Back to the Future:
Implications for the Black College Library

Black College Library Improvement Project

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Report on the
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Black College Library Improvement Project

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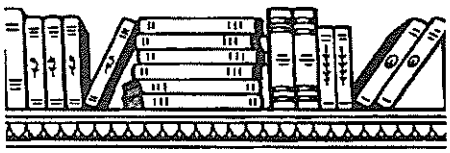
Introduction

The Southern Education Foundation's Black College Library Improvement Project held its fourth annual workshop, "Back to the Future: Implications for the Black College Library," August 29-31, 1990, in Atlanta, Georgia.

The project has been funded with grants from the Andrew W. Mellon Foundation since 1987, and has focused on three priority areas--collection development, library utilization, and professional development. This year, the focus of the annual workshop continued to center on revitalizing and enhancing the historically black colleges and universities (HBCUs) through greater utilization of the campus libraries, and involving humanities faculty in the process of developing the libraries.

The Southern Education Foundation extends its appreciation to the Black College Library Improvement Project's advisory committee members: Dr. Charles D. Churchwell; Dr. Guy C. Craft; Ms. Francine Henderson; Dr. Deanna Marcum; Dr. Samuel N. Nabrit, and Dr. Jessie Carney Smith. These members have served as consultants for the entire four years of the SEF/Mellon project and have evaluated institutional project activities, provided technical assistance to the library staffs, and engaged in the planning and coordinating of the workshops.

SEF also extends its gratitude to the Andrew W. Mellon Foundation for its commitment of funds to the HBCU libraries for enhancement of collections, professional library staff development, and overall services to students and faculty.



Black College Library Improvement Project

Back to the Basics: Academic Underdevelopment of the Incoming HBCU Student

Dr. Annie W. Neal, vice president for academic affairs, Tennessee State University, congratulated SEF and the Black College Library Improvement Project on its outstanding work in the area of library enhancement. She also noted that the state of Florida has replicated the library project; this can be attributed to the major accomplishments achieved over the last four years of the project.

Dr. Neal suggested that the topic she was asked to address was interesting to her because the historically black institutions have assumed the responsibility of accepting students without the necessary skills and molding them to leave as skilled and educated individuals. Thus, the academic underdevelopment of incoming students has always been a priority.

In the past, these students were accepted and educated without the labels. These students were very special; the church and the black institution always made these students feel important and good about themselves. However, today, students are being told that they are not special, and are not capable of succeeding. In this regard, Dr. Neal challenged the participants to "reclaim and name ourselves." Librarians and professors must proclaim that there is a responsibility and challenge that must and will be met. Librarians must be the beacon on the campuses, and provide instructional support for the faculty and students.

She asked the participants whether they were making libraries "user-friendly," and asserted that there must be a partnership between the librarians and faculty members to ensure that the libraries are used.

Dr. Neal suggested that the three "Rs" are just as important today as before. A few years ago, another "R" was added--"reasoning." The computer revolution has transformed the work world, and instead of needing fewer skills, more skills are needed. Knowledge, learning, information skills, and intelligence are the raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs and AIDS. Therefore, unless opportunities are provided to the students on the black campuses, the students and institutions will become "economic leftovers," Dr. Neal said.

She cited a recent study conducted by personnel of the Southwest Educational Development Laboratory, which identifies eight areas in which student achievement needs to improve in order to match employer demands: reading, writing, mathematics, communication skills, problem-solving, self direction and initiative, team work and flexibility, and positive work habits. This raises the question as to how work-study students are utilized on the college campuses. In addition, educators have pointed to the skill of listening, which basically is not a

focus on most campuses. Therefore, Dr. Neal urged the participants to help students learn to listen well. She said that speaking is important, however listening is an important skill, also. The average person spends 78 percent of his time utilizing speaking and listening skills.

The study further indicated that many schools do prepare students for entry level jobs. Few agree that the gaps in preparation are as severe as the business community maintains.

Dr. Neal posed the question: What steps can be taken by the HBCU to embrace library services, meet the needs of their respective colleges, communities, and remain viable learning centers for faculty and students? She said that it is important that the libraries become the focal point of the universities and colleges.

Libraries are struggling to keep up with the age of information. Information is power, and the volume of information is expanding at an unprecedented rate. This explosion, coupled with inflation rates which exceed annual increments, creates a situation in which consumers are buying less. Dr. Neal suggested that the libraries were buying less even with added money to their budgets.

A new American Council on Education publication, "Information Literacy," states that academic leadership must review their library resources and personnel as empowerment tools to support a wide range of campus priorities. It states: "In times of limited resources, no administrator can sensibly forego exploiting any campus resource, much less one as large as, expensive as, and as powerful as the library. The library plays a crucial role in an information society, connecting, integrating, and managing information. And, no where have computers been more empowering than in library operations and services."

The value of the library for an academic administrator is far greater today than a decade ago. Automation is critical, and fund raising is necessary to augment library services.

A major challenge for the HBCU is integrating the library into the mainstream of campus activity. According to a report referred to by Dr. Neal, there will be four areas the library must participate in to become part of the mainstream:

1) The emphasis must be on access to resources, rather than ownership. There will be a need to be computerized to become a part of networks;

2) The library must become part of the mainframe whereby integration of campus information resources is a reality;

3) The library must be brought to the user; and

4) There must be a growing concern for information literacy.

Dr. Neal emphasized that the college-educated person no longer can rely on previous knowledge, textbooks, and faculty to provide the information necessary to make informed judgments.

The National Science Foundation stated in a recent report:

> Regardless of how successful we have been with conventional literacy--reading, writing, and arithmetic--we need to look ahead at achieving a new kind of national literacy, information literacy. To be information literate requires a new set of skills. These skills include how to locate and use information needed for problem-solving and decision-making efficiently and effectively. Such skills have wide applicability for occupations as well as personal activities.

Dr. Neal closed her remarks by sharing some activities in operation at Tennessee State University: the Library Orientation Program, the On-line Program, Interlibrary Loan Program, the Library Liaison Program, Special Collections, and an Outreach Program.

Dr. Neal reminded the participants that the library is the essence of any college or university. As the 21st Century arrives, traditionally black institutions and their libraries must be provided with resources to make them competitive so that their graduates will be competitive. She asserted that HBCUs no longer can try to make chicken soup with chicken feathers.

