Scene from the alcove in the Post Library
Fort Jackson, South Carolina
The Post Library System at Fort Jackson is made up of a main library and four branches, all a part of the Army Library Service, Special Services Section. Outwardly our buildings are unimpressive, just others in the vast network of buildings which comprises the physical plant of South Carolina’s best known military installation, Fort Jackson. The interior of these buildings conforms to Frank Lloyd Wright’s concept of a library as being “Unpretentious in human scale, designed for comfort and enjoyment of people who love books — a happy place with music and a pleasant home likeness.” The desirability of creating such an atmosphere is perhaps even more important to a library on a military installation than it might be ordinarily. Morale and beneficial use of spare time are factors of prime importance.

Among its own unique problems, the Army Library must be prepared to accept the fact of the instability of the military community which it serves. The first Armyman, organized and owned libraries at Fort Jackson opened in 1941, and by the close of World War II, six full-time libraries were in operation. In 1946 these libraries were consolidated to form a Post Library System. There was a shift of emphasis from recreational reading to library service for education, information and research. Books for children were added, music rooms opened and a program of activities begun. Then in 1950 the deactivation of the Fort was ordered and library activity came to an abrupt halt. The branch libraries were closed; books, catalogs, and equipment were shipped out to other posts, and the main library was left with a collection (field library) of 2000 books. In two weeks’ time the reactivation order came, and with a start of 2000 books, a building, and some odd bits of furniture and shelving, the present library system had its genesis.

It is often difficult to bring even the best laid plans to fulfillment. For instance, on short notice we may have to move a branch library because its present building is in demand for some other urgent purpose. Thus, it has been discovered that any type building can become, seemingly overnight, a library. The library buildings were originally and variously designed as an officers’ club, a classroom, a hospital ward, a mess hall, and a recreational building. It is also difficult to plan ahead financially. The library system operates on a budget that varies from month to month, depending upon the availability of local funds. Financial support comes partially from appropriated funds, but non-appropriated funds are the chief source of money for salaries, books, and equipment.

Other problems unique to a military library present themselves. Reference and reading needs must often be met precisely at the moment. The material must immediately be made available because the man making the request may not be here tomorrow. Then, too, since the Army is necessarily composed of both men with more than ordinarily diverse educational backgrounds, the material in the library collection must meet a great cross-section of needs. Many of the patrons are foreign-born, and not only must materials be available for them, but the staff must learn to understand their needs and make themselves understood as well. Ward service is provided twice weekly from the Hospital Branch to men under hospitalization. Deposit collections and distribution of paper-bound books on a monthly basis give reading material to the Post Stock-ade, isolated units, and troops in the field.

The demands placed upon our present system and staff are great. The over-all aim is to provide reading materials and all the services of a public library to service personnel, their families, civilian employees, and retired personnel in the area. However, the fact is again that the needs of the army library patron are often radically different from the needs of a public library patron. The army library must be prepared to serve the man who spends a large part of his off-duty time in libraries; reading, studying, writing, and listening to music by the hour. Comfortable surroundings, good lighting and plenty of chairs are therefore a must. The main library is air-conditioned, and plans are under way for air-conditioning two of the branches. Our libraries at present offer more than 40,000 books, 1300 recordings including complete operas and language records, other library facilities, and a wide variety of activities. Special activities have featured library week, hobby shows, art exhibits, films, radio programs, illustrated travel lectures, story hours, summer reading clubs for children, and concerts. The main library is especially proud of its grand piano and of the many fine musicians, both Army personnel and civilians, who have given concerts here. The Post Library System has participated in numerous Army Library Service Publicity contests with a measure of success. The crowning achievement came when in 1955 a John Cotton Dana award was presented for comprehensive publicity.

Although activities are emphasized, a live, well-rounded book collection in all libraries is ever the chief concern. Centralized purchasing and procurement of books, equipment and supplies is done. Books go to the branch libraries ready for circulation. A union catalog is maintained in the main library, with each branch having its individual catalog. Because an effort is made in selecting books to choose material best suited to the area served by each branch, none of the libraries has an exact duplication of book collection. All libraries are open seven days a week, including all holidays, but their hours vary, depending upon the needs of the area served. With the exception of Sunday morning, there is always a library open on post between the hours of 7:30 A. M. and 9:00 P. M. The four libraries offer a total of 245 hours of service per week in addition to approximately sixteen hours of hospital ward service. The present staff consists of nine full-time and three part-time employees; both civilian and military personnel are used.

Only the exceptional library is not bothered with the problem of funds, personnel and space. When staff vacancies occur, it is often difficult to find qualified personnel. Space, particularly in the main library, is a pressing problem. Week-ends and evenings are peak periods of use when seating is not always available. Alternate plans have been worked out for future expansion which will increase space for assembly rooms, music facilities, study and shelving. When funds are available, a corridor could be constructed to connect with an adjacent building, or an extension might be added to the present building.

Over the years, it has been most gratifying to see a steady growth in the use of libraries and the increasing importance of the library in the life of the Army community. With the Army-wide emphasis on education and better-informed personnel, the library is a vital service.
S. C. REGIONAL LIBRARY DEMONSTRATION READY TO GO
By Dorothy C. Smith, Field Consultant, S. C. State Library Board

The Aiken-Barnwell-Edgefield Regional Library, which will be the largest regional demonstration yet undertaken on the Eastern Seaboard, will soon begin service. Fostered by the Library Services Act, the new library will serve a three-county area having a population of around 100,000 people and will operate on an annual budget of $1 per capita. It will mean the cooperation of two already well-established libraries to achieve better service and extension of good public library service to a county that heretofore has had none.

The establishment of the new library was effected in three steps. The first came early last January when the Aiken and Barnwell County Library Boards at a joint meeting voted unanimously to join in a regional library. Since under the terms of the South Carolina Plan for the use of federal funds available from the State Library Board, priority is given to regions which include one county that has not previously had service, the next step was to draw Edgefield County into the new organization. This was accomplished by a whirlwind campaign conducted by local people that resulted in the passage during the final days of the General Assembly’s session of the Edgefield County Library Law. Senator Frank E. Timmerman was heard to remark at the time the bill was introduced that never before in his years as Edgefield County Senator had he seen as much interest shown in any one issue.

Once the new Edgefield County Library Board had been appointed and organized, the third step in the establishment of the region could be taken. This was the formal organization of the regional library board. Each of the three participating county library boards elected from its membership three representatives to the regional board. These nine met in Aiken on June 4 and organized themselves as the Aiken-Barnwell-Edgefield Regional Library Board. W. B. S. Winans of Aiken was elected Chairman of the regional board. Mrs. Ben P. Davies, Jr., of Barnwell and Everette Derrick of Johnston are to serve as Vice-Chairmen and General Hugh Minton of Aiken was chosen Treasurer. Miss Josephine Crouch, Librarian of the Aiken County Public Library, who was appointed Regional Director, will serve as Secretary.

