OFFICERS FOR 1965

Left to right: Miss Frances B. Reid, Extension Librarian, Spartanburg County Library, SELA Representative; Mrs. Marguerite G. Thompson, Librarian, Florence Public Library, ALA Councilor; Mr. George R. Linder, Librarian, Spartanburg County Library, Treasurer; Miss Susie N. McKeown, Head, Cataloging Dept., Winthrop College Library, President; Mrs. Retha D. Mark, Librarian, McLaurin Junior High School, Sumter, Secretary. (Absent when picture was made: Miss Josephine Crouch, Director, Aiken-Bamberg-Barnwell-Edgefield Regional Library, Vice-President)
EDITORIAL

Congratulations and best wishes to our elected officers for 1965, and to those who will help them on committees and in many other ways! We know that Miss SUSIE N. McKEOWN will lead us through a good year.

To Mrs. BEVERLY R. ULMER, Orangeburg, Executive Director, South Carolina National Library Week; her assistant, Miss LAURA SMITH EBAUGH, Greenville; and Mrs. DONALD S. RUSELL, Honorary Chairman, we express appreciation in advance for their untiring efforts to lead the readers (and to increase their number!) of our state in NLW’s theme: “Know What You’re Talking About—Read!”

To Miss JOSEPHINE CROUCH, Vice-President and Program Chairman for our 1965 Fiftieth Anniversary Annual Meeting in Greenville October 29-30, and Dr. ROBERT C. TUCKER, Local Arrangements Chairman, and to all their assistants, we express thanks in advance for their good work in planning and presenting the program during the week of SCLA’s Golden Anniversary, October 27!

Membership in SCLA continues to increase — thanks to Treasurer GEORGE R. LINDER’S efforts!

Again, we ask you to keep us informed of local library news and to send us a glossy print with the history of your library.

We look forward to a good year in 1965!

MESSAGE FROM THE PRESIDENT

According to custom, the March issue of the South Carolina Librarian gives a resume of the annual convention held last fall. For those who attended the convention held in Charleston on October 16-17, this issue is an excellent reminder of the messages and the actions which you didn’t want to forget. For those who didn’t get there, it gives you the highlights of the meeting. Our sincere appreciation goes to Mr. Herbert Hucks, Jr., for his boundless energy in “tracking down” hard-to-get manuscripts and reports and making available to you this record of our convention.

Charleston lived up to her reputation of a gracious city and, in spite of a hurricane poised off-shore, gave us a warm welcome. We want to thank all those who had a part in the wonderful hospitality shown us. We particularly want to praise Miss Desmond-Koster, Lt. Col. James Hillard and Lt. Arthur Corontzes for taking care of all the many details which make a smoothly run convention.

The theme of this Forty-third convention was “To Preserve from the Past and To Persevere for the Future.” Since the serious student (whatever his age or status) is the one for whom we preserve and persevere, the program of the opening session was a symposium on the needs of the student. The symposium speakers also addressed the various sections.

Nineteen sixty-four was a good year for the South Carolina Library Association. Under the very able leadership of Mrs. Betty Martin, much progress was made. The membership grew to the largest in its history. There were 452 individual and 39 institutional members. The Executive Committee has approved application for the establishment of a Special Libraries Section, which should interest many librarians in special fields.

A statement on library relationships and responsibilities was issued by a special committee. Study will continue along this line, seeking to determine ways of closer cooperation.

Because many people had suggested that our convention be changed to a biennial schedule, this was considered informally in Charleston. The official vote on the matter will be taken at the 1965 convention.

Let us work together this year to make the Association continue to grow in its membership and in its efforts to meet its objective as stated in the Constitution “to promote libraries and library service in South Carolina.”

The first way to help strengthen the Association is to renew your membership. George Linder, our very capable Treasurer, reports that the 1965 membership is 310, as of February 1. Are you one of those? If not, please renew your membership and then urge others to join also.

(Continued on Page Three)
Another thing which we can all do is cooperate with Mrs. Beverly Ulmer and her NLW committee to make National Library Week a time in which every community is made more aware of the services offered by its library or libraries and of the needs of libraries in order that they may extend and improve their services.

The 1965 annual convention will be held in Greenville on October 29-30. On October 27 the Association will be fifty years old. Plan now to be in Greenville to help celebrate our fiftieth birthday! With Vice-President Josephine Crouch as Program Chairman and Dr. Bob Tucker as Local Arrangements Chairman you know it will be a convention well-worth attending.

AL A COUNC I L OR

Marguerite G. Thompson

Your new (and very green) representative on the ALA Council was among the 1159 librarians and trustees attending the Midwinter meeting in Washington the week of January 25-30, 1965.

Council had two working meetings and one informational one, and I was there for all. You will have read detailed accounts of these meetings in your ALA Bulletin prior to this publication, and, therefore, I shall not review complete Council actions here.

The recommendation of the Intellectual Freedom Committee that an office be established with the necessary staff, including a full-time counsel, was accepted as information. It was pointed out that there were no funds at the present time to implement this recommendation.

Two resolutions were passed, one commending President Johnson on his special message, "Toward full educational opportunity," the other noting the death of Sir Winston Churchill and the great loss to the English-speaking world.

A recommendation was received that all ALA Division publications be issued from the ALA publishing office.

By Council action, the term "officers" in the Membership Resolution of July 3, 1964, was interpreted to relate only to the five officers of the Association named in the ALA Constitution.

SC LA was announced among those state associations contributing to the ALA Washington office through the AASL.

The Congressional luncheon on Thursday, January 28, was accounted a success. The South Carolina table was outstanding with its state flag flanked by home-grown camellias.

At the request of the Executive Board, I represented SCLA at the Legislative Workshop which followed Midwinter. It was a how-to-do-it workshop on state and federal legislation in advancing our efforts to improve library services for our citizens. Recognition was given to the need for knowledge about the legislative process, what it is and how it works, and how to involve oneself effectively in the process.

Outstanding speakers included Senator Wayne Morse, Oregon, and Representative John Fogarty, Rhode Island.

The Workshop was limited to 200 participants and included success stories from New York, Washington state, and Rhode Island. Small group discussion followed each of the five meetings.

The materials I collected at the Workshop have been forwarded to the SCLA Legislative committee.
EDITORIAL
Mr. Herbert Huck, Jr., Chairman
Wofford College, Spartanburg
Mr. George R. Linder (1965)
Miss Rachel Martin (1966)
Mrs. Miriam P. Steadman (1967)

LEGISLATIVE
Miss Nell Garrard, Chairman (1966)
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Mr. John Goodman (1967)
Mrs. Carol .
Mrs. Dorothy B. Winsted (1966)
R. Adm. Ellis Reed-Hill, Chairman
Miss ancy Burge (1965)
Mrs. Catherine H. Lewis, Chairman
Miss Desmond Koster (1967)
Mrs. Betty Hinton (1965)
Mrs. Louise B. Windham (1966)
Mrs. Margaret Seay (1966)
Mr. William Bolen (1966)
Miss Sara Belle Brooks (1967)
Miss Madeleine Mosimann (1967)
Mr. Gordon Gourlay (1967)

RECRUITING
Miss Carrie Gene Ashley, Chairman (1965)
1915 Washington St., Barnwell
Miss Margaret Payne (1966)
Miss Alice Adams (1967)

TRUSTEE AWARD
Miss Virginia Rugheimer, Chairman (1965)
114 Beauflain St., Charleston
Mr. Flint Norwood (1966)
Mrs. Clyde R. Rowntree (1967)

SPECIAL COMMITTEES
SCHOLARSHIP
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Miss Nancy Day
Miss Jessie G. Ham

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Miss Laura Smith Ebauh, Asst. Executive Director
Mrs. Donald S. Russell, Honorary Chairman

COMMITTEE ON LIBRARY RELATIONSHIPS
AND RESPONSIBILITIES
Dr. Joanne Harrar, Chairman
Winthrop College
Mrs. Hagood Bostick
Mrs. Ida E. Wylie

ALA COORDINATOR
Mrs. William A. Foran
Richland County Public Library, Columbia

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ALA LAD State Representative
Miss Carrie Gene Ashley
1915 Washington St., Barnwell

SELA Representative
Miss Frances B. Reid
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LIBRARY SERVICE TO STUDENTS—ITS PROBLEMS AND OPPORTUNITIES FOR THE FUTURE
By Miss Virginia McJenkin, Director,
Fulton County, Ga., Schools; and President,
American Association of School Librarians; at
General Session Symposium, Friday, October 16.
(Only manuscript available)

My responsibility is to speak about the problems and needs in library service to students in elementary and high schools; and further to suggest some solutions or opportunities for improving library service to these groups. Let me begin by pointing-up three overall educational concerns:

It is almost trite to name first the population explosion as a problem affecting the quality of library service in schools, but it is a predominant factor in the improvement of school libraries. According to statistics the number in the 5-18 year group has increased from 35 million in 1950 to 50 million in 1960 and is expected to reach 60 million by 1970—a thirty per cent increase. In addition to the increase in population, compulsory school attendance laws, efforts to bring drop-outs back into schools, and emphasis on need for education beyond high school are affecting school enrollments. School system budgets have been strained to the breaking point to even provide housing for this horde of students.

Closely related to this problem of increased population is the fantastic explosion of knowledge. It is estimated that knowledge has doubled four times from the birth of Christ to 1960—twice in the twentieth century. It is overwhelmingly difficult to select what to teach and to provide the instructional materials and library resources for this teaching.

Third, a massive reformulation of what is to be taught and learned in the schools of our country is in process. This reform began after World War II with a realization of the inadequate high school education of many of the nation's young men and then "sputnik" set off blasts of criticism in the area of science and mathematics. All of this stimulated studies and experiments in methods of instruction, in organizational patterns, in curricula content and level, and in the construction of school buildings. Coupled
with this reform is a drive for excellence and quality in teaching and learning with the emphasis on making each individual independent in his learning. All of these are creating a new image of the place of the school library in the educational program.

Now, I would like to turn to some specific problems in school library service to students:

One of the most pressing dilemmas, and one of the reasons for the astounding use of public libraries by students is the immaturity of many school library collections. This condition is due partly to lack of financial support, partly to the inadequacy of established selection sources, but also to limited vision in the selection of materials needed to support the curriculum and to satisfy students who know more and mature more rapidly than in former years. A second problem is the scarcity of trained school librarians and the failure to employ the adequate number needed to serve students and teachers. In Georgia forty-three per cent of the persons in charge of school libraries have little or no library training. Sixty per cent of America's elementary children have no school library, much less a librarian to serve them. It isn't uncommon to have one high school librarian in a school with an enrollment up to 2,000.

A third obstacle in improving library service to school age students, and a valid criticism of schools is the lack of time to use the school library within the daily schedule and before and after school hours. Rightly or wrongly this matter is tied in with over-all scheduling of students and with inability or indifference to financing extra hours of service.

Let me try now to project some opportunities, some possible solutions:

Do we, as librarians—public, college and school—really understand current educational reforms and challenges? How many in this audience have read, THE PRINCIPALS LOOK AT THE SCHOOLS, or even the fine article by John Goodlad, THE CHANGING CURRICULUM OF AMERICA'S SCHOOLS. How many have studied the 33 recommendations which summarize the four reports of the NEA PROJECT ON INSTRUCTION, especially the five which have significance for school libraries?

Joint efforts are being made to improve the quantity and quality of school library materials:

In 1963 the Southern Association of Colleges and Schools upgraded its required schedule for per pupil expenditures for library materials in secondary schools fifty per cent. This Association has also established standards for elementary school libraries which require a minimum expenditure of $2.50 per pupil and 10 books per child by 1967.

School libraries can share in NDEA funds for the purchase of books and audio-visual materials in the areas of science, mathematics, and modern languages, and for general reference books. NDEA was expanded on October 2 to include history, civics, geography, English, and reading.

Cooperative selection and evaluation of materials by teachers and librarians is the best way to assure improved materials collections. An example of excellent cooperation is the Joint Book Selection Committee of the Miami Public Library and the Dade County School Libraries. Descriptions of opportunities for in-service programs for teachers and librarians in the selection and use of library materials are given in the U.S. Office of Education publication, THE SCHOOL LIBRARY AS A MATERIALS CENTER. I hasten to add much needs to be done in improving bibliographic assistance for school librarians!

The expanded NDEA legislation, to which I referred, highlights the critical need for school librarians; and it offers opportunities to improve this situation by including provisions for institutes for training school librarians and school library supervisors.

I am unprepared to offer suggestions for providing more time for the use of school libraries. Possibly some of you can describe situations in which this problem has been attacked! I know of two studies in this area. The American Association of School Librarians will attempt to locate schools or school systems in which the school library is open for service beyond the usual school day, and will secure descriptions of the best situations. A subcommittee of the region III AASL Standards Committee has undertaken a similar study for our region.

