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ALA SELA

Diamonds of Information

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President's Message

The spring SELA Leadership and Planning Meeting was held in Atlanta on March 26-28, 1998. The meeting brought together SELA leadership and interested members, as well as representatives of our state association members. The agenda for the meeting included a mix of continuing education, planning, table top discussion, and informal interaction opportunities.

One of the suggestions made by the Future Directions Committee at the end of last biennium was to move toward making the traditional biennial SELA Leadership meeting an annual event and to expand the program beyond association planning. The idea is to include continuing education/staff development opportunities in the leadership meeting of the association and to do this every year. This is not intended to replace the biennial conference of the association, but is one way to provide more frequent opportunities to address SELA's continuing education and staff development objective.

With the Future Directions Committee recommendation in mind, I asked Southeast Florida Library Information Network Executive Director, Elizabeth Curry, to organize the event. Entitled, "Back to the Future: SELA Leadership and Planning Workshop 1998", the agenda included a pre-conference on developing future leaders and an informal networking dinner, facilitated early bird sessions on leading and developing state associations, future directions planning for SELA, and committee, section and roundtable meetings and work sessions.

The SELA Leadership dinner and devil's advocates debate was held on the second evening of the workshop. The issue of "Leadership Comes From The Top Down: Leaders must provide the vision and direction", was cleverly debated by Chuck Curran, University of South Carolina. Merrill Penson, University of Georgia was most entertaining with her topic, "Leadership is a Shared Group Process: Leaders must facilitate input from others".

The evaluations of the workshop indicate that those in attendance were generally very pleased with the opportunity to come together to work and learn. They believe the event was productive and personally enriching. We plan to continue this workshop next year and build on the excellent foundation laid this year.

Lorraine D. Summers

NOTE: Please see my report to the SELA Executive Board during the Arkansas Library Association - Southeastern Library Association Joint Conference for a full report on Association activities and accomplishments.

I. O. U.

I accepted the challenge of editing this publication last year with fond memories of the first issues I read in 1983-84. I had pored over those issues in anticipation of a move from New England. to Florida. The friendly tone of the presidents' and editors' columns as well as the variety of news from member states enlisted me as a reader for fourteen more years' issues, and I was honored to have been named Editor of *The Southeastern Librarian.*

It didn't take long to learn that being a first-time editor is a lot like parenthood: it is an adventure, an education, a humbling experience, and something for which we are never fully prepared. I also came to fully realize the negative impact of "conflicting priorities."

I owe you an apology. I've let you down by not keeping up with my editorial responsibilities, and I'm sorry.

Under President Summers' leadership, SELA has taken an exciting, new direction. The momentum cannot continue without communication, however, and I owe you another issue as soon as possible. I will return *SELn* to its regular publication schedule.

I'm pleased to announce that despite the lack of journal publishing our Association's lines of communication have been expanded, thanks to Curtis Rogers. Curtis, currently the Continuing Education Coordinator at the South Carolina State Library, created the Association's web site and has joined the Editorial Board as Web Administrator. See "The Virtual Southeast" in this issue for more information on this exciting development!

Other items of interest in this issue:

> ➤ In addition to her regular "President's Message" you'll find Lorraine Summers' report to Southeastern Library Association Executive Board detailing the "State of the Association";

> ➤ Get a taste of last year's leadership and planing meeting by reading an article on the "TALL Texans" leadership program;

> ➤ Articles on collaborative writing and mentoring; and

> ➤ A bibliography on what some of my staff call "TSC" (technical services creep), or the graying of the line between technical services and public services.

Networking, continuing education and fun were in full swing during the joint conference of the Arkansas Library Association and Southeastern Library Association in Little Rock (September 29 through October 3, 1998). The conference program included a wide variety of educational programs and social events. Look for reports on the conference in this and future issues.

I appreciate your continued support and look forward to serving responsibly as your editor. Comments, manuscripts, news, and ideas are always welcome. Your efforts will help to ensure that *The Southeastern Librarian* continue to address the interests and needs of SELA's membership.

— Debra Sears

People

Appointments

Patricia Beard is now Associate Director of the Johnson City (TN) Public Library.

Rebecca Berg has joined the staff at Marshall University Library as Extension Services Librarian.

Rebecca T. Bingham, retired Director of School Library Media Services for Jefferson County Public Schools, Louisville, KY, was named to a seat on the U.S. National Commission on Libraries and Information Science earlier this year. Her term will end in 2001.

John Brunswick has assumed the position of Head of the Interlibrary Loan Department for the University of South Carolina Libraries.

Monica Ollendorf Carr is an Instruction/Reference Librarian at the State University of West Georgia.

David Eden is the new director of the Union County (NC) Library.

Sue Eichelberger is now Public Information Specialist at the West Virginia Library Commission.

Cheri Ellison is a new reference librarian at the State Library of Florida. She replaces **Patricia Elton,** who has been promoted to Library Services Supervisor for Lending Services.

Joan F. Ferguson has been appointed North Carolina Collection Cataloger at the University of North Carolina - Chapel Hill.

Guy Frost has been appointed Information Services Librarian at Valdosta State University, Valdosta, GA.

Nunzia B. Guise has been promoted to Director of the Eskind Biomedical Library at Vanderbilt University (TN).

Rebecca Hamilton has joined the Audubon Regional Library as Assistant Director at the West Feliciana Branch in St. Francisville, LA.

Paige Hanchey is the new director of the Calcasieu Parish (LA) Library. She recently won the 1998 MCI Cybrarian of the Year award and is president-elect of the Louisiana Library Association.

Terry Mullins is now Head of the Extension Department at the Kanawha County (WV) Public Library.

William G. Murray has been appointed Director of Systems Services at University of South Alabama 's library.

Deborah Musser is Head of Cataloging and Technical Services at the Cabell County (WV) Public Library.

Victoria E.M. Pendelton is a consultant at the Florida Division of Library and Information Services.

Les Pourciau, Director of Libraries at the University of Memphis, has been elected to the Board of Directors of the Tennessee Academic Library Consortium (TALC) for a two year term.

Carol Roberts has been promoted to Director of the Restoration and Reproduction Section, Tennessee State Library and Archives.

Raymond Santiago is the new director of the Miami-Dade Public Library (FL).

Karen Schneider is the new Bibliographer for Social Sciences at the University of South Carolina's Thomas Cooper Library in Columbia.

Kenton Temple has been appointed Director or the Anna Porter Public Library, Gatlinburg, TN.

Karen Tiegen is the new director of the Allen Parish (LA) Library.

Nancy Tillinghast is now Director of the Thomas County (GA) Public Library System.

Donna L. Vavrek has been appointed Head of Technical Services at the Lincoln Parish (LA) Library.

Sharon Verba has accepted a position as Reference Librarian at Thomas Cooper Library, University of South Carolina - Columbia.

Jo Ann Ware is the new Assistant Director of the Sunflower County (MS) Library.

Steven Weaver has been appointed Reference

Librarian in the Abbot Vincent Taylor Library at Belmont Abbey College, Belmont, NC.

Larry Nash White is a new consultant for the Florida Division of Library and Information Services.

Michelle White has been appointed Information Services Librarian at Valdosta State University, Valdosta, GA.

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Awards

William R. Burk, Librarian of the John N. Couch Biology Library, University of North Carolina at Chapel Hill, has been elected a Fellow of the Ohio Academy of Science. Fellows are members who have rendered a special service to the Academy or have made extensive scientific, technological or educational contributions to society. A noted mycologist, Burk is on call through the National Poison Control Center to assist with identification of mushrooms involved with poisonings.