The full membership of the regional board is as follows:

Aiken County Library Board: W. B. S. Winans, Chairman; General Hugh Minton, R. C. Tisdale.
Barnwell County Library Board: Mrs. Ben P. Davies, Jr., Chairman; Mrs. W. C. Buist; Rev. Ernest Williams.
Edgefield County Library Board: Everette Derrick, Chairman; Mrs. J. F. Byrd; Mrs. Joe Miller.

Since this meeting the time of the Regional Director and the cooperating members of the State Library Board staff has been employed in drawing up the contracts which embody the regional agreement and define the terms of the demonstration, in finding and equipping office space for the regional headquarters (which will be located in Aiken but housed separately from any of the existing libraries), and in working out the plans of service. The most important considerations in regard to the latter have been those of obtaining a regional staff and of planning service for Edgefield County. As this is written final approval of the contracts is expected momentarily and it is anticipated that service from the new library will begin in September. (Editor’s note: This article was written by Miss Smith in August, 1958.)

BULLETIN

Your Editors would like to call the attention of the librarians of South Carolina to a very fortunate and rather singular occurrence. In The Southeastern Librarian, v. 8, no. 3, Fall, 1958, we note that practically the entire issue is devoted to recruiting for librarianship. It is with a great deal of satisfaction, therefore, that we commend the articles in this professional journal to your attention. One of our problems has been a lack of concrete and up-to-date information on this subject; we have it now, and to become informed for our part in the task is our responsibility.
RECRUITING FOR LIBRARIANSHIP

By Agnes L. Reagan

(Editor's note: Practically every library administrator, library trustee, or even library patron has realized the need for trained librarians through whom library service may be both continued and improved. There is a need, also, for all who are interested in this problem to become well-acquainted with the background of the situation, the existing conditions, and the responsibility resting with each individual to contribute to its solution.

In keeping with this line of thought, your Editors asked Miss Agnes Reagan, Associate Director of the Division of Librarianship at Emory University, Georgia, to contribute a paper for the South Carolina Librarian on the subject of recruiting. Miss Reagan has made an extensive study of recruiting in the field of librarianship and is well qualified to offer much needed and greatly appreciated ideas which should help us as librarians to draw promising young people into the career of Librarianship.)

In an article on recruiting for librarianship which is to appear in a journal read chiefly by librarians, considerable knowledge of the subject on the part of the readers can be taken for granted. These readers are aware, not only from all that has been written and said but often from direct experience as well, of the general dimensions of the present shortage of personnel in the library field. They are familiar, too, with the profession's activities to increase the supply of recruits—in fact, they themselves, individually, have in all likelihood been engaged in some kind of recruiting activity. This being the case, neither the shortage nor the steps being taken to alleviate it need reiteration here. Instead, it may be beneficial to review the experiences of several young people who have come recently to the field of librarianship and to consider these experiences as they relate to library recruitment.

For some little time now, students in the Division of Librarianship at Emory University have been asked certain questions concerning their choice of a library career. One student's experience was described as follows:

While at [a certain college] I believe I attended every vocational lecture offered—I heard talks on the glories of being a girl scout leader, and the joys of the social worker. But never did I hear a word about librarianship. Of all the jobs, professions, and occupations which I considered I never once came across librarianship.

Not long ago another student wrote:

... There seems to be some sort of popular opinion, at least among the younger people, which is unfavorable. I have had to take a great deal of ribbing about my choice of a profession.

... I think that the reason a good many younger people never consider librarianship is that they just don't know anything about it—other than very obvious services such as circulation. Their idea of librarianship is based not on facts but on rumor and popular opinion.

A third student had this to say:

I've always enjoyed reading and liked the little library work that I have done. I had it in mind when I selected English as my major in college. However, without the fellowship that I received, I would never have been able to attend this year. I also feel that each year I waited would decidedly lessen my chances of ever attending library school.

These three statements indicate clearly some of the difficulties encountered by the profession in recruiting. Simultaneously, they suggest three stages through which an individual may go in selecting librarianship as a career. Given a person with abilities, interests, and attitudes which mark him as a desirable prospect for the profession, it is first of all necessary, if he is to become a recruit, for him to be conscious of librarianship as a possible field of work. He cannot consider it unless he is aware of it. Once librarianship is brought to his attention, he must then, in order to consider it fairly, have full and reliable information about it. On no other basis can he make an intelligent decision regarding a library career. Finally, having decided that he wishes to become a librarian, he has still to obtain his professional education. For many prospective recruits, a consideration that may loom large is the financial problem posed by this final step.

We have no way of knowing how many potential librarians are lost to the profession because they never reach the stage at which an individual becomes aware of librarianship as a career. We do know, however, that librarians as a group make their vocational choice later than do members of a good many professions. As a matter of fact, research studies show that as many as half of the individuals who decide upon librarianship make this decision sometime after graduation from college. Among these librarians are ones who will say, when questioned, that the idea of a library career never occurred to them either in high school or in college. They had used libraries and they had seen people working in libraries, but this experience in itself had not made them think of librarianship as a profession in the sense that they might think of medicine or teaching or nursing or law. Occasionally, one of these librarians will go on to say that if the library field had been brought to his attention sooner, he would in all probability have been a librarian sooner. Be that as it may, such cases suggest that among the individuals who do not become librarians there must be some who do not for the simple reason that they are never cognizant of librarianship as a career.

As soon as a prospective recruit realizes that there is such a profession and begins to think of it as a possible career, he has entered the second stage referred to above. At such time his reaction can hardly fail to be conditioned by the information on librarianship then available to him, and by his previous impressions of libraries and librarians, no matter whether these were gained first-hand or from portrayals in literature, film, or other media. Again, we do not know the number for potential librarians lost during this second stage because of a limited or distorted view of the profession. Studies show, however, that, on the whole, young people are disinclined to commit themselves to a library career. These studies indicate further that, by and large, high school and college students have little conception of the nature and diversity of the work performed in libraries. Moreover, the inclination of students to "type" librarians suggests unawareness of the fact that the library field requires individuals with varied backgrounds, interests, and personalities. Thus, it seems reasonable to
think that at least a few persons who otherwise would be recruits rule out librarianship because the very aspects of the profession which would be most congenial to them are never known to them at all.

The problem raised at the third stage — the problem of finding ways and means to secure the requisite education — is not one which confronts prospective librarians alone. It seems, rather, to be a problem which plagues would-be entrants to graduate and professional schools in general. The specific concern here, however, is with the problem from the point of view of librarianship, and we do know, if only from the proportions of part-time students in library school today, that the problem is real. This situation suggests that some prospective recruits — still an undetermined number — may abandon librarianship at this particular stage or postpone their preparation for it, sometimes for a brief period, sometimes indefinitely. Among these will undoubtedly be individuals who give up too easily and because of a lack of genuine conviction concerning their preference for the profession in the first place. But it seems possible also that other prospects whose conviction is deep may be forced to relinquish or delay a library career because they are ignorant of the opportunities which do exist for students to finance their professional education.