Finally, I would like to identify an area that is a problem but at the same time has potent opportunity. I need not cost anything—only time, effort and understanding! I mean "communication" between affected groups. Dr. Lowell Martin in his summary of the group recommendations at the American Library Association-Conference within a Conference stated that this was the most frequent word in the 122 group reports.

Communication can be accomplished in many ways—from an informal contact in a library, to a formal coordinating committee, to a state conference like this one.

Your South Carolina State Library Board has initiated a program of communication through two brochures which interpret the services of public libraries, and through joint arrangements to introduce these brochures to teachers and students.

For another example I refer you to the description of the activities of the Montclair New Jersey School and Public Library Relations Committee given in the publication, STUDENT USE OF LIBRARIES.

In conclusion and to reinforce the points which I have presented, I will quote one statement from this publication:

"Fundamental to the solution of the problem of high school student use of (school and) public libraries are the understanding of the grave conditions existing in our public school libraries and the concerted effort to change these conditions."

REFERENCES

2Goodlad, John I. The Changing Curriculum of Ameri-
EDUCATION AND DEVELOPMENT OF THE TRUSTEE

By Mrs. LeRoy A. Woodward

Trustee, Atlanta, Ga. Public Library, at Trustees' Luncheon, Friday, October 16.

I selected the topic EDUCATION AND DEVELOPMENT OF THE TRUSTEE not because I have all the answers but because I was told, not by a trustee, but by a Librarian that this topic cannot be emphasized enough.

First of all, we must believe in the library. To me there is no greater rewarding endeavor than to serve as a trustee of a library. It is so important to a community and the way of life. A public library is one of the community's greatest assets. It serves every man, woman and child regardless of age level, vocation or special interest. The public library has been called the people's university. It provides the stimulus and means for continuing education after formal school has ended. Any person can get help in securing information on anything he wants to know—whether it concerns his job, business, home, even the rearing of children, or, just to have a fuller richer life through a world of adventure and travel.

The library is a place where one can turn for information. We do have the news media—newspaper, radio and television, which, granted are powerful instruments of public education, but who can remember everything he read, heard or saw, and how to find it again since these media do not provide the specific information needed when it is needed. The library is the only agency which organizes and indexes accumulated information and material for quick location and easy use. And in this fast moving world of complex subjects there is a great need for active and enlightened citizenship.

The library is, also, an economic asset to a community in that it can attract business and industry as it is often indicative of the quality and progressiveness of the community. And more importantly, the library's service to children and youth who are the citizens of tomorrow. The library has a constructive influence which acts as an antidote for the undesirable reading matter. The public library supplements school libraries as well as having material available evenings and Saturdays when schools are closed. Of the three R's—reading, riting and arithmetic—it could be said that reading is the most important. Statistics show a definite connection between the non-reader and the high school drop-out. I understand that the potential drop-out can be spotted in the first, second and third grade of school. If this situation can be correctly influenced by the library, what greater dividends can the trustee desire. A juvenile delinquent is no longer the child who owes a few cents on a library book; or who phones into the library and asks "Is water-works all one word or do you spell it with a hydrant in the middle?" The youth of today, tomorrow's citizen, is a grave matter.

The education of the trustee. After one has realized the honor of being appointed or elected a Library Trustee, he must then begin to think of how best to serve the library. First he must know his job—that he is, first and foremost, concerned with policy and not administration and this includes administrative details. A good beginning is a conference with the librarian and a cook's tour of the library including the behind scenes. Familiarize oneself with the library, know the objectives, needs and long range plans. Then assume the responsibility and do the job. Know your board's by-laws, attend board meetings—there must be a quorum present for a meeting and it is a sad state of affairs when there is absence of meetings due to the lack of a quorum. If one must miss a meeting, read the minutes and librarian's report. How can policy making decisions be made if the trustee is not informed.

Education is a continuing process moving into development and as the trustee develops so the library develops. The trustee should attend library meetings on the local, state and national level. There is an exchange of ideas and experiences, true, many problems are local problems, but the experience is profitable. Experience is what causes a person to make new mistakes instead of repeating the old ones. Support all angles and phases of the library whether it is a bond issue or special emphasis such as a summer reading program, American Library Week, Book Week and the like. Help to keep the library before the public. Often, the trustee is active in other civic organizations and this affords him the opportunity of bringing the library into many groups.

Last, but by no means least, work for the library. The only place where success comes before work is the dictionary. The way to succeed is to stick until you cannot hold on any longer, then take a fresh hold. Work with, not against, the Librarian. The trustee and librarian have the same common denominator—the library. This feeling should also be found among all the trustees of a board. The objectives and goals are the same. Be interested in all activities of the library. Respond when called upon to serve in behalf of the library and remember, enjoy the library yourself.
THE COLLEGE LIBRARY IN A CO-ORDINATE SYSTEM OF SERVICE
By
DR. ARCHIE L. MCEWAL
Director of Libraries, University of Miami, Coral Gables, Fla., at College Section, Friday Afternoon, October 16.

There is a chapter in the 1948 volume "A National Plan for Public Library Service" on the coordination of library service. Many of the ideas presented then are valid today. For instance: "Public libraries should cooperate not only with other public libraries, but also with school libraries, with college and university libraries, and with special libraries. Carefully planned programs of coordinated library services may be the initial stage on the way toward the later organization of large service units."  

While this volume was directed to the problems of the Public Library, it recognized the relationships among public, college, and school libraries and the need for mutual support and cooperation if the objectives of library service were to be realized. This interdependence was further emphasized by the Public Library Inquiry in its various studies, particularly in The Library's Public.  

You may recall also the proposals made by Oliver Garceau in his volume of the Public Library Inquiry entitled The Public Library in the Political Process. He felt the need for strengthening and expanding the services of State Libraries through regional stations and field agents. "The essential characteristic is a network of field offices of the state agency, staffed and supplied by the state, serving all existing library units in the regions and directly all otherwise unserved territories."  

This idea is not new, having been advanced earlier by Carleton B. Joeckel in his Government of the American Public Library: "The idea of regionalism in library service may be pushed so far as to make the whole state a unit." He then suggests Delaware and Rhode Island as initial possibilities for such an experiment. This was in 1935. Now, almost thirty years later, I would like to direct your attention to the Brown University Study of University-School-Community Library Coordination in Rhode Island. This is a study undertaken with support from the Council on Library Resources to develop a long-range program which might have significance for other states as well. It is available from Brown University Press under the title Library Cooperation, by John Humphrey, and was published in 1963.  

Among the "Recommendations" published as Chapter 8, are the following:  

A. With regard to the State Library:  
1. Plan and administer a comprehensive state-wide program of public library service.  
2. Establish a close working relationship with the State Department of Education, especially the Supervisor of School Libraries.  

B. "It is recommended that the community libraries of Rhode Island be formed into a system of libraries, without loss of local autonomy . . . ."  

C. Provision of Resource Centers.  
"The functions of a Resource Center are: 1) to serve the libraries in a designated area by providing supplementary and other book materials; 2) to make professional staff available to assist smaller libraries . . . 3) to answer reference questions . . . 4) to direct a cooperative cataloging program . . ."  

D. Community Library Service to Children and Young People.  
"It is recommended that boards of trustees of community libraries use all means possible to provide quality library service to children and young people . . ."  

There is also a proposal for formulation of library councils to "work on the premise that schools provide their instructional materials, and community libraries provide supplementary and enriching material."  

The colleges and universities, including Brown, Rhode Island College, and the University of Rhode Island, are urged to cooperate in identifying special files of interest, preparing union lists, joint storage facilities, etc.  

Rhode Island is envisaged as a "city state" by Luther Gulick, and the proposals with regard to library service are part of a larger integration of community interests and problems.  

For many of us, conditions are not yet such that a state-wide effort at co-ordination can be made. But in the individual situations where cooperation with public and school libraries can be undertaken it should be possible to find precedents in today's ferment for practical solutions to local problems.  

In a recent article for The Library Journal, 2 Elizabeth Hughley writes about cooperative efforts in North Carolina. She points out that inter-agency cooperation is sometimes more easily developed than cooperation among different types of libraries. The stimulus for joint planning and library participation came from 1) The President's Appalachian Regional Commission Activities, 2) The North Carolina Fund Programs, and 3) The President's Economic Opportunity Act.  

Concurrently, a survey in depth of all identifiable library resources in North Carolina is in progress, authorized by the Governor's Commission on Library Resources. The results of this survey will be used "to make recommendations for achieving better library service through cooperative development and use of the total library resources of the state."  

All librarians are familiar with a variety of co-operative efforts among libraries of cities, regions and states. Nationally, the most obvious example is of course the Library of Congress and its many services to libraries of all kinds, especially in providing L.C. cards and thus acting as a central cataloging agency. Of course, there are many more things that they do to help libraries, including interlibrary lending and photoduplication.  

College and university libraries have long engaged in a multitude of cooperative efforts. The duplicate periodical
exchange union is but one of many fruitful examples. The General Interlibrary Loan Code of 1952, a revision of the ALA Code of 1940, adopted by A.C.R.L. is another example of a process devised to share resources. Along this same line are the many union catalog developments, such as that in Atlanta which saw Emory, Agnes Scott, Georgia Tech, the University of Georgia, and the Atlanta Public Library engaged in a process of identifying and sharing resources.

The more recent Southeastern Interlibrary Research Facility and its predecessor "the Georgia-Florida Committee for Planning Research Library Cooperation," demonstrated the things which might be accomplished through the joint efforts of six universities: Georgia, Emory, Georgia Tech, University of Florida, Florida State University, and the University of Miami. A description of this organization and its development may be found in the *Southeastern Librarian*, Winter 1954 in an article by Stanley West, and another by Richard Harwell.

Another example of cooperation is that which exists between Duke and the University of North Carolina. These are but a few illustrations of one facet of cooperation, limited to our region. We can turn to other sections of the country and find such things as the New England Depository (or how to get rid of excess books), the Philadelphia Union Catalog, the Pacific Northwest Library Association and its Bibliographic Center, the Midwest Interlibrary Center, etc. The advent of the National Union Catalog in printed form has had a most important influence, and has altered the needs in many areas where regional union catalogs once were of unique service. Until this is done on a retrospective basis, there will still be need for those catalogs servicing such material.

The Southeastern Supplement to the Union List of Serials is a product of cooperation among the libraries of academic institutions in the Southeast which serves to make known among us the resources of the region, enabling us to borrow among ourselves rather than going outside the region.

In January, 1958 the issue of *Library Trends* was devoted to Building Library Resources Through Cooperation. Among the articles is one by Eileen Thornton which describes several instances of "Cooperation Among Colleges." The North Texas Project, The Joint University Libraries, The St. Paul Project (including Hamline University, Macauley College, the College of St. Catherine, and the College of St. Thomas), and the Honnold Library serving five colleges: Pomona, Claremont Men's College, Claremont Graduate School, Harvey Mudd College, and Scripps College. These represent efforts at sharing resources and also costs of acquisition, cataloging and other service costs.

In *College and Research Libraries*, Sept. 1964 there is a report by Robert Downs, Dean of Library Administration at the University of Illinois, on Library Cooperation in Kansas City. There are fourteen institutions comprising the Kansas City Regional Council for Higher Education which was established in 1962 to encourage and promote cooperative planning in and near Kansas City. A grant from The Fund for the Advancement of Education provided funds for a study of existing conditions. It proposed to examine library holdings and policies, to draft recommendations for cooperation among council members, and among them and other institutions in the area, and to investigate the possibility of a central depository library.

As a result of the study, recommendations were made in the following areas:

1. *Collection development.* Define, recognize, and encourage fields of specialization. Continue to develop the Kansas City public library and the Linda Hall library as bibliographical centers for the region.

2. *Cooperative storage.* Transfer to Kansas City public (and Linda Hall for science) collections for which no local need is apparent. Also older federal and state documents.


4. *Centralized processing.*

5. *Finances.* Need for increased support, need for buildings. Also, financial compensation to Kansas City Public and Linda Hall for the heavy load being placed on them by college and university students of the council institutions.

6. *Regional library authority.* To enable the Kansas City Public Library and the Linda Hall Library to develop their collections further and to provide qualified professional staff for operating a cooperative organization, establish a regional authority. This authority would provide specialized and scholarly services; acquire important books, periodicals and other materials in all subject fields; plan cooperative storage, centralized processing, and improved bibliographical access; find means to finance a broad program of service and cooperation.