Connie Clay, Director of the Princeton (WV) Public Library, was among the winners of the West Virginia Press Women's Association 1998 Communications Contest. Clay serves as Lifestyles columnist for the Princeton Times and writes a weekly column called "Pages from My Book".

"Libraries 2000: Transforming Libraries Using Document Delivery, Needs Assessment, and Networked Resources" won the K.G. Sauer Award for the best 1997 *College and Research Libraries* article. **Jane P. Kleiner**, head of collection development at Louisiana State University Libraries, and **Charles A. Hamaker**, formerly assistant dean for collection development at LSU, now head of technical services at the University of North Carolina - Charlotte, co-authored the article which appeared in the July 1997 issue of *C&RL*.

Douglas K. Lehman, Chair, Library Public Services at the Kendall Campus Library of Miami-Dade (FL) Community College, received the Indiana University, School of Library and Information Science's 1998 Distinguished Alumni Award. The annual award recognizes an "alumnus who has made significant contributions in library science benefiting his/her community, nation, or Indiana University".

Kathleen de la Pena McCook, director of the University of South Florida School of Library and Information Science, received the Elizabeth Futas Catalyst for Change Award at the American Library Association's 1998 annual conference.

Samuel F. Morrison, Director of the Broward County (FL) Library, received an honorary Doctor of Humane Letters degree from St. Thomas University on May 16, 1998.

In June, 1998 **Dr. Jerry D. Saye** was named Outstanding Teacher of the Year (1997-1998) in the School of Information and Library Science at the University of North Carolina at Chapel Hill. The associate professor has been on the school's faculty since 1985 and served as assistant and associate dean from 1990 to 1996.

Retirements

Linda Holderfield, Head of Interlibrary Loan at Thomas Cooper Library at the University of South Carolina in Columbia, retired on June 30, 1998. Co-worker **Jean Rhyne**, Reference Librarian at Thomas Cooper Library, also retired June 30.

Gene Hollars, Director of the Restoration and Reproduction Section at the Tennessee State Library and Archives, has retired after 37 years' service.

Ruth Jackson, Dean of University Libraries at West Virginia University, is resigning her position effective January 1, 1999 to pursue other horizons.

Marcia J. Myers, Director of Libraries at Eastern Kentucky University, has announced her plans to retire in June 1999 after thirty-five years in library service. Dr. Myers is best known for her work on the effectiveness of reference services; her 1979 doctoral dissertation reported the discovery of a 49% accuracy rate on fact-type questions for academic libraries.

Mary Anne Klenner Palmer, Director of the

Jackson County Campus' library, Mississippi Gulf Coast Community College, retired June 30, 1998 after 28 years.

Judy Prosser, Head of Technical Services at the West Virginia Library Commission since 1969, retired on August 1, 1998.

Mabel Shaw, Director of the Tallahassee (FL) Community College Library, retired July 31, 1998.

Mary R. Somerville, Director of the Miami-Dade Public Library System, retired on July 24, 1998. During her tenure as Director, Ms. Somerville inaugurated PELICAN, a state-of-the-art Web-based automated system for circulation, catalog and on-line information; renovated or enhanced one-third of all branch facilities; planned a new regional library on Miami Beach; and served as President of the American Library Association from 1996-97.

Garland Strother, Director of the St. Charles Parish (LA) Library, retired in July 1998 after 24 years' service.

James E. Ward retired as Director of the Library at David Lipscomb University in Nashville, TN on May 31, 1998. In recognition of his numerous contributions to SELA, Dr. Ward was awarded honorary membership in the Association in 1994.

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Deaths

Bernard Louis Foy, former director of the Technical Libraries at the Tennessee Valley Authority and Assistant Librarian at the University of Central Florida, died May 11, 1998.

Dr. Ray O. Hummel,Jr., retired assistant librarian of the Virginia State Library, died in June, 1998 at age 86. Dr. Hummel expanded the special collections of the Virginia State Library and assisted in establishing the library's film service. He served as president of the Virginia Library Association in 1957-58 and was named managing editor of the quarterly, *Library Resources and Technical Services*, in 1961.

David Jackson, head of the North Carolina State University Libraries' Special Collections Department, died on August 14, 1998 at age 32. He was instrumental in founding and implementing the NCSU Libraries' North Carolina architectural archive and in developing the libraries' new Special Collections Department.

William Clifford Lowe, retired associate director for reference services at North Carolina State University Libraries, died on May 17, 1998 . After returning from the Korean War, Lowe began work as a research engineer for the Xerox Corporation in 1953; later he served as research librarian for Xerox. In 1966 he became director of the Technical Information Center at North Carolina State University's library; he was promoted to assistant director for reference services in 1972. Lowe had served as president of the Western New York and North Carolina chapters of the Special Libraries Association.

June S. Stillman, retired librarian for the University of Central Florida, died on March 10, 1998. After working at the library in Williston, FL and at a public school in Ft. Lauderdale, Stillman became one of the charter members of the library staff at the University of Central Florida (formerly, Florida Technological University) in 1968. She was an active member of the American Library Association, Florida Library Association, Southeastern Library Association, and United Faculty of Florida. Stillman had retired from UCF in December 1996.

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The Virtual Southeast

Many worthwhile messages were conveyed at the March 1998 Leadership and Planning Meeting. Among those messages was a call – demand, actually – for the development of an SELA web site. One of the attendees, Curtis Rogers from the State Library of South Carolina, volunteered to work on the site, and Elizabeth Curry, Executive Director for the Southeast Florida Library Information Network (SEFLIN), offered space. With content input from several other members a web site was created.

Located at http://www.seflin.org/sela, SELA's "Home on the Web" offers information about the Association as well as access to resources of interest to SELA members and others. Browsing the site, one will find the SELA Handbook, hotlinks to our member states' library association web sites, issues of The Southeastern Librarian and much more!

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All SELA members are encouraged to subscribe to SELA-L, our Associations' listserv. To subscribe, send a message to:

LISTSERV@LISTSERV.VT.EDU
(leave the subject line blank)

In the body of the message, type:
SUBSCRIBE SELA-L (your first name) (your last name)

Follow the instructions for confirming your subscription and you'll be off and running!

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Based on a 1997 exhibit of materials from the library's collections, a web site for Charles Frazier's popular Civil War novel, *Cold Mountain*, has been created by the Department of Rare Books and Special Collections at USC's Thomas Cooper Library in Columbia. The site features information about many of the literary works mentioned in Cold Mountain, including William Bartram's Travels through North and South Carolina, a backless copy of which Inman carries throughout his pilgrimage; "Hiding Out from the Home Guard", an article published in *Harper's Weekly* in 1863; and several of the novels and journals Ada reads during her leisure hours. "Charles Frazier and the Books of Cold Mountain", can be found at http://www.sc.edu/library/spcoll/amlit/frazier/frazier.html.

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The Mississippi Writers Page is a multi-faceted resource about writers in, from, or otherwise associated with the state of Mississippi. Features include information on recently published books by Mississippi writers, news and events, information about literary landmarks in the state, and "Writer Listings", which are collections of articles on each author. Presented by the Department of English at the University of Mississippi, the site is located at http://www.olemiss.edu/depts/english/ms-writers/.

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Help wanted: Editor seeks guest columnists for The Virtual Southeast. Please contact Debra Sears at (850) 487-2651 or by e-mail to dsears@mail.dos.state.fl.us.

