South Carolina Librarian v.5 n.2 03/1961

Abstract
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Keywords
South Carolina Library Association
SCLA Officers for 1961

Attending the SCLA Executive Committee meeting in the Richland County Library, January 28, 1961 were (left to right, around tables): Mr. Herbert Hucks, Jr., Librarian, Wofford College Library, and Editor, The South Carolina Librarian; Mrs. John D. Smith, Trustee, Spartanburg Public Library, Chairman, Trustee Section; Mrs. Catherine H. Lewis, Librarian, Horry Memorial Library, Conway, and South Carolina National Library Week Director for 1961; Miss Jessie G. Ham, Head, Catalog Dept., McKissick Library, University of South Carolina, Vice-president and President-elect; Miss Nancy Jane Day, Supervisor of Library Services, South Carolina State Dept. of Education, President; Mrs. Alice P. DePass, Librarian, Park Hill Elementary School, Spartanburg, Secretary; Mr. J. Mitchell Reames, Director, Undergraduate Library, The University of South Carolina, Chairman, College Section; Miss Carolyna Harper, Librarian, Columbia High School, Chairman, School Section; Dr. Robert C. Tucker, Librarian, Furman University, ALA Councilor. (Absent when picture was made: Miss Jane Wright, Dept. of Library Science, Winthrop College, Treasurer; Miss Elizabeth Porcher, Librarian, Greenwood City and County Public Library, Chairman, Public Library Section; Mrs. Margarette G. Thompson, Librarian Collecton County Library, Walterboro, S. C., Immediate Past President; and Miss Emily Sanders, Librarian, Charleston County Library, SELA Councilor).
EDITORIAL

This issue consists mainly of proceedings of the SCLA convention held in Columbia October 28-29, 1960, when more than 300 librarians, trustees and other friends of libraries, including our friends, the exhibitors were present. We express our thanks to those speakers on the various parts of the programs who furnished us copies of their addresses, and to those Section Reporters and all others who helped in any way with "getting up material" for this issue. With help from all concerned, the rest is easy!

Our subscription list of universities (mainly those with library schools, or departments) is growing slowly. From all over the country come requests for complete files. If anyone has any back copies which are ultimately headed for disposal, please send them to the editor. Vol. 2, No. 1 (with the South Carolina Library on cover) is completely out of print, and thus back files cannot be complete for those who want them.

Best wishes to Mrs. CATHERINE H. LEWIS, Librarian, Horry Memorial Library, Conway, State Executive Director of National Library Week for South Carolina; and Mr. S. L. LATIMER, who retired in December, 1960, as Editor of The State (newspaper) Columbia, Citizen's Chairman. We know that they will serve well during 1961—but that all of us will have to help them. National Library Week: April 16-22, 1961.

MESSAGE FROM THE PRESIDENT

In spite of bad weather, the Executive Committee of the South Carolina Library Association met on Saturday, January 28, with only three members absent. The Committee voted to hold the 1961 annual conference in Charleston, November 3 and 4. Miss Virginia Rugheimer of the Charleston Society Library has graciously consented to serve as Local Arrangements Chairman for the conference. Miss Margaret Givens of the McKissick Library, University of South Carolina, will continue as Exhibits Chairman. Those wishing to exhibit at the conference should get in touch with Miss Givens. She will be assisted by Miss Desmond Koster of the South Carolina Medical College Library, Charleston. The headquarters hotel will be the Francis Marion.

The South Carolina Library Association under the leadership of Mrs. Marguerite Thompson made very real progress last year. The new constitution was put into operation and the new committees were organized with a rotating membership which makes for continuity in committee work. The executive Committee has already made new appointments to these committees to replace those whose terms expired in 1960; so committee work should continue without interruption.

South Carolina is particularly fortunate this year in its leadership for the observance of National Library Week, April 16-22. Mr. S. L. Latimer, Jr., Editor Emeritus of THE STATE newspaper has consented to serve as Chairman and Mrs. Catherine Lewis of the Horry County Library as our Executive Director. Mr. Latimer and Mrs. Lewis called a luncheon meeting of the Planning Committee for January 28 where many suggestions were made and plans were formed for the observation of National Library Week. Representatives from various state organizations are serving on the Planning Committee which promises to make this one of the best observances of this week South Carolina has experienced.

Nancy Jane Day
President
Gone With Miss Ravenel's Courage; or, Bugles Blow So Red: A Note on the Civil War Novel

By Richard Harwell

Associate Executive Director, American Library Association; and Executive Secretary, Association of College and Research Libraries; at Banquet Session, October 28, 1960.

A century ago the nation quavered to the question: "Is civil war inevitable?" In the fall of 1860 this was still a moot topic. Calmer heads than those that prevailed might have prevented the national blood-letting that dominated our history for the next five years and that, ever since, has been a focal point to writers of American history. In 1960 we ask again if war is inevitable, and we are determined that the answer will not again be yes; if history has meaning, if books have meaning, if the accumulated wisdom of our civilization has meaning, we know now five times better than we did in 1860 the uselessness of war, the waste and weariness of war. Yet we persist in glorifying war, war punctuated, only punctuated, by periods of peace. We say hopefully that war is not inevitable, but the controversy of the authors and Civil War novels of the last twenty-five years is warning enough of the popularity that will come to Civil War books in the next few years. The total of such books to date is variously estimated at from thirty thousand to fifty thousand titles, the variance being relative to differing definitions of what constitutes a Civil War item. From a flood of books during the war itself and new waves of volumes about it as veterans poured out their reminiscences and historians assessed and reassessed it, the flow of titles about the war reached a low about thirty years ago. Then something in our national psychology during the Depression released a new wave of interest. Such novels as Gone With the Wind, Bugles Blow No More, and So Red the Rose and such biographies as Douglas S. Freeman's R. E. Lee, Lloyd Lewis's Sherman, Fighting Prophet, John Thomason's J.E.B. Stuart gave new stature, new maturity to Civil War reading as well as to Civil War writing. Since the mid-thirties there has been no slackening in interest in the war.

For the last few years about a hundred Civil War books annually have been published by regularly organized publishing houses. Now in 1960 the pace quickens; the total this year will be at least half again that many. In the fall announcement number of Publishers' Weekly a special section describes "175 High Spots, Leading Titles October to December." Of this 175, fifteen-almost a tithe—are Civil War books. And this list includes only the titles on which major publishers will lavish their advertising. A quick check of fall book announcements shows thirty-two more Civil War titles to be published without benefit of major publicity. And I know of at least a half-dozen others which will have to take their chances without benefit of any promotion at all, including two with which I myself am involved.

Why this interest? In an article for ALA's The Booklist in 1959 I tried to give a summary answer to that question: "The study of the Civil War is the common heritage of all Americans—the defeated Rebel and, sometimes, still defiant Southerner, the Yankee yeoman of New England, the Midwesterner whose region has known only one war on American soil, and Americans of later immigration now established in a new world and seeking American roots. More, our Civil War is a convenient war for reading. It had a beginning and an end. Though its causes reached back to the beginnings of our national existence and its effects are still with us, 1861-1865 is a tangible period. Its people, simply because they wore clothes which do not necessarily look like costumes, seem real in (1960). It was a one-language war in its actions and in its records. Compared to later wars, it was a small war. It was a well-reported war. Most of all, it was a gallant, heroic, exciting war."

The literary shadow of the Civil War that represents war even more closely than history to many of its legion of devotees is the re-creation of the war in fiction. As Robert Lively wrote in a recent scholarly treatment of 512 Civil War novels, "While the historian labors to authenticate each tile for the mosaic he laboriously assembles, the novelist, with broad brush and vivid colors, may capture with a few bold strokes an impression of the age recalled." Novels are strong meat with which to introduce new readers to an historical era, and a delightful leaven to the heavier reading of even the most confirmed armchair tacticians and strategists. And—along with the constant stream of memoirs, personal narratives, battle accounts, and general histories of the last century—there has been a steady stream of Civil War novels, a few fine ones and a multitude of bad or trivial ones. The total to date reaches a figure somewhere between fifteen hundred and two thousand.

The beginning was long ago, long before the war itself. The first Civil War novel was published in Boston in 1807, pseudonymously and with a fictitious imprint: "Quebec, 1901." It was Memoir of the Northern Kingdom and told of a nation divided between North and South. In this early prophecy, however, the secessionists were Northerners who moved west to the Old Northwest Territory and established a Republic of Illinois. Thus this first Civil War
novel is a prize item to the Civil War collector, the westward expansionist, and the Illinois collector, all.

A more pretentious and more accurate prophetic novel came nearly thirty years later when Judge Beverley Tucker of Virginia published in Washington in 1836 (again pseu­donymously and with fictitious imprint) his The Partisan Leader. The Partisan Leader foretells with uncanny accuracy the secession of the Southern states and war in Virginia. Its propheticies extend to such relatively minor points as the effects of a salt shortage and, coincidentally, to the author's quoting to end his book, just as John Wilkes Booth quoted to end—in a sense—the war, Virginia's motto "Sic semper tyrannis." The Partisan Leader was re­printed during the war by both sides—in the South to boost morale; in the North to prove that the war was the culmination of a long-term plot, and it was reprinted again in the 1930's as an historical curiosity. Two other prophetic novels were published in the late 1850's: John Beauchamp Jones's Wild Western Scenes and Edmund Ruffin's Antici­pations of the Future. If the war began with material considerations against the South, the Confederacy was nevertheless in fiction, where it did not count, well ahead, for in these three books, as well as in Southern novels published during the war, it was the Southern Confederacy that won. Such was not to happen again in either fact or fiction until 1952 brought Ward Moore's Bring the Jubilee, a melange of history and science-fiction that tells the story of the Southern Confederacy and its poor neighbor to the north after the South had won the battle of Gettys­burg and the war.

The war itself brought many attempts at novels, but the writing was too close to the event. It is better represented in the poetry of such Northerners as Herman Melville, Walt Whitman, Oliver Wendell Holmes, and Henry W. Longfellow or such Southerners as Henry Tim­rod, James Ryder Randall, Paul Hamilton Hayne, and John R. Thompson than in contemporaneous fiction. But in the North, war pieces formed a considerable part of Beadle's dime-novel series, and these meretricious paper­backs found their Southern counterparts in fragile publications that were bought by Confederate soldiers, read to pieces, and thereby made forever rare. Two Southern women seized upon the exploits of the glamous Kentucky partisan, General John Hunt Morgan, as a basis for novels, Mrs. Jane T. H. Cross with her Duncan Adair; or, Captured in Escaping and Mrs. Sally Rochester Ford with her Raids and Romance of Morgan and His Men. Mrs. Ford's was the first full-length novel based on actual events of the war and, though it does justice neither to its genre nor to its subject, deserves a line in American literary history. Most ambitious and most successful of the contemporaneous novels of the war was Augusta Jane Evans's Macaria. This fiction was the literary sensa­tion of the Confederacy, much as the author's later St. Elmo (she was Augusta Evans Wilson by the time that was published in 1867) was a continuing triumph that has stayed in print more than ninety years and ranks as an all-time best-seller.

Macaria was printed by Evans & Cogswell in Columbia and two editions of ten thousand copies each were sold out by its publishers, West & Johnston of Richmond. A New York publisher issued a pirated edition (and paid its royalties to Miss Evans in the poverty-ridden days of Recon­struction), and it was published in London in the typical format of a Victorian three-decker. Macaria has the distinction of having had a leading Confederate general, G. T. Beauregard, take time from his military duties to read its chapter on the first battle of Manassas and advise on its accuracy. And both Macaria and Raids and Ro­mane of Morgan and His Men have the distinction of having had their sale within Union army lines forbidden by an official army order.