So far we have confined our attention to cooperation among academic libraries. The problem under consideration at this conference does not recognize boundaries such as exist in definitions of academic, public, school, and special libraries. The potential book-user wants a book. He wants it for a purpose. And, he wants it now. It is of little concern to him whether one library or another supplies it, so long as it is made available. A sense of urgency often backs his request, and our failure to respond can be most frustrating.

When we consider the nature of libraries in different settings, such as the school, the community, the public library in a large city, or the college library on its own campus, we think of each as a special kind of institution varying in resources, service, and hours of opening. To the user, these may all seem to be the same: a library where he may find the book he needs.

The school library, with resources which are often limited, finds itself confronted with demands not possible to meet. Even those school libraries in which the collection meets A.L.A. standards can experience frustrations in
pressures for the same material by large numbers of students, and in shortage of material varied enough to serve the exceptional student and special programs.

In a large municipality, the public library is often the answer. If it has branches conveniently located, the students will seek them out, and if not, many will travel considerable distance to the central library. For example, the Miami Public Library frequently has large numbers of students from Miami Beach and Coral Gables coming to use their facilities, even though each has its own Public Library.

The University of Miami has many students from various high schools in Dade County who come seeking to use its resources. More recently, the Dade County Junior College has been established and now has approximately 13,000 students with very limited library resources. These students naturally turn to the University of Miami with the hope of using it for their needs. As a private institution, it has been impossible for us to serve all these demands. Some arrangements have been made which enable us to do some things for a few.

By agreement with the Dade County Supervisor of School Libraries, and the School Superintendent, the University Library will assist any student who comes with a letter from the librarian of his school stating his needs and requesting our assistance. This presumes the use of all resources of his own Library, a seriousness of purpose, and the fact that his librarian feels he has a need we can and should serve. So far, over a period of three years or more, this system has worked.

Of course there was the time when the librarian of one of our better high schools just had a form letter mimeographed, which student assistants issued freely almost as an "admit slip" to the University Library!

We also have a group of superior students in science, selected from each of the high schools, who are in the Dade County Laboratory Research Program. The Special Science Supervisor each Fall gives us a list of these students and requests permission for them to use our Science Library and science material in the General Library. There are usually 70 to 90 of these individuals who are active users throughout the year.

At this time we do not extend privileges to the Junior College students, on the premise that one of the reasons our students pay a much higher tuition rate is to have the advantage of a library of 700,000 volumes, and that to open our doors to another student body of equal size would deprive our own students and faculty of many needed materials.

I have used a personal illustration here because it seems to encompass many facets of the problem. If ours were a public university there might be certain added factors to consider. Certainly, the fact that schools, public libraries, and state colleges and universities are tax sup-

port gives them a strong common tie. Just how far this can be used in coordinating library services remains to be seen.

State libraries, through their extension services often assist schools by lending collections. The development of county and regional libraries, while in a sense "public library" in fact strengthen resources available to the school and student. The recent assurance of $55,000,000 to implement the Library Services Act as passed this year means more libraries, more buildings, and improved book resources.

The moving of books to people presents more problems than does the provision of books in a central location to which the people can come. The development of regional centers throughout a state, utilizing existing resources and agencies seems most likely to succeed. Whether the county is used as the unit, or regions built around trading centers, the purpose would be served if a reservoir were developed which could support the library needs of the surrounding area. The funds under the Library Services Act which provide for construction can go far to encourage such development.

The academic library, in those areas where its staff and collection are superior might well be depended upon for advice and assistance to other libraries in its service area.

The important factor is to get the greatest use out of each library to its particular clientele, encouraging and insisting that the user exhaust its resources before turning elsewhere. Many times there is a failure to do this, which results in unnecessary pressures on other agencies. When the high school student turns from the school library to the public or college library for help, it should be because the material he needs is not available in the school library. Where the college student goes to the public library, it should be on a similar basis. And in turn, the college library should serve needs of the public library and its clientele when the need cannot be met in its resources. It is admitted that these are ideals, not realities. But through effective coordination and proper communication, much can be accomplished in this direction. A library council for the county, the region, or at the state level, with representation from school, college, and public libraries would be a possible first step.

It should also be possible for systems to develop under the sponsorship of the State Library agency which would incorporate the publicly supported academic libraries in the region of which they are part to strengthen library service. Cooperative planning would aid in both acquisition and processing of materials.

3Ibid. p. 3259.
LIBRARY SERVICE TO STUDENTS—
ITS PROBLEMS AND OPPORTUNITIES
FOR THE FUTURE

By Miss Virginia McJenkin

President, American Association of School Librarians, and
Director, Fulton County (Ga.) School Libraries, at
School Section, Friday Afternoon, October 16.

In my morning presentation I emphasized how educational concerns, reforms, and challenges are changing the place of the school library in the total school program; I pointed out some specific problems in school library service to students; and I suggested some opportunities for improving school library service. At this time I will continue the theme of the symposium as I try to comply with the request of your chairman “to direct your thinking and planning to the ‘No-Man’s-Land’ where school librarians cannot reach because of limited funds and where public and college librarians feel that too many demands are made in their materials.” I believe changes are taking place and improvements are being made; but we, as school librarians, must be willing to accept change, to take professional risks, to try innovations! To substantiate this statement, I will use examples from material which is being sent to me for a series of articles on school and public library service to students.

Meager school library budgets demand unusual methods for improving materials collections in school libraries. There is considerable interest in exploring ways of extending the provision for and use of paperbacks in school libraries. Parallel to this interest is always the caution for careful selection and for proportionate balance in the total collection. The pamphlet, THE PAPERBACK GOES TO SCHOOL,1 which is a selected list of titles chosen by representatives of the American Association of School Librarians and other educators; and THE COMBINED PAPERBACK EXHIBIT IN SCHOOLS can serve as selection guides. In one state the accrediting commission has approved a policy which permits five per cent of the titles in a school library above the basic required book collection to be paperbacks. One city school system reports that it is experimenting with a mobile paperback bookstore. The local news company furnishes the truck and driver; teachers and librarians select the titles to be sold; the mobile store makes two-day stops at eleven high schools each month; and a rebate of fifteen per cent of the total retail sales at each school is given to the respective schools.

Most school libraries need to build up more extensive collections of back issues of periodicals. Increased use of magazine articles as references in term papers and reports imposes great pressure on and often mutilation of school and public library collections. Our national school library standards recommend that indexed periodicals be kept for three to five years. Librarians serving schools in which extensive reference work is done find that important periodicals must be kept longer. One librarian reports that she has kept selected, bound volumes for nearly twenty years, in spite of pressure to discard them, and in spite of a storage problem. These volumes still serve a valuable need in certain reference areas. Although funds are not available for binding or microfilming some schools have devised ways of storing periodicals on shelves or in boxes where they are readily available. It is interesting to note that one large public library has started a duplicate collection of bound volumes in addition to its microfilm collection in order to be able to serve more students at one time.

Extensive files of pamphlets and flat pictures can supplement limited book collections, especially in elementary schools. Several schools in one system have P.T.A. Library Committees that assist in preparing these materials for use. The system materials center circulates to these schools a dry-mount machine and furnishes the mounting tissue, mounting board, and subject catalog cards to prepare these materials for use.

This morning I referred to the use of NDEA funds for print and audio-visual library materials in science, mathematics, and modern foreign languages. These funds have been a great boon to many school libraries in spite of the danger of “over-loading” the collection in these subject areas. A recent interpretation of the NDEA law permits materials and audio-visual equipment to be housed in and circulated from a central place, and to be used by all class groups. This same interpretation permits the purchase of general reference books. The NDEA legislation passed on October 2 extends it for three years and adds to the materials and equipment categories: history, civics, geography, English, and reading. If judiciously used, these funds can be real “bonanzas” for school library collections.

It is not only important to find ways of expanding school library resources, it is equally important to find ways of making effective use of these resources in spite of such handicaps as limited school hours, rigid bus schedules, double sessions, and lack of space for accommodating students and materials.

Increasingly school libraries are circulating all materials — encyclopedias and other reference books for overnight use, current issues and bound volumes of periodicals for limited periods of time, filmstrips with handviewers for previewing at home, and recordings for home listening. Other school librarians describe arrangements for extensive book truck service to classrooms.

In his summation of the ALA Conference Within a Conference, Dr. Lowell Martin stated as one of ten recommendations that, “fresh approaches must be made to instruction in the use of libraries on the part of students.”3 School librarians and teachers can give real leadership here, can seek new methods, can try innovations!

Three Baltimore Senior High Schools have cooperated during 1963-54 with the Enoch Pratt Library in an experimental program which is a follow-up of the DEICHES FUND STUDIES OF LIBRARY SERVICES.4 Each school selected a specific academic area in which to concentrate their efforts. Two of the chief elements of the project were: “(1) units developed within the specific academic area of the curriculum requiring library skills,
(2) specific work with at least three classes in the subject area involved in exploring varying ways of teaching the use of the public library and promoting the carry-over of skills learned and practiced in the school library.

“A review of previously taught research skills indicated that a new approach to the teaching of library skills was sorely needed. Diagnostic pre-testing revealed that students obviously lose skills not practiced frequently. Intelligent or imaginative use of the card catalog from subject as well as author and title approach was tried with most students. All classes were given a very simple and streamlined briefing on library classification systems, e.g., Dewey as compared to Enoch Pratt. Students were briefed on the difference between public and school oriented book collections. The use of standard references such as periodical indexes, almanacs, unabridged dictionaries, encyclopedia indexes, biography indexes, essay indexes, was reviewed. Some classes were instructed in simple bibliographic skill—how to cite a book or a magazine article; how to take notes, summarize, and digest information. Though not a library skill, encouragement was given all students in self-reliance and a willingness to find materials for themselves with less dependence on librarians to interpret assignments.

“...The cooperative program this year stimulated teachers to improve assignments and to encourage librarians to expand the school library instruction program. A wholesome working climate of working relationships was created among librarians, teachers, and students, because of the cooperative planning of each group. For the first time, in many instances, teachers and public librarians became aware of mutual problems. The program challenged many students to try the fun and satisfaction of being self-sufficient in libraries as far as individually possible. A higher degree of proficiency in library skills was noted among the students in the classes involved. It also delineated the areas where students will continue to need individual guidance and help in both the school and public libraries.”

Improved aids for teaching library skills are appearing on the commercial market. Many of you have used the KNOW YOUR ENCYCLOPEDIA which is published by the F. E. Compton Company. A series of transparencies is now available to use with these booklets. Such commercial items are encouraging teachers and librarians to make their own transparencies for use with the overhead projector. I know of one high school in which the librarians have planned with eleventh grade English teachers a series of transparencies to use as a review unit on library materials needed in the preparation of a term paper. Jointly the teachers and the librarians present this information to each class group when term paper topics are assigned and when schedules for the use of library facilities to prepare these term papers are being made.

Television is being used for instruction in the use of library resources. In cooperation with the Atlanta Public Library, the Atlanta and Fulton County School systems have taped a program portraying the services of the public library, the ways these services supplement the school library, regulations of the library, and responsibilities which users of the library must assume. This program is being shown to various groups of high school students and teachers over our station WETV to emphasize the importance of planned use of all library resources.

These examples illustrate cooperative efforts to equip young people with library skills which will enable them to acquire more knowledge throughout their life. At the same time school librarians are recognizing the need to spend more time and energy in working with teachers, in helping them to know materials and to know how to use them effectively with students—thus becoming a resource teacher to both teachers and students.

Ingenious arrangements and use of library facilities and resources are helping to solve problems of student use of both school and public libraries.

In Bellflower, California school administrators decided to separate a part of the school library as a “Senior Reading Room”. The school library supervisor described the experiment in this way:

“We decided to try this arrangement when we observed that the use of the library by seniors seemed to be motivated by courses in the curriculum, teacher assignment, and the need of more mature books to maintain reader interest for seniors. We found that personnel is not adequate to give the individual guidance we would like to associate with good library service—so a library arrangement had to help supplement this lack.

“We have separated an area of the library with low shelving—it is an area large enough to seat the largest senior class and shelving for approximately 3000 books. The collection contains the library resources for the senior courses—such as economics, psychology, sociology, physics, English Lit, American Government, International Relations, etc., and the more mature fiction books. The teachers are working with us in developing this collection. The books are classified as usual, we simply place an S on the catalog card, on the spine of the book and on the book pocket.

“...Now who may use the collection? Seniors of course, and others on referral from a teacher, request from home or as the librarian knows the youngsters and can give guidance in usage to match abilities and social maturity. The seniors are not limited to this collection but may use the entire library. It has prevented much cross traffic. Teachers have liked it very much as it has been an area where they could work intensively with students. Students, and especially the seniors, have liked it.