CALENDAR

March 11 - 13   **Special Libraries Association, South Atlantic Regional Conference**
Charleston, SC
www.angelfire.com/sc/slaconf/sla.html

March 12 - 14   **Library Services to Youth of Hispanic Heritage Institute**
Tampa, FL
kmccook@chuma.cas.usf.edu

March 15 - 20   **Louisiana Library Association Annual Conference**
Baton Rouge

March 25 - 27   **Public Library Association Spring Symposium**
Chicago, IL
www.pla.org/symposium/index.html

April 5 - 8   **Alabama Library Association Annual Conference**
Perdido Beach Resort, Orange Beach, AL

April 11 - 17   **National Library Week**

April 27 - 30   **Tennessee Library Association Annual Conference**
Nashville

May 3 - 4   **25th Annual National Library Legislative Day**
Washington, DC
www.ala.org/washoff/legday/html

June 10 - 13   **North American Serials Interest Group (NASIG) Annual Conference**
Pittsburgh. PA
http://nasig.ils.unc.edu

June 20 - 23   **Association of Jewish Libraries Conference**
Boca Raton, FL
Schyndel@fau.edu

Using Collaborative Writing to Create Library Documents

by Marsha H. Hertel

What do librarians, auditors, engineers, and foresters have in common? They all do much more writing in their jobs than they expected to. And they find that the academic writing skills they used in college and graduate school are not the same writing skills they need in the workplace.

Librarians, as individuals, write every day—e-mail messages, memos, letters, evaluations, instructions, notes of meetings, presentations, even signs and labels. This article, however, is about the kind of writing projects that involve more than just one individual librarian's writing skills. These projects are the complex, substantial documents that are vital to the effective operation of a library—documents such as policy and procedure manuals, library handbooks, proposals, disaster plans, and long-range planning documents. Writing—or even revising—one of these documents can be a daunting task, one we are tempted to postpone. But accurate, appropriate management and policy statements are the hallmarks of a good library, and no one would choose to run a library without them. Concepts and techniques of workplace writing can be applied to the library setting to make the writing of library documents go more smoothly and take less time.

Collaborative Writing

Collaborative writing is gaining recognition and respect as the way writing is done in the workplace. Although the actual drafting of a document may be done by one or more individuals working alone, the overall writing process involves many people contributing in a variety of ways. The collaboration starts in the planning stage and continues throughout the completion of the document. Colleagues contribute thoughts on the content and organization as the project begins, and they suggest ideas and changes in the language as the project continues.

Collaboration is accomplished through group meetings, discussions with the writer, and informal conversations.

Library documents speak for the library rather than for any one individual, and thus they require input from people throughout the organization. Library personnel must call upon a variety of communication skills in order to work together to produce an effective document. Ross (1989) described four workplace settings that require different communication skills: one-on-one talking, public speaking, working in groups, and writing. In producing a library document, all four of these communication skills are likely to be used at various times, but the essential skills are working in groups and writing. The interplay of these two types of communication is what makes collaborative writing a powerful technique.

Kleimann (1991, 521) pointed out that collaborative writing in the workplace has both horizontal and vertical aspects. Horizontal collaboration is working with peers or on a team as equals; vertical collaboration involves working with people on different levels in an organization. The review of a draft document by the writer's supervisor, by the library director, or by the whole staff are examples of vertical collaboration. Each reviewer gives suggestions from his or her point of view. The writer then rewrites according to the feedback. Collaborative workplace writing means that the creation of a document involves substantial reviewing and rewriting. As the document goes through many drafts, the collective voice of the library, rather than the individual style of one writer, becomes clear. Viewed in this framework, the review process for a document should not be considered threatening personal criticism—it is the way a hierarchy works together.

Vertical collaboration can be used in two ways—consecutively or concurrently. In consecutive review, a draft of a document would

be reviewed by the writer's immediate supervisor and returned to the writer for revision. The revised draft would then be reviewed by the supervisor's supervisor, returned to the writer for revision, and so on back and forth up the chain of command. In concurrent review, everyone reviews a draft at the same time, and all the feedback comes to the writer at the same time. Clearly, concurrent review is more efficient and easier on the writer. It allows conflicting or complementary issues to be discussed by a group or worked out by the writer. The process can be repeated as needed.

Besides its efficiency, concurrent review has another benefit for an organization, which Kleimann observed while studying writing in the General Accounting Office (1993, 63). Concurrent review reinforces a democratic management style and de-emphasizes hierarchy and rank. Democratic management techniques are especially important in libraries because of the significant role of paraprofessionals. Concurrent review maximizes the value of each individual's contribution because those comments are sent directly to the writer rather than up the hierarchy. The document produced is more likely to represent the whole institution, not just the top of the hierarchy. For example, the interlibrary loan policy described by Deiss (1994) used concurrent review.

Communication Skills for Collaboration

The two different sets of communication skills mentioned above—working in a group and writing—are both important in the production of a library document. Group activities and individual activities are emphasized at different stages of the project; however, they continually interact throughout the project. Group skills include decision-making and planning, which may be most important at the beginning of a project, and reviewing the document throughout the project. Individual writing skills include drafting, rewriting, editing, and designing the layout.

Working as a Group

The decision to create a library document may be motivated by negative or positive events. A crisis or problem is strong encouragement; however, new equipment, a cooperative agreement, new material formats, or new services require thoughtful consideration of policy and procedure. Very often the need for a document revision or a new document is first seen by the paraprofessional or support staff of the library. The opinions and experience of the paraprofessional staff are crucial to the formulation and implementation of policy (Deiss, 1994). At the beginning of a document project, staff at all levels should participate equally. Even after specific research and writing duties have been delegated, the entire staff should review the draft document at least once.

Once the decision to start a project has been made, the thinking becomes focused on pragmatic considerations. Von Dieter (1992, 50) divided the document creation process into six steps:

1. Organize the project
2. Delegate
3. Make adjustments as the project begins
4. Promote efficient writing techniques
5. Promote efficient editing and/or review
6. Review the final document

Each step has important tasks for both the group and the individual writer. Although Von Dieter was writing for business managers, her scheme is useful for libraries.

The first step may include the entire staff or a committee, and it may involve several meetings. The purpose and goals for the project are identified; standards, resources, and personnel are agreed upon in general terms; and staff assignments are negotiated. A cooperative tone is set by being realistic about resources and by negotiating. A memo or statement of purpose would document this stage, and minutes should be kept. The second stage consists of actually designating who is going to do each task and drawing up a sequence of

events and a detailed schedule, including the points for collaborative reviews. A detailed schedule or flow chart should come out of this step.

Third, as individuals get started on various parts of the project, gathering information and examining their specific assignments, tasks may need to be renegotiated and refocused. The fourth step consists of the actual drafting of the document by one person or several people responsible for different sections.

The fifth step involves reviewing, editing, and rewriting. A substantial document should go through many rounds of review. The vertical collaboration involved in the fifth step will be discussed later in greater detail in "Collaborating on Reviewing." During the sixth and final step, the document will be produced, usually with minimal changes if the previous steps have been followed. The document is ready to be put to work for the library.

Individual Writing Skills

For the individual or individuals who are doing the actual drafting of a document, several responsibilities are important. First and foremost, full acceptance of the cooperative, collaborative nature of the writing task is essential. The successful collaborative writer actively seeks input from throughout the library. The input may come not just from committee meetings and formal appointments, but also from casual conversations with co-workers. Informal talk eases the process of review and helps the writer remember that the document is not a personal statement but the library's.

The writer's individual responsibility is to write clearly and correctly. Suggestions for improving individual writing style, examples of good formats, etc. can be found in several sources. Ross (1989) and Bradley (1988) have suggestions geared to libraries, and there are many excellent technical writing books, manuals, and articles. For many working adults, workshops and college courses are attractive opportunities.