But John Esten Cooke, himself an ante-bellum novelist of distinction, a wartime member of J.E.B. Stuart's staff, a postwar chronicler in fiction of the exploits of the Army of Northern Virginia, and, always, an incurable romantic (he buried his silver spurs on the surrender ground at Appomattox), wrote truly for both sides when he commented in 1867: "Ah! those 'romances of the War!' The trifling species will come first, in which the Southern leaders will be made to talk an incredible gibberish, and figure in the most tremendous adventures . . . But then will come the better order of things, when writers like Walter Scott will conscientiously collect the real facts, and make some new 'Waverley' or 'Legend of Montrose.'" Cooke called the turn on his own then-to-be-written novels of the Army of Northern Virginia. His Surry of Eagle's-Nest, Mohun, and Hilt to Hilt, though popular in their own time, are now too weighted with stilted quotations, too freighted with heavy-handed, Scott-like plots to be readable to any but the most uncritical great-grandsons of the soldiers Cooke eulogized. His description of how a Confederate cavalry­man viewed his life is all too accurately a description of how he himself viewed his roles as soldier and as novelist:

Your cavalryman goes through the land in search of adventures, and finds many. He penetrates retired localities—odd, unknown nooks—meeting with curious characters and out-of-the-way experiences . . . Romance, sentiment, and poetry meet him everywhere . . . . His life is better than a collegiate education, for it teaches him the mysteries of human nature. He . . . is thrown in contact with every species of "moving accident," every variety of the human species; scouts, "guerillas," secret agents, prisoners, night-hawks, spies, friends in blue coats, enemies in gray . . . His is the existence of the rover: the sudden peril, the narrow escape, and the fun and frolic of the bivouac. When he summons his recollections, it is not so much the "great events" of the war as its pictures and incidents of which he discourses. He revives its romantic scenes and gay adventures, only—remembering its smiles, sighs, laughter, tears, its gloom or sunlight, as it actually lowered or shone. The writer of this eulogy has carried a musket . . . and loves it, as he honours the great arm which thundered upon every battle-field, and held the rear, all along the Valley.
against Sheridan, and fired the last gun of the war at Appomattox. It is simply not possible that he could utter a word against those heroes... whom he is proud to call his comrades...

Less successful commercially, but somewhat more successful than Cooke artistically among the early novelists of the war was the Georgian poet Sidney Lanier. Lanier’s novel Tiger Lilies was begun in the intervals between his duties as a Confederate signalman although it was not published till 1867. Less enamored of the romance of war than Cooke, Lanier saw it as something more than the frame for an adventure story, saw the war as a central force in the characters as well as in the events he portrayed. He set the stage for his story in an introductory passage which demonstrates this consuming aspect of war in the lives of the people it touches:

In the spring of 1861, an afflatus of war was breathed upon us. Like a great wind, it drew on and blew upon men, women, and children. Its sound mingled with the solemnity of church-organs and rose in the earnest words of preachers praying for guidance in the matter. It sighed in the half-breathed words of sweethearts conditioning impatient lovers with war-services. It thundered splendidly in the impassioned appeals of orators to the people. It whistled through the streets, it stole in to the firesides, it clinked glasses in bar-rooms, it lifted the gray hairs of our wise men in conventions, it thrilled through the lectures in college halls, it rustled the thumbed book-leaves of the school-rooms. This wind blew upon all the vanes of all the churches of the country, and turned them one way—toward war. It blew, and shook out, as if by magic, a flag whose device was unknown to soldier or sailor before, but whose every flap and flutter made the blood bound in our veins. Who could have resisted the fair temptations which the new war idea brought?

Of early Northern novels about the war Henry Morford’s The Days of Shoddy (1863), John Townsend Trowbridge’s Caudjo’s Cave (1864), and Epes Sargent’s Peculiar (1864) still rank as of some interest and value, but the best of all the earlier books in this field is John W. DeForest’s Miss Ravenel’s Conversion from Secession to Loyalty. Realistic in 1867 (before realism became fashionable) it did not receive in its own day the popularity it deserved. Fortunately it was never, however, completely forgotten and is even now available in a superior paperback.

The first really great Civil War novel was not a production by one of the war’s participants but by a member of the first postwar generation. Stephen Crane was not born till after the end of the war, but his The Red Badge of Courage (1895) caught the brutal actuality of war and the feelings of an individual soldier as few novels ever have.

But neither authors nor readers awaited perfection. Novels about the war were popular from its very beginning and continued so each year. Albion Tourgee followed DeForest in realistic treatment of it with Toinette in 1874 and John Eux and Mamelon in 1882. Harold Frederic’s The Copperhead, Silas W. Mitchell’s In War-Time, George W. Cable’s Dr. Sevier and his Kincaid’s Battery, and Francis Baylor’s Beyond the Blue Ridge are novels of distinction. Joel Chandler Harris’s On the Plantation, T. C. DeLeon’s John Holden, and Thomas Nelson Page’s Me Lady (even if he be better remembered for his Two Little Confederates) are of more than regional interest. And who among Southerners has not read John Fox’s The Little Shepherd of Kingdom Come, great book or not?

The flow of bad novels more than kept pace with the flow of good ones. If the books are no longer worth reading, the titles of some are themselves amusing: Mrs. Sallie F. Chapin’s Fitz-Hugh St. Clair; or, It Is No Crime To Be Born a Gentleman and J. V. Ryal’s Yankee Doodle Dixie are two of my favorites. Does it surprise you that The Grapes of Wrath is a war novel by Mary H. Norris, published in 1901? The war appealed to amateur and to professional, to Northerner and to Southerner. Everybody got into the act. The roster of authors of Civil War novels includes some old friends from other areas of literature and not a few real surprises: Louisa May Alcott, Bess Streeter Aldrich, Horatio Alger, Jr., James Lane Allen, Henry Ward Beecher, James M. Cain, Irvin S. Cobb, Shelia Kaye-Smith, Upton Sinclair, Edward Stratemeyer, and Jules Verne.

The first years of the twentieth century brought distinguished novels in Winston Churchill’s The Crisis and John Uri Lloyd’s Warwick of the Knobs, Ellen Glasgow’s The Battle-Ground, and Mary Noailles Murfree’s The Storm Center. A few years later Mary Johnston wrote two fine books in her The Long Roll and Cease Firing. Then, for some time, there was a hiatus in the writing of good Civil War novels.

A remarkable resurgence began in the 1920’s. In the traditions of realism, research, and good writing is James Boyd’s Marching On, published in 1927. The next year saw the first publication of a truly great book about the war which is also a great book in modern American literature. Not a novel, Stephen Vincent Benet’s John Brown’s Body is more than a novel. It is the nearest thing America has to an epic. Free in concept and poetic in every line, it tells a story of the war that might well qualify as the story of the war. As no one else ever has, Benet caught the spirit of the war—the spirit of the North and the spirit of the South—and conveyed it to the printed page. John Brown’s Body is a book to read and to savor and to turn to again and again. It is a poem of national remembrance and personal nostalgia; as, for a Georgian like myself:

It is not lucky to dream such stuff—

Riding back through the Georgia fall
To the white-pillared porch of Wingate Hall.
Fall of the possum, fall of the 'coon,
And the lop-eared hound-dog baying the moon.
Fall that is neither bitter nor swift
But a brown girl bearing an idle gift,
A brown seed-kernel that splits apart
And shows the summer yet in its heart,
A smokiness so vague in the air
You feel it rather than see it there,
A brief, white rime on the red clay road
And slow mules creaking a lazy load
Through endless acres of afternoon,
A pine-cone fire and a banjo-tune,
And a julep mixed with a silver spoon.
Your noons are hot, your nights deep starred,
There is honeysuckle still in the yard,
Fall of the quail and the firefly-gloves
And the pot-pourri of the rambler-rose,
Fall that brings no promise of snows

This was his Georgia, this his share
Of pine and river and sleepy air,
Of summer thunder and winter rain
That spills bright tears on the window-pane
Of pine anti river and fire
And the yellow river rolling forever.

The thirties brought You feel it rather than see it there,
But i there
And the pot-pourri of the rambler-rose,
For, wherever the winds of Georgia run,
They smell of pine-cone fire
With the wind. Even
And the pot-pourri of the rambler-rose,
And the yellow river rolling forever.

The mist in the bottoms that taste of fever
And the yellow river rolling forever.

From JOHN BROWN'S BODY (Holt, Rinehart & Winston, Inc.)
Copyright, 1927, 1928 by Stephen Vincent Benet. Copyright re-

Perhaps it was a national nostalgia—by then far enough
removed for writers to look at the war with new eyes—
that brought a fresh popularity to Civil War novels in the
1930's. Certain it is that with the thirties came a new era
for them. Mrs. Evelyn Scott's The Wave belongs with the
books of those years. Published in 1929, it appeared too
soon to rise to fame with some that followed during the
next decade, but it is a remarkably good novel and set a
new standard for fictional treatment of the war. Too long
had novelists followed the dictat of an anonymous con-
tributor to the Confederacy's The Southern Field and Fires-
side who wrote: "Fiction . . . will not need to call on
imagination to paint her pictures, but will only have to
arrange and decorate the attire of the principal figures."
Mrs. Scott gave the Civil War novel a depth that, with
few exception, it had previously lacked in the hands of
writers content to "arrange and decorate."

The thirties brought a pride of distinguished novels: in
1931 Joseph Hergesheimer's The Limestone Tree and T. S.
Stribling's The Forge, in the next year DuBose Heyward's
Peter Ashley, in 1933 Roark Bradford's Kingdom Coming,
in 1934 MacKinlay Kantor's Long Remember and Stark
Young's So Red the Rose, Then in 1936, Andrew Lytle's
The Long Night and the big one—Margaret Mitchell's
Before the Wind. 1937 brought Clifford Dowley's
Bugs Blow No More, Caroline Gordon's None Shall
Look Back, and Edgar Lee Master's The Tide of Time.
Hervey Allen's Action at Aquila, William Faulkner's The
Unvanquished, and Allen Tate's The Fathers all appeared
in 1938, and Francis Griswold's A Sea Island Lady fol-
lowed in the penultimate year of the decade.

My own favorites among these are Action at Aquila,
Bugs Blow No More, Gone With the Wind, and Peter
Ashley. These, like all the truly successful Civil War
novels, are good novels as well as good war stories. Their
authors' feeling for their work is strong and so well
grounded in their country's past that they convey the
spirit of the war with no exhibition of learned knowledge
but with a competent ease which allows the reader to par-
ticipate with them and with their characters in an exci-
ting and meaningful experience.

I can have no reason not to express my personal choice
of Civil War novels as Gone With the Wind. Its con-
tinuing fame attests its enduring appeal and scoffs the critics
who lowrated Miss Mitchell's mastery of straight-forward
story-telling as lack of style. Nearly a quarter of a century
after its publication it is still a great yarn and one of the
most widely read books in the world. Its sales count to
more than eight million copies. It is available in twenty-
four languages and in editions from thirty-three countries.
If there is a special secret that brought success to Gone
With the Wind, no one has been able to discover it—or,
if to discover it, no one has been able to duplicate it. It
was the right novel at the right time—a novel of comeback
from war when America was searching for a boost out of a
depression. Miss Mitchell wove the background of Civil
War and Reconstruction into her story with infinite skill
and imagination—and with amazing accuracy. Her charac-
ters seem to walk the streets of Atlanta. Their actions are
as consistent and as unpredictable as the actions of your
next-door neighbor. The rascapulation Rhett Butler becomes
almost a real person. (And a generation later he is irre-
vocably combined in the public mind with Clark Gable.)
The willful opportunism of Scarlett O'Hara becomes a
part of American tradition. Ashley and Melanie Wilkes
are symbols of a portion of America's past literally gone
with the wind. Even GWTW's minor characters (Belle
Watling, Aunt Pittypat, Gerald O'Hara, Mammy, Prissy)
take their places in American folklore, become the people
everyone knew—back home in another day.

