagues and library users talk about what they wish they could find; and musing about libraries, information, people, and trends.

Pamela Palmer is a Reference Librarian at the University of Memphis in Memphis, TN.

Motivation and Choices

Why write? Answers vary from publish or perish to fun. Whether scared into authorship or following a personal dream, deciding among the choices (statistical study, historic approach, bibliography, feature story, etc.) is a decision you can re-think many times during a career. Experiment with formats, styles, and approaches so your writing stays fresh. "I've published, but only in a narrow band and am looking to get 'serious,' " Phoebe Phillips says. "I'd like to emulate some of the really good writers who make it all look so effortless–Herbert White, for instance."

Apply positive thinking. Note personal writing strengths and appealing subjects. Next mesh these with user/staff needs to find potential article or book topics. When reading good articles, analyze their construction. A close look reveals useful techniques for shaping writing.

Many writers return to a favorite format. "I must really like compiling bibliographies," Alexander says. "Here I am again, beginning a new one. Last year after sending my third manuscript to the publisher, I swore off bibliographies. I wanted to write articles instead. Once I had used up my one idea for an article, I was at a loss what to write about next. I realized that I am 'hooked' on bibliographies. There is a lot of hard work that goes into compiling a bibliography–but I have received many rewards."

Methods

What propels writing toward completion? Dodge's method fits his work style. "I find the best strategy for getting things done is this: set aside a definite time period on a daily or at least weekly basis and just work, work, work at it. Even if it degenerates into some rough scribblings or unsatisfactory research you will have accomplished something in the long run."

When Massey runs across a potential writing topic, she doesn't just plan to remember it. "I jot promising ideas onto scratch catalog cards and stuff them in a file for future use," she says. "If answering your research question requires sophisticated techniques and you don't know where to begin, seek to collaborate with a more experienced mentor or even a published author from a non-library field. Not only have I learned a lot this way, but accountability to another helps motivate me to continue working on a project."

Finding your personal method may take time but successful writers suggest regular writing is the key. Whether you eke out time by coming to work 30 minutes early or fit it in during the day, make a writing time and devise a pattern of work. Wait for inspiration? Wait for a quiet day at the library? Wait until the kids are older? Wait for a mentor's leadership? Avoid these and other start-up pitfalls.

- Pitfall 1. *Writing is easier with more library experience.* The only experience that makes writing easier is writing. Starting now is easier than waiting. Experience alone doesn't guarantee wisdom (or even riches); it does no more for writing skill.

- Pitfall 2: *Two write better than one.* Maybe, but choose writing partners to enhance your strengths. If you are new to writing, an experienced co-author can make a difference but having one is not always necessary or even helpful.

Nancy Sosnik found an interesting coincidence when the first article in this series arrived the day after she watched the American Booksellers Convention on C-SPAN. Writing ideas often stem from timing juxtapositions. Whether you believe in the properties of Jupiter and Mars aligned, destiny, or simple hard work, there is only one way to make a beginning as a writer—put pen/keystrokes to paper/keyboard and go.

Express your ideas (tips, pitfalls, techniques, or strategies) and send them to me. "Acceptance or Rejection" is the next column's focus, covering productive responses to either, plus coping and self-motivation throughout a career. E-mail or write me today; I need your comments by September 26 but please don't wait. I look forward to hearing from you.

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Special thanks to the participants in this column. I hope you will continue to send ideas and comments.

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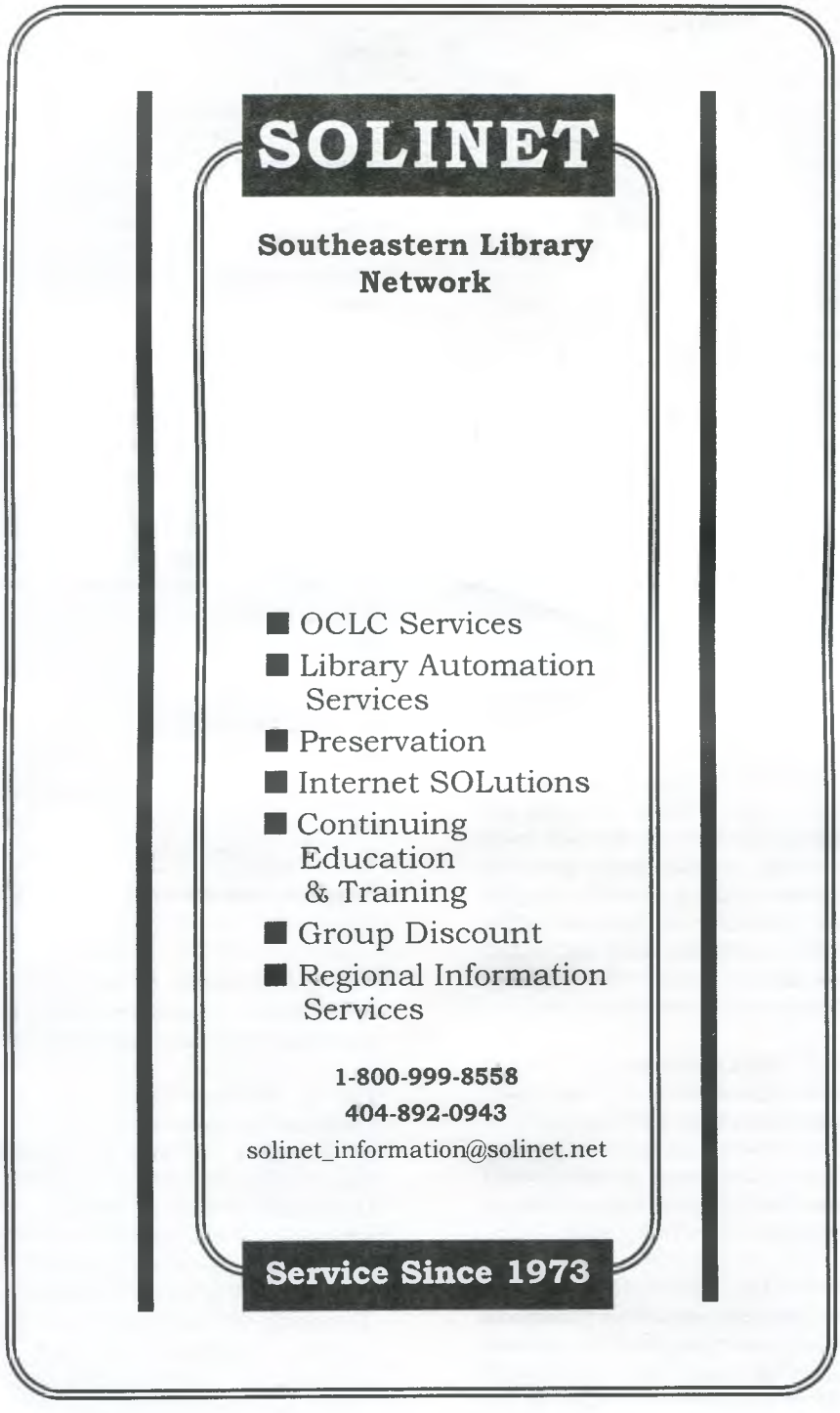
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WHAT SAY THE PRACTITIONERS?

By Marilyn L. Miller

Library education appears to have an identity problem—again. Library education faculties, not known historically for our leadership in rational change in the field, are undergoing another round of mission examination. "Discard the 'L' word from our program and course titles," thunder the proponents of change. "Let's be cybernarians," comes the echo as the new emphasis on management of information, information science, and the production of information gathers more enthusiasts.

But what say the practitioners who will hire the graduates of our programs? What do the practitioners want in the graduates they will hire to help design libraries and services to human beings of all ages in the next century? Do they want us to prepare information managers, information scientists, information professionals, or librarians who have a range of traditional and new knowledge, abilities, and skills? The findings from two sets of nationally conducted focus groups provide some answers as do the following articles.

As President of ALA, I designed Project Century 21 to focus on the needs of library education in the next century. The consensus of participants in a series of focus groups conducted for the project was that students of the future will need higher order skills, including strategic planning skills, the ability to communicate mission, the ability to create equal access, and collaboration skills. In breaking down those categories into specific competencies, respondents noted that librarians will need the basic core of professional knowledge that they have now; but, in addition, graduates must demonstrate flexibility and commitment to lifetime learning, people skills, technological skills, business skills (including marketing, negotiation, and strategic planning)—and they must value diversity. Library and information studies programs should retain their traditional emphasis, according to the focus group participants; but they should also incorporate management skills, political skills, critical thinking skills, and analytical skills.

A series of focus groups was sponsored by The American Association of School Librarians from January to March, 1995. School library media specialists, potentially the largest number of individuals needing pre-service and in-service education for the future, noted that their role in the next decade must reflect technological literacy, leadership abilities, a commitment to lifelong learning, collaborative efforts with other librarians, and the ability to shift from a concentration on teaching media skills to an active involvement with the school community as consultant and evaluator.

However library education programs change and renew themselves as a result of the current ongoing discussion and debate, it seems to me that practitioners have much to tell library school faculties. The practitioners appearing in this issue have some good information for us to use in our discussions.

□

Marilyn Miller is Professor and Chair, Department of Library and Information Studies, University of North Carolina in Greensboro, NC.

TRENDS AFFECTING ACADEMIC LIBRARIES

By James Rettig

There are a number of trends affecting colleges and universities that will in turn affect the future function, roles, and responsibilities of library personnel. These trends include:

- A decline in the percentage of operating budgets derived from government allocations and the concomitant need to supplement these allocations through other funding sources. Tuition is not a likely source for the major part of supplemental funding, especially as legislatures place caps on the size or rate of tuition increases.