The task of making the document

appropriate to its audience falls primarily to the writer. The writer makes informed decisions about language and about design issues such as format, headings, and graphics. The ultimate goal of a library document is to be readable and usable, not to impress readers with its style and form. The content is the focus, and the style is merely used to communicate the content. As Johnson (1994, 7) reminds us, Keep It Simple and Succinct. A clear, concise presentation allows the content to be understood and creates a contemporary, businesslike image for the library.

The obligation to meet all deadlines is a serious part of the writer's job. Drafting is only part of the work; reviewing, editing, and actually producing the document take considerable time, too. The writer must resist the urge to edit and revise while drafting. In the collaborative context, reviewing and editing are group efforts. Getting the drafting done on schedule allows the overall process to produce a more satisfactory document.

The writer must be knowledgeable about standard formats and acceptable style for the kind of document being produced. Many libraries don't have standards of writing or style manuals, but ALA and other professional organizations often have model policies or documents that can be adapted, such as ALA's Guide for Written Collection Policy Statements (1989).

The writer has a responsibility to be knowledgeable about the substantive content of the document. This doesn't mean the writer needs to be an expert on all aspects of collection development or disaster planning, for example, but he or she must be willing to talk, to ask questions, and to request clarification from other staff members and other libraries. Again, this document is going to be a collaborative effort intended to be useful. The writer is not trying to impress readers or sneak anything past them by being vague; rather, the writer is trying to pin down details and to be clear.

Collaborating on Reviewing

Vertical collaboration is most valuable in

the reviewing and editing stages of a document. As the focal point of the project, the writer has a major role in setting up the plan and schedule for these stages. Reviewing is a major part of a large project. The writer makes an attempt to put the ideas that have been discussed into words so that contributors have something specific to analyze. Not only is it naturally difficult to edit one's own writing, the input from others is vital to accomplishing the purpose of the document.

It is important that review is done in stages (Samson 1993, 9). The first reviews should be macro-editing, that is, examining the content and organization of the document. This is a most appropriate time for general vertical collaboration. During macro-editing, reviewers think about the content, the organization, the logic, the coverage, the tone, etc. They should reflect on the content matter rather than on details such as grammar, punctuation, and typos. Why correct the details in a paragraph that might be cut out? A cover sheet would help to remind reviewers about the kind of input they should give. Even so, providing reviewers with a clean draft minimizes the temptation for reviewers to search for spelling errors and other sentence level problems.

Once there is agreement on content and organization, the next rounds of reviewing focus on language. A much smaller number of reviewers—perhaps just one staff member acting as an editor—is enough for these reviews. Reviewing the document's presentation, called micro-editing by Samson (1993, 73) should consider whether the language is appropriate for the audience. During the first level of micro-editing, reviewers consider the complexity, length, and structure of paragraphs, sentences, and word choices. Library documents are part of the permanent record of their institution and, for that reason, they should avoid jargon and acronyms which may become unclear or imprecise over time. The second level of micro-editing, after the paragraphs and sentences are structured, focuses on letter by letter detail in order to polish such aspects as grammatical correctness, punctuation, spelling, and capitalization. The document is very nearly in its final form at this point, ready for another general review. The

plan devised at the beginning of the project should schedule the various review stages, indicate who will be involved, and state the purpose of each review.

Talking about Writing

Because the concept of vertical collaboration is built on successful communication about writing, some specific ideas about how to give feedback may be helpful.

1. At each stage of reviewing, give the kind of feedback that is requested and appropriate. Don't add commas when asked to consider the content of the document; don't suggest content changes during the final proofreading stage.

2. Speak about the document in a depersonalized way. Say "This paragraph fits in the introduction, " rather than "You should put this paragraph in the introduction" or "You put this paragraph in the wrong section." It is crucial to respect the writer's feelings and be sensitive to them. When the writer feels respected, he or she will collaborate actively in improving the document.

3. When making a change at the sentence level during micro-editing, know the rule or principle that applies, so you can justify your comments and make them easier to accept. However, when you are editing, be aware that there is often more than one correct way to say something and that language norms are constantly changing. Don't change what doesn't need to be changed.

4. Be clear and honest in reviewing and editing. Don't say a draft is good if it isn't; do say it's good when it is. The reviewer is collaborating by contributing from his or her experience and position in the library. The same is true of the writer. It is unproductive to tell a writer that the document is "fine" and then rewrite it (Binder 1993, 55). Not only does it undermine the writer and give the reviewer too much to do, it also solidifies the bad

writing habits instead of giving the writer the opportunity to improve.

Conclusion

It is a cliché to say that librarianship is caught up in dramatic, fast-moving transformation—that's just where library and information specialists should be. As the roles of libraries and librarians change, policies, plans, and statements need to be revised or rewritten, or at least put into electronic format. In some cases, librarians need to create original documents. Collaborative writing provides a useful framework for creating and revising documents using a democratic management style appropriate for a library. For the library, the reward from collaborative writing is a clear, usable document that everyone can support. For the library writer, the reward for a job well done is seeing the document achieve its purpose, and anticipating the revisions that will be needed as librarianship continues to change.

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Mentoring: A Gift for Professional Growth

by Marilyn S. Lary, Ph.D.

Much has appeared in the last several years on the subject of "mentoring." Professional articles tout its desirability; librarians just entering the profession request it; mid-career administrators are expected to provide it. Mentoring has becoming the buzzword for young initiates entering the professional world. It is even presently used to solicit individuals to encourage youngsters to remain in school.

"Mentoring" is a professionally supportive relationship between an experienced, successful mid-career employee and a beginner. It is a time-honored method of encouraging new talent, of sharing expertise and connections, and of providing rapid, upward mobility to selected professionals. It has been generally undertaken by those individuals outstanding in a particular field, those whose guidance and direction help the newly entering initiates progress rapidly. Mentoring helps to initiate/cement a professional network which influences progress, responsibilities, exposure, and growth in a particular field—usually a specialized area of a field.

The process of mentoring requires strong commitment to the one chosen to be mentored, as well as to the profession itself. It demands a professional who delights in the growth of beginning members, who remembers the difficulties of starting out and who is not threatened by new entrants. Every senior employee is not equipped to be a mentor.

Very gradually, newly hired employees or newly working professionals may develop supportive/affirming relationships with several experienced individuals. Such an occurrence is not, however, a true mentoring relationship.

The Evolution of Mentoring

Mentoring has been most successful for those individuals who have "found each other." Contributing to a good mentoring experience are the expectations, personalities, backgrounds and perspectives of the two individuals. But the immediate interest of each individual was probably NOT that of getting nor of becoming a mentor. More likely, there was a problem to be solved, advice to be sought/given; directions to be acquired/provided. The interaction of these two individuals, on both professional and personal levels, evolved into a mentoring relationship. Mentoring, by definition, requires a great degree of trust, a healthy respect for likenesses and differences, and a commitment to a shared vision. It also requires an individual who is unthreatened. There are far fewer candidates available for mentoring than we would expect.

Meaning of Mentoring

Mentoring is a mutually evolving relationship between two individuals who share interests, professional commitment (most often in the same and/or closely allied specialties), similar enthusiasms, and support for each other. On an initial and superficial glance, the one being mentored would seem to benefit most from the relationship: exposure to recognized experts; involvement in activities beyond privileges s/he has actually earned; conferences, meetings, dinners with those who influence the course/direction of a profession; introductions to the leading members of a field/subject/discipline with whom one would normally have no contact. The benefits of having a reputation and the respect of a distinct, identifiable group often devolve upon the one being mentored. One may obtain a reputation through proximity.

