

**EMPOWERING**

*HBCUs Through Libraries*

## ***A Report***

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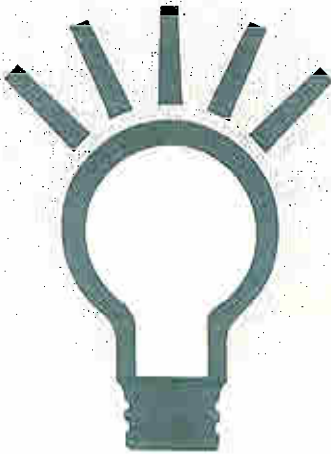
*on the Seventh Annual Workshop for Participants in the  
Black College Library Improvement Project  
August 19-20, 1993 • Atlanta, Georgia*



**SEF**

**SINCE 1867**

Southern Education Foundation, Inc.



**EMPOWERING**

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## About the Workshop

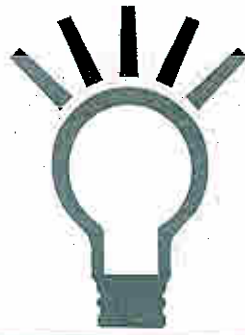
The seventh annual workshop of the Black College Library Improvement Project (BCLIP) was held August 19-20, 1993 at the Ritz-Carlton Hotel in downtown Atlanta. All of the institutions involved in the project were represented at the workshop.

The BCLIP is a comprehensive effort to address critical issues facing libraries at historically black colleges and universities. Funded by the Andrew W. Mellon Foundation, the effort enables libraries to enhance their collections, participate in professional development activities and improve library utilization by students and faculty.

The Black College Library Improvement Project is facilitated by the project's advisory committee: Dr. Charles D. Churchwell, Dr. Guy C. Craft, Ms. Francine Henderson, Dr. Samuel N. Nabrit and Dr. Jessie Carney Smith. These individuals have given their time to evaluate projects at the institutions, provide technical assistance to library staffs and plan and coordinate the workshop. They have the gratitude of the Southern Education Foundation.

The following institutions are participants in the Black College Library Improvement Project:

Atlanta University Center  
Benedict College  
Bennett College  
Bethune-Cookman College  
Dillard University  
Fisk University  
Florida Memorial College  
Hampton University  
Lemoyne-Owens College  
Paine College  
Rust College  
Saint Augustine's College  
Johnson C. Smith University  
Stillman College  
Talladega College  
Tougaloo College  
Tuskegee University  
Virginia Union University  
Voorhees College  
Xavier University



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#### OPENING REMARKS

## From Here to a Decade

"The longest running show in philanthropy" – that's how SEF consultant Herman L. Reese described the Black College Library Improvement Project at the outset of its seventh annual conference. The title is all too appropriate, he said, because the project had earned a rare third extension of its grant from the Mellon Foundation.

Since BCLIP had expected the end of its funding, the seventh annual workshop could have been a summary of six years of accomplishments, all made possible by the grants. But instead of looking back, the conference set its sites squarely on the future. The group explored the theme of empowering HBCUs through their libraries, just as the Mellon grants have empowered the libraries themselves. Participants also stepped

outside the realm of HCBU libraries to explore the importance of African-American history.

The Black College Library Improvement Project was created in 1987 with a \$3.2 million grant from the Andrew W. Mellon Foundation and renewed for another three years with a \$3.5 million grant in 1990. The 20 participating institutions use their annual grants (ranging from \$35,000 to \$50,000) to strengthen their libraries – by enlarging humanities collections, promoting library use by students and faculty and sponsoring professional development for librarians.

SEF senior program officer Nathaniel Jackson complimented the participants on a job well done and credited them with the grant renewal. BCLIP institutions make SEF's job easy, he said, because they are independent and know how to use their grant money to meet their goals. As a result, he said, BCLIP grants require less "intrusiveness" on campuses than other SEF awards.