- Demands from the public and legislators for greater accountability for the use of state resources and increasing demands for measurable assessment.

- Growth in demand for access to higher education as the baby boom echo comes of college age and as rapid change in the job market in society at large makes continuing education for non-degree-seeking returning students more important and more common.

- The increasing ubiquitousness of information technology is so obvious a trend that mention of it is almost needless, yet it deserves attention.

James Rettig is Assistant Dean of University Libraries for Reference and Information Services at the College of William & Mary in Williamsburg VA.

People are becoming more and more aware of information technology's existence and are getting tantalizing glimpses of it through outlets such as television commercials for America Online™ or Prodigy™ or the weekly "Cyberscope" feature *Newsweek* runs on electronic information and entertainment resources. In the years ahead, more and more people are going to begin using these resources from their work places, their homes, and their K-12 classrooms. We can already see that entering college students have a keener awareness of and a deeper appreciation for these services than do older students (by which I mean a twenty-year old junior or senior). Due to increasing use of electronic information sources in the school system, this trend will snowball. The power and sophistication of the computers that students bring to school their first year is evidence of this; furthermore, these students know how to use these machines and appreciate their capabilities as information tools. However, few of these students share librarians' profound awareness that there is a lot of chaff among the wheat that can be harvested online. This points to a role we can play for their benefit.

How Will Trends Affect the Role of Academic Librarians?

John Casteen, President of the University of Virginia, has said that information technology will erase the distinction between the library and the classroom. (Casteen 1994) This means that academic librarians' roles will become less insular, less confined to and identified with the library as place, and instead become more collaborative and identified more with our evolving function. We will engage in extensive collaboration with other

campus personnel–with computer center personnel, with faculty, and with students.

We will collaborate with computer center personnel and with personnel working for information system vendors to design information systems that meet our constituents' needs, that are easy to use, and that help them judge the relevance of the information they retrieve through those systems. We will collaborate with faculty to help them identify information sources that relate to their instruction and research and to help them manage that information in forms that enhance its meaning for their purposes. We will work more collaboratively with students. As always, we will help them identify sources of information (regardless of format, medium, or location). But we will also be more aware of our responsibility to help students reach the point where they must make judgments about and assess the value of the information they retrieve–judgments that they and only they can make, value that they *must* judge.

We cannot wait for *them*–whether "them" be computer system designers, faculty, or students–to come to *us* in these endeavors; we must take the initiative now to reach out to each of these groups or else risk being left behind. Nor can we afford for any *us-them* dichotomies or divisions to develop–hence the importance of collaboration and of promising, productive partnerships.

Implications for Services

Librarians are very good at analyzing how systems operate. Now we need to take the next step and begin developing the skills required to design and customize systems. We are not going to obtain the additional personnel that we would need to provide through traditional means the level of personal service we would like to provide in an ideal world. Therefore, we need to design systems that are user-friendly and helpful enough to provide a first level of service through electronic information systems to users either on-site or at remote locations. And we need to begin right now regarding most of our users–including those on our campus–as remote users, since more and more of them do more and more of their information seeking from outside the library. Yet, I believe that for the foreseeable future, the library as place will remain important, although its importance will gradually diminish.

There are two principal reasons for this. First, the campus as place will remain important since most formal instruction will continue to take place in groups meeting in classrooms on a campus. Second, most people will feel more comfortable when among other people than when alone–some may welcome the opportunity to become the "electronic hermits" that Umberto Eco fears may develop, but most will want high touch along with their high tech. (Okerson 1994, 6)

In a time of static or even shrinking personnel resources, system design work cannot be an add-on. There will need to be trade-offs. Thus, we will see more use of tiered service models whereby paraprofessionals and intelligent information systems designed to meet basic needs will fulfill more of the routine patron needs. These arrangements will free professionals to deal more intensively with more in-depth needs and to spend more time on system development and enhancement.

Through the power of tools such as geographic information systems (GIS), we will be able to deliver more to users than we do now. A related role will be helping

users become aware of and consider the options for managing and presenting information in various ways so they can choose the best way for their needs.

All of this will mean additional continuing education for librarians and other library workers. We may see the emergence of new specialties within librarianship and certainly will see more teamwork among librarians. As always, the individual will bear primary responsibility for their continuing education. Likewise, employing institutions will bear responsibility for providing opportunities (especially time) for staff to pursue continuing education.

Librarians need to learn more about the culture of the technical personnel who develop and maintain information systems and technologies so that we can communicate more effectively with them as we collaborate with them on system development. We need to do this so that they can learn more about our values and culture and, more importantly, so that the systems we develop with them will further our cherished values of free inquiry and universal access.

Administrative structures, position descriptions, reward systems, facilities, telecommunications capabilities, and equipment stocks will have to be examined and may need to be revamped to facilitate these changes. Despite all of the change abroad in the academic library world, the challenge for library education remains fundamentally unchanged. Library schools need to make sure that their students have a sound grounding in librarianship's principles and values, keen analytical skills, and a willingness to consider solutions outside of the traditional mainstream. And these students must have the tools they need to judge the implications and success of the solutions attempted. In other words, the schools need to continue offering education for careers rather than training for a first job.

Although stated quite succinctly above, this is an ambitious agenda. However, the rewards for carrying out that agenda promise to be great–both for academic librarians and for those whom we will serve. It will be rewarding for us in terms of enriched jobs and the greater sense of accomplishment that we should experience. Further, it will be rewarding for those we serve because it will help them solve problems in their lives. The challenges of the future mean that academic library administration today is not for the faint-of-heart. However, for those who embrace the challenge, it burgeons with the potential to be very rewarding and worthwhile.

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LIBRARY HUMAN RESOURCES FOR THE TWENTY-FIRST CENTURY

by Margaret Myers

"Vision is a mental journey from the known to the unknown, creating the future from a montage of current facts, hopes, dreams, dangers and opportunities." (Hickman 1984, 151)

With every new century and millennium, there is a flurry of writings and discussions about the future. Librarianship is not immune. A number of books, articles, and listserv discussions explore what the new century will mean for libraries and library workers. Predictions about the future can be somewhat overwhelming, however, especially if these are coupled with the many changes that are already occurring in work places–re-engineering, total quality management, and development of high-performance work places.

In the human resources literature, there are discussions predicting that future organizations will be comprised of a small core group of full-time workers with broad skills, plus a much larger pool of contingent workers–consultants, independent contractors, temporaries–and outsourcing. The World Future Society predicts that workers may not have jobs as we know them today but instead possess a portable set of skills to bring to different organizations for special projects as needed. This may require workers to have their own personal agents, much like writers, sports and entertainment figures have today! An agent would operate as a coach, mentor, broker, and negotiate contracts.

Margaret Myers is the Director, American Library Association Office for Library Personnel Resources in Chicago, IL.

(World Future Society 1994, 7) Will this happen in librarianship?

Library Human Resource Needs of the Future

There is not consensus yet on what libraries of the future will look like. Obviously, there will be continuing acceleration in the use of technology and increasing complexity in the amounts of information available and the ways in which it is organized. Librarians provide a unique approach to information access, through understanding the use of information, as well as the various users and how technology enables the connection of these users to the information desired and needed. But what types of workers, and how many, will be needed in the future?

Little supply and demand data for librarians currently exist. There has been no large scale study of librarian supply and demand since the early 1980s. (Lester 1993) The U.S. Bureau of Labor Statistics predicts slower than average growth, but this may not be adequately taking into account the upcoming retirements of our aging profession or the use of librarians' information skills that can be applied in settings other than traditional libraries.

Replacement needs will undoubtedly be more prevalent than new positions. The economy definitely affects the job market

for library workers; however, the economic impact varies from jurisdiction to jurisdiction. Since most libraries are dependent on parent organizations, much depends on the state of overall funding for the various campuses, local, state, or federal governmental units, corporate sector, or non-profit organizations. In addition to the funding picture, another factor is that organizational staffing patterns are shifting in libraries. The literature discusses "shifting and blending," the changing roles of professionals and paraprofessionals, the blurring between public and technical services, and the move to team-based environments. It is a moving target, however, which makes it difficult to decide whether to explore the quantitative needs of the profession (how many) or the qualitative needs (what are the knowledge, skills, and attributes required for the 21st century?).

How can one look at the knowledge, skills, and attributes (KSAs) needed in the future without fully knowing about the organizational environment? Is there an agreed upon set of skills the MLS graduate must know, so that we know whom we get when hiring such a person? Will the changing mix of knowledge and skills be an evolutionary process, rather than a revolutionary one? Charles McClure maintains that the breath and depth of information work has increased to the point where it is impossible to find a single set of competencies for all positions. (McClure 1991, 7)

In a series of focus groups of educators and practitioners sponsored by the American Library Association Project Century 21 committee, participants agreed that the basic core group of skills should remain, but there is a need to increase people skills, technical skills, and business skills. In addition, we must make certain that workers have flexibility, interest in lifetime learning, and value diversity. ("Information Services" 1994, 7-8)

The core of librarianship is generally seen as the creation and production of information; the use of information; the acquisition, organization, control, and management of information; or some variations thereof. However, there are new and different spins on these core elements in which librarians are increasingly involved, namely with issues like intellectual property and ownership, the economics of information, privacy issues, information policy issues, and information literacy. Increasingly, librarians need a knowledge of finance, business, and environmental scanning. They need to place more emphasis on user needs, satisfaction, and services which will require knowledge of survey techniques with program planning and evaluation skills.