Will the centennial years of the Civil War bring another
such novel? I doubt it. Though there has been a remark-
able acceleration in the total number of Civil War books
as the Centennial draws nigh and a concomitant increase
in the number of novels (a half-dozen are already being
readied for next winter and spring), there is nothing sin-
to compare with the remarkable spate of good Civil War
novels of the thirties. Outstanding among the few Civil War
books published during World War II is Joseph Pennell's
The History of Rome Hanks, but, for me at least, it leaves
much to be desired. Clifford Dowdye's Where My Love
Sleeps and The Proud Retreat do not fulfill the promise
of Bugles Blow No More. The Baroness Eleanor Perényi's
The Bright Sword, Jack Schacter's Company of Cowards,
and Don Robertson's The Three Days rise above average
but fall far short of achieving greatness. More nearly me-
morabl e a r e two short novels, Scott Hart's Eight April Days and Jere Wheelwright's The Gray Captain. Vina Delmar's Beloved is a remarkable fictional treatment of the life of Confederate Secretary of State Judah P. Benjamin. Miss Delmar "arranged and decorated" masterfully, and she produced a wonderful feeling of validity in portraying a man's consciousness of racial minority, but Beloved lacks the quality which makes a book endure.

Andersonville? It is a great hulking novel that overpowers more than it impresses. Long and lusty, it packs a terrific, pulverizing wallop. It bull-dozed itself to popularity and to a Pulitzer Prize (which might just as appropriately have gone to its publishers for their promotion of the book), but it is without discipline and, despite some great episodes, without total greatness. Mac Kantor bowls his readers over. One admires him for his depth of knowledge, his unlimited vocabulary, his diversity of style, and his ability with a narrative; but his steam-roller technique is too much. He could have spared some details, some vulgarity and produced a better book. There are times at which a sharpshooter is more effective than an artillery barrage.

Perhaps it is too early to judge the Civil War novels of the past decade or even of the last generation, but these books already are serving a useful purpose. When Dr. Douglas Southall Freeman published his The South to Posterity in 1939 he commented: "After the publication of Margaret Mitchell's Gone With the Wind and Clifford Dowdey's Bugles Blow No More . . . these of us who work in that field received many inquiries that could be summarized in five words: 'What shall I read next?'" Dr. Freeman admirably reviewed the Confederate books which had then been written, but we need still a comparable guide to books from the Northern point of view, and we need fuller guides to various categories of books, Civil War fiction being one of these categories. Novels have always been an invitation to further reading. Perhaps those novels, and others of the same type, provided the impetus which has produced a whole new generation of readers about the Civil War. Perhaps such novels have helped to lead the thousands of Civil War buffs across the country into serious study of history, to the great books of non-fiction such as Dr. Freeman's R. E. Lee and Lée's Lieutenants, to Mary Boykin Chestnut's marvelously revealing A Diary from Dixie, or to the absorbing military analyses of T. Harry Williams or the late Colonel K. P. Williams. But whether or not an acquaintance with the novels has led to wider reading about the war, it has certainly led to a fuller understanding of it. A single novel sometimes conveys the truth of an era more fully than whole libraries of fact. No man can know all the details of life in a day gone by, but the spirit of that life he may know through fiction which uses the essential facts, the crucial details, to convey the past to the present.

RESEARCH IN SOUTHEASTERN COLLEGE AND UNIVERSITY LIBRARIES

BY STANLEY L. WEST


In discussing the subject of research in Southeastern college and university libraries this afternoon, I shall first try to present some general information as to its extent, then call attention to some of the current problems regarding the nature of research in academic institutions, and after that share with you some thoughts I have regarding where and how it should be done.

A nineteenth-century scientist once said, "When you cannot measure what you are thinking about, when you cannot express it in numbers, the knowledge of it is of a meager and unsatisfactory kind." While we cannot really measure the research which is being done in the Southeast or exactly express it in numbers, there are some general figures which will help us to understand something of its magnitude. It is obvious also that not all research is done in a library, but I do not know of any which is being done which does not involve a library to a greater or less extent.

In 1958 there were 23,583 graduate students enrolled in the colleges and universities in the Southeast. In that year there were 8,776 masters degrees awarded and 685 doctorates. During 1958, also, in twenty of the larger degree-granting institutions in the area, $3,013,000 was spent on books and in these institutions 550,000 volumes were added. In a recent year (1956) a total of $42,822,000 was spent on research in the colleges and universities of the Southeast.

I give you figures on the number of graduate students and graduate degrees awarded because traditionally our idea of research is associated with work on masters theses and doctoral dissertations and the research which is required in the graduate courses as well as work by faculty on books and on papers prepared for publication in connection with their subject interests.

A large part of the last figure, $42,800,000 which I quoted, however, represents a relatively new type of research which is conducted in our educational institutions. This is supported by foundations, private industry, and by government. It is carried on principally in major state institutions. It is becoming an increasingly important factor in the nature of these institutions and holds some important implications for their future development. There is an almost irresistible temptation on the part of a university to accept these grants and contracts; first, because the purposes which they are designed to accomplish very often are related to the good of the region or to the defense of the nation. A second major reason, however, is that they carry with them funds for buildings, for faculty salaries,
for graduate research fellowships and assistantships, and often for library materials. The price which must be paid by the institutions which hold these contracts, however, is a certain degree of limitation on the nature of the research, which often tends to be designed to achieve a specific practical purpose, and many men who would prefer to be doing basic research find themselves year after year doing work of a prescribed nature.

This type of work has led to the growth of "research teams;" it is usually expensive, often is on a time schedule, and usually is associated with with pressure to achieve measurable results. In recent years, however, there has been on the part of the Federal Government especially, a tendency to support research of a more basic nature.

A third general type of research, and the one which I think should be of concern to librarians of all academic institutions, is of a more personal, less formal nature which is being done just because the one who undertakes it wants to know something for his own personal satisfaction and it is carried on in colleges and universities regardless of size and location.

My next point is one which will not meet with general agreement. In fact, I am certain that many people will maintain that in saying it I am doing a disservice to librarianship: It is the nature of the American system to strive for efficiency and librarians are no exception. We tend to think of great research centers, and speak of collections in terms of hundreds of thousands or millions of volumes and of thousands of manuscripts. There is no doubt that the great libraries in this nation have done a real service in collecting and preserving material from all over the world. But I think we have reached the point where it is no longer going to be possible for a relatively few of the great libraries to acquire and preserve the bibliographical resources of the world. I should like to make a plea for a slowing up of the centralization of library material and an emphasis on the production of indexes and bibliographies. We are entering a period when bibliographical control—that is indexes, catalogs, etc.—will be the major objectives in library organization.

The editor of the 3rd edition of the Union List of Serials has estimated that it will contain in the neighborhood of 164,000 titles. I think we shall have to accept the idea that it would not be possible for anyone institution to hope to have all of these titles or even a high percentage of them. We will have to depend on the total library resources of the nation or the world to acquire and preserve this type of material. This union list, however, will make it possible for us to locate these titles.

To cite two other examples of the magnitude of this task of assembling and preserving the world's output of books and journals: Under the original Farmington Plan some forty research libraries in the country undertook to acquire between them one copy of each important monograph published in Western Europe. A recent study financed by the Council on Library Resources disclosed the difficulties involved in such an undertaking even in a part of the world where the book trade is highly organized. In the last decade, however, with the creation of the new independent countries in Africa and Asia, thousands of new publications are being issued annually with which we formerly did not need to reckon. The problems of organizing the acquisition systems of American libraries to provide for the purchase of even the most significant of the materials being published from these new countries is almost hopelessly complex, and if it is done at all we shall have to depend upon every responsible academic library in the country to assume some share in it.

Another major concern of research libraries is the discovery that literally millions of pages of books and journals in our libraries are crumbling away as the sulphite paper on which they are printed reaches its short life span. The libraries in the country who traditionally have been responsible for large-scale bibliographical planning are considering the necessity of microfilming millions of pages of books, journals, and documents to insure their preservation. Related to this task is the one of developing a method of keeping track of what has been and is being microfilmed and reporting this to the bibliographical world. In the ultimate solution of these problems also each academic library can play a part by preserving either on microfilm or some other form the significant material in its immediate area.

I think it is time to slow down, or, in fact, reverse the tendency of individuals, often with the encouragement of smaller libraries, to deposit their papers with the larger libraries. Many collections of papers exist in large collections many years before being calendared. If they were distributed over the nation in other appropriate institutions they could more readily be absorbed in the collections and made available for use. Indeed, these papers would seem to me to have more meaning if studied in the community or immediate area associated with the persons concerned. With air-conditioning, and the almost universal availability of microfilming facilities within easy reach of every institution as well as new processes of preservatives, there is no reason why this material cannot be preserved locally. For example, the Franklin Roosevelt papers in Hyde Park, the Truman papers in Independence, and the Eisenhower papers at Abilene have much more meaning than if they were in the Library of Congress. The same can be said for the Calhoun papers in the South Carolina libraries and the Madison papers at the University of Virginia. I hope that if the University of Florida should ever be offered the library and papers of an important person who was intimately associated with another part of our state or another region, that we would have the courage to suggest that these more appropriately belong near the town where he lived, if there is a suitable library in the area. There are people I know who will say that it is much more efficient to have many collections of this kind in one library and that they are the essence of a great intellectual center. On the other hand, I think that in a
sense by congregating these collections in a few places we are stripping of their heritage the localities which have produced the great people and, in a very real sense, by allowing these collections to stay in their original locality we will be distributing the responsibility for their maintenance and preservation. The scholar using them in the original locale, I feel, draws inspiration from the memorabilia and the surroundings themselves. With modern means of transportation there is no reason why the scholars cannot go to the source, so to speak.

If I may make one other somewhat unorthodox suggestion regarding research: I think we should not be too much concerned with developing what we librarians think of as well-rounded collections. Of course, there is a basic minimum of reference books, journals, and standard treatises, but I think you will find upon inquiry that there is no optimum size for a library and only a handful of very large libraries will admit that they are really adequate for the instructional and research programs of the institutions which they serve. I would suggest that instead we make an effort to find some way to buy the materials which our students and faculty want for their research projects. In assessing the quality of college and university libraries, in the final analysis we come down to the scholars who have used them in preparing significant articles or books. We like to think of a library as the heart of a college. If this is so, then the scholars who use it are its spirit. What immortality is gained in an academic institution is in the minds and spirits of the men who use the library and train students who will be our future scholars and leaders.

Today with modern copying methods and the rapid means of communication, there is no reason why any periodical article cannot be reproduced from a journal in another library, and with the Xerox process even books which are quite rare can, and ethically may, be reproduced for literally more than the cost of an average trade book. We should get the needed things, so the scholars can have a vital living library and not worry whether we have complete sets of journals in the originals. They look nice on the shelves, but I think we will all have to admit that many, many expensive volumes never leave the shelves and now they can be supplied on microfilm for a very small amount when needed.

If there are some points that I would like to have you remember about what I have said today, more than anything else they are these: First, that we have reached an era when no one library or even a group of libraries can attempt to provide all of the materials which may be required by modern scholarship; second, that we as librarians should support and contribute to the compilation of union catalogs, indexes, and abstracting services in order to aid in the task of bibliographical control of the worlds output of books, journals and documents, and that every responsibility academic library must assume its share in the preservation of historical, economic, social and literary records, particularly local material; third, that modern copying methods hold such promise that in the future it should be possible for any reasonably well-supported library to provide to a very large degree the materials which the students and faculty will require.

WE HAVE COME A LONG WAY

By Miss Azile Wofford

Department of Library Science, University of Kentucky; now retired and residing at 1308 Hyman Ave., Hendersonville, N. C.; at the Luncheon Session, Saturday, October 29, 1960.