The implications in all this for recruiting, while by no means novel, are fairly clear. In the first place, the need for a greater awareness of librarianship both as a profession and as a possible career is evident. It seems to have been overlooked all too often and, all too frequently, to have been an afterthought. The more widespread this awareness of the library field among non-librarians the more profitable its effect on recruitment will probably be. Early to mind, of course, come those non-librarians who are closely associated with young people concerned with the problem of occupational choice — the vocational counselors everywhere and the faculty advisers in schools and colleges. Conceivably, however, almost anyone, at one time or another and without the least thought of recruiting, could have occasion to mention librarianship to someone else who, once conscious of the field, might eventually become a recruit. Any effort to educate the general public, individually or collectively, to the fact that there is a library profession may in the long run pay dividends in an increase in the number of recruits.

Secondly, there is need for a clearer understanding among prospective recruits of what librarianship actually involves. It seems especially important for individuals who are beginning to think about library work as a career — and particularly those whose library experiences have heretofore been limited — to know about different types of libraries and different kinds of library work. They need to know, too, that librarians choose their profession primarily because they like books, people, libraries, and library work, but that these librarians can at the same time be individuals whose academic backgrounds, interests, and personalities show great diversity. In addition, prospective recruits will need answers to most of the questions which young people usually ask about a field of work. In this connection, there is some evidence to show that publications dealing with librarianship have their greatest usefulness at the stage when an individual has begun to think about the profession.

Furthermore, if a prospective recruit’s frame of reference in thinking about librarianship is to be his previous impressions of libraries and librarians, then the inference is plain. Betterment of libraries is almost certain to have its effect, even though indirectly, on the recruiting situation. And able librarians, representative of the best in professional librarianship, will do much to modify the popular conception of the stereotype.

The third implication is so obvious that it scarcely needs to be stated — the need for more widespread publicity to opportunities now available for students to finance their professional education and, along with this, the creation of additional opportunities. Prospective recruits of exceptional promise, with superior academic records, should know about and should be urged to apply for fellowship or scholarship grants. Most of the graduate library schools have awards of some kind. Also, the generosity of associations, firms, libraries, and individuals has in the last few years greatly increased the number of grants available. They are still, however, too few in number, and frequently, in relation to a specific applicant’s need, they are far from adequate in amount.

Other prospects, whose ability is unquestioned but whose scholastic records are not so impressive, should know that other opportunities are open to them. In all probability, they can earn whatever part of their educational expenses is necessary by working in a library and attending library school either on a part-time basis or during leaves of absence for more concentrated study. Both libraries and library school have shown increased interest and cooperation in arranging for work-study programs. If such programs are to be used effectively as a recruiting device, more good prospects should actively be sought out by more libraries and offered a specific opportunity to obtain library education and library experience simultaneously.

So much for some of the things that need to be done in order to make actual recruits out of prospective ones. Accomplishment of these will in large measure be the result, directly or indirectly, of the work of individual librarians. Research studies have shown again and again that their influence is the most important factor in attracting others to the profession. Indeed, the indispensability of the individual librarian to recruitment can scarcely be overemphasized.

This suggests something about the recruits themselves. Their quality and the strength of their commitment to the profession may well bear a relation to recruitment in the future. Surely, the caliber of the individuals who are recruited should receive no less attention in times of shortage than in periods of plenty. In these times, too, it seems important to avoid “over-persuasion.” Any aspect of librarianship which may be viewed as a disadvantage by a prospective recruit should in all fairness be pointed out, and in full recognition of this his decision should be made. In choosing the profession which he may practice for a lifetime, an individual should have no misconceptions concerning it. The library field, in turn, wants recruits who when they become librarians will be characterized by a deep commitment to their profession and a thorough conviction of its worth. Ultimately, this can work only to the advantage of librarianship since today’s recruits will very shortly be the librarians whose influence thus far has been the most important factor in recruiting.
(Introduction by Miss Elizabeth Porcher, Librarian, Greenwood City and County Public Library)

Five or six public libraries in South Carolina have availed themselves of the opportunity of acquiring an intern whose salary is paid by the South Carolina State Library Board with money provided by the recent Library Federal Services Act. The Greenwood City and County Public Library is most fortunate in having the services of Miss Sara Catherine Wilkinson as a recently acquired intern. A newspaper woman, and for some years the Society Editor of the Index-Journal, she brings to the library profession of South Carolina a most fortunate combination of enthusiasm for library work and an alert mind. Before she left for Chapel Hill, North Carolina, where she attended the summer session of the University of North Carolina Library School, she wrote an article for the local paper giving her impressions of library work. Some of these impressions are quoted below:

BORROWER BECOMES LIBRARIAN

By Sara Catherine Wilkinson

What's it like to be on the inside of a library looking out after being for many years a borrower looking in?

To a library visitor, it is a place to find the information he needs or to provide entertainment for his leisure time. Maybe he has thought how pleasant it would be to be a librarian with nothing to do but read and browse through books all day.

He would probably find the job pleasant, all right, but he would soon learn that there is more to be done than enjoy himself in reading. Seeing the workers there quietly going about their various jobs, he may have been deceived.

Before the books can be neatly lined on the shelves for the library patrons' selection, there is much to be done to them.

First there is the job of ordering, done usually by the head librarian with suggestions from other members of the staff as well as from the public. She is always glad to hear your ideas on what you would like to read so that she may order books which will be of interest to many readers. She will check several sources for lists of books from which to choose. She is limited in her choice, of course, by the budget and the tastes of her readers.

When the books come in, they must be checked into their proper classification in the library's collection, lettered with their particular call letters or numbers and listed in the card catalogue for easy reference. Each book is given its own number and a card to be used in its circulation. The library's book collection is divided into main, county and children's sections, and all this must be done for books in each department.

Everyone who has ever visited a library is familiar with the process of having the books he selects checked in and out, but he may not stop to think of the work involved in keeping the books in repair and in their proper places on the shelves, and of calling them back in when they have been kept out too long. All this also occupies the library worker's time. In addition to the books, the library must keep up with current and back issues of newspapers and magazines to which it subscribes and to pamphlets and clippings collected on many topics of interest.

If the reader lives outside the city and cannot easily visit the library regularly, the library will come to him—by bookmobile. Throughout the year this library on wheels makes regular stops in every community in the county where interested readers are located.

And all this regular routine only begins to provide the good service which your library can provide for you. All this the librarian and her helpers plan and do for you on their own. The rest is up to you, the reader. If you only ask, they can provide you with numerous specialized services and information unlimited.

They will help select the youngster's books and, when time permits, entertain him with stories. They keep up with the interests of young people, guide them in their reading, point out books on growing up and help them find material for their school papers and book reports. From the librarians, the adult may get help in finding any information he needs. They will help him select books giving advice on family matters, entertainment, information about his job or outside interests, how-to-do-it ideas or in any other field of knowledge. The reference librarian will guide him to specialized information on doctors, recipes, lawn care, atomic energy, wedding etiquette, where to buy—just about anything he needs to know. She will help the club-woman secure material for her club programs and the churchwoman plan her devotions.