“By the way—we are open two nights a week from 7 to 9. Students may come back in informal attire, slacks, etc., but wear shoes. A teacher helps with reference work and assignments. A clerk is on duty. We are getting the serious student and the public library, the socializer. It has been in operation two years with no major problem. As a student comes in, he signs his name—if he stays until nine—no sign out—if he leaves previous to closing
time he must sign out. So we have a record of time in the library if parents should call.  

For the past two years the Jefferson County school system and the Louisville Kentucky Free Public Library have experimented with a joint project in which the public library takes over operation of two school libraries after school hours. This project is the result of a carefully planned, cooperatively financed program worked out by both administrations. The school librarian serves as head librarian for both periods of service, is paid a token supplement by the public library, and is responsible to the principal of the school who is in turn responsible to the Superintendent and the County Board of Education. The public librarian serves as an assistant to the head librarian and is subject to her supervision. The two administrators, assisted by the Coordinator of School Library Services and the Coordinator of Public Library Branch Services worked out the policies and procedures for financing, hours of service, circulation, book collections, cataloging, operation and maintenance. The Coordinator of School Library Services recently evaluated the project this way:  

"From a 'doubting Thomas,' I have become an enthusiastic believer in the power of co-operation. It is a pleasure to be able to report that our program is gaining in number of users and number of books circulated. Careful planning, the personnel involved, and co-operation are our three major reasons for success."

This quotation points up again the importance of effective communication between the public and school libraries. In Montclair, New Jersey this communication is achieved through a permanent committee which has been in operation about six years and is known as the Montclair School and Public Library Relations Committee. This group is made up of three representatives from the Parent Teacher Association, one faculty member from each department, two representatives from the Student Faculty, two from the Library Council, the two school librarians, the assistant director, and young people's librarian from the public library. The current chairman recently reported:  

"Looking back, the accomplishments of (our committee) are not awe-inspiring nor are they meant to be. Actually, the most important accomplishment is a concomitant one that began with our first meeting and will continue for as long as the committee functions. It is the creation of a climate of understanding and good will between our libraries and the public. Through a heterogeneous group, we have been able to make parents, teachers and students library-minded. If they can be made to realize that our problems are their problems and that our gains are their gains, we will have enriched our community immeasurably."

Another facet of the Baltimore experimental program illustrates one method of communication between school and public libraries. A young adult librarian was assigned by the public library to work with one of the School Library Specialists to coordinate all activities in the three high schools, to learn more about the curriculum as it relates to assignments that require the use of library materials, to see how the students use the school and public libraries, and to find ways to improve communication between teachers and the public library.  

I would like to turn again to the critical need for more school librarians and to the need for training which will prepare school librarians to understand the demands of rapidly changing school programs. The recently passed NDEA legislation should open up opportunities for meeting these needs. A new Title XI provides for institutes for school library personnel. These institutes will have two major purposes: (1) to provide opportunities for advanced study to school librarians or to persons who are preparing to enter school library positions; (2) to provide opportunities for advanced study for school library supervisors who are less than fully trained, for whom new responsibilities mean changes in competencies, or who are preparing to become school library supervisors. The institutes must be offered by approved institutions and must represent library education programs of the highest possible caliber. All individuals attending these institutes will be eligible for a stipend of $75.00 per week for the duration of the institute, plus $15.00 per week for each dependent.  

If we are to take full advantage of these exciting training opportunities, we in the school library profession must exert leadership to encourage library education institutions and school administrators to move forward with plans for institutes; to encourage librarians and "would-be" librarians to participate in the institutes.  

In conclusion I would like to emphasize that the problem of serving student needs is overwhelming, and neither public nor school libraries are adequate to meet the needs of today's students. Therefore, we must be creative in the use of available funds; we must find new approaches to the teaching of library skills; we must devise special arrangements for the use of existing and new library facilities; and we must encourage many persons to become school librarians, in order to provide library opportunities for every student to grow to his fullest capacity.

REFERENCES

1THE PAPERBACK GOES TO SCHOOL. BIPAD, 1964-65 (122 E. 42nd Street, N. Y., N. Y. 10017 or local magazine and newspaper dealer).  
2THE COMBINED PAPERBACK EXHIBIT IN SCHOOLS. 950 University Ave., N. Y. 52, N. Y.  
5Report, Alice Rusk, Acting Director, School Library Services, Baltimore Public Schools, September 1964.  
7Reports, Eleanor Simmons and Florence Kammerer to Virginia McJenkin, September 1964.  
EXCERPTS FROM "ALL GOD'S CHILDREN GOT WRITING PENCILS"

By Harnett T. Kane, Author,
(Native-born New Orleanian) at Banquet, Friday night, October 16.

The South of today is producing America's best writing. Once H. L. Mencken, the sardonic critic, called the South an intellectual Sahara, and said:

"Alas for the South; its writings grow fewer.
It was never much given to literature."

If there was ever an element of sad truth in Mr. Mencken's doggerel, it isn't there any more. For the South of today is in the middle of a renaissance in writing, a literary movement or a series of such movements, which no other region in the nation can match or even approach.

In William Faulkner the South has America's most honored writer, and its most influential one—the most often discussed, the most often debated, the most often imitated. In Eudora Welty and Katharine Anne Porter the area has provided America with two of its finest stylists of the 20th century, if not the two finest of all.

In Douglas Southall Freeman, biographer of R. E. Lee, the region has given the country a major historian in the grand tradition. In men like Virginius Dabney, Jonathan Daniels, Ralph McGill and Thomas Clark, it has produced vigorous, meaningful social-literary commentators—men with true powers of observation, with a sharp viewpoint, and the capacity to speak with clarity and power.

During the past few years new names have had a steady rise—those of Harper Lee, who wrote the memorable "To Kill a Mockingbird;" Elizabeth Spencer and Shirley Ann Grau. A remarkable phenomenon is the number of women writers who have come forward in the recent past.

They take places near such diverse figures as Tennessee Williams, William Stryon, Truman Capote, Carson McCullers and others.

So many Southerners are writing, in fact, that the complaint has been made that more of us are writing than reading. "All God's children got writing pencils." One basic Southern need, among many others, is a large increase in the reading process.

Here, as elsewhere, some of the loudest and most flamboyant of intolerant book critics are those who have never read the books they attempt to belittle. Some who smugly talk of 'filth' in a number of the most important volumes in or about the South today are forced, at times, to admit that they have not opened the pages of such books.

Why does the writing of so many Southerners rank so high in America and in the world—the world of Nobel prizes and other distinguished awards? The answer is not a simple one, but one factor may be the comparative amount of leisure time available in this area where, at least traditionally, the tempo is less hurried, less frantic, a bit less violently competitive in the usual American mold.

Equally importantly, much of the South has had a history of many facets, many combinations: Anglo-Saxon, French, Spanish, with considerable (and seldom recognized, unfortunately) Italian elements in Louisiana, German groups in Texas, Adriatic elements along the Gulf Coast, in Florida and elsewhere.

Out of such diversity has come richness of culture, a combination of many of the elements which make up the American melting pot. More often than some would wish to concede, the South is part of this American process.

Then, too, the South has been and is a place of conflict, of clashes that are part economic, part social. And out of such complexity, out of such conflict, there comes and will increasingly come, a more vivid and broader culture and, as time goes by, a larger tolerance of what is distinctive, what is 'different' and individual in look or style or manner.

Also, in a way that is seldom emphasized, the South is the only part of America which has known defeat in war, the consequences of military loss, the grimness of slow, long-lived-out poverty which followed. Such recollections, such influences from the background of daily life, inevitable have had their effect. For other Americans, the past seldom comes so close as it does for the Southern writer.

Nevertheless, whether he wishes it or not, the old 'nostalgia barn' has burned down. The Southern author is part of America and part of the world. To the precise extent that he realizes this fact, that he understands his role in the nations and in the world, his writings will have meaning and significance for those around him, and for himself as well.

PRESIDENT'S REPORT

By Mrs. Betty Martin

This year in the life of our Association has been characterized by investigation and search for avenues of growth. The outstanding progress of previous years has set a precedent for future development which must be continued and accelerated.

To implement this goal of increasingly effective achievement of our objectives, your Executive Committee has instigated studies of the feasibility of several innovations. I will review these briefly.

A committee, with Miss Maude Dowtin as chairman, surveyed the need for a Special Libraries Section. A definite interest was found, and the Executive Committee encouraged continued exploration and possible group action in making formal application for the establishment of this section.

Many of you in recent years have expressed the opinion that it would be desirable to place our convention dates on a biennial schedule, meeting on alternate years with the Southeastern Library Association. As you know, this has been discussed in your section meetings. A change in the constitution would be necessary, and this requires advance notice to be given in the call to convention. If
the consensus favors this change, a decision will probably be made at our next convention.

Another innovation which has been considered is the addition of a standing committee on Public Relations. The Executive Committee has received a report on this from a committee chaired by Miss Emily Sanders, and the pros and cons of the proposal have been noted. This study is continuing.

A definite statement on Library relationships and responsibilities was developed this year by a committee with Miss Betty E. Callaham as chairman. This is a step toward future development of closer communication and cooperation among all our libraries.

Two other investigations have been under way this year, one concerned with the formal training of the non-professional librarian, and the other with the feasibility of establishing the office of Executive Secretary.

All of these possibilities for strengthening our organization will continue to receive careful study.

The increase in our membership this year of 65%, represents a great leap forward. This is due to the efforts of all our members and reflects their commitment to united professional growth.

This year, through the activities of the special committee on Public Relations, we have attempted to communicate our good will to other statewide organizations, with respect to their library needs. Some of our members have been appointed to serve in a liaison capacity. This activity served to emphasize the vital role which libraries seek to play in the lives of all our citizens.

All of the endeavors which have been enumerated have involved many of our members who have performed their duties with a high degree of willingness and efficiency. Let me commend you, collectively on your support, and individually on your contributions, which will broaden the scope, vitalize the activities, and increase the stature of the South Carolina Library Association.

**COLLEGE SECTION**

*By Violet Menoher, Chairman*

The College Section of the South Carolina Library Association held its spring workshop in Charleston, S. C. on April 10-11, 1964. The first meeting was held at the Charleston County Library. Mr. E. L. Inabinett, librarian of the South Caroliniana library was the leader of a discussion of archival materials, which he interpreted as non-book material, including newspapers, pamphlets and miscellaneous pieces. He suggested that other libraries in the state send this type of material to the Caroliniana library. Each institution is responsible for its own historical records, but other South Carolina history items, either personal or institutional, could be handled at the Caroliniana library. Mr. Inabinett continued with a discussion and demonstration of the way the South Caroliniana library processes non-book materials.

The Friday evening program included a tour of the bindery at the Gibbs Art Gallery and a film shown at the Gallery on the restoration of Coventry Cathedral. The art of fine binding is taught at the Gibbs bindery. Several of the students were on hand to demonstrate the sewing, lettering, making of end papers and other processes used.

On Saturday morning the members toured three of the special libraries in Charleston. Dr. J. I. Waring spoke of the history of the South Carolina Medical Society collection which includes many old and rare books. This collection is housed in the Medical College library. Miss Virginia Rugheimer and her staff conducted a tour of the subscription library of the Charleston Library Society and Mrs. Granville Prior showed some of the manuscripts, family records, and historical mementos at the South Carolina Historical Society library. Miss Desmond Koster was a most thoughtful and gracious hostess to those attending the workshop.

At the 1964 annual convention the College Section met on Friday, October 16th in the Plantation Room of the Francis Marion Hotel. Dr. Archie McNeal was our speaker. His talk was entitled "The college library is a Coordinate System of Service."

Dr. McNeal gave a fine informative speech pointing out the manner in which college and university libraries have worked out cooperative plans among themselves and also in cooperation with other libraries. He also outlined the University of Miami's plan for service to the community.

Officers were elected for the new year as follows:

- Chairman—Mr. E. L. Inabinett, University of South Carolina
- Vice-Chairman and Chairman-Elect—Miss Desmond Koster, Medical College of S. C.

At the request of the Executive Committee, the section discussed the proposal to hold the South Carolina Library Association convention every other year instead of every year as we do now. The object of the proposed change is to alternate our meeting with that of the Southeastern Library Association. Thirty of the members approved of the proposal; 2 disapproved; 15 expressed no opinion.

There was also a discussion of the suggestions which the President of the Association's special committee made for the role of college and university libraries in cooperative service. The majority of the members present approved of the suggestions. Four members objected to part 4c-Providing inter-library loan service to the local public library.

**CONSTITUTION AND BY-LAWS COMMITTEE**

The Committee recommends the following deletion from the By-Laws:

Article IV, Section 1: delete from—the list of standing committees the Revolving Loan Fund Committee.