Dr. Neal told a story to the participants about a wise man who was loved by the people in his area. There also was a nobleman, a prince, who hated the wise man. He hated him because he was respected and loved by so many people. One day the prince decided on a plan to discredit the wise man. Each day the wise man went to the marketplace where he spoke to the people and gave advice. The prince decided to go to the market the next day disguised as a peasant, and hold in his hand, a white dove. When the crowd gathered, he decided he would ask the wise man whether the dove in his hand was alive or dead. He planned that if the wise man said it was dead, he would open his hand and the bird would fly away. If the wise man said that it was alive, the prince would squeeze the bird's neck and kill it. The prince figured that either way the wise man would be discredited in the eyes of the people, and lose their love.

The next day, he appeared as he planned and said: "Wise man, wise man, I have a question. Is this dove alive or dead." The crowd grew quiet and turned towards the wise man. The wise man looked at the prince, and said very slowly: "That which you hold in your hand, it is what you make of it."

Dr. Neal told this story to emphasize to the librarians that they play a crucial role in addressing the critical needs of young people. She reminded them that young people must be reclaimed, especially the black male. Librarians must help find solutions to the illiteracy problem. They need to make a difference, and it is in their hands, she said.

Humanities Faculty in the 21st Century

Dr. Benjamin Ladner, president of the National Faculty of Humanities, Arts and Sciences, suggested the necessity of sharing across lines, geographies, and campuses. He explained that his organization, the National Faculty, was started by Phi Beta Kappa approximately 20 years ago. It is a quiet organization of university professors. The goal is simple: If you take the best resources in colleges and universities and target them for the schools, K-12, a difference can be made. School systems request assistance from the National Faculty, which assesses the needs of a school system, and sends teams to the systems to help the teachers improve teaching methods. In addition, the National Faculty is in the process of establishing a new school, the 3-M school, in the Pittsburgh School System, as a magnet school devoted to multi-racial, multi-cultural, multi-ethnic studies. With funds from the Mellon Foundation and the Pittsburgh School System, the National Faculty is working with teachers to develop a curriculum.

Dr. Ladner devoted the beginning of his speech discussing one's understanding of knowledge, in general-- knowledge of knowing how to do something and knowledge of knowing the meaning. He maintained that when skills and techniques lose their meaning and significance, there is a human crisis. People can experience meaning only because they can talk to and make sense to each other. It is not the theoretical formulations of reality that hold the deepest meanings of our lives and hold our lives together; it is common, ordinary speech with our fellow human beings that lets us make sense.

When we can no longer recognize what we hold in common as colleagues and citizens, then in the strictest possible sense, we have lost our common sense. What is between us is the basis of a truly civilized people. The loss of common, that public space where we speak meaningfully to each other, the loss of that space reduces our sense of shared values. The disappearance of commonly held values is a sign that there is no compelling image of ourselves as human beings, and our world that we mutually affirm and jointly delight in. We are victims of what one poet has called, "the hardening of the images." Elizabeth Sewell, who taught for a time at Tougaloo, said there are few ways, none of them obvious, of telling whether you are alive or dead. Try whether the net or nets inside of your mind will stretch. Any new experience will set fingers down in that net and start pulling in opposite directions. Some minds will not give, even a millimeter. Some will split wide open under the strain of tension. But, some will stretch and reshape squares into diamonds. Or else, the nets are our death traps. What she is talking about is the death of the imagination. We can only accomplish what we can first imagine. When our imaginations become death traps, our activities become deadening and deathly. At this point, Dr. Ladner said, what we think is less than what we know, what we know is less than what we love, and what we love is so much less than what it is. And, to that precise extent, we become so much less than what we are.

What we fear is not that a bomb will fall or a catastrophe will occur, but that things will go on pretty much the way they have every morning. What then are the questions? Do we really want to know where pain and joy intersect? How does time fulfill itself in a single life? What are we working for? How can we make delight permanent? How do the thousands of events in a single life hold together?

Education must cut into the yearning that is close to the roots of our being. The humanities will continue to be the primary source for helping us understand these values. The challenge of education is not so much the matter of finding out what we yet do not know. The great challenge is having the courage to say plainly what we really know. We know that there are patterns of meaning which are intertwined with these experiences. We know that there are reliable structures of mind and imagination which have been built by those before us and which fit our lives, and which by teaching, can pass on to our children.

Dr. Ladner reminded the participants that teaching the humanities means teaching the things that one knows, not as information, or opinion, but as the meaning. He is convinced that by teaching this way, it is more a matter of courage than technique. He further maintains that if these insides are truly known, they cut into our lives; therefore, there is no real teaching that is not by example.

The goal of knowledge is not the accumulation of bits of information, however interesting they may be. It is always finally what you know from the living of your life and having the courage to live in light of what you have come to understand.

Dr. Ladner emphasized that if the recent efforts of educational reform are to have any lasting effect, they must be linked to a reconsideration of a reality we can commonly affirm, and the cultural values we can commonly establish. Then, we will realize that teaching is essentially a cultural rather than merely a professional activity.

The word "cultural" means to tend, to take care of. It is an agricultural term, meaning to cultivate. It was used later by the Greeks to distinguish themselves from the barbarians. The Greeks were "cultural." Barbarians possessed indiscriminate sensitivity, and did not know where to set limits. By contrast, the cultured person was someone who knew how to choose, and to set limits. In other words, they knew how to take care of what makes the world uniquely a home for the human spirit.

In order to educate our children, we also must make choices about what matters most to us as human beings, and about what ideas, objects, books, and forms of life must be taken care of and preserved. To do that, we must reformulate our images, to make sure that they are appropriate for understanding the reality that we share.

Dr. Ladner specifically addressed the challenges that libraries are facing. He raised the issue: Have we built an educational system that is at odds with the very reason we brought it into being, so that it no longer lets real energized, excited, passionate children and teachers open into new insights, be alive, be creative? Or does the system shove them in the name of that same energy into compartments, processes, and methods?

The library gets the short end of that analysis. Basically, what we tell our kids is that there is a warehouse over there and you can get things out--dead ideas. What Dr. Ladner is proposing is that the image of the library be changed from static to dynamic.

We do not get the message out that if you come into the library, your life may be changed, here. There is something that is at stake here. We have something that is going to open up reality in a new way. The library will take on a new institutional form that changes from the static reservoir museum morgue, which is dead, to something that is breaking open, and therefore radical; this becomes a kind of crucial juncture, because what you have there is all of human language. The library then becomes physically and symbolically that juncture at which speech becomes action, and you as librarians figure out ways to give the human community access to what has been thought, lived and loved.

The library has to reconceive its identity for the 21st Century. One problem libraries face is where things are put and how they are cataloged. There are so many intersecting disciplines. How do we give appropriate names and images to the new insights that are coming out of merged fields and disciplines? How, in short, do we think about the library?