I have accomplished very little reading this fall. I have been busy keeping house, with all that entails even for one, writing a second book with neither readers nor typist at hand for consultation, and thinking up excuses to avoid all the tasks people want me to do with all the time they think I have. But I have read the recent biography of Thomas Wolfe. This book makes clear Wolfe's disturbance over the reception in his home town of Look Homeward, Angel and the feeling of You Can't Go Home Again which gave title to his second book. Fortunately, I have never felt that I "can't go home again" to South Carolina and wish to express my delight in at long last having come.

I left in 1937, after seven years as high school librarian at Laurens and two years in the Greenville Public Library, where I did more hard work for less money than ever before or since. Except for a brief visit in the fall of 1953, when I was on leave to visit libraries in the Carolinas and attended your state meeting, I have been very little in South Carolina.

I appreciate the invitation to serve as speaker for this luncheon. I appreciate it even more when I realize that more important shoes than mine have occupied the space behind this speaker's table. The names of Sara Krentzman Srygley, Helen Harris and Richard Harwell this year, and Lawrence Clark Powell come to mind. This is actually the third time I have been asked to appear on your program. My first bid was to preside over a "What's Your Number" program similar to one at Southeastern Library Association in Louisville, October 1948. As president of the Kentucky Library Association, I had been asked to dispense the door prizes—after all, the program committee had to do something with the local president whose meeting had been displaced! I turned down your invitation with the plea that such a program could not be duplicated. As indeed it could not! People still refer to that as one of the highlights of library meetings. Yet I have never been able to convince even my friends that I was not trying to be funny. I was only trying to get through what was not an easy assignment.

I hope I may be pardoned for brief reminiscences. I entered the library profession in the fall of 1927 as teacher-librarian in Laurens High School. I doubt that many in this audience were even in library work at that time. There
was a state library association with only a small group. The State Library Board was not created until 1929 and the Supervisor of Library Services in the State Department of Education came later. I myself recall efforts to arouse interest in establishing that position when in the early 1930's the General Education Board helped to establish similar offices in six southern states. I was among the group of about a dozen who in 1932 formed the first organization of school librarians and served as its first president. We have indeed come a long way!

I am gratified to find that forty of forty-six counties in South Carolina are served by either county or regional libraries, the other six have book deposits from the State Library Board supplemented by visits every three months from a well-stocked bookmobile with a professionally trained librarian. There are all told 53 public libraries: 3 regional libraries serving eight counties, 32 county libraries and 18 municipal libraries. 48 bookmobiles serve 1,241 rural communities with 565 trips per month.

The South Carolina State Library Board with some 14 staff members serves in an advisory capacity to public libraries. Report of the interlibrary loan and reference service, established as recently as 1957, makes interesting reading.

One likes to hear of new public library buildings already open, notably Abbeville County Library and Greenwood City and County Library, the Colleton County Memorial Library in Walterboro with others being built at Charleston and Spartanburg. Nor does this take into account buildings over the years such as the lovely public library in Columbia and one in my home town of Laurens, on the beginning collection of which I helped when the library occupied one room in the county courthouse.

South Carolina is fortunate to have state aid for public library service, used largely to supplement the book budget. You have apparently planned wisely for the implementation of services through the federal Library Services Act.

Reports of school libraries are equally encouraging. Of elementary schools submitting reports for the year 1959-60, 540 reported central libraries—more than half, which is excellent at this stage of school library development. Serving in these 540 libraries are 153 full-time librarians and 353 teacher-librarians. Other heartening developments are an increase in appropriation of money for library materials and greater interest on the part of principals, teachers and parents in making library materials available. Perhaps the most encouraging factor is that South Carolina, in line with Southern Association, has recently adopted standards for elementary schools, including standards for elementary school libraries. It has been my privilege to see a preliminary copy of these standards, just now ready for distribution. I congratulate Nancy Jane Day's office in getting libraries included along with classrooms and the librarians along with teachers as required in all elementary schools of the future in South Carolina.

According to standards which already require libraries in junior and senior high schools, South Carolina is fortunate to have libraries in all 419 high schools, according to reports for 1959-60. It goes without saying that all these schools do not meet all points in the standards. The two on which they fall below most often are in book collection and certification of librarians. The 164 high schools with collections below five volumes per pupil may be accounted for partly by new high schools, 44 of which are making efforts to build up their collections with extra appropriations.

Obtaining information about college libraries is a bit more difficult but I am convinced that they too are on the march. College libraries do have the advantage over public libraries and especially those in schools in that they got in early on the ground floor. I have often wondered how much farther we would have advanced in educational library work had we started with elementary schools and built up toward the university level, instead of the other way around.

Among the colleges, I am also informed of new library buildings including those at Newberry and Erskine and at the Citadel where the new library building was dedicated just last spring. It was my privilege last summer to visit the lovely new building for the library over which Bob Tucker presides at Furman University and, since coming to Columbia this trip, I have been taken through the new library for undergraduates, with Mitchell Reames as librarian, at the University of South Carolina where my niece, the second Kate Wofford, is an enthusiastic Sophomore. I have learned furthermore that college libraries in South Carolina, notably the one at Clemson, have been working toward increased appropriation for library services which is a worthy goal.

That concludes the first part of my speech which I have called "We Have Come a Long Way." The second part following a large Y-E-T I am calling "We Have a Long Way to Go." There are still problems to be solved, plans to be accomplished, projects to be launched, goals to be acted upon, horizons to be widened, frontiers to be advanced. I speak not only of my native South Carolina but my adopted North Carolina, Kentucky where I have spent more years consecutively than elsewhere, and all the other states. I speak not only of S. C. L. A., N. C. L. A. and K. L. A. but also A. L. A. We have indeed come a long way in library development since A. L. A. was founded in 1876. Yet we still have a long way to go before we round out the first century of library endeavor. However, accomplishments of the past sixteen years encourage us to push forward for the next sixteen.

1. We have a long way to go in extending service to all the people. This means library service to all public schools, elementary, junior high and senior high; to private schools which will probably increase as the effort for integration becomes intensified, some of which unfortunately are not providing libraries; to junior colleges which are springing
up, often as branches or centers of state universities and other institutions; to four-year colleges and universities both state-supported and privately endowed. The public library must increase its efforts to reach the entire population of a given area instead of the approximately one-fourth which has for a long time been considered about par. Great bodies of rural areas are still unreached by any kind of library service. This calls for increased establishment of public libraries on the county and regional basis with bookmobiles to carry library service to those who find it difficult to use libraries located in cities and towns which in turn are using bookmobiles to extend library service to people of their suburbs.

In extending library service to all, we must devise ways and means by which all libraries work more closely together to provide service. We have made great progress here; much more remains to be done. Every school librarian realizes that school library service reaches into the homes through pupils who share with parents the materials which they borrow. Public librarians also know that they render a great deal of service to pupils doing reading and research in the public library, especially after the school library day is over. Many college libraries make their collections available not only to faculty and students but usually in a limited way, to others of the community and state. Of course, college libraries have led the way in working with other college libraries of the area to pool resources and prevent undue duplication. There should be more, not less, of such reciprocal library service.

It has always bothered me that school libraries are closed so much of the time, especially during summers when presumably there is more time for reading. I have no solution for this problem, because I know full well all that is involved in attempting to make library materials available when the schools themselves are closed. However, I think it is something at which we should work and I venture to predict that a solution will eventually evolve.

I wish we could devise some way by which all library collections in a given area could be made available to all who have legitimate need for them. We are doing much more with interlibrary loans than in past years. The small public library of Hendersonville, North Carolina, last year provided 309 books through interlibrary loan, largely from the North Carolina State Library. This service was available to average readers, not just for those doing research, as is usually the rule. We need to broaden possibilities for making materials available to readers through interlibrary loan and other methods.

Extension of library services should be accompanied by constant efforts to improve library services. All of us know high school libraries hardly worth the same, too often a study hall with books around the walls. There are far too many elementary schools trying to operate libraries supported largely by local P. T. A. organizations. While the interest in, and support of, elementary school libraries by the P. T. A. are highly commendable, such support should be supplemental rather than fundamental. Standards for school libraries are fine. It is necessary also to see that they are enforced. Leniency in holding to standards seems to be the rule in some quarters, particularly where the question of politics also enters the picture. There are college libraries with meagre collections, outdated materials in fields which should be up to date, and service curtailed because of insufficient staffs so that entirely too much must be turned over to student assistants. All too many public libraries at present are struggling with small budgets, professional staffs cut to the bone, and curtailed services in the face of unprecedented demands and unparalleled opportunities. And every public library of my acquaintance could use larger and broader collections of materials to answer calls for almost every known subject.

2. We have a long way to go in solving personnel problems—in bringing promising young people into the library profession, giving them the best possible type of training for library work, then holding them against the constant pull of the tide toward better salaries. I am convinced that every library administrator present is cognizant of this problem. But no one is more aware of it than those who have been in the training end of librarianship during the past quarter of a century.

Under constant pressure, we have replaced the B. S. in L. S. degree with the master's degree for one year of work beyond the bachelor's. Unfortunately, in some training agencies, the master's degree is obtained far too easily, creating a problem for others who attempt to uphold standards. Even so, practically all library schools still have small enrollments except in summers when school librarians swell their numbers. In the school library field, with which I am most familiar, the number of hours for certification has been reduced over the years from 30 to 24 and finally to 18, at least so in Kentucky, for a librarian in a school library of any type or size. This streamlined program is not adequate. I opposed it but, to quote the small Negro boy who spit on the fire which he had set to the barn, "hit didn't do no good." The new program, in effect about five years, has not caused any perceptible increase in enrollment and librarians are going out less well-prepared. In fact, recruitment for school library positions still comes largely from teachers, too many of whom decide to change after they are no longer young. The turnover in school library work is much greater at present than in the days when I was a school librarian.

The shortage of librarians has created two problems, other than the obvious one of not enough professionally trained librarians for positions essential to good library service. (1) It gives librarians-in-training an exalted opinion of their own importance. A steady stream of requests for librarians coming to the office of the library school, the best of which are posted on the bulletin board, impresses students that they need not be concerned about placement. Salaries paid recent graduates are often more than they are worth, sometimes more than their professors receive, and out of all proportion to salaries being paid experienced librarians already in the system to which they go. (2) It
has given administrators a sort of "dog-eat-dog" attitude. In apparent desperation, they sometimes employ librarians, recent graduates and those with experience, against advice of library training agencies and without recommendation from former employers. I recall recommending a librarian for any position except cataloging, only to find her later in the catalog room. The current trend seems to be for administrators to invade other libraries and prey upon their staffs to fill positions in their own libraries. Such practice of "robbing Peter to pay Paul" is, of course, good for neither library.

No one seems to know what is the best type of program for training librarians. Some library schools hold to the practical method which presumably sends graduates out ready to go to work. The other extreme advocates theory and philosophy in preparation, with routines to be learned on the job. One school of the latter type requires as basic a course in "Scientific Management," whatever that implies. Others follow a middle road, combining the practical with the theoretical. I doubt that Dr. Lawrence Clark Powell, Director of the new library school at U. C. L. A., will find the training of librarians as simple as he advocated. The crux of the matter is that librarians need so much—knowledge of subject matter in all fields; information about books, their authors, their publishers; both philosophy behind and practical knowledge of library work—that it is virtually impossible to give or get enough in one brief year.

Recruitment problems have been batted back and forth between library training agencies and librarians, each holding the other responsible for the job. Recruitment is every librarian's responsibility! A concerted effort by everybody in the profession is needed to interest young people in going into library work. School and public librarians particularly have an unprecedented opportunity, as they work with high school boys and girls, to encourage undertaking librarianship as a career. Recruitment at present seems to have reached a sort of plateau, standing still instead of going forward.