If one pulls together a list of skills from a variety of library literature, this becomes a rather mind-boggling group, when read all together. What seems to be expected requires a super-person or a Renaissance person. A short list of skills often mentioned as needed currently and in the future include: problem solving, political savvy, critical thinking, negotiation, team-building, synthesizing, multicultural, group process, and funding skills. Attributes often cited as necessary include: flexibility, lifetime learning, risk-taker, proactive, service oriented, articulate, self-confident, curious, and adaptable. A librarian needs to be an innovator, have the ability to thrive on chaos, and possess a tolerance for ambiguity.

The future roles for librarians cited in the literature are equally mind-boggling and include: knowledge engineer, change agent,

networker, designer, knowledge navigator, intellectual ombudsperson, strategic manager, intermediary, learning facilitator, information provider, programmer, advocate, collaborator, partner, systems architect, and "Internet surfer."

Defining Competencies

Who is doing what to define the competencies for the current workplace and the future? The library and information studies programs are all undergoing some type of curriculum review and examining evolving roles, knowledge, and skills needed in libraries as well as the broader information arena. Some impetus has come from the 1992 accreditation standards, which put more emphasis on graduates having multiethnic, multilingual, and multicultural skills and the ability to deal with a rapidly changing technological and global society. A number of the national associations have developed educational policy statements which are also considered in accreditation reviews. The Association of Library and Information Science Education has a core knowledge task force, and several ALA divisions have developed statements of competencies in their areas of specialization.

In the ALA Continuing Library Education and Exchange Round Table newsletter, Duncan Smith proposed that instead of a list of competencies, the profession should develop a comprehensive practice description. This would involve defining broad areas or domains, divided into responsibilities and then tasks. Smith believes this would provide librarianship with a map of its practice to increase our performance in the profession's key responsibilities. (Smith 1993, 1-3) This undertaking would be somewhat difficult when roles and responsibilities are a "moving target" as mentioned previously.

Issues for the Future

As we look ahead to the new millennium, there needs to be much more dialogue within the profession to address the following issues and questions:

- Can we reach agreement as a profession as to the knowledge, skills, and attributes needed or will so much depend on the size and type of work environment and the specific functions of an individual position?

- To what extent do prospective students need to possess some of the attributes and skills mentioned earlier before entering the MLS program and to what extent can they be taught during the short graduate education timeframe?

- Margaret Stieg in *Change and Challenge in Library and Information Science Education* has asked "Are library and information studies programs educating for one profession or many?" (Stieg 1992) To date, the answer is still evolving.

- How can better articulation be achieved between on-the-job training, two-year library technical assistant programs, undergraduate studies, MLS, sixth year, Ph.D. and continuing education opportunities? Support staff need many of the knowledge, skills, and attributes mentioned for librarians and have fewer options for training and continuing education. How can they be helped as well as librarians?

- How can library and information studies (LIS) programs and the profession instill more emphasis on lifelong learning and self-assessment? Can LIS programs play more of a role in re-skilling and up-skilling

practitioners already in the field?

- What are the implications for recruitment for the 21st century in finding individuals with the attributes deemed important for success and with the ability to take on new and changing roles?

- How can we best establish links with related disciplines—economics, computer science, communications, artificial intelligence, linguistics, psychology, sociology, management, and law?

- How can we build in more environmental scanning into library and information studies programs, professional association activities, and library organizational structures so that we can be more informed about the future, grab hold of this "moving target," and be more proactive instead of reactive?

These issues and others will involve many individuals and groups working together—practitioners, educators, library and information associations—through research, dialogue, discussion forums, and other opportunities to define who we are and how we fit into the future.

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EDUCATING THE INFORMATION PROFESSIONALS OF TOMORROW

By Barbara B. Moran

Libraries have undergone a period of rapid change during the past few decades. Similarly, the schools which prepare librarians to work in libraries have also changed. Library and information science (LIS) education has experienced an unsettled period and has found its very existence challenged. A number of LIS schools have closed. In addition to a decreasing number of schools, concerns have arisen about the availability of faculty to teach in the schools which remain. (Futas 1991, 148).

Library and information science (LIS) education today is positioned at a crossroads. Three possibilities emerge. The first is that school after school will continue to close until at last none are left. Education for librarianship will either return to apprentice training in the libraries themselves or will disappear. The second has overtones of a Darwinian struggle of survival of the fittest–some schools will continue to exist in their present form. Schools located in universities with strong state support and where the school for one reason or another enjoys staunch administrative backing will continue to educate individuals to work in libraries just as they have done for decades. There will continue to be a disparity between the number of schools and the number of professionals needed, and there will continue to be geographical areas of the country where no schools are to be found.

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This second model largely maintains the status quo–the changes would be evolutionary not revolutionary.

The third alternative would be revolutionary. In this scenario, LIS education would be transformed with the result that schools intended for the education of information professionals in the 21st century will bear few resemblances to the schools of today. In light of the transformation which libraries have undergone, this last model seems to be the most likely to occur and the most appropriate. A transformed method of education will be required to prepare professionals to work in transformed institutions.

A Look At The Past

Before we can begin to look at the future, let us revisit our past. Most people associate LIS education with a university setting, but this has been true for only about a half a century. Library education underwent a major restructuring in the 1920s. It was not until after the Williamson report (Williamson 1923) recommended that library education be university based, that the formal relationship between universities and library education began. As a result, schools previously located in libraries became part of universities. For instance, the classes at the Atlanta Public Library moved to Emory University, and classes at the New York Public Library moved to Columbia University.

Further changes occurred in the early 1950s when the MLS replaced the BLS as the first professional degree. During the early 1970s, as a response to the increasing number of library positions available in the 1960s, the number of schools of library science expanded. During the late 1970s, the closings began, starting in 1978 with the closing of the Graduate School of Librarianship at the University of Oregon. During the years that followed, more would close, including Alabama A&M, Ball State, California State at Fullerton, Case Western Reserve, the University of Chicago, the University of Denver, Emory University, the University of Minnesota, the University of Mississippi, SUNY at Geneseo, Peabody, University of Southern California, and Western Michigan University. More recently, the list includes Columbia University and Brigham Young University. The programs at South Florida, Iowa, Maryland, Berkeley, and Los Angeles all have been reviewed, but these have been maintained although sometimes in an altered fashion. On the other hand, it is encouraging to note that there are plans at the University of Denver to re-open a program for preparing librarians.

During the 1980s, schools began to change their names to incorporate the word "information" in them. The curricula of the schools began to change along with the names, albeit more slowly, to incorporate technology into their courses of study. Some decided there was now too much material to be studied to complete a degree in one calendar year, so the length of the program was increased from 36 to 48 hours. In more schools, however, the number of required hours remained the same or increased only slightly to 39 or 42 hours.

It is ironic that as we enter what is touted by all as the "information age" that the schools that prepare information specialists face such difficult times. Why has it happened? Overall, it appears that the fit between schools of information and library science and universities has become less good, due in large part to financial pressures besetting higher education over the past 20 years. Universities are more expensive while most states face financial downturns and an increased number of competing demands for state funding. Private institutions are not able to raise tuition sufficiently to meet increased expenses. Further, some universities and colleges face a dwindling number of students because of changing demographics.

These outside pressures make all institutions more cost conscious. Management mentality prevails, and ways to become "leaner and meaner" are sought. Unfortunately, the spirit of collegiality which once prevailed on campuses has fallen victim of the new mood. Increased specialization and the large size of universities contributed to faculty not knowing many other faculty outside their own departments. The salary differential between various disciplines has further weakened collegiality. Almost all institutions adopted the research university model, and faculty are rewarded more for research, publication, and attracting external funding than for teaching and service. (Stieg 1991, 269) Now add to this generally glum financial picture on most campuses some of the special characteristics of schools of information and library science, and the reasons why so many are being considered for closing, or have been terminated, become clearer. Almost all of the studies of LIS school closings show that these schools are vulnerable because they share certain characteristics. Among these characteristics are:

- Size: Typically, LIS schools are the smallest independent units on most campuses.

- Visibility: LIS schools have no undergraduate student body and subsequently are unknown to the undergraduates.

- Influence: Graduates of LIS schools do not typically go into powerful positions, hence they cannot be strong alumni champions of the school.

- Centrality to the mission of the university: Frequently, LIS schools have difficulty in demonstrating how what they do is central to the mission of the university.

- Money: Although LIS schools are small, they are relatively expensive because they are usually totally graduate units.

There are two other rather general problems that face LIS schools. The first is a reflection of the type of students presently drawn to the field. As several studies have shown, the typical LIS student is older, largely self-selected, and usually a female and a non-minority. Often these students have families to support, so they find it impractical to relocate. The disparity in the distribution of schools has left a number of students without an easily accessible means of securing an MLS. The second problem is a lack of qualified people being drawn to LIS faculty and administrative positions. This is a critical problem because lack of qualified faculty has played an important role in some of the LIS school's closings. Compounding this problem is the fact that schools need an increasingly broad range of faculty to cover the diverse topics which make up the expanding domain of LIS education.

Re-shaping For The Future

The problems confronting library and information science education will affect the way librarians for the 21st century will be educated. Indeed, if the gloomiest scenario comes about and all of the schools close, education for librarians will have to find a new locale, perhaps returning to the libraries themselves. One should not, however, be this pessimistic, although occasional feelings of discouragement are perhaps inevitable in times of uncertainty, loss of stability, and funding shortfalls. On the other hand, there is also reason for optimism, for the present circumstances provide an opportunity for trying innovations and infusing the field with new ideas and educational models. It will not be easy, but it will be well worth the effort. LIS education has too much to offer to society and must not wither away.