Dr. Ladner focused his remarks on several issues, and posed the theory that society in the last 300 years has bought into white mythology. He said that we have allowed the subject of race to take place on the biological, natural level. Once we rethink the history and culture of the race issue, it should dawn on people that the issue is not one of race which means biology, it is a study of history and culture.

It is a very different thing to understand that instead of talking about whites, we talk about European Americans. Instead of talking about blacks, we talk about African Americans. In this way, we can talk about the history, culture and images that have been brought into being in this country and other parts of the world. Once we change the image of terms from biology and nature to history and culture, we have a whole new set of discussions, building on how we got this way, how we talk, how we think, how institutions got built, and why they were built. For the moment, we don't know it because we are satisfied with talking in images, which are dead end.

Dr. Ladner further pointed out that he thinks that the central issues of the 21st Century are going to be issues of values, stability, culture, and most of all, questions of our children. The overriding question will be,"What ought we do?" When we develop the technology and skills and the expertise to be able to make something possible, we still have to face ourselves and say: "Should we do this?"

Dr. Ladner cautioned the participants about the hoax of preparing students for a job which they would seek five years later. Instead, the task should be to prepare them to live thoughtful, informed, intelligent lives in which they could make informed, intelligent judgments about what they want to do. Jobs are just not jobs, they fit into a larger context. Students should not be told to come to an institution, get a degree, and get a job.

Secondly, he raised the issue that English departments have been some of the most backward departments in colleges and universities for a couple of decades. They have been reactionary, and there are reasons for this, he said.

Dr. Ladner believes that librarians have the power to introduce students into reality. In order to do this, the term "support" in reference to libraries must be eliminated. The library is the crucial threshold that ushers people into the mystery of human existence. The library is the center of the campus and not a "support" system, and librarians must assume a more positive role in this process.

Measure for Measure: Evaluating the Library as an Effective Instructional Tool

Dr. Margaret Duckworth, Division of Humanities, Virginia Union University, addressed the topic of evaluating the library as an effective instructional tool by using selected items from Virginia Unions annual faculty survey. Dr. Duckworth maintained that it is of no use to conduct an evaluation survey and then simply ignore or complain about responses.

Evaluation surveys reflect the perceptions faculty members have of the library--their attitudes, research practices and assignments. From that feedback, viable suggestions may be made in the area of soliciting greater academic cooperation and helping the library become a more effective instructional tool.

The faculty survey at Virginia Union University is given to all full-time faculty members every spring. A recent survey was administered to the faculty, and out of 73 faculty members, 59 members responded. Dr. Duckworth maintains that there seems to exist the attitude that the library is tangential to the learning experience and not integral. This attitude is reinforced by the perceptions of the library as "support services." Accordingly, this term connotes subservi-

ence, and implies a lower status in the learning hierarchy.

On the other hand, Dr. Duckworth believes that because of time constraints, a professor is limited in the coverage of subject material. Indepth discussion of the certain areas only can be found in the library. The librarian, then, is essential in giving specialized assistance which augments the general framework presented by the academic faculty.

Dr. Duckworth stated that she would like to see the administration and faculty perceive the learning process as a mutual effort between the classroom and library. Moreover, it is essential that the academicians and librarians operate in an attitude of total cooperation. Instead of the term "support services" used to designate library services, she suggested the term "cooperative services" as an alternative.

Several handouts were given to the workshop participants, and Dr. Duckworth facilitated a discussion of the results. Of the survey respondents, 85 percent indicated that a librarian was never or seldom used to make a presentation to their students. In this regard, she offered several suggestions for raising the image of the librarian as co-teacher in the learning process.

- The professional librarians at HBCUs should hold faculty status and participate in the same benefits, promotion and tenure rights, and salary scale.

- As faculty members, library personnel should interact with the general faculty in non-library situations, i.e., voting members of committees, and workshop participants.

- The library director should serve on the institution's designated administrative governing unit.

Dr. Duckworth encouraged the institutional representatives to become involved even in designing courses. She briefly described a course she designed under the auspices of the English Department and with the collaboration of the library. The course will embrace three components: research, word processing, and presentation. All work will be conducted in the library by students, under the direction of the library faculty. The English faculty will teach students the particular presentation format of their discipline. The end product will be a major research paper from each student and a videotaped oral presentation of that material.

Dr. Duckworth noted that 42 percent of the faculty at her institution did not use the library regularly and frequently. She maintains that in order to instill in students the need for and the benefits of good library research there must be scholarly role models and classroom encouragements. Dr. Duckworth agrees with other librarians who believe that many instructors

simply are ignorant of current library practices. There is a need for professors to be trained in the new technological developments through workshops and presentations.

It is essential for the library faculty to reach out and attempt to provide and serve all facets of the teaching community. Dr. Duckworth suggested that institutions orchestrate an outreach program to which may include the following:

- Requesting that library personnel be permitted to use an extensive part of general faculty meetings for presentations

- Asking the administration to include a mandatory library information session, held in the library, as part of a pre-or post-school conference, or as a separate workshop sanctioned by the administration

- Soliciting the aid of the department chairs in holding one or more department meetings in the library for the purpose of library orientation

- Setting aside an informal coffee session in the library each month to permit informal interaction between academic faculty and library personnel

Dr. Duckworth also reminded the participants that surveys have shown that students who frequent the library come more often for studying than for utilizing reserve materials, and less than half the time for research. Too many instructors are textbook oriented; therefore, there is a need to structure assignments specifically to encourage student's to expand their use of library opportunities.

A few ideas were presented by Dr. Duckworth during her closing remarks. She suggested that for a minimal investment, HBCUs could house a great part of the story of African Americans. Oral history clubs of faculty, students, staff, administrators and community people could be formed. In some cases, an oral history combined with a photographic collection could be established. Moreover, institutions do not have to concentrate efforts for a collection on the past. Each school could select an African American politician, artist, or some important contemporary figure and collect originals or duplicates of awards, papers, clippings, and memorabilia.

Dr. Duckworth concluded by stating that there are other reasons beyond improving

research bases to having special collections. They bring prestige to the library, invite recognition from scholars in particular fields, motivate apathetic faculty, and draw money in gifts, grants and aid in the general soliciting of funds.

The White House Conference on Libraries and Information Services and Implications for HBCU Libraries

Dr. Jessie Carney Smith, a member of the Black College Library Improvement Project advisory committee, presented the Tennessee Plan for involvement in the White House Conference on Libraries and Information Services. Because private colleges do not have the luxury of going to state legislatures for money, Dr. Smith urged the librarians and faculty members to get involved in the next White House Conference on Libraries and Information Services, which will occur in 1991.