To hold librarians in positions, we do need good salaries and good working conditions. Recent graduates should be given the opportunity to work at various tasks, interesting ones as well as routine, until it is determined where they can work with greatest personal satisfaction and with maximum results. Internships seem a step in the right direction so that students as part of their training may have opportunity to see the actual workings of a library as they study, certainly before they accept a library position.

3. We have a long way to go in interpreting library services, even to those who should understand. After years of library effort, there are still a number of school and college administrators who do not actually believe the library is essential to education. Else they would do a better job of providing in their budget for its support. There are far too many teachers at all levels who do not use the library themselves, often do not know how to use it; consequently, they neither require nor encourage their students to use the library. I heard a student boast that he was graduating from the University without ever having been in the library! Some lack of library use may be explained by indolence. It is much easier to study and to teach from a text-book and many follow the line of least resistance in using one, even in the face of modern educational advances. And all along the line the role of the librarian in the educational picture fails of understanding.

Despite the large amount of publicity, all too large a proportion of the general public knows too little of the function of the public library in the community or understands what it could accomplish with full support and cooperation. We have a long way to go in achieving acceptance of the fact that library service is as fundamental in modern society as the public schools to be paid for by all the people and for the use of all.

Librarians tire soon of being reminded that we are too modest in our demands and, in our desire for self-effacing service, fail to make our impact felt on the community. Surely the time has come for librarians generally to cease being the underdog and ask for our just share of public funds. The Library Services Act has been a great help in extending library services and in interpreting them to the general public. Librarians everywhere have recently been heartened with the announcement that the Library Services Act has been extended for another five years and that, "for the first time since the Act passed in 1936, the full authorized amount of $7,500,000 has been appropriated by Congress and will be available for Fiscal 1961." We can also take heart that "for the first time in U. S. history, libraries have been incorporated into the platforms of the two major political parties," and that whoever becomes president in 1961 has declared an interest in federal aid for libraries. We should continue to work also for increased state aid for libraries, as well as for local support. We need more money for libraries from every available source. While money will never solve all library problems, it will go a long way toward solving many of them.

Librarians must meanwhile be willing to undertake new services and to try new methods of achieving services already in existence. School librarians, for instance, are faced, in the present trend of eliminating study halls, long-time problems in school library work, with developing new types of library services for those who need and want to use the library in doing independent work. There are so many new materials for posters and exhibits, new library gadgets, new types of circulation, especially those of a mechanical nature, new methods of recording and preserving library materials. It makes a librarian on the brink of retirement want to start work all over again.

In conclusion, I have no qualms about the future of library development. As we have come a long way in the past, mine is the faith that we shall build on present accomplishments for better library service in the years which lie ahead.
JOINT TRUSTEE—PUBLIC LIBRARY SECTION LUNCHEON

Approximately 93 trustees and librarians attended the joint luncheon meeting of the Trustee and Public Library Sections. Miss Helen Harris, former librarian of the Lawson McGhee Library, Knoxville, Tennessee, spoke on "A Lordly Task" which she defined as the work of bringing public libraries and the services they offer abreast of other developments in modern society. Miss Harris listed the responsibility of trustees to secure a competent librarian and adequate financial support for the library as paramount duties. She mentioned other trustee responsibilities as interpretation of the library and its policies to the community, cooperation with public officials, and maintenance of good public relations.

All the officers of the Trustee Section were re-elected: Mrs. John D. Smith, Spartanburg, Chairman; Mrs. T. A. Black, Colleton County, Vice-Chairman; and Mrs. Ora H. Kirkley, Pickens County, Secretary.

PUBLIC LIBRARY SECTION

Over a hundred public librarians and friends of libraries attended the business meeting of the section held at the Richland County Public Library immediately following the Public Library-Trustee luncheon. Miss Carrie Gene Ashley, Chairman, presided. The chairmen of the various committees of the Section reported on their activities, and at the suggestion of the Legislative Committee, the by-laws were changed to conform to those of the South Carolina Library Association. Mr. Bryan Roberts, Chairman of the Committee on Curriculum-Related Reference Service, reported that it had been impossible to get a meeting of that committee, but that much groundwork had been done in studying the problem as reported in state and national library periodicals. At his suggestion, the committee was continued for an additional year.

Miss Dorothy Smith of the State Library Board staff reported on the Junior Intern Program. Her report was followed by a discussion of the program as conducted during the previous year. Librarians who had been engaged in the program as supervisors of junior interns gave enthusiastic reports of its value to their libraries and of its potential in recruiting qualified young people for the profession. The Section agreed to support the program for the coming year and to give the State Library Board full cooperation in its planning and execution. Miss Nancy Blair, Children's Consultant on the staff of the State Library Board, reported on the Carolina Trails Reading Club which was conducted throughout the state during the past summer. Miss Ashley called for an expression of opinion on the advisability of holding a workshop or institute during the coming year. It seemed the consensus of the group that such workshops were of great value to the public librarians and the Executive Board was given the authority to make plans for a workshop in 1961.

The following officers were elected: Miss Elizabeth Porcher, Greenwood City and County Public Library, Chairman; Mrs. Sarah C. Smith, Anderson County Library, Vice-Chairman; Mrs. M. H. Mims, Aiken-Barnwell-Edgefield Regional Library, Secretary-Treasurer.

LIBRARY-WISE AND LIBRARY-WAYS

The ANDERSON COUNTY LIBRARY is planning to open a new branch at PELZER. (When this is read, we hope that the branch is in operation. — Ed.)

BARNWELL COUNTY library service was heralded recently in the Barnwell County Pictorial and Industrial Review.

"Within Our Covers: The staff members of the BERKELEY COUNTY LIBRARY wish to express their appreciation to the Board of Trustees and the county readers which allowed us to attend the State Library Convention. This was an inconvenience to our readers which we hope we will be able to repay with greater service. Attendence at these conventions and workshops is a must if we are to have a progressive Library. We meet with people from all over the state and hear speakers of national importance. We exchange ideas with other librarians as to procedure and furtherance of service. This is good for us and you. We enjoyed the experience and hope that you will reap the benefits from it. We of the Library are truly grateful that we are so fired with enthusiasm for we will need it. The Post Office bulged with books to be processed and put on the shelves when we returned. But, 'onward and upward,' 'if at first you don't succeed, lift that barge! Tote that bale!, shall be our marching songs for awhile. Our aim is to reach more people with better books." Berkeley Democrat, Nov. 9, 1960. (Editor's note: We call this real enthusiasm.)

CHARLESTON OPENS NEW LIBRARY BUILDING

Charleston County's new $703,000 library building at King and Hutson streets was officially opened at 9 A. M., November 28. Book borrowers were given a preview the day before when the library was open from 2 P. M. to 8 P. M. for inspection by the general public. Even earlier, on November 26, a preview by special invitation was held for civic, cultural, and educational leaders in the community.

Formal dedication ceremonies will be held later, according to Albert M. Hare, Jr., County Manager.

The new two-story brick building is of modern design with an exterior of marble and brick. A total of 46,614 square feet of floor space is contained in the library, and the design is such that an additional story can be added. The library includes conference rooms, lecture rooms, facilities for showing slides and motion pictures, typing booths, a music room, and other features for convenient and expedient library services.
Ashley Cooper: Doing the Charleston in Charleston News and Courier, November 3, 1960: “A tourist from Long Island, who had never been in Charleston before, telephoned me the other day to complain about the looks of the new county library. Now that the building is a fait accompli, I’m not going to say any more about it. If a mistake has been made, it is water over the dam. The library performs an all-important function for Charleston, and it is time for us to close ranks and support the institution. My final word, from now on when anybody asks me what about the library building, will be a non-committal: ‘It’s one for the books.’”

MARION and HARRY VOGEL, 246 East Bay St., Charleston, S. C., in Letters to the Editor of the Charleston News and Courier, December 1, 1960: “It was our distinct pleasure this Sunday to visit the new Charleston County Library at Marion Square. We should like to commend Miss Sanders and the architectural firm for their collaboration in providing Charleston with an outstanding library facility. Externally, the building is an attractive example of modern architectural simplicity. The interior of the building impressed us with its carefully planned layout which provides for a maximum utilization of available space. In addition, the highly organized grouping of library functions provides good traffic management without disturbance to designated areas for reference and study. It appears to us that provision has been made for every aspect and facility of a public library, as well as many desirable extras, such as typing booths, high fidelity record play-back systems, microfilm readers, conference rooms, lecture hall, and high speed checkout system. Careful attention has also been given to the decor. The use of soft vari-colored walls, rubber floor tile, formica tables, chairs, celotex ceilings, with modern functional fluorescent lighting and fiberglass drapes all blend into carefully planned, restful color and light balance, combined with good noise control. We express the above opinions not only as part of the general public who will be served by the library, but also as a professional librarian and a licensed professional engineer. To Miss Sanders, the architects, the entire staff of the Charleston County Library—Congratulations on a job well done.”

The Charleston, S. C. News and Courier and Charleston Evening Post have featured the work of Miss EMILY SANDERS, librarian; Miss MADELEINE MOSIMANN; and Miss JANIE SMITH—of the CHARLESTON COUNTY LIBRARY.

The WEST ASHLEY BRANCH of the CHARLESTON COUNTY LIBRARY will be located at Hampton Lane and Windemere Boulevard in the South Windemere Shopping Center. Estimated cost will be $40,000 to $50,000—and will occupy approximately 5,000 square feet.

The CHEROKEE COUNTY LIBRARY has received a gift of photographs of GAFFNEY, S. C. for the period early 1900—to date, made by the late Mr. June Carr, and given by his son, Dr. Percy Carr, of Ames, Iowa.

The CHERAW LIBRARY BOARD has requested the Cheraw Town Council for time to restore the “Matheson House” (built prior to 1810) and use it as a library. FRIENDS OF THE LIBRARY group there is helping in the campaign.

The CHESTER COUNTY LIBRARY has received bound volumes of the Chester Reporter, 1874-1906. (Better get them on microfilm for posterity!)

GRANITEVILLE Junior Chamber of Commerce members are working on the possibility of a GRANITEVILLE branch of the AIKEN-BARNWELL-EDGEFIELD REGIONAL LIBRARY.

A “Friends of the Library” group was organized in Greenville, S. C., November 17, 1960, to sponsor improvement of the GREENVILLE PUBLIC LIBRARY.

The GREENWOOD CITY AND COUNTY PUBLIC LIBRARY, winner two years ago of a John Cotton Dana Award, has won a Book-of-the-Month Club Dorothy Canfield Fisher Library Award of $1,000 to be spent for the purchase of books; April 15 the award will be made officially. Congratulations to Miss ELIZABETH L. PORCHER, librarian, and her staff!

The HORRY COUNTY MEMORIAL LIBRARY has a new Gerstenslager bookmobile.

LEXINGTON'S R. H. SMITH BRANCH OPENED

The R. H. Smith Public Library was opened to Cayce, West Columbia, and vicinity in special ceremonies held Monday evening, November 7, at 7:30. The library held open house following a brief program.

The building was on this occasion transferred to the Lexington County Circulating Library Board by the Board of Trustees of the Brooklyn-Cayce Schools, which was charged with the letting and execution of the building contract. The library is being operated as a unit of the County Circulating Library. An official lease was delivered by Dr. R. H. Fulmer, Chairman of the Brooklyn-Cayce Board of Trustees, to Woodrow H. Taylor, representing the library board.

Senator Francis C. Jones of Lexington County delivered the dedicatory address, and Cyril B. Busbee, Superintendent of Brooklyn-Cayce Schools, served as master of ceremonies.