Jean Sinclair, an SEF program officer, pointed out that this third renewal signified a change in grant allocation, and that funding would be provided over a period of four years, rather than three. Thus, BCLIP kicked off its seventh annual gathering with a sense of building on six years of work and moving from here to a decade. The change in allocation, Sinclair said, means a slight lessening of renewal support and, consequently, smaller awards to individual libraries. She promised to notify participants of their grant amounts as soon as possible after SEF receives funding by March 1994.

Just as the structure of renewal funding was altered, the length of the annual BCLIP conference was shortened, to a one evening/one day format. But although the session was abbreviated, it did not shortchange participants. Nearly all applauded the variety of presentations, the caliber of material and the quality of discussion. To them, the experience was . . . *empowering*.

**“I was big and strong,  
but I was always sort of an introvert,” Blockson said.**

## PLENARY SESSION II

# Agonies and Ecstasies

Charles Blockson remembers well the day he asked a white teacher if there were black heroes other than Booker T. Washington and George Washington Carver. “No,” she told him. “Negroes were born to serve whites.”

Thus began a long journey for Blockson as one of America’s greatest collectors of African-American history – a journey that he chronicled for BCLIP participants at this year’s conference.

Blockson donated one of the world’s largest collections on the subject to Temple University in 1984. The collection spans four centuries and now includes more than 150,000 pieces – books, pamphlets, manuscripts, prints, drawings, sheet music and artifacts.

The collection at Temple is the result of what is an ongoing,

tireless effort for Charles Blockson. He began seeking out the past at Salvation Army and Goodwill stores, hiding Langston Hughes books behind the shelves until he could scrape together the purchase price. He frequented the rag man who collected and sold other people’s castoffs and pored over hurt-book tables in bookshops. Eventually, he began making trips into Philadelphia, a mecca of collecting, and to Harlem.

Black history might easily have lost one of its greatest advocates to professional sports. A high-school football and track star in Norristown, Penn., Blockson received athletic scholarship offers from 60 colleges. At Penn State, he roomed with teammates Rosey Grier and Lenny Moore. But he passed up a career with the New York Giants to pursue his first love, black history.

“I was big and strong, but I was always sort of an introvert,” Blockson said. “There was a time when my books competed with my athletic gear.” His father, also a

book lover, eventually bought the house next door to better accommodate his son’s collection.

Blockson shared some of his adventures along the way, which he called “the agonies and ecstasies of collecting”:

► His first collected book was *Up From Slavery* by Booker T. Washington.

► Malcolm X once told Blockson, after a long, devouring look, “Keep collecting, brother. It’s important.”

► Returning home from a collecting trip he left a rare copy of James Pennington’s *The Fugitive Blacksmith* (1841) on a train and never recovered it.

► Blockson once ran across a Phillis Wheatley volume bound in the skin of a young Negro girl.

► In *Black Erotica*, he wrote a chapter on Blue Books, lists of prostitutes in New Orleans, which are very important in black genealogy. “As a collector, you have to have an open mind,” he reminded the audience.





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#### **Agonies/Ecstasies** *(continued)*

Before donating his collection to Temple, Blockson opened it to the community in many ways, inviting children and senior citizens into his home. Inner-city children were particularly impressed. "To see a signed copy of Phillis Wheatley, a letter of Frederick Douglass', to tell them that they came from kings and queens, to tell them about their beautiful hairstyles – you should see the light in their eyes," he said.

Blockson emphasized the importance of immersing children in black history, through literary societies in churches and libraries. "The hand that holds the quill, pen or pencil controls history," he said.

In all his years of collecting, Blockson has concentrated on preserving the past for the future, saving history so it may be shared with others. But he takes care to keep his role in perspective. "I'm only a conduit," he said. "I know my mission. I'm only passing through."

### **The Blockson Afro-American Collection at Temple University**

The Charles L. Blockson Afro-American Collection at Temple University's Libraries' Special Collections is one of the the largest of its kind, comprising more that 150,000 items. Blockson continues to curate the collection, which has continued to grow since he donated it to the university in 1984.

A large assortment of rare African and Caribbean Bibles and comprehensive Harlem Renaissance and Black Power holdings are included in the collection. More than 100 slave narratives and one of the largest collections of items on the underground railroad are also featured.