State conferences and the White House Conference should not focus on state colleges; therefore, there is a need for those in the private college sector to guarantee that all libraries benefit. Dr. Smith attended a preliminary planning meeting in Tennessee and was disturbed that the focus was on public libraries.

The goal of the White House Conference is to develop recommendations for further improvement of library and information services to increase productivity, expand literacy, and strengthen democracy. The objectives include: 1) to formulate recommendations for further improvement of the library and information services of the nation and their use by the public; 2) to establish a substantial record of justification and support for the recommendations, including examination of the purposes of, priorities for, and appropriate providers (public and private) of service improvement; and 3) to develop a nationwide consensus and effective strategy for implementation of the recommendations.

Dr. Smith maintains that the White House Conference will have implications for the historically black colleges and the humanities, since a focus would be funding for library support whether in the area of facilities, library support, collection development, staff or preservation.

The Tennessee Plan

In Tennessee, a one-day conference addressed these issues and the central theme of how a small community can provide collections and services to meet the needs of the clientele. Dr. Smith raised the question: What can the HBCU do to serve the need since many HBCUs provide the services that a public library would in a larger community? Preservation should be a concern, especially in terms of guaranteeing the quality of special collections. Conservation and preservation must be addressed by the HBCU.

Another concern raised was how information providers could help the residents sort

through the vast quantity of information in today's society. Information labeling and the form in which the material is categorized are important factors.

The Tennessee conference members were concerned with exploring ways of forging cooperation between public and school libraries and academic libraries. In this regard, Dr. Smith urged the participants to discuss ways in which the Black College Library Improvement Project could have an impact on future planning on the state and national levels. There is funding available, but, for the most part, the funds are earmarked for the larger institutions; therefore, funding and the legislation areas must be explored, she said.

Dr. Smith gave an example of Elizabeth Wright, the founder of Voorhees College, who was influenced by Booker T. Washington and Mrs. Washington. A researcher may not know that Voorhees has this collection, and it is critical to have this information available to the public.

Dr. Smith urged the SEF/Mellon institutional representatives to investigate steps the group could take to ensure that the private HBCUs are involved in the state and national planning that will take place in 1991 in Washington, D.C. Each institution should seek to be a delegate at the Governor's conferences and the White House Conference.

Issues and Answers: Librarians/Humanities Scholars Interchange

This session was divided into two groups to discuss the participants' experiences with the Black College Library Improvement Project. Two advisory members of the Black College Library Improvement Project facilitated each group discussion.

SESSION I

Dr. Charles Churchwell and Dr. Jessie Smith requested that the participants report the experiences each was having--successes and failures. Thomas J. Donahue, Jr., librarian of Voorhees College, presented the highlights of the group discussion.

During the interchange, Millie Parker of Paine College asked whether the advisory committee members had any influence on when the grants were awarded. There is an enormous amount of pressure to spend the money and prepare the reports. The funds arrive at a time during the latter part of the year which does not give that much time for the actual expenditures to be made. The goal is to have the money available for the academic year; however, last year the unavailability of financial data needed by the Foundation slowed the release of funds. This was one reason why the reports should be submitted in a timely fashion. Another possibility would be to ask staff to require financial reports along with the narrative reports.

Ben Bailey of Tougaloo College suggested that one stipulation might be that the college and university administrators put more of their own funds into the library programs. This is an actual requirement of the grant, but it is not done consistently.

Edna Williams of Tuskegee mentioned that in Alabama there is a statewide network, and in order to qualify for inclusion in the network, a school must have graduate degree programs. One of the requirements which makes this program work is that there is a collection development form with a maintenance of effort waiver. If administrators do not support the library at the level that they indicated or promised, then they must have a good reason or their funds are subject to be withheld. This withdrawal was discussed as a possible route for the SEF/ Mellon project.

Bobby Henderson was concerned with the rate of inflation relative to adding to the collection. The same amount each year allocated for collection development will not purchase the same number of volumes because of the rising cost of books.

Another concern was the adequacy of participation of faculty in the selection of materials. The main concern was not with the humanities faculty, but with social science and

science faculty. These are the faculty members who normally complain about not having enough money for materials. Tuskegee University has interested the social science staff to the extent that requests from that department are second to those from the humanities department. One professor even wrote a grant and included the library as a recipient of the materials. It also was mentioned that at other colleges, academic departments are required to include the library in the grants.

Phyllis Anderson of Paine College mentioned another cooperative effort wherein the library and music department entered into an arrangement to sponsor a concert of Negro spirituals, and some of the students used the library to research some of the songs which were part of the concert.

Ms. Williams mentioned the incorporation of the bibliographic program, and the fact that the library produces the handouts which cover all the informational material that will be covered during the session.

SESSION II

Advisory members Dr. Guy C. Craft and Ms. Francine Henderson facilitated this session. Cassandra Norman, librarian of Benedict College, presented the summary of the librarians/humanities interchange. Dr. Craft and Ms. Henderson asked the group participants to share feedback and to highlight any noticeable differences that the program has made over the last three years. In addition, the participants were asked to discuss improvements and the necessary steps to take to purchase special collections.

Robert Skinner, librarian of Xavier University, told the group that when he arrived at Xavier the library did not have a special collection. He told the group that there was a Massachusetts- based company which buys first edition books. Some of these books deal with slave narratives as well as African American issues. The members agreed that the HBCUs should look at their holdings and retrieve the volumes necessary to build special collections.

Dr. Fullwood asked whether the libraries could go outside of the humanities area to purchase other books. The advisory members reminded the institutional representatives that it was necessary to follow the original guidelines. Funds from the institution could go to purchase books in other disciplines. Grantees were reminded that submission of the disbursement memorandum along with the narrative is very important. The awarding of the grant may be delayed if this disbursement is not submitted.

A participant asked how and when funds would be given, and another representative shared information about faculty workshops which have been an excellent avenue for faculty input in collections development. As a result, library assignments were made across the

disciplines.

Vonita Dandridge, head librarian, Virginia Union University, told the group about two community outreach programs. One program includes books, talks, and cultural enrichment media. Laban Conner, Florida Memorial College, noted that the college works with the Upward Bound students to encourage them to use the library.

Several participants mentioned that the BCLIP consultants who conducted onsite visits during the first year of the grant provided critical technical assistance. They suggested that more visits similar to those conducted in the past be scheduled again. The advisory members reminded the institutional representatives that visits would be possible; however, the institutions would have to request such visits.

Dr. Samuel Nabrit, BCLIP advisory member, reminded all of the representatives during the general reporting session that librarians understand each other. The main problem of securing faculty cooperation cannot be solved by the library itself. At some point, the chief academic officer will have to play a role. To address this concern, Dr. Nabrit recommended that a session be convened with the presidents and/or top administrators. At a session such as this, the issue of faculty cooperation could be reinforced.