The library project was initiated by a cash gift of $20,000 from R. H. Smith, prominent business and civic leader of the community. Other outstanding citizens responded with significant contributions of cash or services to make more adequate library services available to the area.

Circulation in the library November 8-December 15, 1960 was 3,899.
The MARION PUBLIC LIBRARY is sponsoring a new GREAT BOOKS GROUP.

The McCall Messenger has praised the bookmobile service of the MARLBORO COUNTY LIBRARY.

"A little boy saying 'Be quiet, here comes the library' when the bookmobile of the NEWBERRY-SALUDA REGIONAL LIBRARY made its appearance in one of the four Christmas parades in which it participated." (S. C. State Library Board's News for Public Librarians).

OCONEE COUNTY LIBRARY has received an appropriation of $11,800 for renovation of the library building. Work should be completed by now.

November 14, 1960, Mr. EDWIN H. COOPER and the Board of Trustees of the RICHLAND COUNTY LIBRARY announced the erection of a new library to be named the JOHN HUGHES COOPER BRANCH LIBRARY on Trenholm Road in the Forest Lake shopping area of Columbia, S. C., as a memorial to the late JOHN HUGHES COOPER, Columbia attorney. The Cooper family is building and furnishing the library.

SCHOOL LIBRARY SECTION

SYMPOSIUM: NEW HORIZONS IN SCHOOL LIBRARY SERVICE

MISS CAROLYNA HARPER
Librarian Leader, Columbia High School

"The library is the heart of a good school" is a statement that we've all heard many times.

If there is any truth in this statement, one would expect the library to feel the impact of anything new or different appearing on the educational scene.

New standards for schools and for libraries imply an expanded library program. Such laws as the National Defense Education Act provide an opportunity for school libraries to increase their holdings in certain areas of knowledge. New teaching media present a challenge to school library service. Perhaps you, as I, have been wondering just what role the library and the librarian should play in providing material for our state closed circuit TV classes. I am certain that these innovations provide opportunities for widening the horizons of school library service.

Present today to discuss these new trends and to stimulate our thinking along these lines are specialists in each area.

Miss Jane Wright, Assistant Professor of Library Science at Winthrop College, and one of the consultants for the STANDARDS FOR SCHOOL LIBRARY PROGRAMS published by the American Library Association last March will discuss these Standards. Jane is a native of Anderson and a graduate of Winthrop; has a BS in LS from the University of North Carolina; an MS from the School of Library Service, Columbia University. She has been a school teacher, a bank clerk, and a high school librarian before joining the faculty at Winthrop.

To discuss the Standards that were adopted this past July for Elementary Schools in South Carolina is Dr. W. B. (Bill) Royster of the State Department of Education. Dr. Royster is a native of Anderson County, he received his A.B. and his M. Ed. degrees from Wofford College; his doctorate in education from the University of Maryland. He is now Coordinator of Title V, N.D.E.A., in the State Department. However, he was for several years Chief Elementary Supervisor in the State Department and it was under his guidance that the new standards for elementary schools were prepared.

B. M. (Bill) Holcombe, Supervisor of Research, Title III, N.D.E.A., in the State Department, is here to point out for us library implications in our state plan for participation in Title III. Mr. Holcombe is a native of Easley; holds a B.S. degree from Presbyterian College, Clinton; an M.A. degree from the University of South Carolina and has done some work toward his doctorate at the University of South Carolina and the University of Chicago. In 1958-59 he served as field representative for the University of Chicago.

Mr. S. David Stoney, whom most of you knew as State High School Supervisor and who is now Educational Director of the State Educational Television Commission, is here to tell us what we need to know about Educational TV. Mr. Stoney is a native of Charleston; a graduate of the College of Charleston, and received his M.A. degree from the University of South Carolina. He has been a high school teacher and principal; State High School Supervisor, and more recently Director of Instruction in the Anderson City Schools.

Each member of this symposium will speak in turn without further introduction. Ten minutes is the time allotted to each speaker and I must warn you that I will be forced to call time at the end of ten minutes. Miss Wright will begin the discussion.

"WHY THE STANDARDS"

MISS JANE WRIGHT
Dept. of Library Science Winthrop College

One of the most important publications of recent date in the school library field is STANDARDS FOR SCHOOL LIBRARY PROGRAMS. More copies of this book were sold in five months than were sold in fifteen years of the previous edition.

From Dr. Frances Henne's paper presented at the 24th annual conference of the Graduate Library School of the University of Chicago in August, 1959, I have chosen a few factors that I believe have caused STANDARDS FOR SCHOOL LIBRARY PROGRAMS to be such a best seller.
1. The improvement of schools
   The higher standards in the objective of elementary and secondary education, and enrichment in the content and design of curriculums amplify the use made of school library resources by students.

2. Imaginative, stimulating, and effective teaching
   Creative teaching makes textbook-dominated teaching obsolete and the collections of the school library are indispensable. The requirements of good teaching demand that a teacher be aware of the resources of good school libraries. Hence instruction about school library programs must be incorporated in the professional preparation of teachers.

3. Increase in the student population
   To meet the individual differences of a larger student group requires a wide range of books and other materials.

4. Expansion of knowledge
   New developments must be reflected in the content of the curriculum and in the breadth of range and up-to-dateness of the library resources available for students and teachers.

5. The discipline of knowing how to use the resources of a library intelligently
   This skill is necessary not only for success in school work and other activities, but also as a type of knowledge needed for later use in adult life. "Self-directed learning" represents one of the most important attributes to be acquired by children and young people, and it constitutes the basic ingredient in shaping the attitude, interest, and ability for the ongoing process of education that continues through a lifetime.

Finally, the implementation of the national school library standards is necessary for providing "excellence in education." All individuals interested in and concerned with improvement in educational programs must work toward the achievement of these standards. Every child and young person wants, needs, and is entitled to an excellent school library program. "For the school library, through books, films, recordings, and other materials, goes beyond the requirements of the instructional program, and unfolds for the many private quests of children and young people the imagination of mankind."3

This approval was the culmination of efforts over approximately a two year period of a state wide committee appointed to recommend standards to the State Board of Education. This committee work was the follow-up of a recommendation by the "Public School Curricula Committee" of the General Assembly. They recommended in 1958 the standards for elementary schools be developed and reported by 1960. These standards will become effective at the beginning of the 1962-63 school year.

Recommendations by more than 500 school superintendents, principals and supervisors, standards adopted by other states and material from the literature on elementary education were used as a basis for the committee's work.

The standards were developed in four areas that deals with all phases of elementary education. These four areas are: administration and organization, qualification of personnel, curriculum, and physical facilities.

Probably the standards relating to the library program are of the most interest to you are the present time; although, we know librarians are interested in the total school program. Specifically, the standards require schools with 7-13 teachers to have librarians who devote at least half-time to library services and schools with 14 teachers or more to have a librarian who devotes full-time to library services. Requirements for principals and secretaries are the same as librarians for the same size schools. Library space, the equivalent of two classrooms, is required. This requirement does not penalize schools that are in existence at this time and that do not meet the requirement for space. If librarians are not certified, they will be accepted as meeting the standards provided they are working toward certification by earning credit at the rate of six semester hours each year.

Each school is required to have at least 10 volumes per pupil in the library. However, it has been suggested that schools be accepted if they have 3 volumes by 1962-3, 5 volumes by 1963-4, 7 volumes by 1964-5 and 10 volumes by 1965-66.

The most important standard is the one concerned with the curriculum. All of the other standards exist only to make it possible for the curriculum standard to be effectively met.

This standard sets forth the kind of experiences children should have to develop to their greatest potential and to become contributing members of society.

Adoption of these standards by the State Board of Education is probably the most significant decision made in South Carolina to improve the quality of education. Our energies should be devoted to planning programs that will put these standards into effect.

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2. Sara Innis Fenwick, ed., NEW DEFINITIONS OF SCHOOL-LIBRARY SERVICE, Univ. of Chicago, 1960, p. 73-90.

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SOUTH CAROLINA ELEMENTARY SCHOOL STANDARDS*

By Dr. William B. Royster

The South Carolina State Board of Education at its meeting in July of this year adopted standards for accreditation of elementary schools.

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*Summary of speech given at the Annual Meeting of the South Carolina Librarians Association Meeting in Columbia 1960.
"THE NATIONAL DEFENSE EDUCATION ACT"

Mr. B. M. Holcombe
Supervisor of Research, State Department of Education

The National Defense Education Act was passed by the United States Congress and became law when signed by the President in 1958. On February 3, 1959, the State Plan for South Carolina was approved by the U. S. Office of Education. Since that time, many of the school districts of the State have benefited from provisions of the Act.

During the school year 1959-60, eighty-nine percent of the school districts in the state received some financial support for programs in mathematics, science, and modern foreign languages. Several additional school districts have begun their participation this year. It seems probable that more than 95% of the districts will have participated before this year ends. A total of more than $1,200,000 is being allocated to districts of South Carolina on a matching basis each year. Present life of the program is four years although it can and probably will be extended.

Science projects received the largest amount of support during the year just ended. Science projects amounted to 85% of the total request, mathematics came second with 8%, and modern foreign language programs received 7% of the total. The high cost of laboratory equipment for use in the senior high school justifies, to some extent, the lion's share of the field of science. During the remaining years of the program, greater percentage will probably be spent in the other areas. A general interest in language laboratories and teaching machines for use in mathematics classes will help to raise the expenditure level in these areas.

Almost every district in the state participating in the program spent some money in the purchase of library books in the areas covered by the Act. Likewise, almost all of them purchased some audio-visual equipment and materials. While exact figures are not available to indicate the relative emphasis on books, films, and other library and audio-visual aids, the amount expended is large. With the passage of the elementary standards by the State Board of Education, it is reasonable to believe that additional books will be purchased under the Act in meeting the new standards. It is to be hoped that librarians will caution administrators and teachers to retain a balance in their purchases through the provision locally for materials in areas not covered by the National Defense Education Act.

Finally, librarians should be on guard that local support of library programs be continued and strengthened. The public and professional educators and becoming more aware of the necessity for providing adequate libraries for students, particularly at the elementary level. Constant vigilance in promotion of such a program can only benefit the students enrolled and the public school system.

TELEVISION

Mr. S. David Stoney
Director, Educational TV Program

Mr. Stoney briefly reviewed the first stage of educational TV in South Carolina and mentioned the steps being taken to expand the program.

He noted that one of the best phases of educational TV is the teamwork involved—the careful planning in advance of the instructor, the classroom teacher, and the librarian.

Mr. Stoney emphasized the importance of South Carolina materials in the libraries and the use of these materials in educational TV. He called attention to the course in South Carolina history now being offered.

GREENWOOD'S JUNIOR INTERN WRITES OF SUMMER PROGRAM

By May Mauldin Moore

Librarians who were fortunate enough to have the help of a junior intern this past summer found these young people a most acceptable and adaptable addition to South Carolina's short-staffed public library summer programs.

In the following article, May Mauldin Moore, junior intern at the Greenwood Library and now a junior at Erskine College, gives a personal glimpse of the 1960 program.
from the viewpoint of the college student who thinks library work may prove interesting and is wise enough to get a summer job in a library before deciding upon librarianship as a career.—Elizaboth Porcher, Librarian, Greenwood City and County Public Library.

Perhaps the most pleasant thing that happened to me during the first day or two of my job as junior intern this past summer was my becoming disillusioned about library work.

Though I was interested in becoming a librarian, I had wondered whether the job would keep me busy enough to hold my interest. As many other "enlightened" young people, I had an idea that a librarian drew her pay for more reasons than that she bought, classified, circulated, and kept books dust-free; but I did not know what it was that comprised that "more." What better way to dredge out this deep mystery than to give the job a try for a few months? I had to be shown—and I was.