The Rare Book Collection includes volumes such as:

- *Alexandri Sardi* (1557);
- \* *Corippus' Africani Grammatici* (1581);
- \* *The Life and Times of Ioannis Leonis Africanus* (1632);
- \* *The Escape or A Leap for Freedom* (1858), one of only five surviving copies of the drama in America;
- \* Paul Laurence Dunbar's *Oak and Ivy Poems* (1892);
- \* Thomas Gray's *The Confessions of Nat Turner* (1831);
- \* Nancy Cunard's *Negro: An Anthology* (1934); and
- \* The complete and authoritative first editions of the writings of many African-American authors, such as Phillis Wheatley, Booker T. Washington, William Wells Brown, W. E. B. DuBois, Langston Hughes, Richard Wright and Chester Himes.

A catalog of the collection is available from Temple University Press, Philadelphia, PA 19122.



**“Segregation was a horrible monster that lived outside your door,” Taulbert said.**

## VIDEO PRESENTATION

### **Segregation: View of an Era**

Reminding today's students of the causes and effects of racial segregation is the purpose – and accomplishment – of “The Era of Segregation: A Personal Perspective,” a new video from Knowledge Unlimited. In that, the video has a worthy emissary to deliver its message: Clifton Taulbert, whose memories and personal experiences make up his best-selling book, “Once Upon a Time When We Were Colored.”

The BCLIP conference was treated to a special preview of the video – which, through interviews with Taulbert, narration, still photographs, video footage and music, tells the story of segregation, its roots and its present state. Segregation, Taulbert says, was a “system of rules planted in our psyches,” and his candid comments on coming of age during the era

bring the impact of segregation home in a personal manner.

The video covers:

- *History:* The seeds of segregation were sown in an agricultural society based on cotton and dependent on slavery's cheap labor. Those seeds were fertilized with a system of sharecropping, tenant farming and “separate but equal” education systems. The video describes the Jim Crow system of separate schools, lines, water fountains and other public facilities.

- *Community:* A strong sense of family and nurturing allowed black communities to come together in a sort of “all for one and one for all” attitude. “Segregation was a horrible monster that lived outside your door, but it didn't live in your house,” Taulbert says.

- *Church:* The vital black church was not only beyond the influence of whites, with its own social structure, but it was also a link among black communities. A totally black experience, the church was “the heartbeat of our

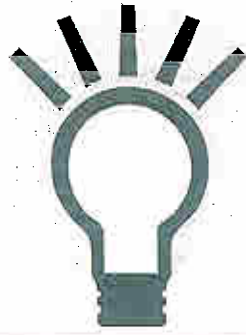
### **Making of an 'Era'**

How's this for an educational challenge? Take the essence of a best-selling 200-page book and boil it down to 30 minutes. Make sure it communicates a highly complex subject to middle- and high-school students in a visually creative way that holds their interest. Include original music. Oh and by the way, you have a low budget for the project.

That was precisely the challenge in developing “The Era of Segregation: A Personal Perspective,” a powerful new video from Knowledge Unlimited, and the video's producer, director and “star” were on hand to tell conference participants how they did it.

The video, which features “Once Upon a Time When We Were Colored” author Clifton L. Taulbert, was directed by Jeffrey Golden, who wove a quilt of music, still photo- ▶





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**Making of an 'Era'** *(continued)*  
graphs, interviews with Taulbert and visual footage. Original gospel recordings by a choir of young adults were used for musical as well as visual interest.

"[We hope] this video will help young black people see that a part of their history is being restored," said Judith Laitman, president of Knowledge, Unlim-

ited. "And we also hope it will help young white people grow up in less ignorance than I did."

Laitman said she felt confident the video would be widely used in schools because "there is a hunger for it already." Knowledge Unlimited is actively promoting the piece to teachers and administrators, and Laitman reminded university librarians of their

unique position of power in collecting and distributing accurate information on African-American history.

"It's not okay for people not to know" about the holocausts of American slavery and Nazi Germany, Golden said, equating young people's attitudes toward "the ancient U.S." to their feelings about ancient Egypt. "There are white kids in this country who have about as much emotional attachment to slavery" as they do to the Hebrews being enslaved in Egypt, he observed.