J. Mitchell Reames
Chairman
Miss Mary Cox
Miss Martha Jones

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FEDERAL RELATIONS COORDINATOR
By Josephine Crouch, Federal Relations Coordinator

Congressional activity, for the period November, 1963 to October, 1964, has been conducted under the most dramatic and unique circumstances—the transition from one President to another and through the Republican and Democratic Conventions.

Few bills have been debated under more affecting conditions than the Senate bill to amend the Library Services Act; the debate on this bill began on the fateful date of Friday, November 22, 1963, and it was in the midst of supporting speeches that the floor debate was interrupted for "an emergency"—the assassination of President Kennedy. In its first act upon reconvening on Tuesday, November 26, the Senate overwhelmingly approved S.2265, the Library Services and Construction Act. The vote was 89-7, a resounding bipartisan victory.

A brief summary and status of legislation important to librarians follows:

1. Public Law 88-605, signed by President Johnson on September 19, now makes funds available to the Department of Labor and the Department of Health, Education, and Welfare, to carry on programs in the current fiscal year ending June 30, 1965.

In addition to the $55 million for the Library Services and Construction Act, the new law provides finances for other library-related programs such as the Higher Education Facilities Act, the Juvenile Delinquency and Youth Offenses Control Act, and the Communications Act, which authorizes grants for construction of educational television facilities.

2. On February 26, 1964, the Revenue Act of 1964 became a law. Two items of this bill are of specific interest to public libraries and library employees; 1) Provisions for charitable contributions has been liberalized—the 30% deduction allowances to include public libraries. 2) The child care provision allows larger child care deductions. (Refer to Washington Newsletter February 27, 1964).

3. S.3060, the bill to amend and extend the National Defense Education Act, has now been passed in differing versions by both House and Senate, but a conference to resolve the differences has not yet been arranged.

4. President Johnson officially launched his war on poverty August 20, when he signed the Economic Opportunity Act (PL. 88-452). The proposed supplemental appropriation of $947.5 million to finance the programs of the Act for fiscal 1965 is currently under consideration in the House Committee on Appropriations.

5. Representative William Moorhead (D.-Pa.), on August 17, introduced H.R.12406, to establish a National Humanities Foundation to promote progress and scholarship in the humanities. There is no expectation of action on this bill this year. It may be introduced again in the next Congress.

6. General revision of the copyright law will almost certainly be given active consideration by Congress in 1965.

7. H.R.12633, a bill making supplemental appropriations for the fiscal year ending June 30, 1965, was introduced on September 17 and favorably reported by the House Appropriations Committee (H.Rept. 1891). The bill, passed by the House on September 22 and by the Senate on October 1, must now have differences ironed out in conference. When finally approved, possibly today, it will provide funds for the following programs of interest to librarians: The Economic Opportunity Act, National Historical Publications grants, water resources research projects, the National Defense Education Act, and the National Council on the Arts.

For a more complete coverage of the legislation of interest to librarians refer to Washington Newsletters, ALA Bulletins and Library Journals.

CONTACTS IN REGARD TO LIBRARY LEGISLATION MADE BY FEDERAL RELATIONS COORDINATOR, S. C. LIBRARY ASSOCIATION:

U. S. Senators and Representatives from South Carolina, House Appropriations Committee Members, South Carolina Librarians and Board Members were contacted several times via 68 letters, 4 telegrams and 2 telephone calls. Copies of these, with replies to, are on file.

The letters and telegrams sent by the South Carolina Librarians and Board Members in support of library legislation have been most valuable in promoting this legislation. Your interest is appreciated and your continued support is vital to this program.

LEGISLATIVE COMMITTEE 1964

The Legislative Committee of the South Carolina Library Association has engaged in the following activities during calendar year 1964:

I. Action was taken in support of the bill for aid to education at our first meeting on February 13, 1964. Full cooperation from our committee was offered to the Planning Committee. A letter was also sent to the Executive Committee endorsing and supporting the package plan for education. We asked the Executive Committee to adopt a resolution in favor of said provision and requested that copies of this resolution be sent to the governor and key legislative members involved. Letters were also sent to these representatives endorsing the bill on behalf of the Legislative Committee and of S.C.L.A.

II. Correspondence was carried on with several states through their State Departments of Education. We requested a resume of the legislation enacted by legislatures for the aid of school libraries.

Miss Germaine Krettek, director of the Washington office of the A.L.A. was asked for a summary of information concerning library legislation enacted in each of the states. She sent a copy of the Legislative Gazette to us to study.
A letter from Miss Cora Paul Bomar, Supervisor of Library Services in North Carolina, reporting on school library legislation, states that a law is in effect in North Carolina which provides one additional teaching position for every fifteen classroom teachers. These extra positions may be used for school librarians, guidance counselors, etc. The choice is left to the local school systems. Of the 2,433 extra teaching positions allotted in 1964, 732 were used to provide librarians.

Miss Sara Jones, Chief Library Consultant for the State Department of Education in Georgia, reported on their new laws made effective July 1964.

1. The amount made available for school libraries will be matched by the local system on the basis of the amount of local effort that the system has to supply. This will vary from system to system rather than being on the basis of $2.00 in state money and $1.00 in local money as it has been in the past.

2. The Georgia State Board of Education shall annually allot other certificated professional personnel to local units of administration on the basis of one per 200 pupils in average daily attendance.

III. The Executive Committee requested the Legislative Committee to make a study of the tax on public library books and equipment purchased by public libraries since 1951, and to report findings to the Executive Committee. A letter was written to Miss Frances Reid, Chairman of the Public Library Section of S.C.L.A., whose committee is also making a study of this problem. They are drawing a bill to introduce to the legislature this Spring. Letters were sent to all public librarians in the state by that committee, as will be recorded in their report.

We, the Legislative Committee, strongly recommend that the Association go on record as being in favor of this bill.

IV. State aid for county libraries was another item taken up by the Legislative Committee. A study was made of the Legislative Gazette which contains summaries of laws affecting libraries which were passed, defeated, or vetoed by the various state legislatures from June 1, 1962 through May 31, 1963. Many states reported no legislation enacted which affected libraries. Eight states were mentioned as having legislation on state aid. Most of these had a slight increase in budget, others remained the same, a few are still pending. This Committee recommends that a substantial increase in state aid to county libraries be made.

The Legislative Committee asks approval of the following resolutions:

Whereas, There is an urgent need in South Carolina for qualified librarians in elementary schools; and

Whereas, The public libraries in South Carolina need continuing and increased support at the state and local level; and

Whereas, Any resolution approved by this Association should be actively supported by each member: Therefore be it

Resolved, That the South Carolina Library Association go on record as endorsing and supporting the budget request of the State Department of Education for allocation of funds for non-teaching personnel, which will include librarians, to be paid off enrollment; and be it

Resolved further, That the South Carolina Library Association go on record as endorsing and supporting the program and budget request of the State Library Board; and be it

Resolved further, That each member of the Association, through personal contacts with local legislative representatives, should make a strong appeal for the approval and passage of the above budget requests.

We move that these resolutions be adopted.

Margaret M. Cromer, Chmn.
Robert C. Tucker
Nell Garrard

MEMBERSHIP COMMITTEE

The Membership Committee of the South Carolina Library Association held no meetings during the year. The business of the committee was conducted through an exchange of letters.

A broch ure was sent to the president of South Carolina Library Association for use in promoting membership in South Carolina Library Association. The president was asked to submit this brochure to the Executive Committee of South Carolina Library Association for approval.

Ray S. Barker, Jr., Chairman

NATIONAL LIBRARY WEEK 1964

One of my reports went to National Headquarters, one to Mrs. Stevenson, another to Mrs. Martin. Toward the last of May I sent the remainder of the material to Mrs. Ulmer.

This report will be without notes. Some of the things we endeavored to do were:

1. Survey public libraries.
2. Survey college libraries.

As you see there was a startling omission. We failed to touch on the Special Library.

Communications from headquarters were mimeographed and sent to the County Chairmen. Some of this material was also sent to the overall Committee. One comment on this was that we sent too much, and too soon.

The report I sent to headquarters would stand up against the report of any state except Wisconsin. Newspaper and radio coverage was quite good. Clippings from papers were included in the report.

Implications of National Library Week 1964 for the future:

Aiken—More interest in libraries.
Barnwell—An annual spring exhibit at the library seems to be growing out of NLW. (In previous years we have
had art and hobby shows. These bring many people into the library actively and as spectators.)

Edgefield—Effort to provide interests for retired persons. Fort Jackson—An official inspection during National Library Week may result in a $50,000 improvement project for the Main Library. Children using library as result of program at the Dependent School.

Calhoun—Enlargement of one wing of library planned. Dorchester—Book exchange of pocket books in the library. Greenville—Talk at Book Fair was bubbling over with enthusiasm for a projected new library. Bishopville—Local Book Club is giving donations for purchase of books.

Oconee—A newly formed committee in the community has the erection of a new library building as its project. Allendale—Continuance of Book Reviews on radio. Lexington—Business reference project at headquarters a tremendous success. Made Business and Industry aware of services library has to offer. Pickens—Impetus was given to building of a new branch which will probably take place in the fall. Radio spots will continue.

Greenwood—Increased interest in elementary libraries as well as high school and work to continue to strengthen these. Work will continue to coordinate the school, the public, and the college library.

Too many recommendations for another year would be futile. I leave only two:

1. More attention to Special Libraries.
2. In appointing any notable person, with state duties to perform, to this committee, please designate him or her as Honorary Chairman.

My thanks go out to the many, many people who helped me in this job of being State Director of National Library Week.

Elizabeth C. Welborn

NOMINATING COMMITTEE

As you know the Nominating Committee makes no nomination for President as our Vice-President and President-Elect, Miss Susie N. McKeown, will automatically assume that office.

We submit the following nominations for 1965:

For Vice-President and President-Elect ............... Josephine Crouch
For Secretary ............... Retha D. Mark
For Treasurer ............... George R. Linder

Elizabeth B. Foran, Chairman
Barbara Glasscock
Herbert Hucks, Jr.

PLANNING COMMITTEE

The Planning Committee of the Executive Committee of the South Carolina Library Association has held two meetings in the past year, on February 29 and on October 16.

At the first meeting seven items developing from the discussion were forwarded to the Executive Committee. They are a matter of record in the minutes and have been printed in the SOUTH CAROLINA LIBRARIAN. The Executive Committee considered them at its meeting on March 14, and several matters were referred to the Planning Committee for implementation. As a result of the following action has been taken.

On Item I: Mrs. Margaret Seay, Richland County Public Library, has headed a committee consisting of Miss Jessie Ham, Mrs. Von Etta Salley, and Miss Betty Callaham which has investigated the training of non-professional librarians. The report developed by that group has been submitted to the Executive Committee. Its findings point out several possible solutions to the chronic shortage of competent library staff members. Its report is being given to the Executive Committee with our recommendation that this committee be continued for another year.

On Item II: The purpose, policies, and procedures of the Planning Committee were reviewed at length at the May 16, 1964, meeting of the Executive Committee. The chairman of the Planning Committee gave orally the suggestions requested at the March 14 meeting, emphasizing the role of the Planning Committee as an "idea" rather than an "action" committee.

On Item IV: A committee to investigate the feasibility of having an executive secretary for SCLA was named. Mr. Chapman J. Milling, Jr., Chairman, Mr. Alfred Rawlinson, and Miss Carolyn Harper, recommended that the SCLA consider the employment of a part-time person for the performance of certain specific duties on behalf of the association. This report has been forwarded to the Executive Committee as information.

On Item VII: Miss Nancy Burge has agreed to head a committee to investigate the desirability of providing a loose-leaf procedure and policy manual for the association.

The Planning Committee welcomes the early appointment of two members by the in-coming SCLA president: Miss Madeline Mosimann and Mr. Gordon Gourlay.

Catherine H. Lewis, Chairman
Josephine Crouch
Edith Sayer
Nancy Burge
Betty Hinton
Louise B. Windham
Margaret B. Windham
William Bolen
Mildred Rhyne
SOUTH CAROLINA LIBRARY ASSOCIATION REPORT BY SUBCOMMITTEE OF PLANNING COMMITTEE TO STUDY FEASIBILITY OF ESTABLISHING POSITION OF EXECUTIVE SECRETARY

The Committee to Study the Feasibility of Employing an Executive Secretary for the South Carolina Library Association met, Saturday, Sept. 26 in Columbia. The Committee composed of the following members: Mr. Chapman J. Milling, Chairman; representing the Public Libraries Section, S.C.L.A.; Mr. Alfred Rawlinson, representing the College and University Libraries Section and Miss Carolyna Harper, representing the School Libraries Section.