The reader can make his public library his open door to the wisdom and experience of all mankind. For the student, it can serve as a second classroom and for the adult a place to continue his education.

For the librarian, it's not only educational and stimulating, it is also hard work combined with infinite variety and a lot of intriguing intellectual puzzles that quite as often give her real pleasure as they cause her to finish off a long hard day with a tired brain—or even more likely—an aching back.
LIBRARY SERVICES ACT IN SOUTH CAROLINA

By Estellene P. Walker, Director State Library Board

Public libraries throughout South Carolina are getting into "The Act" through participation in one or more of the projects being carried on under the State Plan for the use of federal funds allotted to the State under the Library Services Act.

The initial grant for 1956-57 was $40,000. This was spent getting the interlibrary loan service into operation, improving reference service at the local level and expanding the State Library Board's services by employing a Reference Consultant, a Cataloger, an additional field worker, and others to strengthen the rural demonstration program. The State's grant for 1957-58 was spent to continue the expansion of the reference projects, to setup an "internship" program designed to attract qualified young people into the library profession, to help counties without libraries to join with others in a regional library system and to provide funds to counties with more than one public library system supported by tax funds to consolidate into a strong county library system.

The federal allocation for 1958-59 is $135,000. These funds will be spent according to the same plan as in effect in 1957-58 with the addition of one project for a regional processing demonstration.

The Library Services Act program in South Carolina has made satisfactory progress to date. The project to improve reference service from the State Library Board to the local library and the local library to its public has been a spectacular success. Libraries throughout South Carolina are using the reference and interlibrary loan service to a gratifying extent. During the past year 3,009 interlibrary loan requests were filled, 189 reference questions answered, and 412 photocopies made in answer to reference requests.

The backbone of the Reference and Interlibrary Loan Service is the book collection of the State Library Board. During the past year 7,907 books of technical and reference value have been added to the collection and 2,118 volumes of the old collection have been recatalogued. To supply the need for a periodical collection in doing reference work, a five year file of 76 periodicals has been ordered on microfilm.

The new service has met the enthusiastic approval of people throughout the State. Librarians in even the smallest libraries are making use of the service, and the satisfied and impressed borrower has become a very vocal booster for public library service both at local and state level.

Under the Personnel Project seven counties have employed library interns who work for a certain portion of the year and attend graduate library school during the remaining time. Counties participating in this program include, Charleston, Horry, Greenwood, Pickens, and Oconee. The county departments of the Greenville Public Library and of the Richland County Library were also participants until their interns decided to complete their graduate library work within a one-year period at their own expense.

As a result of this program the trainee is getting practical experience in county and regional library work. He is having the opportunity to work in a library under expert direction, to take some part in Library Association activities, to meet and know library personnel both staff and trustees. The result to the library has been in general improvement of service, as the librarian has been able to share some of her duties with a young and enthusiastic trainee.

As a part of the Personnel Projects small grants of $100 were made to six county libraries for a member of the staff to attend the workshop held at Louisiana State on Library Services for Young Adults. Attendance at this workshop has resulted in a general improvement in service to young people and a better understanding of the problems incident to giving good service in this field.

Under the County Library Project a demonstration is being given in Anderson County of the improvement of public library service to rural residents in counties with urban centers and in which more than one library system was maintained. Anderson voted to consolidate all of its existing public libraries into one system and thus qualified for the first demonstration of this type to be given in the State. Under this project a grant of $25,000 divided over a three year period is provided for the qualifying county.

The Regional Library Project which was designed to demonstrate good public library service over an area with approximately 100,000 population has aroused the interest of many county libraries throughout the State. The first three counties to qualify for participation in this program are Aiken, Barnwell and Edgefield counties which have joined together in a new regional library and have signed a contract with the State Library Board for a two-year demonstration of good public library service. Barnwell and Aiken counties had well established county libraries, but Edgefield County had almost no public library service outside of the book deposits maintained by the State Library Board in the towns of Edgefield and Johnston.

The programs being conducted under the Library Services Act in South Carolina have been successful to a surprising degree. Since 59 of the State's 46 counties already had countywide library service at the time the program began and bookmobiles had lost their glamour through long familiarity, the problem in South Carolina was somewhat different from that in many other states. The major objective of the State Library Board was to remedy deficiencies in already existing service—a different problem from that of establishing service. A major obstacle in the path of the successful operation of the South Carolina Plan has been and will continue to be the problem of making local boards realize the inadequacy of present service. This problem has been tackled in several ways—through the use of films showing good library service, through visits to other libraries, through in-service-training programs for the library staff, through visits and conferences with the State Library Board staff members, and through publicity and commendation of improved service within the State.

A major problem continues to be personnel to staff both the program at state level and the demonstrations at local level. As the program progresses it is hoped that this problem will be partially solved, but at present it is a very real problem.

There have been many results of the Program which cannot be measured in quantitative terms. Among these are the growth in stature of the State Library Board, an awareness throughout the State of a dynamic public library program, and a more tolerant attitude on the part of librarians toward experimentation in new methods and procedures.
NATIONAL LIBRARY WEEK 1959
By Estelline P. Walker, Director State Library Board

Plans have been announced for the second observance of National Library Week under the sponsorship of American Library Association and National Book Committee. The slogan for the week, April 12-18, 1959, is "For a Better-Read, Better-Informed America." During this period, the nation will publicize its libraries, their resources and services.

The South Carolina State Library Association will again be the organization responsible for the formation of a State Committee for National Library Week. Last year's experience indicates the desirability of a single State Committee composed of lay people and librarians with a citizen (layman) as chairman. This State Committee will be responsible for the development and execution of the program within the state.

The initiative in forming a local National Library Week Committee must be taken by the librarians in each community. National Library Week is a program in which librarians from all kinds of libraries should be involved, but someone must take the important first step of getting the others together in planning. It seems most practical for the public library, which serves all segments of the community, to assume this initial responsibility and enlist the cooperation and assistance of all librarians of the community in the project.

National Library Week is not an end in itself but a means of helping us to attain many objectives. To be most effective, it should be regarded not as a separate, isolated project, merely to be observed, but an integral part of all efforts—whether those of professional librarians or interested laymen—to strengthen support for libraries, to encourage their use, and to heighten the community's sense of the importance of reading to our national life.

Let's prepare now for a National Library Week which will introduce each South Carolinian to the library facilities of his community.

MISS CORNELIA GRAHAM
By J. B. Howell, University of Georgia

SCLA welcomes to honorary life membership Miss Cornelia A. Graham, who retired on August 31 after thirty-six years of service to Clemson College.

A graduate of Georgia State College for Women, Miss Graham joined the Clemson staff on September 4, 1922, as assistant to Miss Katherine Trescott, the first librarian to serve Clemson College in an official capacity. During the ensuing summers Miss Graham took courses leading to a degree in library science, and in 1930 she received a Certificate in Library Service from Columbia University. On July 1, 1932, Miss Graham was appointed librarian of Clemson College.