The mentor, on the other hand, usually gets an impressionable beginner who is fully aware of his/her good fortune, who reflects respect, enthusiasm and, even, aggressive defense of the mentor and his/her views. The one being mentored, from inexperience, youth, or enthusiasm, often brings a verve, spirit, and strength (which the mentor has lost through daily life in the trenches) to everyday

challenges—a 'shot in the arm", so to speak. The initiate often brings a different perspective to opportunities (e. g. the "challenges" of change instead of the "problems"), a renewed sense of the possibilities, a creative approach to challenges, etc. The relationship offers opportunities to both parties because it is built on mutual respect and commitment to shared values.

The benefits of a mentoring relationship cannot be overestimated, particularly for the one being mentored. As a result, beginning professionals in all fields are eager to establish such relationships.

Responsibilities of Mentoring

The mentoring experience, however, is neither automatic nor trouble-free. In addition to providing professional benefits for both participants, mentoring relationships are, for the most part, also based on sincere affection for each other. Affection is not necessary but mutual respect is critical. Such relationships require the work and commitment of each individual.

Development of a Mentor

Because of this fairly intense interaction, mentoring is not a condition which can be demanded. Individuals who would benefit from a mentoring relationship must find each other. An employee who expects to be mentored or who requests a mentor does not understand the basic premise of this relationship. A mentor cannot be assigned to someone in the organization, nor can people in the same specialty be expected to form such relationships. A mentor cannot be expected as a condition of employment. Mentoring is not an employer's decision; it is a mutual decision made by two individuals who are committed to contributing to each other's professional lives. Neither does a mentor necessarily have to work in the same organization as the individual who is being mentored. Some individuals obtain mentors while in school, either from interested faculty or library staff or from among fellow students with work experience or special expertise.

Pitfalls in Mentoring

The mentoring relationship is not always totally positive and beneficial for its participants. Human relationships are fraught with pitfalls, difficulties, and disappointment. This one is no different. There is one little understood difficulty which may disrupt the entire mentoring process. This most interesting pitfall is the phenomenon known as "transference."

The Transference Phenomenon

Transference is a psychoanalytical term that describes an individual's tendency to shift his/her emotional attitudes from a significant figure in the past to the analyst with whom he/she is working in the present. (Eidelberg, p. 63). It is generally accepted that similar occurrences take place in other than the therapeutic situation. S. Ferenczi indicated as early as 1909 that"... transference manifests itself in all human relationships." (Eidelberg, p. 446)

In effect, emotional attitudes, attachments, and feelings for particular individuals in one's past may be transferred to individuals in one's present. The difficulty in this, of course, is that often these same attitudes, attachments, and feelings do not apply to present individuals. They represent emotional baggage which interfere with both the mentoring relationship and the success of each member in that relationship.

The transference phenomenon is very difficult, also, for the individual to monitor; it may represent attitudes/expectations which one has absorbed over a lengthy period of time. Some people, particularly women, may consistently defer to those in positions of authority, whether those individuals deserve the deference or not.

In certain situations, this is a subconscious lesson absorbed from childhood teachings: an adult is smarter/more able than you; older people are able to make better

judgments than less experienced (i.e. young) ones; those who are strong and in control should be obeyed, etc. "You're just looking for a father figure" is usually used to explain a particular action or attitude. The reality is that one may constantly search to fill this unmet need through new or present relationships with a supervisor, a manager or a coworker-worker.

In the mentoring relationship (as in a therapeutic environment), such a transference has serious consequences. The transference may immediately produce positive or negative results for the individual who is mentoring. But eventually the misconceptions toward the mentor, based on this transference phenomenon, will affect the performance of the young professional.

Women and Cultural Expectations

Most women are not especially aware of the transference phenomenon and so are ill-equipped to understand their very personal (i.e. emotional) reactions to particular individuals. This lack of awareness presents obvious problems for people in all fields. But the implications for our women-dominated field are particularly noteworthy. In such a field, the small percentage of men in supervisory positions may enjoy deference which is unnecessary and which has not necessarily been earned.

The majority of women in middle level management today have primarily had males as management models. Their successful interaction with those in authority, whether male managers, male department heads, or predominantly male library boards, is partly based on their previous view of men in general, and especially their views of males in authority roles. There is a very real tendency for middle managers (and, consequently most middle-aged women) to defer to these men. That deference is not based on age; the administrator and the employee may, in fact, be much the same age. It is based on the perceived authority, wisdom, experience, etc. which the position reflects. After all, since the dawn of history, society has taught that male leaders are superior in these

very qualities. If a woman is not aware of this societal indoctrination or of the transference phenomenon (and most are not), her relationships with male figures in the past and her perception of their support: protective, appreciative, qualitative, learned, critical, etc. will influence the expectations she has of males for whom she presently works. Conversely, negative feelings towards those men in comparable positions in her past will apply just as surely.

Because of transference, the sex of a potential mentor may be even more significant for the one being mentored. One's view of the strengths and weaknesses of both sexes will unconsciously influence the perception and value placed on those who are mentoring and, indeed, in mentoring efforts in general. Therefore, attempting to secure any mentor or indicating that a mentor is expected is not necessarily wise. Some job advertisements indicate that the appointee is expected to become a mentor. Interviewees often state: "I would expect mentoring from you, should I accept this position." A mid-level professional may be pre-disposed to be a mentor; but such a relationship does not develop automatically between any two people.

Relationships' Growth toward Mentoring

As in all psoitive relationships, mentoring relationships are those which develop slowly, based on both individuals' interest in and respect for each other. To decide that one wants a mentor and to expect that there will be one ready and able is presumptuous and unrealistic. Often, the mentoring experience brings some women and men face to face with their unconscious transference tendencies, enable them to re-evaluate their emotional reactions toward both men and women.

Surely, mentoring is a desirable relationship. But it rests on mutual respect, shared interests, and dedicated commitment. It does not bloom in assigned, prescribed environments.

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Leadership in the Lone Star State:
The TALL Texans Leadership Development Institute
by Pat Hawthorne

Believing that professional associations can play a vital role in developing library leaders, the Texas Library Association searched for more than two years for a way to assist its members to develop the leadership skills necessary to manage libraries in today's complex environment. The end result of their search was TALL Texans (Texas Accelerated Library Leaders), a program designed to develop leadership skills in individual librarians as well as to develop future leaders for the association.

The beginnings of TALL Texans goes back to the early 1990s and James Stewart, Director of the Victoria Public Library and Texas Library Association (TLA) President in 1992 - 93. Stewart learned of the Michigan Library Association's Leadership Academy and felt TLA would benefit from a similar program. In 1991, TLA President Cynthia Gray appointed an Ad Hoc Leadership Development Committee that included Carol Bartz, Jane Gamez, Irene Hoadley, Bonnie Juergens, Antonio Martinez, Cyd Sheffy, and Mary Kay Snell. The three Texas library schools were represented on the committee by either by their deans or associate deans - Dr. Brooke Sheldon of the University of Texas at Austin, Dr. June Lester of University of North Texas, and Dr. Keith Swigger of Texas Women's University - as ex-officio members along with James Stewart, Cynthia Gray, and TLA Executive Director Patricia H. Smith. Elizabeth Haynes and June Kahler Berry (currently the Project Manager for the TALL Texans Program) from the Texas Education Agency and William Gooch and Jeannette Larson of the Texas State Library joined the committee later as resource participants.