The Committee’s discussion was based upon a study of letters, fact sheets and other materials furnished by the following organizations and agencies: The American Library Association, The California Library Association, The Florida Library Association, The Ohio Library Association, The Texas Library Association and the Library Services Branch, Department of Health, Education and Welfare.

Following the discussion, the Committee adopted the following motion as introduced by Mr. Rawlinson:

1. That the employment of an Executive Secretary, in the true meaning of that term, not be approved, since it is the feeling of the Committee that at the present time such is not desirable financially nor from a practical standpoint.

2. However, the Committee does recommend that if funds are available, as evidenced by a study of Association finances for the last five years, that the Executive Board give consideration to the appointment of a part-time Administrative Secretary to be compensated by such annual stipend as the Association can afford, and whose duties would be as follows:

A. Assist in all ways possible the officers and committee chairman of the Association in the mechanics of their duties.
B. Serve as permanent exhibits Chairman for the annual S.C.L.A. convention.
C. Assist in the details of meetings of the Association and its committee including the annual convention.
D. Render such assistance to the Association, as its officers and committee members may require that each section may operate without undue obligation to agencies or institutions.
E. Maintain membership records and files for the Association.

In connection with the above recommendations the committee felt that the part-time administrative Secretary might well be filled by a retired or semi-retired professional librarian.

The Committee also felt that one of the advantages resulting from the above would be a greater democracy within the Association, since the non-executive librarian without means of assistance, would feel free to accept positions of responsibility within the Association.

Chapman J. Milling, Jr.
Chairman

PUBLIC LIBRARY SECTION

The Public Library Section held a pre-Convention Workshop for Head Librarians and a select group of Trustees on “Standards for S. C. Public Libraries.” The Standards were adopted at the business meeting of the Section.

The newly elected officers are:
Miss Betty E. Callaham, Chairman
Miss Gloria Lindler, Vice-Chairman
Mrs. Beverly Ulmer, Secretary
Frances B. Reid, Chairman

PUBLIC RELATIONS COMMITTEE

The Public Relations Committee began operations as a Special Committee in April, 1964. Before the committee's membership was complete, the Chairman carried out the instructions of the Executive Committee to communicate to other state-wide organizations a message of good will and a desire to provide library service within our competency. South Carolina Library Association members were asked to serve in a liaison capacity for designated organizations to supply information and to provide a communication channel.

Chairmen of the various sections were asked to send to the Chairman of the Public Relations Committee any events or news which they wish publicized.

Articles concerning the convention were sent to the public press, and announcements to the radio stations.

Members of the Public Relations Committee also recorded their opinions concerning the establishment of a permanent Public Relations Committee. Concern was expressed lest such a committee violate the policy structure of an individual library. It was noted that a Publicity Committee might fulfill the desired function. However, a Public Relations Committee, with carefully prescribed areas of operation, might enhance our public image and increase our prestige.

Mary Berry, Chairman
Miss Elizabeth Porcher
Mr. J. W. Gordon Gourlay
RECRUITING COMMITTEE

The Recruiting Committee met on April 4, 1964 at the Caroliniana Library. Plans were discussed concerning further contacts with high school students which were begun last year.

The difficulty in this plan seemed to lie not in securing librarians who were willing to present the program, but in obtaining a response from school personnel. The suggestion was made that we communicate with Dr. W. B. Royster, State Coordinator of Guidance Services in order to plan for the definite inclusion of librarianship on Career Day Programs. Dr. Royster replied that Career Day is now generally being replaced by individual programs on the various professions. This seemed to leave us right where we started, except for his assurance that he would "encourage the inclusion of librarianship."

Letters were then written to either the principal or the guidance counselor in the following eleven high schools: Winnsboro, Newberry, Beaufort, McElhaney in Florence, Carolina and Bera in Greenville, Pickens, Walterboro, Greenwood, Hampton and Batesburg-Leesville. Winnsboro, Greenwood and Newberry replied that they already have such a program planned, and the Florence counselor stated that the school schedule will not permit a program of this kind. No reply has been received from the other seven schools.

This committee wishes to thank those librarians who had agreed in advance to present career information in case a program were scheduled.

In view of the apparent difficulty in getting an audience, one suggestion is made for future plans. The state high school library clubs have two district meetings each year. Though this would be a captive audience, from personal observation it would seem a most potential one if some attractive but brief message could be provided.

Fifty-eight letters of inquiry about librarianship from South Carolinians were forwarded to us from ALA. This Committee and the Public Library Sections Recruiting Committee are working jointly to supply follow-up on these contacts.

Mrs. Clara Mae Jacobs represented this Committee at the State Library Board's meeting of Junior Public Library Interns on August 7 in Columbia.

Carrie Gene Ashley, Chairman
Clara Mae Jacobs
Margaret Payne

SCHOOL SECTION

During the year since November meeting of South Carolina Library Association a number of school librarians in the state have held workshops in their districts. The purpose of the workshops was to bring together groups of teachers and librarians to exchange problems and ideas in the hopes of establishing closer cooperation among all who are vitally interested in the total school program.

On March 6, one hundred thirty-nine librarians attended

the School Library Section of South Carolina Education Association in Columbia. Miss Gertrude Coward, Director of Libraries, Charlotte-Mecklenberg Schools spoke on "Teacher-Librarian Cooperation" and showed slides of a school in the Charlotte-Mecklenberg system which is one of the pilot schools chosen to serve as a demonstration library under the Knapp Foundation.

Miss Virginia McJenkins, Director Fulton County School Libraries, Atlanta, Georgia, was the speaker at the fall section meeting held at 3:00 P.M. on October 16. Her topic for the address was "Whose Challenge—Library Service to Students!" Forty-eight librarians attended this meeting.

Officers elected for the following year are:
President—Miss Mary Grey Withers, Wardlaw Junior High, Columbia, S. C.
Vice-Pres.—Mrs. Edith Myers, Mayewood School, Sumter, S. C.
Secretary—Mrs. Evelyn Scott, Bradley Elementary School, Bertha S. Cain, Chairman

SOUTH CAROLINA LIBRARIAN

Stamps on hand October 28, 1963 $2.31 1/2
Cash on hand October 28, 1963 0.00
Received from Treasurer, SCLA, March 13, 1964 5.00
Total $7.31 1/2

Spent for postage, including mailing copy and corrected proof to printer for March and October, 1964 issues; for complimentary copies to writers for October, 1963 and March, 1964 issues; for copies to certain old and new subscribers.

$7.22
Stamps on hand October 16, 1964 $0.99 1/2
Cash on hand October 16, 1964 0.00

Net Worth $0.99 1/2

Increase in expenses shown in 1963 report for 1962 .73 1/2
Increase in expenses over 1963 .60 1/2
Less than previous year's increase $. 13
Herbert Hucks, Jr.
Editor

SELA REPRESENTATIVE

The twenty-first biennial conference of the Southeastern Library Association will be held on October 28-31, 1964, in the Golden Triangle Motor Hotel in Norfolk, Virginia.

The objectives of the Southeastern Library Association are to promote library interests and services; to cooperate with regional and national agencies with related interests; and to stimulate research in library and related problems in the southeastern region of the United States.

The annual membership fee in the Association is $2.00 for individuals who are members of a state library association or of the American Library Association, $3.00 for individuals who are not members of either a state or the national association.
We hope that all members of the Southeastern Library Association will attend the conference in Norfolk, and that many of you who are not yet members will attend.

Any person interested in the objectives of the Southeastern Library Association is invited to attend the conference; registration fee for members of the Association is $3.00, for non-members $5.00.

The program is interesting and varied. General sessions open to everyone have been arranged by the various sections. For example, at a Reference Services Division session there will be talks and discussion on "Planning Library Resources in the Southeast"; at the School and Children's session there will be an address by the President of the American Library Association; at the Trustee and Friends meeting there will be a program on "The Trustees and Improved Library Service". Chairman of this section is Mrs. W. L. Norton of South Carolina.

I have the pleasure of announcing that the newly elected representative from S. C. on the Southeastern Library Association's Executive Board is Miss Frances Reid, Extension Librarian, Spartanburg Public Library. My term ends with the Norfolk conference.

I have enjoyed serving on the Executive Board of the Southeastern Library Association. I want to thank the S. C. members of the Southeastern Library Association for having given me the opportunity.

Emily Sanders

TREASURER'S REPORT
October 9, 1964

Mr. George Linder, Treasurer
South Carolina Library Association
Spartanburg, South Carolina

Dear Mr. Linder:

We have audited the books and records of the South Carolina Library Association for the eleven months ended September 30, 1964.

In our opinion, the annexed treasurer's report fairly presents the recorded cash transactions for the period indicated and the resulting cash balances at September 30, 1964, in conformity with generally accepted accounting principles as applicable to a non-profit organization on the cash receipts and disbursements basis.

Respectfully submitted,

MADGE & HARRIS
Certified Public Accountants
Pinewood Mall, Spartanburg, S. C.
By G. Ray Harris

SOUTH CAROLINA LIBRARY ASSOCIATION TREASURER'S REPORT
FISCAL PERIOD ENDED SEPTEMBER 30, 1964
BALANCE NOVEMBER 5, 1963 $2,886.17

ADD RECEIPTS
Personal Memberships $ 899.00
Institutional Memberships 167.00
Convention—
Registration and Tickets 1,325.75
Convention—Exhibits 950.00
Subscriptions to Magazines 40.50
Gifts 49.50
Interest on Savings 69.13 3,500.88
TOTAL TO BE ACCOUNTED FOR $6,387.05
DISBURSEMENTS
Association Memberships $ 93.00
College Section 77.05
School Section 153.61
Trustee Section 6.41
Public Section 200.71
Planning Commission 27.86
S. C. Librarian 10.15
Handbook Publications 20.08
Elementary Library
Standing Committee 12.74
Conventions:
Local Arrangement $ 83.64
Exhibit Committee 86.25
Association Expenses 763.88
Association Speakers 285.00 1,218.77
Officer's Expenses:
President $ 97.00
Vice-President 9.81
Treasurer 288.90
Secretary 52.23
Executive Committee 346.81
ALA Counselor Travel 325.00 1,119.75 2,940.13
BALANCES SEPTEMBER 30, 1964
Citizens & Southern National Bank $1,666.74
First Federal S. & L., Rock Hill, S. C. 1,780.18 $3,446.92

TRUSTEE AWARD COMMITTEE

This committee, pursuant to the instructions contained in the handbook of the South Carolina Library Association, had a notice of the award published in the South Carolina Librarian and in the News for Public Librarians. The committee prepared the rules for the award and the nomination blanks which were distributed to the persons requesting same. Three nominations were made to the committee which were duly considered, and the winner, Mrs. Sarah M. Norton, was presented the award at the banquet meeting of the Association.

The committee prepared and had printed awards to be presented this year and in the future pursuant to the instructions of the Executive Board of the Association. It is requested by this committee that a sum be provide in all subsequent budgets of the Association for the appropriate framing of this award.

Jean A. Galloway, Chairman
Virginia Rugheimer
Flint Norwood
SOUTH CAROLINIANS AT CONGRESSIONAL LUNCHEON

A.L.A. News Release: Washington, D. C.—January 28—Five librarians from South Carolina were among the one thousand across the nation who honored their Congressmen at a special luncheon in the nation's capitol today.

The delegation of South Carolina librarians was headed by Mrs. Marguerite G. Thompson, Librarian, Public Library, Florence, S. C., who acted as hostess for the state table.

The special luncheon was held as part of the annual Midwinter Meeting of the American Library Association in Washington, D. C., January 25-30, in the Shoreham Hotel.

Librarians attending the meeting, all leaders in their profession, worked on on-going programs of the Association, the oldest and largest national library association in the world. Association programs are designed to extend and improve library service and librarianship in the United States and throughout the world, and seek to make books and ideas vital forces in American life, to make libraries easily accessible to all people, to improve professional standards, and to create and publish professional literature.

Attending from South Carolina were: Representative William Jennings Bryan Dorn, Greenwood; Mr. Kenneth Black, of Johnson, S. C., Assistant to Mr. Dorn; Miss Jean Galloway, Trustee, Greenville Public Library; Mrs. Betty Martin, Immediate Past President of SCLA, and Director of Libraries, School District of Greenville; Miss Josephine Neil, Librarian, 6th Naval District, Hq. in Charleston; Mrs. Marguerite G. Thompson, ALA Councilor, and Librarian, Florence County Library; and Miss Estellene P. Walker, Director, S. C. State Library Board, Columbia.