Miss Graham has participated in the development of the Clemson Library since the days when it was a small collection housed in three classrooms in Tillman Hall. Today, outgrowing the separate building in which it has been housed since 1937, the Clemson Library contains the largest technical collection in South Carolina. Numerically, the library has grown during Miss Graham's administration from about 25,000 volumes in 1932 to approximately 175,000. The library became a partial depository for United States government publications in 1933, and the re-cataloging of the entire book collection according to the Library of Congress classification system was completed in 1935.

Unable to secure the services of an outside surveyor in 1946, Miss Graham and several members of her staff prepared a statement of the facilities, services and needs of the Clemson Library. The purpose of this survey was to give the President of the College a concise summary of the book and periodical needs which could be used in support of an application to the General Education Board for a grant of funds for retrospective book purchasing. The proof of the effectiveness of the survey was the $30,000 which Clemson received from the General Education Board.

Miss Graham's interest in the library world is partially indicated by her membership in three library organizations—the American Library Association, the Southwestern Library Association and the South Carolina Library Association. She has served both as president and secretary of SCLA; and it was during her secretaryship that Dr. E. W. Sikes, then president of Clemson, called the first meeting of the Citizens' Library Committee. The work of this committee ultimately led to the establishment of the South Carolina State Library Board.

On the national level Miss Graham has contributed freely of her time in providing information for various surveys which have helped to advance the library profession. She has assisted visiting writers in their research and is acknowledged in numerous publications, including Margaret L. Coit's Pulitzer prize-winning biography of John C. Calhoun.

SOUTH CAROLINIANA

South Carolina and South Caroliniana are always of interest to South Carolinians—and we hope to "adopt" South Carolinians. Believing that the intellectual and cultural history of our people is as important as our political and economic history, the editors requested Mr. E. T. Crowson of Winthrop College to write a paper on an eminent contributor to South Caroliniana. Mr. Crowson is well qualified for such an assignment, as an Assistant Professor in the History Department of Winthrop College. Mr. Crowson has as one of his special fields of interest nineteenth century American intellectual history. His choice of a subject is —

JOEL POINSETT — MAN OF LETTERS

By E. T. Crowson, History Department
Winthrop College

In the wake of the war of 1812 came a great wave of national fervor that left no doubt of the fact that the United States had arrived as a nation. The leadership of the nation had been heretofore in the hands of the southern people and now there was increasing evidence of rising stars in the West, like Clay and Jackson, who were to give the United States new leadership.

During the early part of this nationalistic period, southern and northern sectionalism was brought into sharp focus. This era was also associated with diplomatic achievement abroad and the shaping of American culture at home. One of the best examples of the cosmopolitan and cultured Americans of this time was Joel Roberts Poinsett, scion of a prominent Huguenot family in Charleston, South Carolina.

Joel was born in 1779 during the tumult of the Revolution. He was the son of the prominent physician, Dr. Elisha Poinsett, and Ann Roberts Poinsett, an English lady of good family. After serving in the Revolution, Dr. Poinsett, like several other prominent Carolinians, decided the patriot cause was lost. He renewed his allegiance to the crown and in 1782, took his family to England where he remained for six years.

His conduct did not seriously affect his popularity, for upon his return, Dr. Poinsett was elected President of the South Carolina Society, a position which he held until his death in 1803.

Young Joel's education probably began in England, while his parents sojourned there. The rudiments of his classical training he received in Charleston under the instruction of the Reverend James H. Thompson. In 1794, Joel was sent to the academy of Dr. Timothy Dwight, later president of Yale University, at Greenfield Hill, Connecticut. Two years later, Joel was sent to a private school near London, where he not only received good instruction, but he enjoyed the advantage of the society of cultured and literary friends in the Roberts home. The young man was especially fond of languages, both ancient and modern, and he became proficient in French, Spanish, Italian, and German; later acquiring some knowledge of Russian.

After completing his studies at the Wandsworth School near London, Poinsett went to Edinburgh to fit himself for the profession of his father. This important medical center had already attracted many Americans, and in October, 1797, Poinsett began his studies there. The strenuous study proved too much for his frail physique, and he sought the milder climate of Lisbon in search of health.

After several months in Portugal, he returned to England determined to pursue a military career, and so he went to Woolwich, the seat of the Royal Military Academy, where he obtained private instruction from M. Marbois, a former teacher of the Academy. The military theory and practice was very appealing to Poinsett.

In the spring of 1800 he returned home to Charleston in good physical condition. He wished to make the military his life's profession, but his father objected sternly, and instead had Joel read law. Law was not suited to his taste, and so his parents agreed that he might take an extended tour of Europe beginning in 1810, before he settled down to perform the duties of a citizen.

For the greater part of the next seven years, Poinsett traveled through Europe and the Middle East, observing the countries and conversing with many distinguished statesmen of the period. To him and a few other cultivated travelers of the period, the United States owes a debt of some magnitude since he was a prize exhibit of the best we had to show abroad. Surely a nation is judged to a great extent by the character and culture of its citizens and Poinsett represented us at our best.

That he was not a mere tourist is revealed by his letters and journals, which are now a part of the twenty-three volumes of his papers in the Pennsylvania Historical Society Collection. Poinsett sought to learn the character and customs of the countries visited, and this proved to be good training for his future career in the foreign service of his country. Travel abroad seemed to help him better understand the mission of the United States as a living example of aggressive democracy.

On the eve of independence in Latin America, the United States selected in 1810 as their special agent in the Rio de la Plata, one of our most widely traveled citizens, Joel Poinsett. He reached his post at Buenos Aires in 1811, where he was supposed to explain the mutual advantages of commerce with the United States. His instruction also carried the suggestion that he was supposed to encourage the movement for independence. Poinsett was well received by the local junta of Buenos Aires, and the apparent success of his mission resulted in his promotion as consul-general "for Buenos Aires, Chile, and Peru."

Back in the United States after four years in South America, Poinsett became active in South Carolina politics, and in 1821 was elected to the House of Representatives in Washington. This service was interrupted by a special assignment to Mexico in 1822. Later he became our minister there and his Notes on Mexico are a valuable source of information about the young republic.

After his Mexican service, Poinsett returned to his native state, where he became the leader of the Unionist party. He was quite active in the Nullification Controversy, espousing the Nationalist cause. After the contest was ended by the Clay Compromise, Poinsett married Mary Izard Pringle, and retired to a plantation near Georgetown, where he enjoyed the cultivation of his fields and the reading of his books. He looked forward to years of uninterrupted study and pleasant living, but his devotion to learning was scarcely excelled by his readiness for service to his country.
When President Van Buren took office in 1837, he called Poinsett to be Secretary of War. Poinsett became an outstanding secretary as he greatly improved the military department by adding a general staff, improving our artillery, and broadening the course of study at West Point. Poinsett offered a plan for universal military training and frontier defense and he is generally credited with a much improved military department which was well prepared for “the great rehearsal” in 1846.