#### PLENARY SESSION III

## Laying Down a Challenge

Questioning the amount of current support for HBCUs, the director of the nation's largest college library association challenged the Black College Library Improvement Project to take a more active role in influencing national policy.

### **View of an Era** *(continued)*

lives," Taulbert says.

- *Schools:* What black teachers in the separate-but-equal system lacked in books, supplies and facilities they made up in zeal, commitment, and a clear sense of mission. The video discusses the *Brown v. Board of Education* decision, its impact, and its aftermath.

- *Civil Rights Movement:* The video provides exciting footage of the massive movement after *Brown*, including details on the Civil Rights Act of 1964 and 1965 and rousing portions of Martin Luther King Jr.'s "I Have a Dream" speech. Still, Taulbert says, in small towns, the civil rights movement was like a fog or a rumor – it was happening somewhere else. But, he noted, everyone said it was coming.

- *Today:* The video ends by juxtaposing the progress made in employment and other areas since the 1960s with the racial tension, resurgence of racism and the mood of despair in many communities.

"The Era of Segregation: A Personal Perspective," which attempts to address the complexity of relationships between whites and blacks in America, is now available to teachers along with lesson plans, objectives, activities and additional information.

## **Jenkins** *noted that libraries and HBCUs seek to empower groups of people.*

Althea H. Jenkins, executive director of the Association of College and Research Libraries (ACRL) division of the American Library Association (ALA), urged BCLIP members to make their voices heard. If HBCU librarians expect support from the ALA, Jenkins said, "it will be mandatory that they get involved" by networking and tapping into the system.

Jenkins posed several relevant questions. The ALA has 16 sections, she pointed out, but why no HBCU section? And why not regular articles from BCLIP in ALA publications? BCLIP should also work with ALA to promote the recruitment and retention of minority librarians, she said, and HBCU librarians should be stars in the library profession, sharing their visions and serving as role models for younger minority librarians.

In pursuing the answer to whether professional library organizations support HBCUs, Jenkins outlined the changing nature of the university library;

the nature of professional library associations; and their implications for HBCU libraries. She noted that libraries and HBCUs share common origins in the grassroots efforts of individuals seeking to empower groups of people. Specifically, she noted:

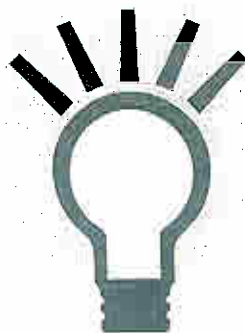
► The most important challenge to today's university libraries is implementing new technologies, and it is a challenge that libraries must answer. Complicating the issue are bad timing (costly technology, limited funds); the unwelcome prospect of interrupting service while systems are installed; and the "information overload" facing students and faculty, who are bombarded with electronic, broadcast and print sources.

► Recruiting and retaining diverse librarians becomes increasingly difficult in a profession that has a supply problem in all races, Jenkins said. Librarians can help library school graduates become more employable by mentoring students and helping them in their careers and

by addressing the relevance of the library-school curriculum, which is under serious scrutiny. "Role models are essential," she said, but they are also rare, since few librarians of color hold important library positions. Library-school curricula that do not emphasize technology or encourage students to be willing to relocate compound the problem.

► Professional library associations, like other professional groups, serve a number of important roles, such as keeping members informed of the latest activities in their field; providing opportunities for members to exercise leadership; hosting a forum for librarians to meet with colleagues to exchange ideas; publishing journals, newsletters and monographs; and offering professional development through continuing education.

The ACRL division of the ALA has sponsored projects for HBCUs, Jenkins said, but it could do more. She pledged to try to



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#### **Laying Down a Challenge** *(continued)*

bring BCLIP "into the limelight" during her AMA tenure, adding that "this is one of the strongest groups in the higher education system," she said.

Jenkins assumed the ACRL post in 1991 as the group's first black executive director. Her career includes directing university, community college and county school libraries. She holds a doctorate in higher education from Florida State University.