(Editor's note: Others in the photo were from Massachusetts, Nevada and the District of Columbia. Mrs. Thompson reported: "The South Carolina table was lovely. We received the camellias air mail from Florence, and used them as a center table arrangement with a base of greenery. The S. C. flag was in the middle of arrangements. And we had S. C. place cards. Mr. Dorn was so friendly and folksy and we all enjoyed him so much.")
TRUSTEES SECTION

Although the Trustees Section of the South Carolina Library Association has been dormant for several years, a great deal has been accomplished this year towards laying the groundwork for a vigorous section which will contribute much to the Association. In this connection, membership this year in the section has increased over fifty (50%) per cent, and permission has been obtained from Governor Russell for the section to sponsor a Governor’s Conference on Public Libraries in the spring of 1965. The section has appointed a Steering Committee to spearhead the Conference, which committee has already met and begun to formulate its plans and procedures. It is hoped that this Governor’s Conference on Libraries will be the catalyst for increased and renewed Trustee interest in libraries in the State of South Carolina.

The section this year cooperated with the Public Library Section in its preconference workshop on the proposed South Carolina standards for Public Libraries. Some twenty Trustees were invited to participate and the response was gratifying.

At the section meeting held yesterday, Mrs. LeRoy A. Woodward, a member of the Board of Trustees of the Atlanta Public Library, delivered a most informative talk on “Education and Development of the Trustee.” Also, at this luncheon meeting, the section voted against having Woodward, Trustees were invited to participate and the response was gratifying.

At the section meeting held yesterday, Mrs. LeRoy A. Woodward, a member of the Board of Trustees of the Atlanta Public Library, delivered a most informative talk on “Education and Development of the Trustee.” Also, at this luncheon meeting, the section voted against having Woodward, Trustees were invited to participate and the response was gratifying.

The officers for the Trustees Section for 1965 are:

President ............... Jean A. Galloway
Secretary ............... Admiral Ellis Reed-Hill
Jean A. Galloway, Chairman

MINUTES OF THE GENERAL SESSION
OF THE FORTY-THIRD ANNUAL
MEETING OF THE SOUTH CAROLINA
LIBRARY ASSOCIATION

By V. Carolyna Harper, Secretary

THEME: “To Preserve from the Past and To Persevere for the Future”

FIRST GENERAL SESSION

The first general session of the forty-third annual meeting of the South Carolina Library Association was called to order by the president, Mrs. Betty Martin, at 10:30 on Friday morning, October 16, 1964 in the Sky Terrace Room of the Francis Marion Hotel in Charleston.

Colonel Sydney R. Crumpton, Chaplain of the Citadel, gave the Invocation.

Mrs. Martin read a telegram from A.L.A. extending best wishes for a good convention.

The Honorable J. Palmer Gaillard, Mayor of Charleston, brought greetings and welcomed the group to the city.

Dr. Robert C. Tucker introduced Miss Phyllis Maggeroli, Special Assistant to the Deputy Executive Director of A.L.A., who served as moderator for a symposium on “Library Services to Students—Its Problems and Opportunities for the Future.” Miss Maggeroli introduced the other members of the symposium: Miss Virginia McJenkins, Director of Libraries for Fulton County (Georgia) Board of Education; Miss Olivia Burwell, Director of Greensboro (N. C.) Public Library; Mrs. LeRoy A. Woodward, Trustee of Atlanta Public Library; and Dr. Archie McNeal, Director of the University of Miami Libraries.

After presentation of the subject by symposium participants, the entire group was divided into smaller groups for a five minute buzz session. Then, Miss Maggeroli conducted a short question-answer discussion.

Mrs. Martin thanked the speakers for their thought-provoking presentation of the subject.

Lt. Col. Hillard, Local Arrangements Chairman, reported that banquet reservations had almost reached capacity or limit and urged those who wished to attend and had not made reservations to do so at once.

The meeting was adjourned.

SECOND GENERAL SESSION

Mrs. Martin presided at the second general session, a banquet in the Gold Room of the Francis Marion Hotel, at eight o’clock on Friday evening, October 16. One hundred and eighty-one members and guests were present.

Mr. Herbert Hucks, Jr., gave the Invocation.

Mrs. Martin presented awards to the State Director and State Chairman of National Library Week. Mrs. Donald Russell graciously accepted the award for her work as Honorary State Chairman and pledged her best efforts to the 1965 National Library Week Observance, when she will again serve as Honorary Chairman. In the absence of the State Director, Miss Elizabeth Welborn of Lander College, Miss Elizabeth Procher, Greenwood Public Librarian, accepted the award for Miss Welborn.

Miss Jean Galloway, Chairman of the Trustee Section, presented the Trustee Award to Mrs. W. L. Norton of Walhalla.

Mr. J. Mitchell Reames, Librarian of the Undergraduate Library of U. S. C., introduced Mr. Harnett T. Kane who spoke on the subject: “All God’s Children Got Writing Pencils.” Mr. Kane discussed some of his experiences as an author.

The meeting was adjourned.

THIRD GENERAL SESSION (Editor’s Note: “Reports” are printed alphabetically, after the President’s Report—not by “Appendix” reference).

President Betty Martin presided over the third general session and annual business meeting in the Sky Terrace Room of the Francis Marion Hotel on Saturday morning, October 17, 1964.

Miss Nancy T. Burge served as parliamentarian.

Dr. Robert C. Tucker moved that the reading of the Minutes of the Forty-second Annual Meeting be omitted.
and that the Minutes be approved as printed in the SOUTH CAROLINA LIBRARIAN. Motion seconded and carried.

The president gave her report. (See Appendix A) Report accepted as information.

Mr. George Linder, Treasurer, presented as his report the Audit Report of a Certified Public Accountant. (Appendix B) Report accepted as information. Mr. Linder pointed out that several of the retiring librarians in the state were not eligible for Honorary Membership in S.C.L.A. because they had not maintained membership in the association for ten consecutive years prior to retirement.

Mr. J. Mitchell Reames, Chairman of the Constitution and By-Laws Committee, moved that in Article IV, Section I of the By-Laws the Revolving Loan Fund Committee be deleted from the list of Standing Committees. Dr. Tucker seconded the motion. Motion carried. (See Appendix C)

Mr. Herbert Hucks, Jr., Editor of THE SOUTH CAROLINA LIBRARIAN, presented his report. (Appendix D) He announced that February 1, 1965 will be the deadline for material for the next issue, and urged members to continue to contribute articles.

In the absence of Chairman Margaret Cromer, Dr. Tucker read the report of the Legislative Committee. (Appendix E) He moved the adoption of resolutions included in the report. Motion seconded and carried. The secretary was instructed to send copies of the resolutions to Governor Russell, to the Chairman of the House Ways and Means Committee, and to the Chairman of the Senate Finance Committee.

The secretary read the report of the Membership Committee. (Appendix F) Report accepted as information.

Mrs. Catherine H. Lewis, Chairman, presented the report of the Planning Committee. (Appendix G) Report accepted as information.

Miss Carrie Jean Ashley, Chairman, presented the report of the Recruiting Committee. (Appendix H) Report accepted as information.

Miss Jean Galloway gave the report of the Trustee Awards Committee. (Appendix I) She moved that future budgets of the Association provide a sum for appropriate framing of the Trustee Award. Motion seconded and carried.

The Secretary read the report of Miss Elizabeth C. Welborn, Director of National Library Week for 1964. (Appendix J) Report accepted as information.

Miss Lois Barbare said the Scholarship Committee had nothing further to report and handed the secretary a copy of the report printed in the October issue of the SOUTH CAROLINA LIBRARIAN. (Appendix K)

The report of the Public Relations Committee, submitted by Miss Mary Berry, Chairman, and read by the secretary, was accepted as information. (Appendix L)

Dr. Tucker, ALA Councilor, announced that his report had been printed in the SOUTH CAROLINA LIBRARIAN for October 1964.

Miss Emily Sanders, S.E.L.A. Representative, presented her report. (Appendix M) She announced that Miss Frances Reid would be the new S.E.L.A. Representative. Miss Sanders' report was accepted as information.

The Federal Relations Coordinator, Miss Josephine Crouch, presented her report. (Appendix N) Report accepted as information.

Miss Frances Reid, Chairman, reported for the Public Libraries Section and announced the officers for 1965: Miss Betty Callaham, Chairman; Miss Gloria Lindler, Vice-Chairman; Mrs. Beverly Ulmer, Secretary. She reported the Section in favor of the biennial plan of meeting. (Appendix O)

Miss Violet Menoher, Chairman, reported on the activities of the College Section and announced officers for 1965: Mr. E. L. Inabinett, Chairman; and Miss Desmond Koster, Vice-Chairman and Chairman-Elect. She reported the Section in favor of the proposed plan to have a S.C.L.A. Convention every other year. (Appendix P)

Mrs. Bertha Cain, Chairman, reported for the School Section and announced officers for 1965: Miss Mary Grey Withers, Chairman; Mrs. Edith Myers, Vice-Chairman; Mrs. Evelyn R. Scott, Secretary. The Section was reported in favor of the proposed biennial plan of holding conventions. (Appendix Q)

Miss Jean Galloway, Chairman, reported for the Trustees Section and announced officers for 1965: Miss Jean A. Galloway, Chairman; Admiral Ellis Reed-Hill, Secretary. She reported that the Section voted against having biennial meetings of the Association.

Miss Estellene P. Walker, Director of the State Library Board, informally outlined some of the activities or areas of public libraries.

Miss Nancy Jane Day, Supervisor of Library Services in the State Department of Education, discussed briefly developments in school library work.

Mrs. Betty Foran, Chairman of the Nominating Committee, presented the following slate of officers: Miss Josephine Crouch, Vice-President and President-Elect; Mrs. Reatha Mark, Secretary; and Mr. George Linder, Treasurer. She moved that these be elected by acclamation. Miss Reid seconded motion. Motion carried unanimously. Miss Susie N. McKeown will become President.

Mrs. Martin expressed appreciation to the Convention Committee, to the Program Committee, and to the staff of the hotel for their part in making this convention possible and pleasant.

Miss McKeown thanked Mrs. Martin for her leadership during the year. She also moved that while S.C.L.A. is in session a telegram be sent to Miss Gladys Smith expressing regret that she is unable to be present for the forty-third annual meeting. Mr. Reames seconded the motion. Motion carried. Secretary instructed to send telegram.

Meeting adjourned.

* * *

FOURTH GENERAL SESSION

Miss Susie N. McKeown, President-Elect, presided over the luncheon meeting in the Gold Room of the Francis Marion Hotel on Saturday, October 17, 1964.

Officers for 1965, who were seated at the head table, were introduced.
Miss Nancy Jane Day, Supervisor of Library Services in the State Department of Education, presented Miss Phyllis Maggeroli, who spoke on the topic "A Dangerous but Fulfilling Way of Life."

The forty-third annual meeting of the South Carolina Library Association was adjourned.

V. Carolyn Harper, Secretary

SCLA EXECUTIVE COMMITTEE ACTIONS AND ACTIVITIES

September 19, 1964 (too late for inclusion in October, 1964 South Carolina Librarian): Heard that Membership stood at 411, and that the Balance on hand was $1751.80; that Miss FRANCES B. REID would succeed Miss EMILY SANDERS as SELA Representative from South Carolina; that the Trustee Section would co-ordinate a Governor's Conference on Libraries in 1965; that each Section would be asked to discuss and report its findings on the consensus of biennial meetings of SCLA at the Annual Meeting in Charleston; a report of the committee to study the feasibility of establishing a standing committee on Public Relations (accepted as information); that Mrs. BEVERLY R. ULMER, of Orangeburg, would serve as 1965 Executive Director of National Library Week for South Carolina, and that her assistant would be Miss LAURA EBAUGH of Greenville; moved that appropriate certificate, in quantity for future use, be printed for National Library Week and Trustee Awards; that Governor DONALD S. RUSSELL be invited to the Banquet Meeting in Charleston as the husband of the Honorary National Library Week Chairman; that the next Program and Public Relations Committees consider the advisability of inviting outside guests to convention programs; that Mrs. LUCY BOSTICK, Librarian of the Richland County Public Library, be thanked for the use of the Assembly Room for Executive Committee meetings in 1964; that the Report of the Committee to Study and Define Relationships and Responsibilities in All Types of Libraries be sent to members of the Executive Committee; that if the Committee studying the feasibility for a Special Libraries Section deems such a Section advisable the Committee assume the responsibility of making application to the SCLA Executive Committee, as stated in the SCLA Handbook; that SCLA go on record by stating that a state-wide Building Code is needed in South Carolina, but that SCLA does not endorse any particular Code or Codes; that Mrs. W. L. NORTON, of Walhalla, receive the Trustee Award for 1964. October 15, 1964: Heard that a Governor's Conference on Libraries will be held April 28, 1965; announcement concerning the 1965 Congressional Luncheon in Washington and request that SCLA sponsor the Luncheon for the S. C. Delegation; moved that the Association lend $1,000 to the Trustee Section to sponsor the Governor's Conference on Libraries April 28, 1965; that the matter of an Intellectual Freedom Committee be referred to the 1965 president of SCLA; instructed the Secretary to duplicate copies of the application forms of Goals Award by World Book, thinking that the Trustee Award might qualify.