In 1841 Poinsett returned home and perhaps the next ten years—his last ten—were the most pleasant which he spent in his native land. As the Senior Director of the National Institute for the Promotion of Science, Poinsett made a scholarly plea in 1841 to help arouse the government and the citizens to the deficiencies in the United States for the study of science. He showed himself to be quite up-to-date when he pled in his 42 page report for more research in basic science as a key to more enlightened and better living. He wished to have a central agency dedicated to the pursuit of higher knowledge, with financial aid from the government. His views on the science of astronomy are worthy of any scholar of the modern space age. Poinsett was attempting to alert the nation that we were behind Europe in our scientific investigation, and he offered the blue-print whereby we would become a leader of the world in science. Needless to say, his views were too advanced for his time.

Fredrika Bremer, the celebrated Swedish woman of letters, came to America in 1849. Andrew Downing, the pioneer landscape gardener of America, secured for her an invitation to the home of Mr. Poinsett on the Pee Dee River in South Carolina. This distinguished traveler was most impressed by her host, whom she referred to as “one of the New World’s wise men.” She saw him as a contented scholar, weary of statesmanship, “a gentiellohomme of refinement and natural courtesy, with the straightforwardness of the true American.”

And so in 1851 Mr. Poinsett passed from the worldly scene having contributed much to the betterment of his country through the encouragement and practice of basic scholarly activities. A cardinal belief of his life seemed to be that knowledge contributes greatly to understanding among nations and also to the prosperity and wealth of nations.

JOEL ROBERTS POINSETT—A BIBLIOGRAPHY

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In connection with the thought of South Caroliniana, all who deal with rare or fragile volumes are interested in the best means of caring for them or restoring them to their former condition. Through the cooperation of Mr. Merle Bachtell, the Business Manager of the *South Carolina Librarian*, your Editors have obtained from the Old Master, Mr. Joseph Ruzicka, a brief thesis on the methods of the preservation and restoration of leather bindings. For further information on this subject, the reader is referred to an article, “Mold Preventive for Book Bindings”, by Duncan C. Hetherington, which appeared in *Science*, March 2, 1945 [v. 101, no. 2618, p. 223]

**PRESERVATION OF LEATHER BINDINGS**

By Joseph Ruzicka

Leather bindings soon perish and crack at the hinges if kept in a hot-dry room.

A little vaseline applied with a soft cloth is an excellent remedy for leather which has become too dry. Olive oil is also used sparingly along the hinges in some libraries. Little and often should be the rule, as these lubricants or feeders would discolor fine bindings if used in larger quantities than a few drops. An oiled feather is a good tool to use in applying.

Books must never be packed tightly on the shelves, nor laid in piles for any length of time. If the air cannot circulate between them, they become mildewed and permanently disfigured.

Damp rooms and cellars are among the worst places in which to keep books whether bound or unbound.

A preventive measure against mildew is to wipe the books over with a soft cloth on which a few drops of an essential oil has been sprinkled.

The tar of the birch tree may also be used to perfume the leather and so prevent mildew and the attack of insects. A clothes brush, not too stiff, will be found useful as an eradicator of dust and mildew.

**Restoring Leather Bindings**

Antique bindings should never be destroyed unless restoration is impossible.

If the back is badly rotted or broken or the hinges gone, there is only one remedy, that is, to have the volume rebacked by a competent binder who understands antique work.

In most cases the old sides can be saved and the new back so cleverly fitted and the old style so nearly matched in color, tooling and lettering, that your book will still retain its antique appearance in spite of the renovation.

Old leather bindings are frequently dilapidated. A few minutes spent on the necessary repairs will convert an apparently valueless volume into a respectable addition to the library.

Greas or wax spots are removed by holding a hot iron close to the injury; another remedy is to wash with benzine or ether.

If the corners or edges of the boards are broken or frayed, a little glue well brushed in and allowed to almost set before shaping will work wonders.

Hammer the corners or edges into shape and fasten the ragged leather securely into its place. Fill up all cracks and holes with glue and wipe clean. When quite dry and hard, brush the book thoroughly all over with a clean clothes brush to remove dust.

Paste wash the covers thoroughly, having the paste wash of a cream-like viscosity, let them dry and polish with shoe polish using a medium soft brush, the color of polish corresponding to the leather, of course.

**SOUTH CAROLINA SCHOOL LIBRARIES**

By Nancy Jane Day, Supervisor of Library Services

The South Carolina High School Library Association Executive Committee held a meeting in Columbia in Miss Day’s office in September to make plans for this year’s work and for their annual meeting which will be April 10 and 11.

Miss Duane Batson, a junior at Winthrop College, was awarded the $100 scholarship given by the South Carolina High School Library Association. Miss Batson is the first student assistant to receive this scholarship. She served as a student assistant in the James F. Byrnes School.

At the School Library Section’s meeting during the South Carolina Education Association meeting Miss Elizabeth Richardson, Librarian of Hanna High School was elected President; Miss Margia Brissie, Librarian of Abbeville High School, Vice-President, and Miss Mary Brown, Librarian of Oakway High School, Treasurer.

**Secondary School Teachers and Library Service**

An interesting report on the Secondary School Teacher and Library Service was made at a meeting of the American Association of School Librarians during the ALA Conference in San Francisco. Dr. Sam Lambert reported on a study which had been made by the National Education Association Division. A questionnaire had been sent to a sample of secondary school teachers in the United States determining library services available and their use of such services. Teachers in the field of English, social studies and science use the library to the greatest extent and in that order. The report points out areas in which librarians should be concerned in giving service and better use of materials. It was interesting to note that teachers generally felt that pupils needed instruction in the use of the library and in use of library materials. This has been an area which we had been stressing here in South Carolina. The report is to be published this fall.

**AASL Revised Standards**

Tentative chapters for the revised standards of AASL were distributed at the San Francisco conference and those attending were given an opportunity to discuss these chapters. Buzz sessions were set up for various type schools
in order to get a reaction of the members to the revised standards. The buzz sessions proved a stimulating experience for all those participating and led to a lively discussion at one of the general meetings. Miss Frances Henne, one of the Co-Chairmen for the standards, presented a summary of these to the American Library Association. When published, these standards should furnish the school librarians with a basis upon which to work in improving school library service in our individual schools.

DEGREE AWARDED

Robert C. Tucker, Furman University Librarian, has completed work for his Ph.D. degree at the University of North Carolina and received the degree in August.

Dr. Tucker's graduate studies were in American history, with special emphasis on the life of James Henry Hammond, South Carolina planter, politician and defender of slavery in the pre-Civil War period.

A native of Mississippi and a graduate of Louisiana State University, he has been head librarian at Furman since 1947. He is a past president of the South Carolina Library Association, is listed in Who's Who in the South and Southwest, is a member of Phi Kappa Phi and Beta Phi Mu honorary library fraternity.

He is the son of Mr. and Mrs. B. A. Tucker of Baton Rouge, La. He has a brother Ben N. Tucker, an attorney, at Hammond, La.

PERSONALS

Miss Denys Mosimann, of the Charleston Library Society, participated in a program given Sept. 22 at the Cooper River Memorial Library. The topic under discussion for the evening was "The Enjoyment of Literature, Music, and the Arts."