Inevitably, there will be changes in the field, but education for librarianship will survive. However, there will be no one model for success in LIS education. There will be different models appropriate for different institutions. Each school needs to look at the local academic environment and factor those conditions into any re-shaping of its program. Presently, schools are being re-shaped in various ways. For instance, there has been a move on some campuses to consolidate schools of library science with other schools or departments. At Rutgers, there is now a School of Communication, Information, and Library Studies which resulted from the combining of the School of Library Science with the School of Communication. At UCLA, the School of Library and Information Science and the School of Education have been merged. When Berkeley begins to re-admit students, they will enter a re-structured school of Information Management. Some schools have started undergraduate

programs, primarily in information management, as an attempt to gain a larger presence on campus. Michigan has begun a venture to "re-invent" LIS education using funding from the Kellogg Foundation. Every school's approach will be slightly different from the others. The future of LIS education depends on how effective these changes are and if these changes flourish.

Because the competencies demanded of new LIS professionals have already changed so much and continue to change, LIS education will necessarily be re-shaped. By necessity, it will need to become more interdisciplinary. Students will need to learn about the acquisition, storage, retrieval, and dissemination of information from individuals, similar to present day LIS faculty members who have specific expertise in these areas. But, in addition, students will need to gain knowledge from economists; cognitive psychologists; computer scientists; and experts in fields such as business, communication, and institutional technology. Schools will need to draw faculty from disparate disciplines and meld them into a new type of LIS faculty. Schools must find ways to enlarge so they can attain the critical mass of faculty needed to provide appropriate specializations.

Changes in libraries will undoubtedly precipitate other changes in LIS education. The professional/para-professional staffing configuration of tomorrow's library most certainly will be different from what is found today. The number of professionals as a percentage of the total staff likely will decrease as professional positions require higher level skills and responsibilities. Education for paraprofessionals and support staff will need to be considered. Librarianship is one of the few professions that has no systematic means of training its paraprofessional employees. A few community colleges are still providing Library Technical Assistant programs, but most paraprofessionals and support staff are trained on the job. For the most part, libraries have enjoyed the luxury of having a large number of highly educated people willing to work in non-professional positions. As libraries become more automated, there will likely be less need for some of the traditional support staff functions and a greater need for more technologically proficient staff. The LIS schools must prepare to help meet these needs.

The ever-increasing number of competencies desired in a newly hired information specialist suggest an increase in the number of hours of education needed to prepare these professionals. They also suggest that higher salaries will need to be found to compensate librarians and information specialists. Indeed, libraries will have difficulty in attracting the best candidates if salaries are not increased. Even now, graduates from LIS programs frequently find positions in private industry as information managers with beginning salaries $10,000 to $15,000 higher than those offered to beginning librarians. It takes a great deal of devotion to librarianship to make a bright individual decide to opt for a library career under those conditions.

Summary

Libraries of the future will present a challenging environment in which to work. As these institutions become re-structured, the responsibilities and duties required of the librarians also will be re-structured. That is why it is so hard to describe educational requirements for the future. Specific competencies may be required that we have no notion of yet. We must work

as a profession to attract talented individuals with critical thinking and problem solving skills and an ability to flourish amidst ambiguity to careers in libraries.

There is a need for cooperative efforts among the schools. Perhaps some schools should specialize in certain areas and other schools in different areas. There is also a need for greater cooperation between LIS educators and practitioners. We need to act in concert to define the type of education needed for librarians and information specialists to whom the libraries of the 21st century will be entrusted.

It is my opinion, LIS education will continue to exist, but most likely in an altered form. It is hard to predict what education for librarians and information specialists will be like in ten years, not to mention twenty-five. We are now moving towards our re-invented future, but that future is not yet clear. It is, however, unlikely to be simply an extension of the past.

Libraries and librarians have a vital role to play in society. We should all work to help define what this role is, to explain the contributions made by libraries and LIS education, and to ensure that the quality of the program of LIS education remains high. If these goals can be achieved, and with vision and effort they will be, there will continue to be schools to educate the librarians of tomorrow.

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TRAINING NEEDS FOR TOMORROW'S PUBLIC LIBRARIANS

by Bob Cannon

We are in an area of unprecedented change, as our world moves faster and faster into the information age. More than anything, tomorrow's public librarians need to be trained to build upon five major characteristics of the employees of the future:

- ▷ Accept and adapt to an environment of constant change
- ▷ Prepare for flexibility in assignments
- ▷ Learn about and take advantage of computer technology
- ▷ Continuously improve yourself
- ▷ Make sure that you "add value" to your employer

Accept and Adapt to an Environment of Constant Change

There is no question that the information age is upon us, and we are in a protracted period of unprecedented change. Business and government are changing rapidly, with long held assumptions being questioned and challenged every day. Organizations and institutions of all kinds in both the private and public sectors will be forced to change in ways that are not known today. Many organizations that exist today will not exist in the future. Concepts like downsizing, contracting out for performed services, using hourly or non-benefitted employees instead of permanent staff, flattening of organizations through the elimination of managerial and administrative staff, and other new concepts yet unknown will not only be commonplace but will expand and grow with increasing speed.

Employees need to be aware of these trends and prepare for and train themselves accordingly. This will involve accepting that change will be inevitable, preparing for an environment of continuous change from within and without the organization or the institution, learning to adapt to change by not resisting it, and coping with the stress that environments of constant change produce. More than any time before, the employees of tomorrow must be adaptable in the face and force of rapid, ongoing change.

Prepare for Flexibility in Assignments

In the constant environment of organizational change, job duties will change more frequently. Workers will need to be more flexible in the work they do, with whom they do it, and how the work is done. The organizations of tomorrow will have fewer separate and distinct departments or specialized work units. Instead, there will be many more work units or teams that will consist of a mix of workers from various areas of the organization. These mixed, cross functional teams will be working on organization wide problems or issues. Workers that possess a broad range of knowledge and skill will be more valued than workers who are highly or overly specialized.

It will be increasingly more important to be prepared for and possess flexibility in job assignments. An employee who has a broad range of professional skills in many areas of library service will be very

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valuable. A broad based education is important–librarians who possess both technical and public contact skills will have the highest value and the greatest opportunities for advancement. The highest skill needed, however, is and always will be, the ability to work effectively and cooperatively with other people, whether those people are clients, supervisors, managers, or co-workers. Face-to-face people skills will be even more important in the organizations of tomorrow. These skills will always be highly valued and will lead to high levels of job security and more rapid advancement.

Learn About and Take Advantage of Computer Technology

Computers are fast becoming the primary engine accounting for, producing, or driving the completion of most of the work all modern organizations are undertaking. It is paramount that the employees of tomorrow understand and are comfortable with computer technology. The higher the level of understanding and comfort, the higher the value of the employee. Those who are able to translate traditional work to computer technology, those who are able to create and take advantage of computer technology to the benefit of helping their employer reach targeted goals more quickly, and those who are able to create strategies to help people find the information they need will have the highest value in the organization and, therefore, the greatest opportunities for advancement.

This should be a "golden age" for those working in libraries–never before will so many people need so much help finding their way through so much information. Professional skills like collecting and organizing information, indexing information, and developing ways to retrieve what people want quickly, should receive high marks for societal importance. We have unprece-dented opportunities to capitalize on the information needs of the future but only if we have the will and expertise to undertake what is obvious–there is a tremendous amount of information available world wide, with much more adding to the whole every day. We have opportunities to use our knowledge and skills to be at the center of the vast information organizations that will be taking place.

Continuously Improve Yourself

The attainment of new job skills and, as a result, adding new value to yourself and your employer, must not end at graduation for any degree–undergraduate or graduate. More than any other time in history, employees must keep their skill levels up and growing. This can be accomplished through continuing formal education and/or through a willingness to take on new challenges at work for the benefit of the employer. Employees must improve continuously–take classes, stay informed about what is going on in the profession, and make absolutely certain that they are continuing to acquire and gain new job related skills. Employees may consider transferring to positions in other areas of the organization to acquire new skills, broaden their knowledge, keep up-to-date on new technologies, expand their horizons, and learn more. Becoming more and more valuable to an employer strengthens chances of advancement and lessens chances of ever being laid off–all through making a commitment to yourself to continuously improve yourself.

Make Sure that You "Add Value" to Your Employer

Concepts like seniority and longevity will not carry the weight they did in the 20th century, compared to the 21st century. Employees who have a long history of making contributions to their employers have the best chances of retaining their jobs during periods of employment reduction or disruption, compared to employees who merely have "put in their time." In an effort to "add value," employees need to concentrate on what they can contribute to the organization, how their contribution outweighs their costs to the organization, and how their efforts continue to benefit the achievement of the organization's goals or save money. As the organization changes, employees should also change. Employees who concentrate on and continue to add value to their organizations also have the best chances of promotion. Employers clearly want to retain employees who help the organization to continue to move forward. Employers should always know that employee's contributions make real differences--all of them positive.

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SELA Author Awards Presented

Martha Booth, committee member from Mississippi, recently had an opportunity to present the SELA Outstanding Author Awards to Willie Morris for non-fiction (left) and John Grisham for fiction (right).

FROM THE SCHOOLS

In coordination with the theme issue, each of the Deans/Directors at the ALA-accredited library schools across the Southeast was contacted. We wanted to provide library school educators a chance to address the issue of what type of training is needed as we enter the next century. We stipulated that we were most interested in any substantive changes they were making to the curriculum, and then we limited them to no more than one page. Below are the responses we received.