#### AUDIO-VISUAL PRESENTATION

### **A Lesson for All Time**

One is working with words, the other with words and images, and together they are sharpening the focus on a picture of education history. Vernon Clarke and Gwendolyn Glenn are two young producers examining an important but little-known topic of African-American educational

history, the Jeanes Supervisors. They related their progress to those attending the BCLIP conference.

First, the background: One of the precursors to the Southern Education Foundation, the Negro Rural School Fund was created in 1907 by Philadelphia Quaker Anna T. Jeanes, who gave \$1 million to start a program of black master teachers working in school systems in the rural South. These "Jeanes Teachers" visited all one-room schools in

### **BCLIP Advisory Committee: Laying Down an Endorsement**

The challenge issued by Althea Jenkins drew an endorsement from BCLIP advisory committee members Guy Craft and Charles D. Churchwell.

Libraries should be encouraged to analyze their workforces, especially in large, white libraries, said Churchwell, director of the Atlanta University Center's Woodruff Library. Further, many minorities receive no encouragement to pursue their master's degrees. "I will be contacting you to see if there's some sort of initiative we can take," he told Jenkins.

Craft noted that revising the library-school

curriculum is a long, difficult process. "I've tried to get faculty to change the curriculum, but faculty members are the most conservative people on the face of the earth," he said. Refusal to heed the dean's directive to update the curriculum brought the demise of Columbia's library school and is threatening Berkeley's, he said.

Moreover, HBCUs have to let the library associations know their needs through better communication from organizations such as BCLIP, Craft said.

***“These women . . . took on whatever they thought needed to be done,” Glenn said.***

their districts regularly, making sure students were being taught properly and evaluating the needs of teachers and students. Their motto, “The Next Needed Thing,” drove their dedication to improve the schools as well as the health, political and religious issues that affected them.

Clarke, the producer of the video documentary “The Jeanes Supervisors: Striving to Educate,” said he embarked on the project because the contributions of the Jeanes Teachers are a part of American, African-American and education history that has not been adequately explored. “We will realize later that it was one of the most important education movements of the 20th century,” he said.

“These were a serious group of women,” said Glenn, producer of the radio documentary “The Jeanes Supervisors. . . Unsung Educators.” She conducted a series of interviews with eight living Jeanes Teachers when she was unable to find much information on them. “These women

got involved in communities and took on whatever they thought needed to be done,” Glenn explained.

Defining characteristics of Jeanes educators were their powers of diplomacy and their versatility – their ability to evaluate needs not only in education, but in areas that affected it, such as sanitation, churches and fund raising, Clarke said. In Clarke’s video, a former Jeanes Teacher echoes that point, saying, “They did whatever needed to be done to the extent that they could do it.”

Glenn shared her upbeat radio profile of Tessie Oliver Nixon, a “feisty overachiever” who basically ran the Bulloch County, Alabama system for a white superintendent who didn’t even know where the schools were.

Like Nixon, the other Jeanes Supervisors acted almost as superintendents of the black schools, handling everything from bus routes to book buying to training. Their program was adopted overseas in parts of

Africa and the Caribbean, and its influence was felt as far as Asia.

Though the efforts of the Jeanes Teachers belong to the ages, their story is relevant today. As Vernon Clarke told the conference, “public education today can definitely learn something from the Jeanes Teachers.”

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## **About the Materials**

► “The Jeanes Supervisors . . . Unsung Educators,” a radio series hosted by Gwendolyn Glenn, will air this fall on many public radio stations around the nation. For information on when or if the series will run in your area, call your local public radio station or write Independent News Services, 833 Scenic View Drive, NW, Atlanta, Georgia 30339.

► “The Jeanes Supervisors: Striving to Educate,” a video presentation by Vernon Clarke, will be completed in 1994 and will be distributed by the Georgia Humanities Council.





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#### CONFERENCE EVALUATION

## High Marks, Thumbs Up

The 1993 BCLIP conference received one of the highest ratings ever by participants. Fully 40 participants filled out evaluation sheets, and all of them rated the session either "excellent" (80 percent) or "very good" (20 percent). The five plenary sessions on August 20 drew considerably positive ratings from the participants. The radio documentary "Jeanes Supervisors: UNSUNG Educators" was the most popular attraction; nearly nine out of ten participants deemed it "excellent."