Miss Rachel S. Martin is the Reference and Serials Librarian on the new James Buchanan Duke Library of Furman University. Mrs. Ethel C. Southern is assistant librarian in charge of the Woman's College Library, and Mrs. Shirley Kerns is the cataloging assistant.

Mr. Alfred Rawlinson of the McKissick Memorial Library of the University of South Carolina has announced the appointment of Mr. J. Mitchell Reames as Director of the Undergraduate Library at the University. Mr. Reames is a former president of the South Carolina Library Association; a graduate of Furman University, University of North Carolina, and the University of Michigan. Before coming to the University of South Carolina, Mr. Reames was Associate Librarian of Northwestern State College Library, Natchitoches, La., and prior to that was Reference Librarian at Clemson.

Miss Frances Means, Order Librarian of the McKissick Memorial Library of the University of South Carolina is President of the Columbia Library Club for 1958-1959.

Mr. H. William O'Shea, Reference Librarian at The Citadel, reports that bids for the new Citadel Library were opened September 5, and the contracts are to be awarded shortly. The new air conditioned library can house approximately 200,000 volumes in 59,000 square feet, and the seating will accommodate 450 cadets.

Mrs. H. A. C. Walker, formerly Assistant Librarian in the Coker College Library, retired last summer, and is now serving as part time assistant in the Hartsville Township Memorial Library.

Mrs. A. M. McNair, A. B. Winthrop; A. B. in L. S. University of Oklahoma, and former Librarian at Hartsville High School, is Assistant Librarian at Coker College.

Mrs. Doyle W. Boggs, former Librarian at Hartsville Junior High School, is serving as Librarian at Hartsville High School.

Mrs. James H. Felkel, Jr. of Hartsville, S. C., is the new Librarian at Hartsville Junior High School.

Miss Ann Kinken, who worked this summer in the Special Services Library at the Air Force Base at Myrtle Beach, is attending Wake Forest College this fall. Miss Kinken plans to enter the library profession after the completion of the required training.

Mrs. Lillian Freeman, Librarian at Myrtle Beach Air Force Base, attended A. L. A. in San Francisco last July.

Miss Hilda McKiever, a 1957 graduate of State College at Orangeburg, began work on October 1 with the Horry County Library as a trainee under the provisions of the Library Services Act.

Mr. Alfred Rawlinson and Mr. J. Mitchell Reames of the McKissick Memorial Library at the University of South Carolina attended the meeting of the Southeastern Library Association in Louisville, October 22-25.

The moving to the new campus and to the new James Buchanan Duke Library Building at Furman University was completed in time for classes on Sept. 18. Mr. Tucker, Librarian of the new library, with his staff, survived the ordeal of transferring the book collection and now extends a cordial invitation to anyone to come and see the new building.

The Presbyterian College Library at Clinton has expanded its recorded music collection to about 1900 discs. The attractively furnished listening room is operated on a regular daily schedule.

Horry County Memorial Library opened a branch library at Crescent Beach, October 1.

Miss Mary Sutherland, library assistant at Columbia College, has assumed her duties at Columbia College after having had experience both at the Anderson Public Library and at Anderson College, Anderson, S. C.

Because of numerous requests that have come in, the Editors of the South Carolina Librarian are happy to report that Miss Gladys Smith, Librarian of the Winthrop College Library, after a brief illness, has resumed her full-time duties at the library.

Miss Jane Wright, instructor of Library Science at Winthrop College, is on leave of absence for 1958-59. She is continuing advanced work in Library Science at Columbia University. In the summer of 1957, Columbia University School of Library Service selected Miss Wright as their appointee for a $1,000 Groulier Scholarship which is given to a promising young librarian interested in School Libraries. During the summer of 1958, Miss Wright was the assistant in children's literature to Dr. Frances Henne, professor of school librarianship.

Miss Jean Feagan is librarian of the Training School of Winthrop College.
DRAPER MANUSCRIPTS

An outstanding acquisition of the Winthrop Library during this past school year was the purchasing on microfilm of the complete manuscript collection of Lyman C. Draper. Geographically the field covered is from the Hudson River to the Mississippi, from Charleston to Louisville, and the period covered is from the year 1735 until the close of the War of 1812-15. This collection was widely used during 1958 summer school by students doing graduate work in history. It may be used by students of history and of genealogy.

Six South Carolina school librarians attended the Annual Conference of the American Library Association in San Francisco, July 13-19. Those attending were: Miss Jesse Cannon of the Junior High School in Greenville; Miss Mary Timberlake of the University of South Carolina; Miss Estellene Walker of the State Library Board; Miss Nancy Jane Day of the State Department of Education; Mrs. Harriet Jenkins of Burke High School in Charleston and Miss Bessie Sampson of Ebenezer High School in Dalzell.

Both the Conference and San Francisco afforded interesting and stimulating experiences. The school librarian group was particularly interested in the discussions centered around the revised standards for school libraries which are in the process of being set up and a report of the study made by the Research Division of NEA on the library and the secondary school teacher. This study will be published in the fall.

Carnegie Library, Winthrop College, Rock Hill, S. C., is interested in obtaining a copy of SOUTH CAROLINA LIBRARY BULLETIN, v. 4, no. 3 (1948). Transportation charges will be refunded.

CORRECTION

Mr. Chapman J. Milling Jr., Librarian of the Carnegie Public Library of Sumter, writes that his father and not he was the author of the article, "The Men Who Met the Boat". This article appeared in the introductory issue (April 16, 1958) of the South Carolinian, and dealt with the Indians of South Carolina.

APPOINTMENT

Mr. J. B. Howell, formerly of the Library staff of Clemson College, has assumed his new duties at the Library of the University of Georgia, Athens, Ga. as head of the Circulation Dept. at the Library. J. B.'s many friends will miss him and his library contributions in South Carolina, and all will wish him well in his new work.

MEETING IN CHARLOTTE

At the invitation of Mr. Hoyt R. Galvin, Director of the Charlotte Public Library, a large number of librarians from North Carolina and South Carolina met in Charlotte, September 25, to discuss and exchange ideas concerning library supplies and equipment. Mr. John Ottemiller, Associate Librarian of Yale, led the discussion for the day, which centered around a program to prepare and adopt standards and specifications, and possibly to establish a program of testing library supplies and equipment against standards and specifications. Mr. Ottemiller is on leave from his position to do this study on Library Technology for ALA, under the sponsorship of the Council on Library Resources.

SELA NOTES

The School and Children's Libraries section of the Southeastern Library Association presented a panel discussion on the work of the Southern States Work Conference's study on school libraries. The moderator of the discussion was Miss Nancy Jane Day, State Supervisor of Library Services for South Carolina and Miss Sarah Jones, Chief Consultant for School Libraries in Georgia. Participating in the panel group were Miss Louise Meredith, Supervisor of Instructional Materials and Libraries in Tennessee; Miss Eloise Jones, of Colquitt High School Library, Georgia; Miss Cora Bomar, State School Library Advisor, North Carolina; and Miss Virginia McJenkins, Supervisor of School Libraries and Materials of Fulton County, Georgia.