Florida State University
By Jane B. Robbins, Dean, School of Library and Information Studies

Two major curricular changes are in process at the SLIS. The first is the re-structuring of the form and content of the Master's of Science degree and the second is the initiation of a Bachelor's of Science degree in information studies.

In terms of form for the Master's Degree, at the present stage of revision design, we expect to continue a 38 credit hour degree program, but it will include fewer required courses and more electives. Presently, we expect to have a seven credit hour required core course made up of an introduction to the concepts, professional work, and responsibilities related to information users (actual and potential); processes and policies (classification and other forms of subject analyses; information policy); and products and services (CD-ROM design, story-telling). A further requirement later in the degree process will involve management instruction.

The master's program will continue to require students to select either a library studies or an information studies major. Within each major, curricular emphasis will be on users, processes and policies, and services and products rather than on institutional settings. We also expect to provide instruction in instructional design related to information access education. Enhanced opportunities for field work will remain an important part of our curricular offerings.

Because the curriculum revision is in process, we would be most appreciative of any input from readers about content or form of a master's degree curriculum for the 21st century information professional. You may e-mail me at robbins@lis.fsu.edu or FAX: (904) 644-9763. Also, we are especially interested in hearing from those who would like to provide field work sites for our students.

From the Everglades to Miami to Tampa!
By Maria Almaguer Treadwell, Assistant Director for the USF East Coast Program
and Kathleen de la Peña McCook, Director and Professor, USF

The University of South Florida's School of Library and Information Science celebrates its 20th year of continuous accredited by the American Library Association this year. In preparation for the most recent ALA Committee on Accreditation visit which took place in March 1995, "connectivity" has been the framing philosophy behind the School's coordinating activities. Since 1993, linkage of off-campus classes with the central campus in Tampa has been a primary activity.

The School offers a full program on the East Coast of Florida with classes held

at sites in Palm Beach, Broward, and Dade counties. These classes are taught by adjunct faculty from local area libraries and academic institutions. Advising is available at the School's centrally located off-campus office in the Broward County Public Main Library in Ft. Lauderdale.

During 1993, electronic conferencing capabilities were integrated as a requirement of most classes. All at once, East Coast program students were in electronic contact with students enrolled in the School's West Coast Program (Tampa, St. Petersburg, Lakeland, Ft. Myers, Sarasota) and the Central Florida Program (Gainesville, Orlando) through the School's student association listserv.

During 1994, the faculty worked to extend televised classes to the East Coast. The USF branch campuses have long been linked by television, but the broadcast to East Coast sites required the implementtation of new technologies. With a grant from the University, the School initiated its first coast-to-coast link during the summer 1995 semester with a televised course on the cataloging of media. The class is broadcast from a Palm Beach County studio in Boynton Beach to the Tampa campus studio in the School's classroom building. In the fall 1995 semester, another class is planned for broadcast from Tampa to multiple locations in Palm Beach County. In recognition of the School's success in this venture, GTE awarded the School a $20,000 grant to develop additional televised courses.

As we move into our third decade of educating new information professionals, the School has succeeded in creating a cohesive student body regardless of the distance. At graduations where all students come together–some for the first time–electronic friendships are affirmed and televised classmates make face-to-face contact as they help each other dress in their caps, gowns, and hoods.

What is Happening at the UK-SLIS
By Donald Case

The University of Kentucky School of Library & Information Science has undergone several changes in the past few years that will affect how it trains future librarians. Four changes are particularly worth noting: our recent administrative merger, expanded distance learning opportunities, changes in faculty, and new teaching and research emphases.

The most noteworthy recent development at the UK-SLIS has been an administrative merger with other UK academic units. Along with the Communications Department and the School of Journalism and Telecommunications, the SLIS formed a new College of Communications & Information Studies (CCIS), consisting of 43 faculty. This merger has brought new expertise and influence into the SLIS, particularly in telecommunications technologies and policy. As a combined faculty, the three units of the College have more influence on campus and are better able to argue for resources.

The SLIS is taking advantage of rapid growth in the state compressed video network to cover the Commonwealth. With nearly half of our students already from off-campus, some future courses will appear simultaneously in three to six locations. Yet other locations will receive courses through satellite and videotape. By these same means, the SLIS will be better able to deliver continuing education to remote locations of the state. Clearly, one aspect of future library education will be that it makes more use of network technologies to

deliver training more efficiently and effectively.

Within a six-year period, the SLIS will have lost and gained five faculty–a 50% turnover in teaching staff. Although the SLIS has lost some valued instructors, new faculty have revitalized the curriculum, making courses more oriented to the Internet and a rapidly-changing technical and economic environment. Correspondingly, the SLIS recently finished upgrading and extending its Local Area Network and acquired several new computers. The SLIS faculty see a future in which electronic services exist in tension with printed resources; students need to be educated to make the hard management choices that will be prompted by the evolution of technology and declines in public funding.

As one of only 57 universities (out of 3,600) in the Carnegie "Research-I" class, UK and its departments must maintain a research orientation and external funding base. Research and grant activity has increased at the SLIS in recent years and that has offered more opportunities for students to be on the cutting edge of developments in the field. Four areas of particular interest to faculty have been digital libraries, educational reform, technology policy, and integrated information management in the health sciences.

The opening of the $58 million, heavily-electronic, Young Library at UK in 1997 will usher in a new era for educating both academic librarians and library users. In the process, the SLIS will move to a new location with improved facilities by 1998.

Changes and Planned Changes in the LSU Curriculum
By Bert R. Boyce

The faculty of the School of Library and Information Science at Louisiana State University fine tunes its course offerings on a regular basis. In the last five years, we have dropped two courses from the curriculum and added courses in reader's advisory, in adult services, and in business information sources.

The School currently has a six course core which includes: cataloging, management, reference, collection development, foundations of library and information science, and automation, as well as a one hour issues course required in the final semester. The content of the automation course was recently changed from a basic computer literacy course to a class oriented toward information service applications. The literacy requirement is now covered by an examination which must be taken prior to registration for the automation course.

The faculty is currently working on a new core which will have a very different orientation. Instead of focusing on library operations, the new core will address how to characterize the information needs of potential and actual patrons, how to characterize information bearing materials so that they can be matched with those needs, and how to evaluate whether or not a system set up to carry out this match is performing well. These are courses about existing research findings and methods and will focus on giving the graduate an ability to design and analyze the effectiveness of an information system in any environment. We may retain the foundations and automation course in the new core, but the other core courses are likely to become electives.

The School of Information and Library Science at The University of North Carolina at Chapel Hill
by Barbara B. Moran, Dean and Professor

The School of Information and Library Science (SILS) at the University of North Carolina at Chapel Hill was founded in 1931 with Louis Round Wilson as its first director. In the more than 60 years since, the SILS has graduated almost 4,000 library and information specialists. The School serves a national and international student body; nearly 51% of the entering students last fall came from out of state, 6% of those from outside the country. The School has over 200 students, 75% of whom are full-time; 19 full-time faculty members; and a large number of adjunct faculty.

The SILS offers two master's degrees: a Master of Science in Library Science and a Master of Science in Information Science. In addition, a Certificate of Advanced Study and a Ph.D are offered. The SILS provides up-to-date computing facilities for its students and faculty. In addition, the SILS has its own library, with over 80,000 volumes and 3,600 journal titles.

Each of the master's degrees is a 48 credit hour program. The curriculum of each was recently revised, based on the functions which are common to both library and information science: Organization, Collection/Retrieval, Communication, Design/Evaluation, and Management. There are one or two required courses in each of the functional areas. In addition, students take specific courses relating to the environments in which they plan to work and choose from a number of electives. Each student also writes a master's paper and most conduct a field experience in the setting where they hope to work after graduation.

The SILS is engaged in a number of different initiatives, including expanding its international efforts; augmenting its continuing education component; and increasing the depth and breadth of its information science curriculum, especially in the area of networking and telecommunications. The School is also planning to begin an information systems undergraduate minor beginning in the fall of 1996.

For current information on the School's programs and faculty, please consult the SILS Web home page: (http://ils.unc.edu/ilshome.html).

North Carolina Central University School of Library and Information Sciences
By Ben Speller, Dean

In 1978, the School of Library and Information Sciences started an evolutionary move of its curriculum, instruction, research, and public service program into the electronic information environment. Subsequently, the School developed and offered its first courses in telecommunications in 1984.

The School's focus for its Master of Library Science degree program is on integration of information technologies into the core curriculum; advanced courses for the concentrations in Academic, Public, School Media, and Special Libraries; and for the joint Juris Doctor/MLS, which is offered in conjunction with the NCCU School of Law. Concentrations in Archives and Records Management are offered in conjunction with the Departments of History at North Carolina State University and the University of North Carolina at Wilmington. The School also offers an interdisciplinary Master of Information Science degree in database management in

conjunction with Duke University and UNC-Chapel Hill.

The School has designed and implemented its instructional support services into a 24-hour system that is accessible through the Internet. The School's planning and assessment system is market and information development sensitive. Operating a twelve month course schedule, the School offers classes on campus six days per week.

To obtain more information, tap into its Web Page http://thumper.acc.nccu.edu/slis/slis/slishome.html, or contact Assistant to the Dean, Enrollment Management and Administration.