Some institutions have produced newsletters which highlight the SEF/Mellon grant activities and collections. It was suggested that publications are a good tool for circulating information to increase the knowledge and understanding of library offerings.

History of African American Education: Film/Video Project

Dr. Robert Smith, project director of a film/video project, "History of African American Education," provided a background of the project, and his reasons for getting involved in this endeavor.

Four years ago, it bothered Dr. Smith that black educators were not involved in documenting African American history. One educator, Ron Edmonds, had pioneered efforts in this area; however, his sudden death caused projects to terminate.

Dr. Smith became an advocate of the position that in order to solve the educational problems of blacks, one must go back and look at history. Dr. Smith maintained that urban school districts do not have a real mission, nor real focus; therefore, unveiling this history is important.

Dr. Smith presented five minutes of a twenty-minute original presentation which was prepared three years ago. The material contained in the presentation came out of books housed in libraries.

The project proposes to use computer technology, library archives, and material gathered in other places, to create a series of products. The video project will present 400 years of educational history, entitled "Learning to be Free," for public television. The project also will include a multimedia database for sharing information between African American museums/libraries and other cultural and historical museums/libraries across the nation. A CD-Rom database system also will be created. The series will serve as a curricular base for elementary and secondary education nationwide, and be fundamentally informative to the training of teachers preparing for urban careers.

Jim Anderson is the chief researcher for the project. In his book, *The Education of Blacks in the South, 1860 to 1935*, he points out that slaveships used to stay docked off the coast of Africa for a period of time in order to be very selective about the slaves they brought over. Slave records indicate that the slaves had excellent skills in various areas.

Another important theme that must be made is that there is a strong relationship between literacy and freedom. Carter G. Woodsen made the point that anti-literacy laws were not established and pushed until 1819. Over two hundred years, black literacy began to grow, and it was estimated that at least 15 percent of the black population could read within that period of time. It was the rebellion of Nat Turner and Denmark Vessey that caused the South to pass harsh anti-literacy laws. By 1860, prior to the Civil War, only five percent of the black population

could read and write.

Prior to Reconstruction and after that time, the black church sustained the education of blacks. Dr. Smith suggested that the church may be a resource to tap again to solve the educational problems of the black community.

Records reveal through interviews with some slaves that they were not so upset about being slaves, as they were with the fact that they were denied the opportunities to develop, and to read and write. Immediately after the Civil War, blacks began, as an organized group, to establish schools. This was done all over the South without the benefit of telephones and fax machines. Moreover, schools developed even before missionaries appeared in the communities. A researcher has documented the establishment of more than 500 schools prior to the coming of missionaries.

Dr. Smith maintains that these facts are important because they negate the misconception that blacks were passive and were waiting for things to be brought to them. Another misconception was that things were better in the North. Although the North was much harsher in suppressing educational activities for blacks than the South, as blacks migrated to the North, the educational system was restructured to accommodate blacks. In this regard, Dr. Smith has surmised that the problems in the Northern school districts far outweigh those in the South, and that is because of tracking, vocational education, and the general disadvantaged theory which grew out of the North. He does perceive a shifting of attitude regarding education today. This attitude is based on the kind of competition in the world. There is the realization that no longer can the society afford to undereducate a segment of its population.

Dr. Smith demonstrated the concept of the HyperCard which manages and controls a disc. He showed a part of the King series which was produced by ABC; a total of 10 series was produced by ABC, and the network does make the series available to the public. With this system, a lecture could be customized according to the level of the students.

The film/video project is housed at Wayne State University, Detroit, Michigan, which helped to launch it. The project has the potential to organize some of the archives, the undiscovered treasures, at the HBCUs. Fund-raising for the project currently is underway to secure money to initiate the research phase of the process. This procedure will involve documenting manuscript collections and archives at HBCUs, government publications, the Schomburg Center, and various schools. Court records will be researched, and oral history reports will be collected. Once the survey is completed and the results loaded into the database system, film producers will be retained to look at the data and produce scripts. The final product, a 15-20 minute piece, will then be taken to foundations and funders for support.

The pre-production phase is estimated to cost $550,000. The production phase will cost in the range of two to three million dollars. Wayne State University has committed approximately $75,000 in funds and in-kind support. The Museum of African American History, located in Detroit, has provided $75,000 in exchange for the project's archives and use of the project's multimedia database system. Moreover, some of the other colleges in the system are interested in the project, as well as the Wayne State University library.

Although the project is housed at Wayne State University, Dr. Smith feels the cooperation of HBCUs is important, and that the establishment of a consortium is vital to the success of the project. The presentation to the workshop participants was designed to familiarize the representatives with the project and to interest them in the material and possible involvement in the future.

Revitalizing the HBCUs and Libraries

Dr. Ramona Hodge Edelin, president of the National Urban Coalition, gave the dinner presentation.

Dr. Edelin used the occasion to share concerns of her mother, Annette Lewis Hodge Dennison, who was a library educator all of her adult life. Many of the BCLIP participants were colleagues and students of hers. Dr. Edelin told the group that before her mother died in 1983, she had discussed with her the general topic of the image of the library. The question raised by her mother was, "What can we do to make libraries an integral part of life in our communities?" Dr. Edelin's mother was concerned that the libraries were outmoded and outdated. She saw the need at that time to use computers and audiovisuals in more compelling and aggressive ways.

Dr. Edelin feels very strongly that HBCU libraries must become the temples of African American culture--the living word for our people, the learning laboratories in which the cultural renewal of our people throughout the diaspora will unfold. The libraries must be the protectors of truth; safe houses for our dynamic cultural wisdom, learning centers in which our cultural identity is corrected, protected, and passed on. Our libraries can help our colleges finally do that which none has done and few have even envisioned with respect to authentically and thoroughly meeting the scholarly and pragmatic needs of African people in the United States and around the world. She maintains that in the humanities, science and technology, economics, politics, and the realization of freedom, self-sufficiency and unity, perhaps it is our libraries to which we will have to look.

Students who protested in the '60s, as well as her children at Morehouse and Spelman and those at other African American and other colleges around the country today, have demanded that colleges prepare students for what they need to be doing as African people in the world. In response to this demand, Dr. Edelin asked, "Where do we find that essential core of knowledge which informs all of the rest of what we do?" She responded that it is the library which should have the texts, photographs, exhibits, and high technology information and communications systems which prove once and for all who we are as a people, what we have done, and what we can do in the future. It begins with knowledge of self, and it is only through self-knowledge that the essential freedom will be attained.