If I went to work a bit dubiously that first day, it was a changed and happily disenchanted young intern who left at 5:30, head full to overflowing with advice and information on collating, circulating, repairing and classifying books, on making the circulation report, and on the use of the shelf list. I had begun my work, a new and not-too-smoothly-moving cog in the workings of the county department.

During the first week, I went out daily on the bookmobile with the two county librarians, who patiently and kindly undertook to train me. That week I did little beside watch, listen, shuffle a few books, and have to be stepped over. The time soon arrived for me to try my wings, however; and I was given a free hand with the check-in-put-up end of the truck and latter, a free hand at the wheel—this given with a little doubt and apprehension, for one never knows what sort of a nineteen year old may be. After one or two false starts in both capacities, I was on my way to a summer full of pleasure and education.

County work fascinated me from the beginning; never had I met so many friendly people—or so many different types of people. Everyone always seemed quite pleased to see us as we made our rounds, and they were always very enthusiastic about the books and authors that they had read since we were there last. Many a lively discussion was held in and around our bookmobile, and many a generous farmer brought us fresh cucumbers, tomatoes, cantaloupes, peaches, and beans to enjoy.

Having seldom worked with children, I was too shy around them the first few weeks to be of any help in picking books for them; but I soon got over that and delighted in helping them search for some favorite book that they had checked out five times already. Towards the end of my internship, I quite sorrowfully left my favorite customer—a pretty three-year-old redhead, who quite enthusiastically—but not too accurately—helped me shelve books at one of our stops.

Besides working out in the county, there were numerous things to occupy me in the library. When we weren't out on the truck, I was shelving, filling requests, checking circulation, collating books, or helping prepare gift books for the shelves. And also, here was I, who had gone so half-heartedly about taking typing lessons in high school, pecking out letters, even making carbon copies, and keeping registration records up to date at a brisk (for me) forty-five words a minute—and enjoying it. Before the summer was over, I had switched my fanaticism from bridge to typing.

On my last day one the job, I cleaned out my desk, said goodbye to everyone, and went home with two empty Coke bottles, a somewhat worn typewriter eraser, and a plan for graduate school and a future in library work.

BOOK REVIEWS


By Dr. Charles E. Cauthen, Head, History Dept., Wofford College

The stated purpose of the author of this admirable volume was "to give the general reader a brief, up-to-date survey of South Carolina's political, economic, educational, and religious development from 1865 to 1960." Such a volume was badly needed especially for the period since about 1900 which Professor David Duncan Wallace was able to treat only briefly in his monumental three volume History of South Carolina published in 1934 and republished in a somewhat condensed single volume in 1951. In filling this relative void Dr. Lander has rendered a valuable service to teachers and students of South Carolina history as well as to the general reader.

Dr. Lander has elected to write his narrative in two basic parts dividing them chronologically at 1941, a date which in his view is the most significant turning point in South Carolina history since 1865. To the period before 1941 he devotes three chapters to political developments and three to industry, transportation, agriculture, education, and religious. In this portion of the book his task was greatly facilitated by the availability of excellent more detailed studies by other writers, a number of whom have made important contributions in published and unpublished works since the appearance of Dr. Wallace's scholarly History. Here the author has done a masterly job of summarizing sound secondary accounts, at points supplementing them by his own work in the sources, and producing a well written, fast moving, judiciously interpreted story of South Carolina developments in the seventy-five years before World War I. The nonpolitical chapters, notably the one on the coming of the Industrial Revolution and the growth of manufactures, are especially good.

The two chapters on the period since 1941, one political and the other economic and social, break new ground.
Making extensive use of public documents, newspapers and periodicals, Dr. Lander has well described the revolutionary changes brought by World War II, by rapid industrialization, and by the crusade for the elimination of racial discrimination. He is able to record much progress as, for example, increased production and wealth, improved highways, and a "phenomenal reorganization" of the public school system. But he also makes clear the limitations of this progress when compared with that of other states and he spotlights many serious problems crying for solution—in governmental organization and practice, in education, in racial relations, etc. He does not offer pat solutions but if understanding the contemporary scene is a prerequisite to intelligent action this book should be required reading for the people of South Carolina.

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Two On Wolfe

BY VERONA M. THOMAS

Head, Processing Department
Spartanburg Public Library

THOMAS WOLFE: A BIOGRAPHY, by Elizabeth Nowell. Harper, 1960. Elizabeth Nowell has performed a rare feat in writing an almost completely objective life history of that most subjective American novelist, Thomas Wolfe. As his literary agent, and later editor of his letters, she knew him well enough to report much of his life in New York from the vantage point of a friend and associate. Yet she does not intrude herself, her reactions, or her personal opinions.

The impression of a carefully verified factual framework accompanies the sense of pleasure one feels in reading this smoothly running and on the whole sympathetic biography. By far the greatest attention is paid to Wolfe's usually emotion-charged relationships with Maxwell Perkins, his editor at Scribner's. Perkins is the "Fox" of Wolfe's later novels, and the profound and moving friendship which altered the lives of both is unfolded here largely through quotations from each. The author presents both sides of the still-debated issue as to whether Perkins' editing and handling of Wolfe did violence to his creative writing.

With almost genealogical terseness Miss Nowell skims through Wolfe's childhood and family, possibly because he himself portrayed them in such passionate depth and infinite detail in LOOK HOMeward ANGEL. The picture here of Wolfe is more clear-cut, yet fully as complex, as the always autobiographical hero striding through Wolfe's novels and short stories. Like his heroes he was lonely, intense, and suffering, yet poetic and "American" in the Whitman sense, when he looked within. Looking out at his world, his political and social comments ranged from acute and inspiring to shocking and grisly; and the passage from the morbid to the sublime could be as sudden in his personal life as in his writings.

Miss Nowell presents, almost as in counterpoint, both facets of her subject. One shows an erratic, disheveled ex-mountain boy—favorite theme of much current writing on Wolfe—seeking success in the big cities and ranging rapidly from exuberance to despair and back. Here he is also the devoted and demanding friend who eventually puts each new friend into what he insisted was loving, but was often also merciless, profile.

The other facet gives the growth of an important creative talent. Here, Wolfe pays scant attention to poverty while getting perhaps the best literary education available in America at the time, at the University of North Carolina and at Harvard. The Harvard years were a strenuous three-year stint, concentrating mainly on play-writing, and ending in his acquiring the master's degree. This phase also includes poignant descriptions of conscientiousness and punctuality, so alien to his nature, in his subsequent years as English professor at New York University, and of his overriding devotion at all times to writing.

The story ends in 1938, with an almost clinical account of Wolfe's untimely death from tuberculosis of the brain in his 38th year.

THOMAS WOLFE AND HIS FAMILY, by Mable (Wolfe) Wheaton, with Legette Blythe. Doubleday, January 21, 1961. Legette Blythe collaborated with Thomas Wolfe's sister, the compassionate Helen of LOOK HOMeward ANGEL, in writing this factual account of the births, lives, and deaths in her family. Much comes from the earlier Library of Congress recordings Mrs. Wheaton made. After her death in 1958 Mr. Blythe completed the book, checking often with Wolfe's brother Fred of Spartanburg, to whom the book is dedicated—"the last of his happily remembered fabulous family." Fred Wolfe's comment is that "here at last is the true, warm picture of our family."

The book does what it sets out to do—show that much that was painful to the family in LOOK HOMeward ANGEL, and particularly in the play adaptation, was just as Tom said—sheer fiction. The towering and passionate Gant family of that novel, of whom the actual Wolfs were prototypes, appear here in their actual Asheville settings, described as a devoted and sensitive older sister saw them. This is a folksy, warm, conversational family history. Its potential public beyond Wolfe enthusiasts would be Mrs. Wheaton and Fred Wolfe's contemporaries, turn-of-the-century children who also have mostly pleasant memories of late Victorian family life, food, and fun.

Putting these two books with the preceding Wolfe literature, it is obvious that Wolfe's stature in American literature is still a lively issue. Ketti Frangs' adaptation of LOOK HOMeward ANGEL won the New York Drama Critics Circle Award and the Pulitzer Prize for 1958; the Broadway cast presented it in the new Greenville auditorium last April. Jonathan Daniels had the prime speaking spot at the recent Southeastern Library Association conference in Asheville and spoke on Wolfe. Amerika House in Berlin opened a very popular display about Wolfe on October 3, 1960, 60th anniversary of his birth, using mostly pictures and letters from the Pack Memorial library collection. The University of Minnesota's
excellent news series of pamphlets on American writers so far covers in this order Hemingway, Frost, Faulkner, Henry James, Twain, and Wolfe. Inquiry shows that in the relevant courses Furman and Converse—state colleges chosen at random—introduce Wolfe and at least "sample" him as an important American novelist, though such problems as book length, digestiveness, and uneven craftsmanship make this difficult. Professors at both schools add that Faulkner is their central figure.

So current indications are, and this reviewer's opinion is, that his importance will not diminish.

WINTHROP COLLEGE LIBRARY
By GLADYS M. SMITH, Librarian

Winthrop College's comfortable and spacious Library has grown through the years of its 64-year old history increasing not only its impressive number of publications but ever expanding its services to the community which it serves.

The Library had an humble beginning. In 1895, when Winthrop moved from Columbia to Rock Hill, the Library consisted of three rooms in the Administration Building equipped with 1,800 volumes and current magazines and periodicals. As early as 1903, it was evident that the facilities of the Library should be expanded to properly serve the increasing number of students and to play its properly and highly important role in the molding of their education.

Dr. D. B. Johnson, the farsighted founder of Winthrop College, had a philosophy toward books and libraries which has had a far-reaching influence upon the history of Winthrop's Library. In 1907 before the National Education Association he said: "If a pupil does not learn how to use books and does not get into the habit of reading and studying them his education, so called, in the end does not amount to much. The object of the school is to educate, and there is no educative influence like that of a good book. We can hardly overestimate the good influence in a community or a school of a good book freely and generally circulated."

With this expansion in mind, Dr. Johnson solicited funds from Andrew Carnegie in order that Winthrop attain a separate library building. In 1904 Carnegie donated $20,000 for such a purpose. This erection of the building was delayed to see if, for special reasons, he would not increase his gift to $30,000 to cover the expense of increased accommodation for a training school in Library Methods. This gift of $30,000 was among the first to colleges in the South for libraries and no other condition was attached than that the library should be adequately supported.

Dimensions of the two-story building were 98 x 88 feet and its features included stacks of 60,000 capacity, working space for librarians and assistants, fire proof vaults, storage rooms, large reading rooms with modern library furniture, and two large lecture rooms. In 1928 the facilities again proved inadequate and the building was enlarged to include offices, increased stack areas and two large reading rooms. Air conditioning and a modern lighting system were installed in 1956 together with groups of casual bright furniture to add comfort and color to the reading rooms.

The early collection contained books not only for the teacher training program but also for an expanding curriculum. Painter's History of Education and Compayre's History of Education were prominent among the books. Also in that first collection were dictionaries, encyclopedias, works in art, science and literature. In 1895 the legislature appropriated $1,500 for the purchase of books and each succeeding report shows increases in appropriations and in the growth of the library. Today the collection contains over 140,000 volumes of books, periodicals and government documents. In addition to these the library contains many publications on microfilm and microprint. Its collection of Caroliniana numbers approximately 7,000 volumes.

As early as 1906 Winthrop required that new students take a course in the use of the library. There were also other courses for the advanced students. Originally these courses trained the students to use the library more efficiently and to learn how to form and care for small school libraries; however, over the years, standards for school libraries were changing and improving. School librarians needed more formal training and to meet this need Winthrop established a department of library science in 1928 which functioned until 1932. In 1937 when school library standards were being enforced by accrediting agencies Winthrop met these needs by again establishing a department in library science. Through this department the college has trained many public school librarians.