Following is a statistical breakdown of participants' evaluation of this year's conference.

#### **Session Ratings**

##### **WORKSHOP OVERALL**

*Number of Respondents: 40*

Excellent	80.0%
Very Good	20.0%
Good	0
Fair	0
Poor	0

##### **SESSION II: Empowering Libraries (Blockson)**

*Number of Respondents: 40*

Excellent	75.0%
Very Good	20.0%
Good	2.5%
Fair	0
Poor	0
N/A	2.5%

##### **VIDEO: Era of Segregation**

*Number of Respondents: 40*

Excellent	67.5%
Very Good	27.5%
Good	2.5%
Fair	2.5%
Poor	0

##### **SESSION III: HBCUs and Library Associations (Jenkins)**

*Number of Respondents: 40*

Excellent	47.5%
Very Good	42.5%
Good	10.0%
Fair	0
Poor	0

##### **VIDEO: Jeanes Supervisors (Clarke)**

*Number of Respondents: 39*

Excellent	71.8%
Very Good	18.0%
Good	5.1%
Fair	0
Poor	0
N/A	5.1%

##### **DOCUMENTARY: Jeanes Supervisors (Glenn)**

*Number of Respondents: 40*

Excellent	87.5%
Very Good	2.5%
Good	2.5%
Fair	0%
Poor	0
N/A	7.5%

# ***“Timely, organized and structural. The presenters were very good.”***

## **Comments/Suggestions**

Twenty-nine participants in the conference wrote personal comments to express their views of this year's session. The comments reflected the numeric ratings in that they were overwhelmingly positive. Participants used words such as “informative,” “enjoyable,” “enlightening” and “inspiring” to describe their opinions of the conference. Some examples:

*“Charles Blockston was superb. I could have listened to him much longer. This conference was one of the best yet because I learned about subjects that I did not know about. The Jeanes Supervisors and the introduction to several African-American book publishers were first-rate.”*

*“I particularly enjoyed and benefitted from learning about media resources.”*

*“This conference is much better than the two-day sessions. This was more informative and interesting. I was even kept awake after lunch. Thanks for a most interesting conference!”*

*“The sessions were, as always, highly professional, well-presented and very informative. . . . Keep up the fantastic work!”*

*“Excellent balance of issues and ideas which are specific to needs of librarians and relevant to humanists in a culturally specific milieu. Information shared and implications for preserving a vanishing culture is unmeasurable, although profoundly inspiring and a motivation for more in-depth research into obscure areas of African-American culture.”*

*“A very informative conference workshop; would have enjoyed some time to ‘brainstorm’ a bit more with the speakers/presenters. Excellent!”*

*“Presentations were informative and provided inspiration to strive to continue to promulgate Black history and information to the college community with an outreach to the community.”*

*“Timely, organized and structural. The presenters were very good, especially those that did the video and audio presentations.”*

*Very informative workshop. The resources available were tremendous. The speakers introduced participants to the latest resources. The workshop stimulated me, and I will use much of what was shared.”*

*“It is always enlightening to hear and learn about new authors and their material, as well as to fellowship with*

*librarians and faculty at similar institutions. It is also so nice to be a part of a program that is professionally done with such class and efficiency.”*

*“All of the presenters were very well-informed and informative. The overall workshop was extremely well-planned and executed. Networking possibilities and opportunities for consultants at HBCUs were also a plus at this conference.”*



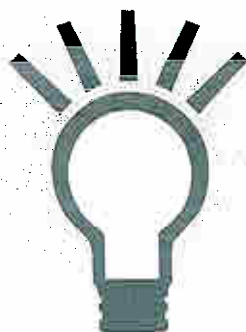
Only three participants offered any suggestions, and all of them had to do with scheduling the conference:

*“I suggest, however, that maybe next year we can divide the conference into two half-days (i.e., ask CCLC to begin at 9 a.m.; SEF-Thursday, 1-4 and 8-10, and Friday 8-1). Of course you might guess that I am one of several persons who had to drive. Thanks again for another great workshop and whether you divide the days or not, I'll be back next year!”*