Tennessee's School of Information Sciences Embraces Change
by José Marie Griffiths Director, School of Information Sciences

In August of 1992, the School of Information Sciences at The University of Tennessee initiated a planning and continuous improvement process that includes all faculty and research staff, student representatives, UTK library faculty representatives, the school's Board of Visitors and alumni association officers, employers, and experts in the field. The development of the school's ongoing planning and evaluation process was started to enable the school to become more proactive in its development and was predicated by the recognition that change is one of the few constants in the environment in which the school operates and in which its graduates must succeed. One result of the improvement process is a brand new curriculum in its first full year of implementation.

The School of Information Sciences offers a program to prepare information professionals for work in all types of libraries and information centers. The program leading to the Master of Science degree with a major in information sciences requires 43 semester hours of graduate courses, 16 hours of which form a core curriculum required of all students. The core courses address the evolving information environment; foundations of information sciences and technologies; information resources selection, acquisition and evaluation; information content representation; and information access and retrieval. The core curriculum also includes a one credit hour electronic information and communications laboratory required of students during the first semester. Upon completion of the core curriculum, students may select a formal program concentration or they may select any combination of elective courses to form a customized concentration in consultation with their advisor. Formal concentrations include: Corporate Information Systems and Services, Electronic Publishing, Information Systems and Technology, Scientific and Technical Information, and Youth Services in Public and School Libraries. Upon completion of the program, all students are subject to a final examination. For students who elect the thesis option, the examination is a defense of the thesis.

The School of Information Sciences at the University of Tennessee aspires to be a program of choice regionally and nationally in its stated areas of concentration, by being value driven, customer oriented, and learning focused.

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A Selected Bibliography of Recent Publications on Library Education

Compiled by Glorian Sipman

This bibliography lists books and theme issues from various journals, dating from 1985 to the present. Individual journal articles, with few exceptions, date from 1990 to the present. Further citations may be found by consulting Alan J. Clark's "Education and Training for Librarianship: Annual Bibliography," which appears each September (1988+) in *Education for Information.* (Note: Clark's first bibliography appeared in the December 1987 issue.)

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Glorian Sipman is a Monographs Original Cataloger at the University of Georgia Libraries in Athens, GA.

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PEOPLE

- **Frank A. Allen**, Head of Administrative Services for Virginia Commonwealth University Library Services in Richmond (VA), chaired a panel on "Material Budget Allocation in the Electronic Library" during the ACRL National Conference.

- **Sheila Anderson** is the new Student Liaison Librarian for the Headquarters Library of the Cumberland (NC) County Public Library & Information Center.

- **Frances (Frannie) Ashburn** was recently appointed Director of the State Library's North Carolina Center for the Book.

- The new Director of the Tuscaloosa (AL) Public Library is **Dave Davis**.

- **Patricia Buck Dominguez**, Humanities Bibliographer for the Academic Affairs Library at the University of North Carolina at Chapel Hill (NC), and **Luke Swindler**, Social Sciences Bibliographer for the Academic Affairs Library at the University of North Carolina at Chapel Hill (NC), are the 1995 recipients of the Association for Library Collections & Technical Services Blackwell North America Scholarship Award.

- **Nancy Donahoo** is the new Director of the North Shelby (AL) County Library.

- **Conley L. Edwards** was recently named Acting State Archivist and Supervisor of Archival Research for the State of Virginia.

- The new Local and State History Librarian for the Headquarters Library of the Cumberland (NC) County Public Library & Information Center is **Patricia F. Ferguson**.

- **Barbara J. Ford**, Director of University Library Services for Virginia Commonwealth University Library Services in Richmond (VA), served on a panel on "Statewide Virtual Library Planning in Virginia: Cornerstones and Components" during the ACRL National Conference.

- **Connie Foster**, Western Kentucky University in Bowling Green (KY); **Louise S. Gerhard**, Wilkes (NC) County Regional Library; **Mary Brennan Hand**, Radford (VA) University; **Sandra K. Hope**, Wake (NC) County Public Library; and **Beverly E. Johnson**, Montgomery (AL) were 1995 recipients of the American Library Association EBSCO ALA Conference Sponsorship Awards.

- The new Head of the Reference Department, Mervyn H. Sterne Library of the University of Alabama at Birmingham (AL), is **Linda S. Harris**.

- **Mildred B. Harrison** of Columbiana (AL) was the recipient of the Public Servant Award from the Alabama Library Association.

- **Mary Hedrick**, Head of Technical Services for the Harrison (AL) Regional Library, received the Alabama Library Association Paraprofessional Round Table's Cash Grant Award.

- The 1995 recipient of the Esther J. Piercy Award presented by the Association for Library Collections & Technical Services is **October Reyn Ivins**, Head of Acquisitions and Serials Services at Louisiana State University Libraries in Baton Rouge (LA).

- **John D. Jones, Jr.** has been appointed Electronic Resources Librarian at Tompkins-McCaw Library, Virginia Commonwealth University's Health Sciences Library in Richmond (VA).

- **Mary T. Klawon** is an Information and Referral Librarian for the Headquarters Library of the Cumberland (NC) County Public Library & Information Center.

- **Ilze Long**, Librarian at the Fairfax (VA) County Library System, is the 1995 recipient of the Association for Library Service to Children Econo-Clad Literature Program Award.

- **Marilyn Makowski**, School Librarian at Greenwood (SC) High School, is a 1995 recipient of the Baker & Taylor/Young Adult Library Services Association Conference Grant.

- **Susan M. Moore**, Louisville (KY) Public Library, was one of four recipients of the Association for Library Service to Children Putnam & Grosset Book Group Awards.

- The new Library Manager for the Hope Mills Branch of the Cumberland (NC) Public Library & Information Center is **Linda Noble**.

- **Ruth O'Donnell**, Assistant Director at the Leon (FL) County Public Library in Tallahassee, is the 1995 recipient of the Exceptional Service Award presented by the Association of Specialized and Cooperative Library Agencies.

- **Jennifer R. Ottervik** has been appointed to the position of Music Librarian at the University of South Carolina School of Music Library.

- **Jim Pate**, Social Sciences Department for the Birmingham (AL) Public Library, received the Allie Beth Martin Award presented by the Public Library Association and sponsored by the Baker & Taylor Company.

- The 1995 recipient of the Louis Shores-Oryx Press Award presented by the ALA's Reference and Adult Services Division is **James R. Rettig**, Assistant Dean for Reference and Information Services at the College of William and Mary in Williamsburg (VA).

- **Derrie E. Roark**, Associate Vice-President of Learning Resources at Hillsborough Community College in Tampa (FL), was a 1995 winner of the EBSCO Community College Learning Resources Program Development Award.

- **Carol Stanley** is a new librarian in Cataloging and Information Services at Athens Area Technical Institute in Athens (GA).

- **Tracey Crumpton Thomas**, Youth Services Director at the B. B. Comer Memorial Library in Sylacauga (AL), was a recipient of the Book Wholesalers, Inc., Young Adult Library Services Association Collection Development Grant.

- **Sarah B. Watstein**, Assistant Director for Academic User Services and Head of James Branch Cabell Library for Virginia Commonwealth University in Richmond (VA), served on the National Conference Executive Committee and as Panel Sessions Chair during the ACRL National Conference.

- **John Whaley**, Coordinator of Electronic Archives for Virginia Commonwealth University Library Services in Richmond (VA), presented a poster session on "Digitizing Local History Collections" at the ACRL National Conference.

- **Wanda Hunter Williams** is now serving as Assistant Head of Information Services for Headquarters Library of the Cumberland (NC) County Public Library & Information Center.

- Governor George F. Allen recently named **Nolan T. Yelich** as the new State Librarian of Virginia.

RETIREMENTS

- **Gordon H. Dunkin**, Associate Librarian and Education Reference Bibliographer at Mervyn H. Sterne Library of the University of Alabama at Birmingham, retired March 1, 1995.

- **Ondina S. Gonzalez**, Director of Memorial Library at Berry College in Mount Berry (GA), recently retired after 33 years with the college.

- **Dr. Joseph A. Jackson**, Professor and Dean of Libraries at the University of Tennessee at Chattanooga since January 1973, retired in June 1994.

DEATHS

- **Linda Hay**, Director of the Shiloh (TN) Regional Library in Jackson, died May 8, 1995. She had been with the Shiloh Regional Library for over 20 years, serving as Director since 1984.

- **Isabel L. Sorrier**, retired Director of the Statesboro (GA) Regional Library system for 48 years, died March 4, 1995. Her many professional accomplishments included establishing the first bookmobile in Georgia and helping initiate the first library legislative meeting in Washington, DC, "A Day With Your Senators and Representatives," in early 1970.

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ALA Candidates from the Southeast

The ALA Nominating Committee recently announced officer candidates for the spring 1996 ballot.

Barbara J. Ford, Director, University Library Services at Virginia Commonwealth University in Richmond (VA), is a candidate for the office of President-Elect.

Wanda Brown Cason, Head of Cataloging at Wake Forest University in Winston-Salem (NC), is a candidate for the office of Treasurer.