The ad hoc committee's task was to evaluate other programs and make a recommendation for a TLA program that included defining the goals and content, establishing the selection criteria, evaluating possible sites, outlining costs, investigating funding options, and the clarifying the role of the three Texas library schools. After reviewing the Michigan Library Association's Leadership Academy, the New Jersey Library Leadership Institute, the Snowbird Leadership Institute, the UCLA Fellows Program, and leadership programs at Texas A & M University and at the local level in Texas, the ad hoc committee made a recommendation to the Texas Library Association Executive Board in July 1992. Central to the proposal and recommendations was a recognition of the importance of leadership to individuals, libraries, and the profession. In their report, the committee wrote:

> "In the final analysis, leadership is everything. Being a leader is not something learned once and never forgotten. It is a continually developing set of talents - a mind set - skills and ideas that grow and change as one's contacts widen and diversify. The Texas Library Association desires to support its members in their professional growth by offering an opportunity for concentrated learning which combines practical knowledge, personal skills, vision, and communication.... The TALL Texans Leadership Development Institute is intended to maximize natural leadership talents by teaching skills and techniques - by sharing concepts and theories - by building confidence - and by igniting enthusiasm."

TLA's Executive Board accepted the recommendation, and TALL Texans began in the fall of 1993 when nominations for the first institute participants were solicited. Since its beginnings, the TALL Texans Leadership Development Institute has selected participants using a combined nomination-application process. The first step is the nomination. Any TLA member or person with knowledge of the nominee can nominate an individual or an individual can nominate himself or herself. Nominees must have at least 5 years of experience in the profession or 3 years or involvement as trustee or layperson, be currently employed in the profession (except for trustees or laypersons), and be a current Texas Library Association member. Each nominee that meets the criteria is then invited to apply to be an institute participant. The second step in the selection process is the application that requires

completion of a questionnaire on current position, educational background, employment history, community and professional activities, professional goals, and motivation for participating in the TALL Texans Institute. Three written references must be submitted with the application. Finally, the applicant must agree to a two-year commitment that begins with attending the weeklong institute and includes completion of a personal action agenda. Participants are selected based on their application, their motivation for wanting to participate, and references.

The TALL Texans Leadership Selection Committee is responsible for selecting 24 participants and 5 alternates. Since 1994, a total of 624 individuals have been nominated, 291 of which have applied. Now in its 5th year, 120 individuals have participated in the institute and become TALL Texans. Each year, six library leaders from throughout Texas are selected as mentors. Mentors have included past TLA presidents, division leaders, the state librarian and many individuals who have contributed to the development of Texas libraries.

Selected participants and mentors come from public, school, and academic libraries as well as special settings. As of 1997, trustees and laypersons became eligible to participate. As a statewide program, geographical and cultural diversity of Texas has been represented.

Since its inception, TALL Texans has sought to teach leadership skills, interpersonal skills, and problem-solving techniques to the institute participants as a way to foster leadership development. During the 1994 institute, participants learned:

- to assess and enhance their leadership style and capabilities through self-knowledge;
- how to understand and apply political processes and decision-making alternatives in the professional environment;
- to develop a change-agent framework from which to approach professional leadership responsibilities; and
- to clarify ethical issues affecting leadership behavior.

At the heart of the TALL Texans experience is a weeklong institute held at Harambe Oaks Ranch, retreat near Wimberly, Texas in the heart of the Texas Hill Country and conveniently located within an hour of either Austin or San Antonio. The secluded setting provides a retreat and an environment for what is an intense personal and professional experience. For the week, all participants, mentors, facilitators, and project staff stay in a dormitory-like setting with meeting facilities.

Led by facilitators (Maureen Sullivan and Jack Siggins have been facilitators since 1995), the institute participants attend work sessions that combine presentations with group and individual exercises and activities. Built into the institute schedule is time to talk to fellow participants, to hear from the mentors, and to explore individual issues and ideas, and to ponder what is presented and discussed. When I participated in the 1994 institute, the week began with introductions and the forming of groups. The first and foremost group was the community of the whole, the 'Class of 1994,' including mentors, facilitators and project staff. The second group was a smaller learning team, groups of 8 participants and 2 mentors; these were the three "working groups" for much of the institute. Finally, there were the self-discovery groups that were triads: 3 institute participants, one member from each of the learning teams, who met at the end of the day to talk over the day and questions. The groups were used for the various activities and exercises throughout the week. A major component of the curriculum of the 1994 institute focused on self-knowledge and self-assessment. Prior to the institute, each participant and mentor was sent the Myers-Briggs Type Indicator and asked to complete it and return to the facilitators. One of the first presentations at the 1994 institute was devoted a discussion of the 16 Myers-Briggs types, what the preferences indicate and mean, the strengths and weaknesses of each type and their contributions to the organization, and areas for development. The implications for leadership, vision, problem solving, and managing change using the MBTI were discussed.A variety of leadership topics constituted the major part of the institute. These topics included:

- the differences between leadership and management;
- how to diagnose the workplace environment;
- the five predictable stages of group development;
- change models and how to navigate in "permanent whitewater" of organizational change or organizational renewal;
- creating vision, both personal and professional and organizational;
- personal styles of leadership and leaders and problem solving;
- fostering involvement and commitment, motivation;
- innovation and risk-taking, personal and organizational; and
- the role of leadership in organizational change.

Woven together, these topics provided the institute provides participants with a framework for thinking about leadership and a mechanism for developing leadership skills as individuals.

Financial commitment and support for the overall costs of the TALL Texans program come from the association as a whole: Texas Library Association divisions, round tables, and districts and also from corporate sponsors. Fundraising and development efforts including a Silent Auction held at the President's Party at a recent TLA Annual Conference raised approximately $5,000 in one evening. In addition to the overall costs of administering and managing the program, the cost of individuals to participate in the weeklong retreat is $400. Most participants pay relatively little, however, since TLA units (divisions, round tables, and districts) budget to fund stipends for TALL Texans selected from their membership. Many of the participants' institutions fund institute costs if stipends do not cover expenses. Many employing institutions, realizing the value of the institute, cover the stipends for their participants.

TALL Texans is a success story. The success of the program has been one of both group and individual success. Now entering its 5th year, TALL Texans is a healthy TLA program with lots of name recognition. Within the association, a TALL Texans Round Table was established to foster interest in leadership and to support the TALL Texans program. Open to any TLA member interested in leadership, the interest group sponsors a dinner at the Annual Conference, sponsors and co-sponsors conference programs with other TLA units, supports the institute, and continues to grows in membership each year. Other evidence of the success of TALL Texans has been the involvement of TALL Texans at every level of the association as appointed committee leaders and members and elected officers. Many TALL Texans have also nominated individuals to participate in the institute.

At the individual level, TALL Texans has hundred of success stories. Many TALL Texans have taken on new job responsibilities or moved into new jobs and taken risks as well as taken on new roles in TLA and in their communities. I think of TALL Texans as the leadership development institute of the Texas Library Association as well as a program that illustrates the initiative, energy, talent, dedication, ingenuity and enthusiasm of Texas librarians. TALL Texans was for me - personally and professionally — a defining moment in my career and has been a source of growth, energy, and renewal.

Pat Hawthorne is the Head of Instruction for the University of Miami Libraries in Coral Gables, Florida . She became a TALL TEXAN while working for the University of Texas Health Science Center Library in San Antonio. This article was originally presented at the Southeastern Library Association Leadership and Planning Meeting in Atlanta on March 27, 1998.