African Americans have the responsibility and the opportunity to unify around decisions and plans which could render racism in the United States too costly in the 1990s. Dr. Edelin said that it was in the library at Fisk University that she read Du Bois, and solved the problem of the color line. At least 40 percent or perhaps 50 percent of all college-age people in the nation, in

1995, will be African American. The nation must be made to realize that it will be too costly to continue racism and discrimination in the '90s.

The library will be the place for obtaining the wisdom of knowledge that is needed at this time. Dr. Edelin asked the question, "What is culture?" She maintains that culture is that vehicle which moves all human groups forward. It is the intentions, decisions, inclinations, and adjustments to life of a people who are identified as one group by blood, lineage, history, and circumstance. She quoted W. E. B. Du Bois:

> The history of the world is a history not of individuals, but of groups, not of nations, but of races. And he who ignores or seeks to override the race idea in human history ignores and overrides the central thought of all of history. What then is a race. It is a vast family of human beings, generally of common blood and language, always of common history, traditions, and impulses, who are both volunteeringly and involunteeringly striving together for the accomplishment of certain vividly conceived ideas of life...

Cultural integrity must be redeveloped, which precedes group development. The history of Black Africa will remain suspended in air and cannot be written correctly until African historians dare to connect it with the history of Egypt. It is impossible to build African humanities, a body of African human sciences so long as that relationship does not appear. The African historian who evades the problem with Egypt is neither modest nor objective, nor unruffled. He is ignorant, cowardly, and neurotic. The Ancient Egyptians were Negroes.

Dr. Edelin continued her presentation by reminding the participants that the movement of African people from Ancient Kemet, now called Egypt, into western Africa and throughout the diaspora over a period of 12,000 years, has been closely investigated by scholars. She insisted that people must study in our libraries, and the libraries must showcase the work of our scholars, many of whom have travelled throughout the world to personally retrieve the important texts, oral histories, and linguistic comparisons, artifacts, art and photographs which are needed to untangle the lies, distortions and stolen legacies of the past. Not only were African people the first earth creatures to will ourselves human, we established the scholarly disciplines, engaged in technological and scientific processes which are still mysterious today, and established prosperous and peaceful societies that spanned not just generations or centuries.

Today, young people are asking the most troubling questions. What difference does it make whether I live or die, whether I learn anything in school, or become an addict, criminal or murderer. Our culture must answer these questions with one clear strong voice. We have regressed to the point that half our babies under six years old officially are in poverty. Most of them are parented only by poor isolated teenage girls. More of our young men are in prison than in college. Because of these realities, the libraries must set the environment to teach by example.

Dr. Edelin provided comments on the architectural marvel, the pyramids, built in 3500 BC. Her description follows:

> It is comprised of at least 2500 separate stones, none of which weighs two tons, none of which is cut the same way. It rises to an apex, and is slightly concave. The stones fit together so that one could not insert a credit card between them, although no cement of any kind was used. More important to us is what is inside. It is not a tomb. It is a time capsule. Inside is an arc which has a number of things: the standards of weights and measures for that culture unaffected by temperature and time; the ratio of the weight of the arc to the great pyramid is the same as the ratio of the great pyramid to the weight of the planet Earth. In the great pyramid, you find the distance from the Earth to the Sun; you find numbers of working laboratories where the sacred science of that era took place; and you find the basic measurement of the circle which the Greeks renamed "pi."

Dr. Edelin raised the point that we have proof through the studies of African American scholars that when the Ancient Egyptians were under siege, they migrated to western Africa, where most of us came from. It is time, therefore, for our libraries to deal with the ancient knowledge, but in the high technology. Dr. Edelin would like to see our libraries hold master teacher classes via satellite all over the African world on a weekly or monthly basis. These satellites are available at reasonable prices and should be investigated by the HBCUs.

She concluded her presentation by stating that libraries can serve as learning centers, not only for the faculty, but for the communities in which they reside. She reminded the participants that like the great pyramids, the HBCU libraries are temples of this learning.

Humanities Programming in HBCU Libraries: "The Mississippi Civil Rights Project"

Mrs. Virgia Brock-Shedd, a poet, essayist, actress, and librarian of Tougaloo College, provided a background of the history of Tougaloo College. She reminded the participants that Tougaloo students and personnel always have been involved in bringing justice and equality to all the people of Mississippi. The "Tougaloo Nine," a group of students, chose the all-white library in MIssissippi for their "sit-in." They did not choose a lunch counter!

Tougaloo is the only institution in the area specializing in collecting and preserving the papers that document the Civil Rights era in Mississippi. Throughout the years, there were groups, such as the Wisconsin Historical Society and others that actively recruited documents for their collections. At this point, Tougaloo personnel became more active in securing the necessary promises for donation of papers to the institution's library.

Tougaloo's first effort in 1975 to gain grant funds for processing and preservation from the National Endowment for the Humanities (NEH) was not successful. Instead, Delta Sigma Theta, Inc., awarded the college $10,000 to renovate a storage area to house the documents. In 1976, a consortia arrangement with Wesleyan University procured a $76,000 grant from NEH for a joint processing and microfilming project for the legal papers of the movement held by Tougaloo. These papers comprised the legal briefs, jail records and testimonies of civil rights workers. Out of this project, besides the original copies returned to the Tougaloo archives, a microfilm set was deposited in six other American Missionary Association founded institutions. The legal documents are housed in 179 archival storage boxes which demonstrates the vastness of this collection.

In November, 1988, Tougaloo applied again to NEH for a grant to continue the processing and preservation for approximately 1200 cubic feet of raw materials from people in the history of the movement in Mississippi. A grant of $188,000 was awarded to staff the project, and provide necessary supplies.

Tougaloo now is in the second year of the project. Attention has been given to the papers of Aaron Henry, Fannie Lou Hamer and Rev. R. Edwin Kind, all co-founders of the Mississippi Freedom Democratic Party which changed the color of those who hold political offices in the state. Mississippi now is the state which has the highest number of black elected officials. Other papers included under this grant were received from the Rev. Robert L. T. Smith, the first black to run for a congressional seat in 1962 since Reconstruction; and Rims Barber, a white liberal activist. There are other papers of leaders and grassroots followers. In addition, the collection includes papers which document the Jackson State University killings.

During the past year, 147 researchers have used the collections. Once the project is completed for the 1200 cubic feet of materials, there still will be about 3,000 more cubic feet of raw materials to process. The end goal is to have all the collections cataloged and ready for input into the national OCLC database. Tougaloo also hopes, in the future, to have full texts of the collections on CD-Rom.