WELCOME TO SELA NEW MEMBERS

(As of May 12, 1995)

Alabama

Kayla Barrett
Opelika

Denise Sisco
Huntsville

Florida

Christine J. Christiansen
Miami

Sarah C. Hatton
Melbourne

Jacquelyn Y. Shuler
Tallahassee

Marta Westall
Maitland

Georgia

Naomi Carter
Bainbridge

Penelope A. Mraz
Norcross

Maureen J. Puffer
Valdosta

Julie W. Walker
Athens

James L. Washburn
(Exhibitor)
Griffin

Kentucky

Neata H. Wiley
Bowling Green

Mary F. Williams
Lexington

Louisiana

Wanda A. Berry
Stonewall

Mississippi

Pollyanne S. Frantz
Sumrall

Cheryl J. Hinton
Gautier

North Carolina

Ashley E. Carrigan
Durham

Deborah C. Conrad
Lowell

L. Dexter Honeycutt, Jr.
Pembroke

John C. Teleha
Greensboro

South Carolina

Karen M. Allen
Greer

Melissa D. Bowen
Florence

John R. Gaumer
Conway

Elizabeth K. Shuping
Florence

Tennessee

Jacqueline N. Herrick
Brentwood

Tom T. Harris (Exhibitor)
La Vergne

Joyce A. McKibben
Memphis

Virginia L. Salmon
Gray

Margaret L. Taylor
Madison

Other

Scott F. Gillies
Urbana, IL

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STATESIDE VIEW

ALABAMA

Alabaster Library Wins Award

The Albert L. Scott Public Library in Alabaster was awarded the 1995 SIRS Intellectual Freedom Award for their defense of Howard Stern's book, *Private Parts*. The $1,000 award was given jointly to Nan Thomas, Library Director, and the Albert L. Scott Public Library Board.

Birmingham Public Library Honors Negro League Baseball Players

The Birmingham Public Library hosted a reception honoring former Birmingham Black Barons and other Negro league baseball players. Over 50 "baseball legends" and a crowd in excess of 1,000 attended the festivities. Birmingham's Mayor, Richard Arrington Jr., and Jack Bulow, Director of the Library, presented each player with a certificate from the City, a certificate from Congressman Hilliard's office, a copy of a letter from President Clinton, and a Black Barons t-shirt and hat.

Gaylord Sites

Several libraries have selected Gaylord's Galaxy® System to automate their libraries. Among these libraries are Auburn Hollified Memorial Public Library, Opelika Lewis Cooper Public Library, Harrison Regional Library in Columbiana, Judson College in Marion, and B. B. Comer Library in Sylacauga.

Two Millionth Volume in Tuscaloosa

The University of Alabama recently added their two millionth volume in a special ceremony at the Amelia G. Gorgas Library. *Naturalist*, by E. O. Wilson, world renowned Harvard biologist from Alabama and a graduate of the University of Alabama, was selected as the two millionth book.

FLORIDA

Muhammad Ali Visits Miami-Dade

Nearly 1,000 library patrons got a chance to meet Muhammad Ali and his close friend and photographer, Howard L. Bingham, at private and public book signings held March 31 and April 1. The private book signing was a fund-raiser hosted by the Friends of the Miami-Dade Public Library benefitting the Library's Youth Literacy efforts.

Two Millionth Volume in Coral Gables

The University of Miami Libraries celebrated the acquisition of its two millionth volume at a recent presentation of its milestone volume, a first edition of Daniel Defoe's *Robinson Crusoe*, printed in London in 1719. The Friends of the University of Miami Library, the Marjory Stoneman Douglas Endowment Fund, the George Rosner Endowment Fund, and Julio and Ophelio Rocha contributed in the acquisition of this two millionth volume.

GEORGIA

Atlanta Fulton Public Library Wins Dana Award

The Atlanta-Fulton Public Library was one of the winners of a 1995 John Cotton Dana Public Relations Award in the Public Library category. The awards, donated by the H.W. Wilson Company, are given to libraries or library organization of all types for public relations programs or special projects conducted during the preceding year.

The winning program was the grand opening of its Auburn Avenue Research Library on African-American Culture and History, a community-centered research library designed to create public awareness and community support.

Fort Valley State Installs UNICORN

SIRSI Corporation's UNICORN Collection Management System was installed recently at Fort Valley State College's Hunt Memorial Library. One of 34 public institutions in the University of Georgia system, the college offers undergraduate and graduate programs to 2,823 students at its main campus and four off-campus sites. The library has a collection of 190,000 volumes and a staff of 13.

UNICORN was installed on a HP host computer. The library has licensed the Authority Control, Bibliographic and Inventory Control, Circulation, Enhanced Public Access, Request, and Serials Control modules.

KENTUCKY

KLA Spring Conferences

The KLA's Special and Academic sections joined together in Louisville for an April conference entitled, "Visionary Libraries: Reshape, Renew, Reboot." "A Winning Tradition: Library Communities Partners" was the theme for the joint spring conference in Louisville for the KLA's Public and Children and Young Adult Services sections.

KLA Public Library Section Wins Dana Award

The Public Library Section of the Kentucky Library Association was one of the winners of a 1995 John Cotton Dana Public Relations Award in the Library Association category. The awards, donated by the H.W. Wilson Company, are given to libraries or library organization of all types for public relations programs or special projects conducted during the preceding year.

The winning program was a public library advocacy campaign that increased state aid for libraries by training volunteers to be forceful and effective advocates and by communicating library needs to legislators in a variety of focused approaches that included direct mail, letter writing and telephone campaigns, special events, and publications.

NORTH CAROLINA

Award-Winning *North Carolina Libraries*

North Carolina Libraries, the official publication of the North Carolina Library Association, is the 1995 recipient of the H.W. Wilson Library Periodical Award presented by the American Library Association.

Cumberland County Connects to the Internet

In February 1995, Cumberland County Public Library Director Jerry Thrasher presented an executive summary of the library's Strategic Plan entitled *Meeting the Challenge–The Public Library in the 21st Century* to the Board of County Commissioners. The number one goal of the executive summary was to provide information and independent learning resources which are technologically advanced.

On April 11, at 10:00 a.m. at the Headquarters Library, Cumberland County Public Library and Information Center unveiled the "C.C. Express: The Internet Connection" becoming the second public library in North Carolina to offer the public access to the Internet. The library staff invited the citizens of Fayetteville to share this important moment in the history of the library. The public is able to access the Internet via designated automated card catalogs at each branch library.

Wake County Public Wins PLA Citation

The Wake (NC) County Public Libraries in Raleigh won one of ten National Achievement Citations presented by the Public Library Association. The citations are part of an annual program designed to give nationwide recognition to significant, innovative activities that improve the organization, management, or service of public libraries. The award-winning program was entitled "From Pandemonium to Peep Shows."

SOUTH CAROLINA

New Collections in Columbia

A collection of materials relating to Jazz Age author, F. Scott Fitzgerald, has been acquired by the University of South Carolina libraries from noted Fitzgerald scholar, Dr. Matthew J. Bruccoli. The collection includes original manuscripts, autographed first editions, and memorabilia representing a collecting effort of 40 years. The collection will be featured in a two-week Fitzgerald conference to be held on campus in 1996, the centennial of Fitzgerald's birth.

A unique collection of letters written by Emily Dickinson and members of her family has been donated to the University of South Carolina Special Collections as part of a literary bequest from the estate of the late William Bailey of Camden. The letters were written in the late 1840s or early 1850s by Dickinson; her father, Edward; her brother, Austin; her sister, Lavinia; and her editor, T. W. Higginson.

SCASL/SCLA Awards

One of the highlights of the SCASL/SCLA Joint Conference in Myrtle Beach was the Awards Luncheon on February 23. The South Carolina Association of School Librarians (SCASL) presented the following awards: Lakisha McWhite won the Student Service Award; the Nancy Jane Day Scholarship Award went to Jennifer Johnson, a student at the College of Library and Information Science at the University of South Carolina; the Distinguished Service Award went to Frankie O'Neal; Dr. Barbara Nielson, State Superintendent of Education, won Administrator of the Year; Legislators of the Year was won by State Representative Jean Laney Harris, District 53, Chesterfield, and State Senator Nikki G. Seltzer, District 26, Lexington/Aiken; Media Specialist of the Year went to Louise Smith from Eau Clair High in Richland County.

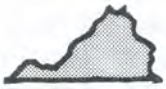
The following awards were presented by the South Carolina Library Association (SCLA): Lynne Douglas-Simmons won the New Members Round Table Grassroots Award, which includes a grant to a library school student to attend the SCLA Annual Conference; the Chapin Foundation of Myrtle Beach won the Friend of Libraries Award; Carolyn Tyler and Carolyn Winberry, both from the University of South Carolina, won the Honorary Lifetime Membership Award; Norman Belk of the Greenville County Library won the SCLA's Outstanding Librarian Award.

TENNESSEE

Williamson County Schools Wins Award

During the 127th annual American Association of School Administrators Conference, Williamson County Schools in Franklin (TN) was honored for receiving the McGraw-Hill School Systems' 21st Century Schools Technology Planning Awards for the county level. This award was established by McGraw-Hill School Systems to foster higher-quality education through the application of technology in schools.

VIRGINIA



Award-Winning Arlington County

The Arlington (VA) County Libraries won one of ten National Achievement Citations presented by the Public Library Association. The citations are part of an annual program designed to give nationwide recognition to significant, innovative activities that improve the organization, management, or service of public libraries. The award-winning program was entitled, "Project Getahead."

Clark Papers Available

The Virginia Commonwealth University Libraries recently announced the availability of the Adèle Goodman Clark Papers for Research. Clark (1882-1983)

and is especially known for her involvement in the Women's Suffrage Movement.

The Clark papers, which are housed in Cabell Library's Special Collections and Archives, consist of approximately 130 liner feet of materials. The processing of the collection was funded by a grant from the National Historical Publications and Records Commission.

Friends of the Richmond Public Library Wins Dana Award

The Friends of the Richmond (VA) Public Library was one of the winners of a 1995 John Cotton Dana Public Relations Award in the Friends of the Library category. The awards, donated by the H.W. Wilson Company, are given to libraries or library organization of all types for public relations programs or special projects conducted during the preceding year.