*“Perhaps meet earlier in the week or over Saturday to cut plane fare.”*

*“Future one-day workshop should not be held on a Friday (all day).”*





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#### **Workshop Participants**

ATLANTA UNIVERSITY CENTER  
Woodruff Library  
111 James P. Brawley Drive, SW  
Atlanta, GA 30314

- Charles D. Churchwell  
*Director, Woodruff Library*
- Joseph E. Troutman  
*Woodruff Library*
- Ernestine Pickens  
*Clark Atlanta University*
- Roosevelt Leonard  
*Morris Brown College*
- Calvin Grimes  
*Morehouse College*
- Darryl White  
*Spelman College*

BENEDICT COLLEGE  
Harden and Blanding Streets  
Columbia, SC 29204

- Beatrice Sumter  
*Librarian*
- Ethel G. Byrd  
*Librarian*
- Gwenda Green  
*Humanities Faculty*

BENNETT COLLEGE  
900 East Washington Street  
Greensboro, NC 28204

- Dorothy Haith  
*Librarian*
- Rhonda White  
*Humanities Faculty*

BETHUNE-COOKMAN COLLEGE  
640 Second Avenue  
Daytona Beach, FL 32015

- Bobby R. Henderson  
*Librarian*
- Hiram Powell  
*Humanities Faculty*

DILLARD UNIVERSITY  
2601 Gentilly Boulevard  
New Orleans, LA 70122-3097

- Theodosia Shields  
*University Librarian*
- Cheryl McKay Dixon  
*Humanities Faculty*

FISK UNIVERSITY  
17th Avenue, North  
Nashville, TN 37203

- Jessie Carney Smith  
*University Librarian*
- Robert L. Johns  
*Humanities Faculty*

FLORIDA MEMORIAL COLLEGE  
15880 NW 42nd Avenue  
Miami, FL 33054

- Laban Conner  
*Librarian*
- Alvin Poindexter  
*Humanities Faculty*

HAMPTON UNIVERSITY  
Hampton, VA 23668

- Earl Bean  
*Librarian*
- Enid P. Housty  
*Humanities Faculty*

LEMOYNE-OWENS COLLEGE  
807 Walker Avenue  
Memphis, TN 38126

- Annette C. Behre  
*Librarian*

LEMOYNE-OWENS COLLEGE

- Juanita Bass  
*Humanities Faculty*
- 

PAINE COLLEGE

1235 15th Street  
August, GA 30910

- Cassandra Norman  
*Head Librarian*
  - Isaac Holmes  
*Humanities Faculty*
- 

RUST COLLEGE

1 Rust Avenue  
Holly Springs, MS 38635

- Anita Moore  
*Librarian*
  - Gwendolyn Jones  
*Humanities Faculty*
  - Jennifer McMullen  
*Humanities Faculty*
- 

SAINT AUGUSTINE'S COLLEGE

1315 Oakwood Avenue  
Raleigh, NC 27611

- Everett A. Days  
*Librarian*
- Seavealyn Smith  
*Humanities Faculty*

JOHNSON C. SMITH UNIVERSITY

100-300 Beatties Ford Road  
Charlotte, NC 28216

- Shirley P. Wilkins  
*Librarian*
  - Rosalyn Jones  
*Humanities Faculty*
- 

STILLMAN COLLEGE

P.O. Drawer 1430  
Tuscaloosa, AL 35403

- Robert Heath  
*Librarian*
- 

TALLADEGA COLLEGE

627 W. Battle Street  
Talladega, AL 35160

- Frances Dates  
*Librarian*
  - Yakini Kemp  
*Humanities Faculty*
- 

TOULALOO COLLEGE

Tougaloo, MS 39174

- Charlene Cole  
*Librarian*
- Dilla Buckner  
*Humanities Faculty*

TUSKEGEE UNIVERSITY

Tuskegee Institute, AL 36088

- Edna L. Williams  
*Librarian*
  - Annie R. Bascomb  
*Bibliographic Instruction Librarian*
  - Marc Graney  
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