Supplementing the civil rights papers, Dr. Brock-Shedd said there are more than 500 audio, reel-to-reel and video cassette tapes of movement rallies, civil rights leaders and grassroots civil rights workers. She projected the institution also will use the suggestion presented by Dr. Duckworth of using student groups for various video-taping projects to continue documentation of Tougaloo's history and the civil rights movement. In addition, hundreds of photographs supplement the civil rights papers. The college's archival holdings of more than 2,000 still photographs date from the 1880s to the present.

Dr. Brock-Shedd is encouraging families and organizations to deposit their historical records at the Margaret Alexander Research Center at Jackson State University. She also directs people to the Mississippi Department of Archives and History, located in Jackson, which has the best genealogical records for families to trace their records. This department also has the original Workers Project Administration papers of narratives/interviews with ex-slaves of Mississippi.

The Margaret Walker Alexander National African-American Research Center

Dr. Alferdteen Harrison, director of the Margaret Walker Alexander Center, Jackson State University, reiterated the need for HBCU libraries to become centers for African American culture, and suggested specific ways to serve as these centers.

Her focus was to urge the libraries to become centers in the area of preservation of culture, and the oral memory. In this regard, she stated that the written document, archives, should be preserved. Dr. Harrison defined culture as the way we satisfy basic wants and needs through technology, and it is how we do things, i.e., how we build our homes, how we get our food, how we entertain ourselves.

Dr. Harrison wonders whether all the institutions of survival are being preserved. She stated that the artistic ways and the way we communicate are not necessarily documented. She

maintains it is important to look back in order to see the future clearly. "The youth do not see a clear projection of the African American as being worthwhile based on the way history is written," she said. The self-confidence of the children must be developed, and librarians have a role in this process. This development of self-confidence must begin from Kindergarten through 12th grade, and continue through college and graduate school.

Dr. Harrison made some specific suggestions as to steps college librarians should take. First, she said, the preservation of the college archives and the record management system is key. The record management system will help one develop a way that eliminates processing for the entire university.

An overview book from the National Endowment for the Humanities was shared by Dr. Harrison. It contained a list of educational programs, and names of fellowships for college teachers. She suggested that people contact the director of the Access to Excellence Program who has the responsibility of getting people funded through NEH who have not received NEH grants before, or who are underserved.

On another page in the book, Dr. Harrison directed everyone to the section on humanities projects in libraries and archives. She noted that another section highlighted challenge grants. HBCUs generally have been successful in the area of receiving challenge grants.

Involvement in the documentation strategy of The Margaret Walker Alexander National Research Center would allow colleges and universities to cooperate with the major goal to document 20th Century African Americans. The strategy could be national or regional. Dr. Harrison's primary concern is documenting the age of segregation. All colleges participating in this effort would ask similar questions in their communities. The data could be placed on CD-Rom, as was suggested by Dr. Smith. She asserted that the purpose of the Center is to provide access to its information.

The Center is involved in the following projects:

- The survey of the African American Mississippians funded by the National Historical Publications and Records Division in Washington. A consultant was brought in to work with the white colleges in Mississippi and all of the archivists. A statewide committee was formed, and out of this effort it was realized that a cooperative strategy would yield the necessary results.

- Challenge grant. A $600,000 challenge grant has been received, and the Center must raise $1.8 million. The grant was received in December, with the condition that $200,000 be raised by July 31st. The Center raised more than

$400,000 by that time. The challenge was met by using some of the state money received and planning ahead of time. The grant provides for the restoration of a building and an endowment for the research center. This grant will allow the Center to have a $2 million endowment for humanities programs.

- Introduced into Congress H.B. 3252 which provides for the establishment of the Margaret Walker Alexander National Research Center. It was introduced in the House of Representatives on September 12, 1989, and it provides $8 million in the Bill for the Center. It has had a hearing on Jackson State University's campus, and now is in subcommittee.

Dr. Harrison presented a slide show which highlighted the projects which will be covered and the material to be documented. She stated that Margaret Walker Alexander published more than 10 books. Her book, *For My People*, was published in 1942. The Center is scheduled to open in 1992 in commemoration of 50 years after the writing.

Oral history reports are critical in the documentation strategy. She asked whether participants had testimonies from people in the South whose family members actually were hung, and stressed that there is a need to look back and document those events. The Center has devised a strategy whereby oral histories will take place with the common people of the community. Students will be involved in the process of preparing these documentations. Moreover, the Center has conducted workshops and will continue to do more.

In documenting, African Americans must ask questions from their own perspectives. She asked the institutional representatives whether during the age of segregation, they documented the segregated schools in their community. She also wanted to know to what extent are those documents available for scholars to use. Furthermore, she inquired whether there were records of the black banks in their community, and whether the historic black churches were documented. She insisted that to collect these records does not take money, just the time. Dr. Harrison concluded by stressing that the history must be documented and interpreted for the people.

Utilizing African-American Collections for Research in the Humanities

Dr. Beverly Guy-Sheftall, director, Women's Research and Resource Center, Spelman College, and co-editor of the publication, *Sage*, talked about her personal involvement with various collections.

As a researcher, Dr. Guy-Sheftall has been involved in writing Spelman's Centennial History which involves work in the Spelman archives. Another project was the writing of a dissertation on attitudes towards black women from the 1880s to the 1920s. This project required extensive use of the Spelman archives and Atlanta Universitys Special Collections and Archives. A third project, which currently is housed in the Woodruff Library, sponsored by the African American Planning and History Association in Atlanta, is an exhibition called, "Finding A Way: The Black Family Struggle for Education," in the Atlanta University Center, again required use of the archives.

Dr. Guy-Sheftall has been involved in getting Spelman's archives funded and suitable for researchers. She insisted that librarians and faculty members must be advocates for the preservation of library and archival materials. As a faculty person at Spelman, she has assumed this responsibility.

The Spelman archives are one of Atlanta's best kept secrets. They contain hundreds of documents, 15 percent of which are from the 19th century, and over 2,500 photographs which would be of interest to scholars. You cannot write about American history unless you understand the cultural and social history of African American people. Without doing this, the history will be narrow and distorted.

The gradual deterioration of archival collections continues to be one of the major problems in colleges and universities across the nation. Black colleges, in particular, are in dire need of centralized, coordinated assistance in planning and establishing basic archival programs and record management systems. Spelman had an over 107-year collection of archival materials, but over the years there were no plans to preserve the materials. NEH recently approved a grant for preservation of the documents.