At the Daytona Beach conference this past summer, there were 75 people participating in the school library study. This included superintendents, principals, teachers, librarians, supervisors, and professors of library science and education.

ANNOUNCEMENT

It is with much satisfaction and pleasure that the announcement is made concerning the new Editor of the South Carolina Librarian. Mr. Herbert Hucks, Librarian of Wofford College Library, Spartanburg, S. C., will become the South Carolina Librarian's new editor, and all communications dealing with the magazine should be sent to Mr. Hucks. Best wishes, Herbert!
LETTERS TO LIBRARIANS

(Editors' note: The following letter from Mr. Hucks, Librarian of Wofford College, could easily initiate a much needed and greatly enjoyed feature of the SOUTH CAROLINA LIBRARIAN. Comments on this subject or other subjects pertinent to our work should be welcomed by the Editor.)

Librarians:

SCLA members, who are also members of SELA, have read in the SELA Program for the Louisville meeting October 23-25, 1958, of the panel discussion on “Relationships between the SRLA and the State Library Associations”, scheduled for Thursday morning, October 23. Our representative on this discussion was Mr. J. W. Gordon Gourlay, Clemson College Librarian, and President-elect of SCLA. Recently he wrote me for ideas—and, as I wrote him, frankly, I found it rather difficult to give him much help, because SCLA, although now a chapter of ALA, is SCLA, and SELA is SELA!

For several years now I have wondered why more of us are not members of SELA, and the first conclusion I have made is that most of us, unless expenses are paid by our institutions, simply are not going to attend both SCLA and SELA the same year—and usually very close together (which cannot be helped, of course). I do believe, however, that many more would attend, if their school, college, or public library, or library board would see it that members of the respective staffs were urged to attend, with expenses paid by the institution. I do not know the exact number of SCLA memberships in SELA now, but somewhere in the 80's seems familiar. If that is true, what is wrong?

Personally, I have always enjoyed attending both SCLA and SELA, and look forward to each meeting, to try to gather new ideas, and see old friends, and I'm sure that almost every other librarian I know feels the same way. Then, how can SCLA and SELA be more compatible? As I see it, SCLA is our local organization, while SELA is the regional one. That's not a new idea, and is even trite, but what else can be said, except that these organizations should help each other, when possible. Word can be passed through the South Carolina Librarian and the Southeastern Librarian to keep us all informed of projects which are compatible for the same groups which contain the same persons, but on a different level.

Perhaps scheduling SCLA in the spring, consistently, when SELA meets in the fall would help. It could be tried more often. I am a firm believer in both, and hope that both will continue to grow in membership and activity.

Herbert Hucks, Jr.
S. C. Member, SELA Exec. Board

SELA—A BRIEF REPORT

South Carolina was well represented at Louisville at the meeting of the Southeastern Library Association, October 23-25, 1958, by librarians from all areas of library work. The meeting, under the direction of Mr. Randolph W. Church, Librarian of the Virginia State Library, had as its theme “Regionalism”, and the speakers and discussion groups dealt with various aspects of this theme.

Outstanding among the addresses of the Association were: “Regional Implications of the Program of the Council on Library Resources”, by Mr. Verner W. Clapp, President of the Council, “Southern Regionalism, Now and in the Future”, by Mr. Fitzgerald Bemiss, Chairman, Public Library Board, Richmond, Virginia; and “Library Education with Special Reference to Preparing Librarians for College and University Library Positions”, by E. J. Humeston, Jr., Univ. of Kentucky.

A great deal of discussion and study was done in the sectional groups, with topics as, “Academic Libraries in Foreign Countries”, led by Mr. Archie L. McNeal, University of Miami Library; “Alone in a Conestoga Wagon Surrounded by Television Sets”, by Mr. William C. Baggs, of the Miami News; “What Is a Classic?”, by Mr. Leland Miles, Dept. of English, Hanover College; “Trustees and Public Relations”; “Cooperation and Communication”, led by Miss Edith Scott, Chairman, Council of Regional Groups, assisted by Mr. Porter W. Kellam, Editor, The Southeastern Librarian; “What Is a Good School Library and What Does It Do for Boys and Girls”, led by Miss Nancy Jane Day; “Public Library Reference Survey”, led by Mr. N. Harvey Deal, University of Virginia Library; “Comments on Local History and Archives”, led by Miss Isbell Howell, Tennessee State Library; “Book Reviews, North Carolina School Librarians Book Reviewing Committee”, led by Miss Lottie Hood, Catawba County School Libraries; and “Special Projects under the Library Services Act”, led by Miss Evelyn Mullen, Department of Health, Wealth, and Welfare, Washington.

OPPORTUNITIES FOR SOUTH CAROLINA LIBRARIANS

In all fields of library work, there is much done in relating books to special events or seasonal occasions. The picture below, which is surely only one of many bulletin board displays, leads us to think that pictures of other bulletin boards might be sent to the South Carolina Librarian. An exchange of ideas in library publicity could be a stimulating, helpful contribution for the entire library group.
DISPLAY OF THE MONTH

CHORUS OF THE HARVESTERS
(From the Biblical Eclogue, "Ruth")

All fruits whatsoever that the tillers raise
Come from God the Giver: Give to Him the praise!
When He pours His treasure out on harvest fields,
Be our songs the measure of the joy it yields!
Songs of glad thanksgiving for the boundless wealth,

For the grace of living, for the boon of health!
Ended is the labor, now ensueth rest!
Sing with lute and tabor, shout with merry zest!
Skies are cloudless o'er us; smiles the earth with light;
Join the jocund chorus, clap your hands with might!
As we bow before Thee, sing we nothing loth,
All Thy sons adore Thee, God of Sabaoth!
All fruits whatsoever that the tillers raise
Come from God the Giver: Give to Him the praise!
When He pours His treasure out on harvest fields,
Be our songs the measure of the joy it yields!

Harvest tunes our voices into mellow lays:
Ev'ry heart rejoices, Giving God the Praise,
He the sun hath granted, He hath sent the rain;
All the fields we planted shine with golden grain!
Oh, the harvest splendid, labor's rich reward;
Ere the day be ended, let us thank the Lord;
He the hungry feedeth, setteth free the opprest,
Giveth him that needeth comfort, peace, and rest!
He extends His mercies over all the earth:
Sing His praise in verses full of solemn mirth.
He, the God of glory, maketh desert bloom;
Grief is transitory; joy is born of gloom.
Psalms and hymns are due Him, songs of harvest-time,
Bringing honor to Him on His throne sublime.
Skies are cloudless o'er us; smiles the earth with light;
Join the jocund chorus, clap your hands with might!
As we bow before Him, sing we nothing loth;
Let us thank the Lord! Let us thank the Lord!
Let us thank the Lord! Give to Him the praise!
Give to Him the praise! Let us thank the Lord!
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