The winning program, "The Story of Dick and Jane," was an exhibition that used nostalgia to involve the community, position the library as a major educational and cultural institution, and attract widespread local and national attention. The exhibition is a reflection of how America viewed itself during the pre- and post-World War II period.

Friends of VCU Receive Award

The Virginia Commonwealth University (VCU) Friends of the Library recently was selected to receive the first annual Friends of Virginia Libraries Award. The award entry discussed the success of the 1994 VCU Friends of the Library Fall Program, which was held in November 1994.

WEST VIRGINIA

Kanawha County Public Library Wins PLA Citation

The Kanawha (WV) County Public Library in Charleston won one of ten National Achievement Citations presented by the Public Library Association. The citations are part of an annual program designed to give nationwide recognition to significant, innovative activities that improve the organization, management, or service of public libraries. The award-winning programs were entitled "Volunteer Program" and "1994 Summer Reading - Teens Paint the Town Read."

□

Upcoming Theme Issues

Thanks to your response, themes have been established for the 1995/96 volume year. However, articles are still needed from those libraries who have developed, or are developing, state/ regional information superhighway projects. Possible projects include, Charlotte's Web and Monticello. Please contact the Editor to volunteer to write an article on your project.

The fall 95 issue will focus on "Publishing/Writing for Professional Journals."

"The Winning Ticket: Southern Libraries"
SELA Biennium Plans

The main topic at the Leadership Workshop held in Atlanta March 24-25, 1995 was planning for the 1996 SELA Biennial Conference which will be held October 22-26 in Lexington, Kentucky at the Radisson Hotel/Lexington Center. Due to space considerations, the following brief summaries of sections, round tables, and committees relate only to conference program plans. For more information, contact the chairpersons or the Editor.

SECTIONS

Resources and Technical Services Section

Possible program ideas related to the Information Highway include: cataloging of Internet resources, OCLC's Internet Cataloging Project, Netscope, Mosaic, Homepages, *access* to materials, and developing cataloging for the Internet.

School and Children's Librarians Section

This section will look for a noted Kentucky author. Public, school, children's, and young adult librarians in the vicinity of the conference site will be contacted for K-12 programming.

Special Libraries Section

Perhaps in coordination with the Online Search Librarians Round Table, this section is exploring a program featuring a speaker and panel discussing CD-ROM networking, especially as it applies to 1) copyright, 2) licensing, and 3) technology. Other possible program possibilities include 1) joint program with the Online Search Librarians Round Table on bench-marking, 2) joint program with the Preservation Round Table on "Preservation Through Document Imaging;" 3) making good presentations; and 4) OCLC's Tech Pro Service.

Trustees and Friends of the Library Section

Possible joint sessions with the Public Library Section include: 1) assessing library effectiveness, 2) building quality customer service, and 3) encouraging community partnerships.

University and College Library Section

"Struggling with Access: Are Cooperatively Held Databases an Answer?" is the program theme for the 1996 section program in Lexington. The program will include a keynote speaker and a panel discussing the challenges to the development of cooperatively held databases--1) copyright, 2) licensing, and 3) technology and standards.

ROUND TABLES

Government Documents Round Table

One possibility for the conference program is a panel of practicing documents librarians together with a representative from the GPO to focus on managing government information during an era of change. Another possibility is the future of the Depository Library Program.

Library Instruction Round Table

The "open mike" free pre-conference will be repeated. For the regular conference program, a program consisting of two speakers, break-out sessions, a poster session activity, and a swap and shop is being planned.

New Members Round Table

Possible conference program ideas include networking and personnel management. The Round Table will investigate the possibility of hosting a conference reception for new members.

Online Search Librarians Round Table

The Round Table is discussing co-sponsoring a program with the Special Libraries Section on CD-ROM networking which would include a speaker and a panel discussion on dealing with technology, copyright, and licensing issues. Other possible program topics include bench-marking, providing Internet access and training, and a joint program with the Preservation Round Table.

Preservation Round Table

The Preservation Round Table is interested in hosting a presentation using current technologies, particularly imaging, to preserve archival, manuscript, and special collections materials while making them more readily accessible to a wider audience through Internet access.

COMMITTEES

Continuing Education and Staff Development

"Customer Service," offering an appeal to all library employees in all types of libraries, is a possible theme for the 1996 conference program.

Intellectual Freedom Committee

A possible program topic is "A Voice from the Other Side" which would include a representative from a group like the Christian Coalition.

Interstate Cooperation Committee

Possible programming for the Lexington conference includes: 1) ILL discussion group; 2) "SOLINET: State of the Network;" 3) "Lead, Follow, or Get Out of the Way: The Role of Library Cooperatives in the New Environment," and 4) "Building the Statewide Virtual Library: Different Strokes for Different Folks."

Legislative Committee

A variety of program topics specifically related to the lobbying process and the role of library workers is being explored for the Lexington conference.

Public Relations

A "Swap and Shop" will be planned, in coordination with the KLA committee, for the 1996 conference.

EXECUTIVE BOARD

The site for the 1998 conference has not yet been determined. The 2000 SELA Conference will be held in Mobile, AL. In other actions, the board deleted the Awards Committee from the list of standing committees, agreed by consensus that authors being honored attend the conference, suggested that Gail Lazenby write to the ALA Executive Director to express regret that the plan for regional representation was defeated and to encourage continuing efforts to revise the structure of ALA's Council, and recommended that President Joe Forsee contract with SOLINET for a SELA gopher. A budget was presented and adopted. Due to tight financial times, extensive cuts were made to the budget for the journal, no increases were made for staff, and the President's expenses were cut in half.

□

1995

October 2–6	NC	NCLA Biennial Conference. Koury Convention Center. Greensboro, NC
October 14–16	AR	ArkLA Annual Conference. Holiday Inn Civic Center. Fort Smith, AR
October 19–21	WV	WVLA. Canaan Valley Resort and Conference Center. Davis, WV
October 25–27	MS	MLA Annual Conference. Jackson, MS
October 25–28	KY	KLA/KSMA. Executive Inn. Paducah, KY
October 26–28	GA	GLA (COMO Annual Conference). Convention Center. Jekyll Island, GA. (COMO VII–Joint Conference with GLMA, GAIT, & GAMR)
November 9–11	VA	VLA Annual Conference. Hotel Roanoke. Roanoke, VA
December 6–8	SC	SCLA. Sheraton. Columbia, SC

1996

October 17–19	WV	WVLA Annual Conference. Radisson Hotel. Huntington, WV
October 22–26	KY	SELA/KLA Joint Conference. Radisson Hotel/Lexington Center. Lexington, KY
Oct. 29–Nov. 1	SC	SCLA. Hyatt. Greenville, SC

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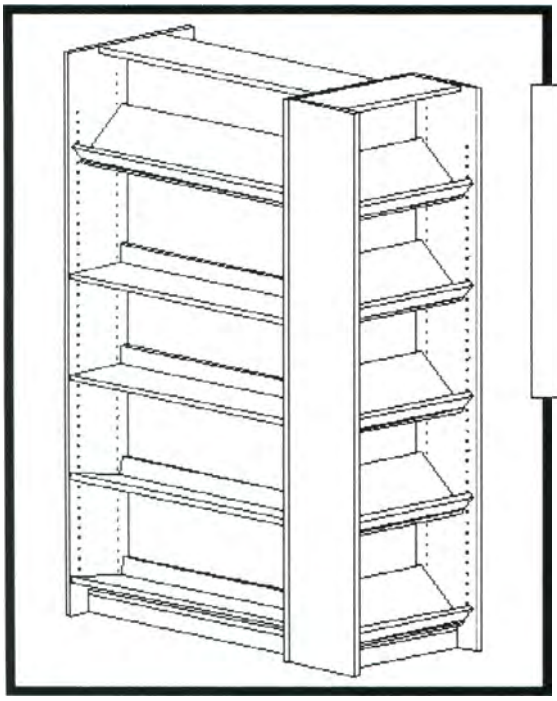
"Concept Bibliothek"



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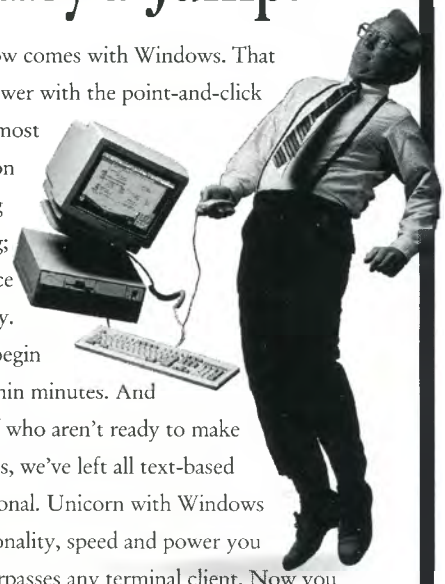

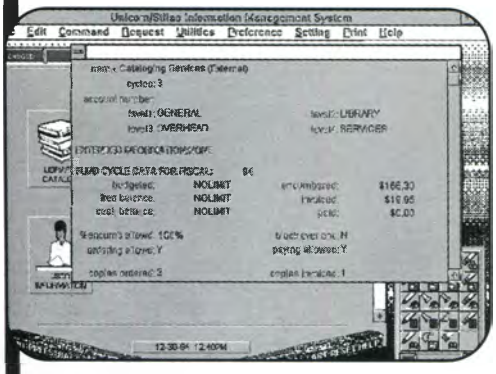

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