A Selected Bibliography of Recent Publications on the Relationship Between Public Services and Technical Services

compiled by Mary F. Salony

This bibliography focuses on the relationship between Public Services and Technical Services. Because articles are not always specifically focused on the topic, resources about library structure, library functions, and the impact of technology have been included. Articles from the late 1980s have been included due to the surge of literature on the topic during this time period.

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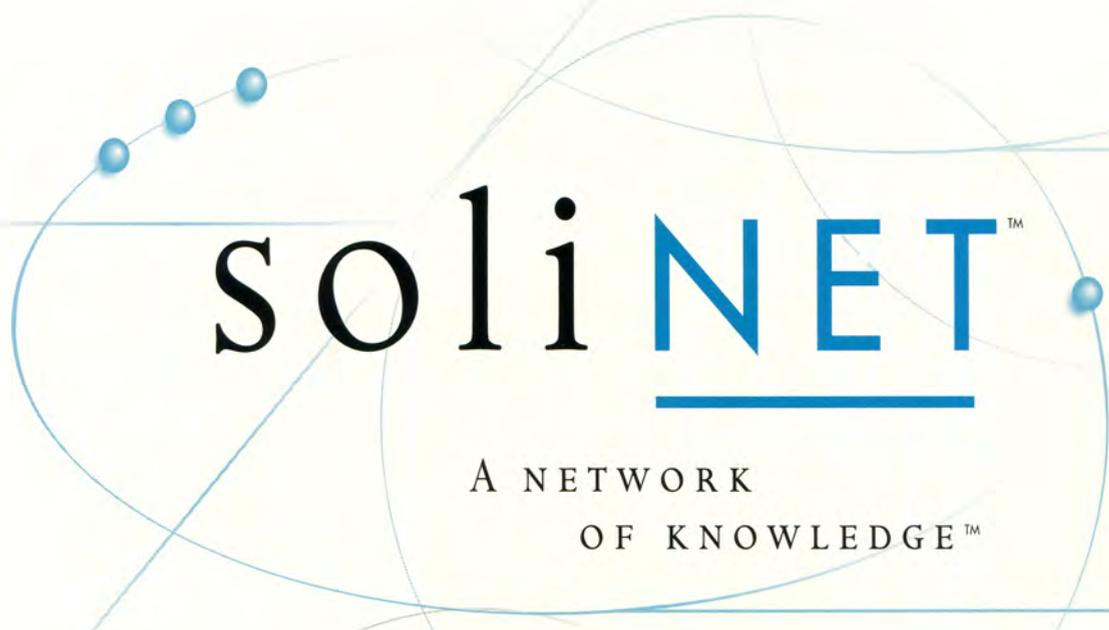
President's Report
Southeastern Library Association Executive Board Meeting
October 1, 1998

[Note from the Editor: President Summers promised to include a report to the membership on Association progress in the President's columns. In the current issue, she shares her full report to the SELA Executive Board. Due to the length of the report, it is included here as a separate article.]

I am pleased to provide the Executive Board of the Southeastern Library Association with a report of activities for the biennium conducted by the office of President. In October, 1996, the Executive Board adopted the proposed interim and long-range strategy for revitalizing and refocusing the Association as contained in the report of the Future Directions Committee. This report has provided a road map for my decisions and activities during the biennium.

At the March 28, 1998 Executive Board meting held in Atlanta, Georgia, I submitted Board Document - 2, President's Report, which provided full information on my activities through that date, It also provided a review of progress in meeting the interim and long-range strategy plan for the Association.

Evaluations of the March, 1998 Leadership and Planning Workshop indicated that participants fund the workshop highly beneficial, and urge the Association to continue the workshops. These should be held annually and include a leadership development component and be open to the full membership of SELA, not just SELA leadership.

Much attention has been given throughout the spring and summer of 1998 to planning for the biennial conference in Little Rock, Arkansas. Cooperation from the Arkansas Library Association has been excellent, and our Conference Chair, Jenny Petty, has done an extraordinary job. Many thanks also go to Jack Mulkey, State Representative from Arkansas, for his many efforts and guidance throughout the planning process. "Southern Libraries: Diamonds of information" promises to be an outstanding conference.

In addition to the excellent work of the Conference Committee, the Exhibits Committee, under the direction of Linda Hendrix, has aided the conference in securing many exhibitors for the conference. The committee also made possible some donations from vendors to aid the conference.

SELA program planners should be thanked for their work in providing an attractive array of educational and stimulating programs from which conference attended can choose. The SELA sections and roundtables carry the programming burden and their efforts are greatly appreciated. I appreciate also the many suggestions I received for general session topics and special events during the conference. And out Awards Committees have done an outstanding job in pulling together excellent award recipients to honor the best and most deserving individuals, programs, and publications in the southeast. Many thanks to committee chairs James Ward, George Stewart, Mary Glenn Hearne, Sharon Parente, Julia Bailey, and Steve Schaefer, as well as their committees.

As a result of recommendations from the Leadership and Planning Meeting, a SELA web site was created. Curtis Rogers, South Carolina State Library, is the Web Master and Southeast Florida Library Information Network (SEFLIN) is providing the host web server. Hopefully this site will be used more and more in the future as a communications and information vehicle for SELA.

The Association will conclude an eighteen month agreement with the Southeastern Library Network (SOLINET) for association management services at the end of December, 1998. If approved by the SELA Executive Board, the Association has the option of continuing the arrangement with SOLINET with no price increase for another two years. This arrangement has allowed SELA to reduce its overhead for headquarters services. It should be noted, however, that

more support activities must be performed under this arrangement by the officers and other leadership than was the case when the Association had its own headquarters staff dedicated full-time to SELA activities.

It is important to continually look at strategies for the revitalization and refocusing of SELA as directed by the Executive Board. The following summarizes accomplishments to date on those strategies.

The following short-term strategies directed by the Executive Board have been accomplished:

- Reduce the cost of Association management by minimizing services necessary to operate the Association, close headquarters office, and seek a partnership with other association to receive support services. The arrangement with SOLINET has enabled SELA to significantly reduce association management costs and still provide a Headquarters for the Association. SELA is benefiting from the partnership between the two organizations and SOLINET is gaining experience in association management activities which can provide support to other non-profit organizations like SELA.

- Implement a new dues schedule. This was completed and put into effect with the 1997 membership drive. The same dues schedule was utilized in the 1998 membership drive. No recommendation for a further dues increase is being considered.

- The Southeastern Librarian should be the official publication of SELA and should be published quarterly. The new format of The Southeastern Librarian has been developed, with two issues annually in a newsletter format and the remaining tow issues in the traditional journal format. An Editorial Board has been appointed to provide guidance to the journal editor and staff, to review the communications processes of the Association, and to assist in bringing the journal toward a juried approach which will enable the Association to expand it capability to meet its research objective.

- Continue to hold a biennial conference toward the end of the biennium. The biennial conference in Little Rock has been planned and implemented as a joint conference between the Southeastern Library Asociation and the Arkansas Library Association. Members of both organizations were involved in the planning, and duties related to the conduct of the conferenbce, its programs, events, and exhibits. The conference is expected to realize a profit for both associations as well as provide member a sound educational and professional opportunity. Planning is currently underway to bring the 2000 conference closer to the center of the region.

- Hold annual meetings of SELA and develop other formats and strategies to provide educational opportunities for members in addition to the biennial conference. The March, 1998 Leadership and Planning Workshop was designed not only for the meeting of Association officers and other leadership to plan SELA programs and activities, but to provide an educational opportunity for the full membership of SELA. All members were invited and a half-day early workshop with the theme of leadership and mentoring was offered. There was interest in this, as well as other aspects of the meting. Approximately 90 people attended the workshop. Evaluations were positive on the experience and it was determined that SELA should do the Leadership and Planning Workshop annually and continue in the next few years to expand the educational opportunity to at least a full day. It was also determined that leadership should be the topic again next year.