In addition to its regular activities, the Library has sponsored many programs over the years. For two years a contest was carried on to encourage students to buy books for the personal libraries; for several years a series of book reviews and discussions were scheduled in the library; at another time a tea honoring Winthrop authors was given; for the past ten years the Library has been host and co-
The present library staff is now composed of six professional librarians, a secretary, one part time clerical worker plus many student helpers. The professional librarians have had faculty status since 1946. Since 1896 there have been three head librarians; Miss Ida J. Dacus, 1896-1945; Dr. Frances L. Spain, 1945-1949; and Miss Gladys M. Smith, 1949 to the present.

SCLA EXECUTIVE COMMITTEE ACTIONS AND ACTIVITIES

September 17, 1960-January 28, 1961:

Accepted, with regret, the resignation of Miss MARY GREAY WITHERS, Vice-president and President-elect, effective July 12, 1960; and appointed Miss NANCY JANE DAY Vice-president and President elect (for 1961)—Miss DAY accepted by telephone September 17, 1960.

Affirmed that SCLA members must be in arrears for one year before being dropped from the membership roll.

Appointed Misses LOIS BARBARE and NANCY BURGE on a committee to investigate meeting places for SCLA and report findings to Executive Committee.

Asked secretary to transmit the following: “The Executive Committee of the South Carolina Library Association expresses appreciation to the firm of JOSEPH RUZICKA, LIBRARY BOOKBINDING, Greensboro, N. C., for publishing The South Carolina Librarian since its inception at no expense to the Association.”

Authorized the publication of actions taken by the Executive Committee in The South Carolina Librarian; and the expenditure, up to the requested $150.00 for National Library Week for 1961.

Decided that speakers and exhibitors would not have to pay registration fees at conventions.

Heard that 1959 SCLA membership was 256; that Miss EMILY SANDERS had been elected by SELA members in South Carolina to succeed Mr. HERBERT HUCKS, Jr. as SELA Executive Board Member from South Carolina for 1960-1964; that recommendations from Miss DOROTHY SMITH, Chairman of the Revolving Loan Fund, that the fund be dissolved at the end of the period of the loans now outstanding, or approximately October, 1962, and that a committee be appointed to consider the feasibility of granting a scholarship at intervals as money is available, and left implementation to the 1961 Executive Committee; that on December 3, 1960, SCLA’s bank balance was greater than at the same time in 1959; on January 28, 1961, Mrs. CATHERINE H. LEWIS report on National Library Week activities (Planning Committee Luncheon was held the same day).

Passed the following motions: that the meaning of “Article 6 Section 6” of SCLA Constitution be clarified by adding “in South Carolina” so that it read “visitors are individuals not directly or legally connected with the Library Profession in South Carolina”; that the recommendations of the Legislative Committee be adopted by the Association to secure such action as it possible; that the first proposal concerning the lowering of dues for Trustees be rejected; that Section that Section Chairman be responsible for notifying Membership Chairman of new persons in their groups.

that the 1961 Executive Committee study the desirability of making the Editor of The South Carolina Librarian an ex-officio member of the Executive Committee (Referred, January 28, 1961 to the Constitution Committee, with the recommendation that Editor be made ex-officio member); that the establishment of a checklist of library services for industry in South Carolina be referred to the College Section for discussion and report; that the section concerning School Library Standards be accepted and that a copy of the Standards be published in The South Carolina Librarian.

SCLA PLANNING COMMITTEE Activities

The Planning Committee of the South Carolina Library Association met at the Pack Memorial Library in Asheville on Thursday, October 13, 1960.

The following members of the Planning Committee were present:

Miss Alice Adams, Miss Nancy Jane Day, Mrs. V. M. Salley, Mr. Alfred Rawlinson, and Mr. Charles E. Stow.

The following members of the Executive Committee were present:

Captain James M. Hillard, Mr. Herbert Hucks, Jr., and Mr. George Olsen.

The minutes of the last meeting were read and approved.

Mr. Rawlinson reported that he had been asked to arrange a panel discussion on Goals for Action to be presented at the annual meeting of the South Carolina Library Association. The members of the panel are Mr. Richard Harwell, Miss Nancy Jane Day, Miss Estellene P. Walker and Mr. Alfred Rawlinson. The Planning Committee voted to accept the action of the chairman in arranging and conducting the panel discussion.

A request from the American Library Association to the South Carolina Library Association that the South Carolina Library Association consider the formation of a Reference Section for the Association was referred to the Planning Committee by Mrs. Marguerite Thompson, the President, for a recommendation. The Planning Commit-
REE voted to recommend that no action be taken on the request.

Mr. Rawlinson suggested the following recommendations to the Executive Committee of the South Carolina Library Association for their consideration and possible recommendation to the members of the Association.

1. That a change be made in meeting place cycle of the SCLA in order that meetings might be held in some of the smaller cities in the state. This suggestion was approved for presentation to the Executive Committee.

2. That a recommendation be made that the minutes of the meetings of the Executive Committee be summarized and be made a matter of public record. This suggestion was approved.

3. That a list of the library resources within the state be compiled and made available to businesses and industries of the state. This suggestion was also approved.

Miss Nancy Jane Day suggested that the Executive Committee be asked to recommend to the members of the Association that all librarians become cognizant of the standards for elementary schools as they pertain to libraries and help to interpret them at the local level. The suggestion was adopted.

The motion was then made and carried that no more recommendations be made to the Executive Committee for consideration at this time.

There being no further business, the meeting adjourned.

Charles E. Stow
Secretary

PERSONALS

Mrs. GEORGIE ADAMS, former Berkeley County librarian, and Mr. P. A. LeFyendahl were married last summer and now live in Orangeburg.

Miss NANCY BLAIR, S. C. State Library Board, attended the Young Adult Workshop at Florida State University, November 10-12, 1960.

Mrs. MARY S. BONDS has been appointed librarian of the GEORGETOWN COUNTY MEMORIAL LIBRARY.

Mrs. JESSIE CANNON, former librarian of the Greenville, S. C. Junior High School, retired June 5, 1960, left South Carolina July 2nd, drove 3,000 miles alone across the country, and now her address is Route 1, Box 309, Arroyo Grande, Calif. (Editor's note: This time we have you actually retired!—good luck—think of your South Carolina friends often—and come back when you can!)

Miss KATE CULLUM, Chairman of the LEXINGTON COUNTY LIBRARY BOARD, was featured in the Columbia Record's Lexington County supplement.

Mrs. BETTIE W. DALY, former librarian of the ANDERSON COUNTY LIBRARY, has accepted a position in Ocala, Fla.

Mr. EDGAR W. DAVIS, Jr. has been elected Chairman of the GREENWOOD CITY AND COUNTY PUBLIC LIBRARY BOARD OF TRUSTEES.

Mrs. WILLIAM A. FORAN, Richland County Public Library, attended the Young Adult Workshop at Florida State University, November 10-12, 1960.

Mrs. DORIS B. HAWTHORNE has been appointed ABBEVILLE COUNTY librarian.

Mrs. MELZATTA JACKSON of Williamston has joined the staff of the ANDERSON COUNTY LIBRARY as librarian for the Greeley bookmobile.

Mrs. ANDREW R. KELLEY is a new member of the LEE COUNTY LIBRARY.

Miss AGNES MANSFIELD of the GREENWOOD CITY AND COUNTY PUBLIC LIBRARY has been graduated from the Rutgers University Graduate School of Library Service.

Mr. FLINT NORWOOD, formerly with the Richland County Public Library, assumed duties January 1, 1961, as librarian of the CHESTER COUNTY LIBRARY.

Miss FRANCES JANE PORTER resigned as librarian of the CHESTER COUNTY LIBRARY, effective December 1, 1960, and has returned to Kentucky, her native state.

Miss BEVERLY RILEY, ORANGEBURG COUNTY librarian, and Mr. JAKE ULMER, or Orangeburg, were married October 29, 1960, and are living in Orangeburg.

Mrs. SARAH C. SMITH has been appointed acting librarian of the ANDERSON COUNTY LIBRARY.

Miss LOUISE STEM has been appointed Extension librarian of the ANDERSON COUNTY LIBRARY.

Mrs. EFFIE THATCHER has retired as librarian of the GEORGETOWN MEMORIAL LIBRARY.
Dr. ROBERT C. TUCKER, Librarian, Furman University, and ALA Councilor for SCLA attended ALA Midwinter in Chicago January 30-February 3, 1961.

Miss ESTELLENE P. WALKER, Director of the State Library Board, attended the Second Assembly of State Librarians in the Library of Congress, November 16-18, 1960.

Mrs. MARTHA WHARTON has been appointed to the staff of the SPARTANBURG PUBLIC LIBRARY.

DEADLINE for the October, 1961 issue of the SOUTH CAROLINA LIBRARIAN will be September 1, 1961.

The Spring meeting of the College Section of SCLA will be held April 21-22, 1961, at Winthrop College, Rock Hill. Further announcements will be sent to the membership in the near future.

The 1961 SCLA Annual Meeting will be held November 3-4 in Charleston. Headquarters hotel will be the Francis Marion. The "Message from the President" names certain chairmen.

SCLA Executive meetings are scheduled for May 6 and September 9, 1961, both at 11:00 a.m., in the Richland County Library, Columbia.

School Library Section of the South Carolina Education Association will meet Friday, March 17, in Columbia.

If this nation is to be wise as well as strong, if we are to live up to our national promise and live up to our national destiny, then we need more new ideas for more wise men reading more good books in public libraries.

(President JOHN F. KENNEDY, when Senator from Massachusetts)

CONFERENCEs FOR SCHOOL LIBRARIANS

The S. C. State Department of Education held a leadership work conference emphasizing the selection of materials particularly in the areas of science, mathematics, and modern foreign languages, November 30-December 2, in Columbia. Dr. Frances Henne, Professor of Library Science, School of Library Service, Columbia University served as consultant. State Department of Education members also worked with the group in consultative capacity. Besides the Supervisor of Library Services, the group included the Director of the Division of Instruction and supervisors in science, mathematics, modern foreign languages, guidance, audio-visual and research. Forty-two librarians (three from each judicial district and at the elementary, junior, and senior high school levels) were invited to participate in this conference. The participants went back to their judicial circuit and held follow-up conferences to which they invited school librarians in their circuits. Principals, teachers, and superintendents have also participated in these follow-up conferences in many of the judicial circuits.

COURIER'S FILES OF CIVIL WAR
NOW AVAILABLE ON MICROFILM

Files of The Charleston Daily Courier from 1852 to 1873 are now available on microfilm. These issues cover the Civil War and the years leading up to it.

Because of interest in the approaching war centennial, The News and Courier and the Charleston Library Society scheduled microfilming of this period ahead of the earlier years from 1803, founding date of The Courier. The files from 1803 to 1852 will be put on microfilm later. Files of the News and Courier from 1873—date of the merging of The News and The Courier—to the present already are on microfilm.

The Library Society is offering the 37-reel set of issues from July 1, 1852, to April 5, 1873, for sale at $370. Individual reels, each of which covers roughly six months, are priced at 12.50 each. Libraries, colleges and other institutions may be interested in obtaining authentic accounts of this important period in American history. Applicants may write Miss Virginia Rugheimer, Charleston Library Society, 164 King St., Charleston, S. C.

The filming is a joint enterprise of the society, which owns the bound volumes, and The News and Courier. The original volumes now will be taken out of circulation.

(Editor's note: Miss RUGHEIMER writes "that the film has already been purchased by five South Carolina libraries: Wofford College Library, The South Caroliniana Library, Furman University Library, Winthrop College Library, and The Citadel Library," and adds: "I should also like to mention how much I like the listings of recent South Caroliniana in the Librarian. It is most helpful.")