Spelman's rich archival collection constitutes a unique source for scholarship for several reasons:

1. Spelman is the only institution in the nation which was founded specifically for the purpose of educating

black women. Bennett College was founded in 1873 by the Methodist Episcopal Church in the coeducational school and was not reorganized to a college of women until 1926. Whereas, Spelman, founded in 1881, as Atlanta Baptist Female Seminary, always has been for women.

2. The Spelman archives also is unique because it contains the only source of information on the history of the oldest college for black women in the world. In this regard, it contains major documents in the area of American social history on Sophia D. Packard and Giles. This information is interesting because of what it reveals of the motivations, preoccupations, and daily activities of two white female missionaries.

3. Spelman was the first black college to have a nursing education department; therefore, anyone interested in understanding medical education for African Americans, must use the Spelman archives. The institution also had for a long time the first and only hospital for black women in the region.

4. Spelman also has had a long and historical relationship with Africa. Emma Youngblood, who is featured on the cover of *Sage*, was a nurse from the Congo who went to Spelman in the 1880s. Additional correspondences between Spelman alumnae and Africans indicate the existence of a relationship.

5. Spelman has a good fine arts collection. One of the most recent acquisitions is the collection of W. Lawrence James, a faculty member in Spelman's music department from 1933 to 1966. A nationally known composer and musicologist, James' collection is from 1900 to 1969. In this collection, which is approximately 40 cubic feet and still unprocessed, there are correspondences, notes, sheet music, original

compositions, photograph albums, audiotapes, artifacts, and an unpublished manuscript on African American folk music which he was never able to have published.

Dr. Guy-Sheftall reminded the participants that even though this information is available at Spelman, scholars who are investigating the history of women's education fail to visit the institution to obtain this important material.

She insisted that HBCUs need to attach a high priority to preserving and documenting African American history, even though resources are lacking. She maintains that it is important because it gives African Americans the opportunity to say something about the nature of American social and cultural history.

Dr. Guy-Sheftall also had a message for faculty members in the humanities. She said there is a need for the professors to familiarize themselves with their own library holdings and archives. Students then must be given assignments which will enable them to make use of these local resources. Faculty members must be role models by being in those libraries and conducting scholarly research. In this regard, Dr. Guy-Sheftall shares her research work and interests with her students. She is interested in studying how it is black men and women bond, and how the marriages are sustained. She has been interested particularly in the relationship of Booker T. Washington and his three wives; Ida Wells and her husband; and John Hope and his wife who founded the neighborhood unions.

She shared an interesting story about Booker T. Washington's second wife, Olivia, who died at the age of 35 of tuberculosis. When Olivia became ill, she wrote to a wealthy Bostonian white widower who did a lot of philanthropic work at Tuskegee for assistance in arranging a trip for her to a hospital in the North. The record of Olivia's stay is available from the Massachusetts General Hospital. Olivia actually was the unacknowledged co-founder of Tuskegee Institute, who worked herself to death helping her husband, Booker T. Washington. On May 13th, Booker T. Washington said: "Few will ever know what she has done for Tuskegee and for me."

Olivia arrived in Tuskegee in August, 1881, after having gone to school at Hampton. She was a teacher, assistant principal, and fund-raiser. By October, he acknowledged to others that Olivia was a hard worker. In 1884, she knew she was ill, but did not know she was dying of tuberculosis. She returned to Tuskegee in 1885, after being in the North incapacitated, and on August 11th of the same year, she married Washington. On May 29, 1887, she became pregnant and had Booker T., Jr. She seemed to be recuperating, but then had another child 11 months after the birth of her first.

Dr. Guy-Sheftall indicated that this is one of the many historical events that could be

written if African Americans used their own archival collections and did the research. She concluded by saying that African American faculty and students must begin to do this work and leave it not to others.

The SEF/Mellon Project: Four Years of Progress

Ms. Francine Henderson, BCLIP advisory member, commented on the timely and excellent presentations in relationship to the progress of the Black College Library Improvement Project. She said that the fourth year shows that institutional representatives are reaching out and looking at their archives and special collections.

Ms. Henderson had the participants visualize their libraries and the resources available to faculty and students. She asked various questions as they participated along with her on a journey to their campuses:

- What is your attitude about your institution?
- Do you visualize books on the shelves, or are those shelves empty?
- Are there enough people to do the work?
- Is there commitment on the part of your staff performing bibliographic instruction, library talks, conducting library projects, staff development time, and preservation and conservation of documents?
- Are papers falling apart?
- Is there a yearning toward technology by your students?

Ms. Henderson concluded her brief progress report by reminding the institutional representatives that progress is an attitude. She cautioned that it is acceptable to hold on to the past, but it is better to change one's perspective and the way one speaks about what is going on at an institution.

EVALUATION

The participants were asked to complete an evaluation instrument during the last session of the workshop. The form requested that the respondent rate the overall workshop and each session. In addition, participants were encouraged to provide comments on any of the sessions or the workshop in general.

Workshop Evaluation

The Southern Education Foundation received 27 workshop evaluation from the participants: 20 respondents stated that the workshop was excellent; six rated the workshop as very good, and one participant specified that the workshop was good.

The participants offered comments pertaining to the substance of the workshop sessions. The consensus was that the selection of speakers and topics was excellent. Moreover, many participants agreed that the workshop provided opportunities for professional development, and focused on exchanging ideas for programs and general improvement. Some of the more detailed comments were as follows:

- All of the speakers were good and they helped to give me direction for some of my own personal and professional goals.

- Everything was relevant to the needs of the HBCU libraries and current operations.

Several librarians and humanities faculty shared their feelings relative to the impact of the workshop.

- I left the workshop inspired to improve my library, and work even harder to make sure that the students and faculty have the resources necessary for a good academic climate.

- My overall feeling upon leaving the workshop was one of inspiration, commitment and renewed faith in my profession and myself to accomplish and achieve. I realize, more than ever, that what I do is important in the development of future generations.

Workshop Suggestions

Participants were able to express concerns, review accomplishments, and make suggestions relative to the grant program during the Thursday, August 30th, librarians/humanities scholars interchange. Participants unanimously agreed that vice presidents and presidents of the historically black colleges and universities should be included on the program and in session discussions at future annual workshops. In addition, a few participants suggested that annual reports submitted by each institution be shared with other institutional representatives. Moreover, some participants urged SEF staff to videotape future workshops which would permit the librarians and humanities faculty to share the workshop experience with their colleagues.

SOUTHERN EDUCATION FOUNDATION/MELLON
BLACK COLLEGE LIBRARY IMPROVEMENT PROJECT
BACK TO THE FUTURE: IMPLICATIONS FOR THE BLACK COLLEGE LIBRARY

August 29, 30, 31, 1990
Ritz Carlton Hotel
Atlanta, Georgia

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