- Increase membership. This has not yet been done. The Membership Committee has produced a new brochure to be used in member recruitment. A list of people interested in joining associations in their respective states and regions has been secured from ALA. The list is being used by the Membership Committee members. The new brochure should be vigorously used for the 1999 membership drive and utilized by State Representatives at

the fall and spring state conferences. The travelling SELA exhibit utilized by State Representatives at state conferences to help articulate SELA and its programs is being updated and improved by William McRee, South Carolina State Representative, and Marilyn Hoffman, Public Relations Committee. This too will be useful in attracting and retaining members.

- Secure accurate budget information. An attempt was made to find financial support for the Association though association management services. The concept of utilizing the professional financial service of a management service to relive the Treasurer from day to day financial management   and to provide a standard and consistent framework for fiscal oversight was pursued. The cost proposal to do this prohibitive for us at this time. No additional steps have been taken in this direction. It should be noted, however, that without the daily operations of an independent Headquarters office, the level activity for the Treasurer has been reduced. The use of a of account at SOLINET has aided the Treasurer in handling everyday transactions for on-going activities. The of should, in my view, return to securing financial audit at the end of each biennium and should do so at the close of the 1997-98 biennium.

- Develop a long-range plan for the Association based on the broad objectives of cooperation, research an staff development. At the leadership and Planning Workshop, many association leaders provide input to the planning process for SELA. Various committees have worked on restructuring and reviewing committee purposes and charges. The effort should continue. Taking all of the input from Association leaders and members, a planning document is being presented to the Executive Board for its review, further development, and implementation.

It has been a great honor to serve the Southeastern Library Association as its President for the 1998-98 biennium. I have met and worked with many outstanding individuals. I look forward to the future with optimism, but also some concerns. We are challenged to keep professional associations at all levels viable and relevant. The energy and commitment of members must be fostered and tapped. Leadership must be forward looking, risk-taking, and motivational if we are to overcome challenges presented in today's library community and society. There is a strong professional culture in the southeast. It needs only to be recognized and constructively utilized to advance the purpose of the Southeastern Library Association.

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Respectfully submitted,
Lorraine D. Summers
President

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Southeastern Library Association Awards
1996-1998 Biennium

The following awards were announced on October 1, 1998 at the Trustee/Awards Banquet during the
Arkansas Library Association - Southeastern Library Association Joint Conference.

Outstanding Southeastern Author Award

This award recognizes authors in member states of the Southeastern Library Association for current works of literary merit in both fiction and nonfiction.

- ➤ Fiction: Charles Frazer for *Cold Mountain*
- ➤ Nonfiction: John F. Marszalek for *The Petticoat Affair*

Outstanding Southeastern Library Program Award

The award recognizes an outstanding program of service in any academic, public, school, or special library in any member state of SELA.

- ➤ Tampa-Hillsborough County (Florida) Public Library

President's Award

The award honors an individual outside of the library profession who has made a significant contribution to the development or promotion of libraries in the Southeast.

- ➤ George Harding, Lebanon, Tennessee

Rothrock Award

The award honors an individual who has contributed substantially to the furtherance of librarianship in the Southeast during a career.

- ➤ Cecil P. Beach, Tallahassee, Florida

Honorary Membership

The Executive Board may designate up to five honorary members during each biennium.
Designees are persons who have made an outstanding contribution to the Southeastern Library
Association or to library development in the Southeast.

- ➤ Linda Gill, Murfreesbro, Tennessee
- ➤ Cecil P. Beach, Tallahassee, Florida

Conference Resolution: "Thank You"

Whereas the Arkansas Library Association and the Southeastern Library Association have held a beneficial and informative joint conference in Little Rock, Arkansas, September 30 through October 3, 1998; now therefore be it

Resolved, That the Southeastern Library Association expresses its thanks to the Arkansas Library Association and its management firm for hosting and managing an outstanding conference in the beautiful city of Little Rock;

Resolved, That the members of the Association extend their gratitude especially to Lorraine Summers, who has served with distinction as the President during the 1996-98 biennium, to Vice President Frances Coleman, to all members of the Executive Board, to section and roundtable officers, and to committee chairs and members, all of whom have given many hours of dedicated service to further the goals of the Association;

Resolved, That the Association extends its thanks to Kay Bland, ArLA President; Jenny Petty, Conference Chair and to Bette Kerns, Local Arrangements Chair; to Jennifer Coleman, Executive Director of the Arkansas Library Association; and to the entire Conference Committee, which worked diligently to ensure the success of the conference; and to all exhibitors for their excellent participation;

Resolved, That the Association extends sincere gratitude to Amy Hair of the ArLA office for her numerous contributions to the smooth operation of the conference;

Resolved, That the Association extends its appreciation to the staff and trustees of the Central Arkansas Library System for hosting the Conference Reception;

Resolved, That the Association extends its sincere appreciation to those companies and organizations for their support of the many conference activities; and

Resolved, That special thanks be given to all speakers and program participants, including those who spoke at the general sessions;

and to all who by their efforts and presence contributed to the success of the conference.

— Approved by the SELA Executive Board on October 1, 1998

Guidelines for Submissions

The Southeastern Librarian

The Southeastern Librarian (*SELn*) is the official publication of the Southeastern Library Association (SELA). This quarterly publication seeks to publish articles, announcements, and news of professional interest to the library community in the southeast. The publication also represents a significant means for addressing the Association's research objective. Two issues serve as a newsletter and vehicle for conducting Association business, and two issues include juried articles.

1. Articles need not be of a scholarly nature but should address professional concerns to 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 for information.

3. Submissions should be directed to: Debra Sears, *SELn* Editor, State Library of Florida, R.A. Gray Building, Tallahassee, FL 32399-0250. FAX: (850) 488-2746; E-mail: dsears@mail.dos.state.fl.us.

4. Manuscripts should be double-spaced (text, references, and footnotes) and should be submitted in triplicate on plain bond. Disk copies will be requested from authors for accepted articles.

5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate titles page. The author's name should not appear anywhere else in the document. Additional information regarding manuscript preparation is included in Instructions for Authors included in the Spring issue and available from the web page (www.seflin.org/sela).

6. Photographs will be accepted for consideration but cannot be returned.

7. *The Southeastern Librarian* is not copyrighted.

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

9. Readers who wish to comment on articles in the journal should address letters to the editor. Letters should be succinct, no longer than 200 words. Letters will be published on a space-available basis.

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

Call for Reviewers

The SELn Editorial Board solicits members to serve as volunteer reviewers. Beginning with the Summer 1999 issue, two issues of The Southeastern Librarian will include juried articles.

We need representatives who are qualified to evaluate the content of articles with subject knowledge as well as knowledge of research methodology. As such, we are seeking individuals from all types of libraries representing a broad range of responsibilities.

These volunteer reviewers will be asked to review articles in their area of subject expertise and to make a recommendation regarding publication. Each reviewer will receive a packet including instructions for authors, guidelines for reviewers, and an article rating sheet.

To volunteer or nominate someone to serve on the jury, please contact **Theresa Johnson,** Chair, SELn Editorial Board. Voice: **(850) 474-2168** or E-mail: **tjohnson@uwf.edu.**

In the next issue...

....meet the new officers of SELA; read President Coleman's column; plus "Stateside News", "People", and more.

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