GOVERNOR'S CONFERENCE ON PUBLIC LIBRARIES SCHEDULED FOR APRIL, 1965

(From S. C. State Public Library Board's News for Public Librarians, November, 1964)

Governor Donald S. Russell will call a Governor's Conference on Public Libraries in the spring of 1965. The
LIBRARY MECHANIZATION
By J. W. Gordon Gourlay,
Director of Library, Clemson University

I once heard the story which was told about an eminient industrialist, who, when he was being carried from the church in his coffin by six pallbearers, suddenly sat up and said, "Put this thing on wheels and lay five men off." Thus mechanization was born.

During the month of October I had the opportunity to attend an IBM Seminar in Endicott, New York. The Seminar dealt with mechanization of library routines, computer applications to libraries and the general area of information retrieval. Before attending the Seminar I reviewed much literature in the field and a few of the excellent articles that I studied are summarized in Part I of this report and contain my interpretations of what I read. Part II describes my experiences at the IBM Seminar.

My report includes no prognostications. However, my reaction to the total experience was somewhat like that of Mrs. Figg, who, when she and her family had seen a magician pull a string of weiners out of the pocket of the village schoolmaster remarked, "We was filled with wonderment and talked about it when we got home."

PART I. Study Prepared Previous to the IBM Seminar

Libraries are operated so efficiently under traditional methods developed and refined over many decades that to those who are unfamiliar with the years of trial, error, study and cooperative effort that have gone into the resulting state of the art, the operation of a library appears to be a relatively simple procedure. The cataloging and classification of information and its retrieval by reference librarians seems one that could readily be done by a machine or some process of mechanization.

However, since publications appear in every conceivable form and from every conceivable source, not only in English but in many foreign languages and since the method and purpose for using published literature varies from one man to another, the problem of developing a form of mechanization which can take these two factors into consideration and produce the desired bibliographic result is very difficult of solution. Nevertheless, the increasing volume of pertinent information which becomes available daily necessitates faster methods of cataloging, classifying and reference service if the information is to be available within a reasonable time to those qualified to use it.

Work is progressing on many fronts to apply mechanization to libraries. Some of the difficulties encountered can best be illustrated by the Chemical-Biological Coordination Center of the National Research Council. Briefly, the objective of this organization was to collect, organize and disseminate information on chemical compounds and their effects on biological systems. The decision was made that IBM tabulating equipment and punched cards would be used for storage and retrieval of the data. It required the efforts of over sixty scientists for almost four years to develop the nucleus from which emerged the biology code that was finally adopted. After an expenditure of over one and one-half million dollars the project was finally abandoned. A study of 1,025 requests received at the center between January, 1953, and October, 1956, shows that one-third of the requests were answered, one-quarter partially answered and the remaining 45% unanswered. Of the requests answered, only one-third were based on data originating in the center's files. The remaining answers came from conventional indexes, abstracting bulletins, bibliographies, textbooks, etc. (Dougherty, Richard M. "The Scope and Operating Efficiency of Information Centers," College and Research Libraries, January, 1964, pp. 7-12+).

Experiments in automation are also being conducted in very narrow fields. I visited the installation at Western Reserve University where mechanization is being applied to the storage and retrieval of metallurgical literature. A comparatively few journals are being used in this experiment which has been underway for several years. A recent survey indicates that thirty-six users rated the system worse
and 16 rated it better than conventional methods. (Stein, Theodore. "Automation and Library Systems," *Library Journal*, July, 1964, p. 2725). Librarians have to consider thousands of journals such as are indexed in *Chemical Abstracts* and *Biological Abstracts* and the interrelated and overlapping interests of the specialists in chemistry, biology, physics, textiles, etc., to name only a few. Also in this type of experiment even if it were possible to achieve competence in a very limited area, this does not necessarily mean that the system is applicable to wider and more complex subject matter.

One of the best summaries of progress thus far is found in the publication "Documentation, Indexing and Retrieval of Scientific Information; A Study of Federal and Non-Federal Scientific Information Processing and Retrieval Programs," *Senate Doc. No. 113, 86th Congress, 2d Session*. In this report Mr. W. T. Knox, Director, Technical Division, Esso Research and Engineering Company wrote as follows:

"Without an elaborate information processing system employing electronic computers and similar devices, we have found it quite feasible to use the published literature in our field and to use it very effectively. Other industrial research and development firms have had a similar experience. In some areas of science and technology where the use of published literature has not been practiced as extensively as in the chemicals and the petroleum fields, there seems to be greater haste to use mechanical systems. This may be the result of inadequate experience in industrial research and development and resultant unfamiliarity with the best techniques for making use of the published information." (p. 207)

Mr. Knox does indicate, however, that—

"We have a small group within the technical information division whose job is to look for techniques which will make the storage and retrieval job much simpler. We have emphasized applying rather simple machine-based techniques where they can be economically justified. There are many such techniques and devices available, but most of them require high input costs in order to get rapid searching." (p. 205)

Dr. Philip M. Morse, Director, Operations Research Center, Massachusetts Institute of Technology in his article "The Prospects for Mechanization," (*College and Research Libraries*, March, 1964, pp. 115-119) comments as follows:

"At first sight, a large library appears to be a "natural" for the application of data processing techniques. Many library operations appear to be routine actions which could easily be mechanized; since libraries are notoriously understaffed the mechanization would not create unemployment; more fundamentally, since a library is "just a collection of data" it should be peculiarly amenable to the newer techniques of data processing; in addition libraries are growing so rapidly they must mechanize or they will become unmanageable.

"Closer examination, however, brings to light a number of basic difficulties impeding rapid mechanization. These difficulties will surely be solved and the large libraries of the future will almost surely be using electronic data processing techniques to a large extent in their operations. But the full application of these techniques may take several decades. In fact it may turn out that it is easier to "automate" banks and insurance companies than libraries."

There are, however, several types of library work that lend themselves to mechanization and which are now in use in several libraries. These include (1) the records necessary for the circulation of books and (2) the accession of new books and serials. The problem is to try to determine the minimum volume of work at which the efficiency of the machine compensates for its additional cost. For example, in the brochure announcing the IBM conference which I attended in Endicott, New York, it was indicated that "Library systems represented should have approximately 400,000 circulations and a minimum of 100,000 volumes." Clemson University Library has about 70,000 circulations and 225,000 volumes.

I read recently excerpts from a 1963 report of a library planning committee at a large university on possible application of computer technology to library needs at the university. The report indicated that in studying its circulation system "it has already been established that a mechanical system will cost more. It is not yet known that a mechanical system is more efficient than a manual system. If it is, then, perhaps the increased efficiency will offset the increased operating costs."

In general in my reading and study to the present time I am inclined toward the following opinions:

1. The "scientific literature explosion" has increased the need for faster information retrieval. Experts in the field of automation in their effort to apply automation to libraries have not understood the complexity of the field they are trying to automate. Those most in need of the services of these experts, namely the librarians, do not have a clear enough understanding of the working of the machines and their application. There has been a lack of good communication.

2. The new computer vocabulary has not been clearly defined and understood as it relates to libraries. The machine experts speak of coding, descriptors and information retrieval whereas librarians think in terms of cataloging, classification and abstracting, subject headings, subject indexing, etc. The terms used by both have elements in common but lack clarification.

3. Librarians over the years have been impressed by the enormity of the volume of research material that has to be brought under the control in order to provide efficient and effective service to the variety of users. They are aware also of the limited funds that all libraries have available in order to carry out their work—even to provide the basic research materials. The library dollar is in competition with all the other essential services that the university must provide.

4. There is a skepticism, born of experience, of panaceas promised within funds available. Over the years
there have been many suggestions for the solution of library problems without the problem being clearly understood. At the present time, however, for a variety of reasons, library problems are being researched by a cooperative team of automation experts and librarians in the hope of applying machine methods where feasible and recognizing areas where the use of machines is not as yet practicable. The research is extending from libraries of the magnitude of the Library of Congress and the National Library of Medicine to smaller libraries where mechanization seems at the present time to be practicable for application to a limited number of library routines.

Part II. The IBM Seminar at Endicott, New York

The Seminar brought together the heads of libraries or their representatives from fifty libraries for two and a half days of intensive study of computer applications to libraries. The libraries represented ranged in size from The University of California at Berkeley with three million volumes and the Detroit Public Library with an annual circulation of five million volumes to the small Carleton University Library in Ottawa.

Some of the libraries represented had had experience with IBM or similar equipment. Others had not. In general the libraries fell into four groups.

1. Libraries which had had some experience with computers and which were contemplating an increase in their application.

2. Libraries in institutions where the dramatic increase in enrollment and volume of library work made it necessary to try to find machine methods to cope with their problems.

3. Libraries which had just reached the stage where machines might help in their operations, particularly in recording serials or in acquisitions work. The problem was to discover from the experience of others (1) the limitations of the machines and (2) the smoothest way to make the transition from manual to machine methods.

4. Libraries, such as Clemson, which were approaching the point where machines might, in the not too distant future, aid in certain of the routines and where the two factors of cost and efficiency of the machine would have to be weighed against the manual methods which are at the present time reasonably satisfactory.

Presentation of the Course

The content of the course which was presented by means of lectures, demonstrations and discussions ranged all the way from computer concepts to a brief lecture on the library of the future. The meat of the course, however, consisted of (1) the total systems approach to the library from the acquisition of books to the printed catalog and (2) the application of machines to specific areas of library activity such as circulation, serials ordering and recording and acquisitions. The latter was the most practical and relevant to the work at Clemson.

The major instructors, who were IBM representatives specializing in areas of library activity, presented a library problem—for example, circulation control. They illustrated how the machine was used to solve the problem and indicated the libraries which were using, or contemplating using the system. When possible a machine was used to provide a practical demonstration. The discussion which followed focused on the advantages and also the disadvantages of the application. This discussion has a two-way value. (1) It indicated to the IBM personnel areas in which machines would have to be improved in order to solve the total problem, for in many instances the machines solved one problem but created another. (2) It indicated to the librarians both the advantages and shortcomings of the machine in its present stage of development, when compared with other circulation procedures. It indicated also that while machines could aid in performing a number of additional tasks which the librarians had thought would improve library services, experience had demonstrated in some instances that these services were not really desired by faculty or could be accomplished in other ways. This tended to dissipate some overly enthusiastic claims for additional services that could be offered which might help to offset the cost of the machines.

Particular Value of the Course

1. It provided an overall survey of what is presently being done by IBM to adapt machines, which had been designed primarily for industrial purposes, to the solution of library problems.

2. We received two large loose-leaf binders which contained studies of the operation of the equipment in various libraries and the methods used to adapt the library to machine operation. This was particularly valuable and will provide material for weeks of study since in the two and a half days it was possible only to touch on the highlights of library mechanization.

3. We did get a fairly good idea of procedures to follow and pitfalls to be avoided in preparing library routines for mechanization.

4. The discussions which followed the lectures and demonstrations were extremely valuable in pointing out what experience had taught concerning the strengths and weaknesses of the machines which are presently available, and the particular problems that have yet to be solved before the machines will reach a highly acceptable stage of efficiency.

5. Cost of a mechanized system seemed to be an individual library problem but we were given some idea of the various costs entailed, depending on the extent of application of the machine methods.

General Conclusions

The Seminar at Endicott enabled me to review the study that I had done previous to my visit and brought me up-to-date on most recent developments, particularly as these related to the mechanization of specific library activities. In the field of information retrieval I think that it will be a good many years before machine recording and searching of bibliographies will reach the standard of efficiency of traditional library methods. However, progress is being made. In the mechanization of certain library routines the machines have passed the experimental stage. A host of problems will have to be solved before the
machines reach a degree of efficiency that will be desirable for most librarians. We have reached the stage where the cost and efficiency of the machine has to be balanced against the cost and efficiency of additional personnel in order to carry on with traditional library methods.

A REPORT AND A CHALLENGE OF THE LIBRARY WEEK WORKSHOP

By Laura Smith Ebaugh, Assistant Director, South Carolina National Library Week for 1965 and Adult Education Associate, Greenville County Library.
Norfolk, Virginia—October 27, 1964

"Know what you're talking about—Read" will be the theme of the Eighth National Library Week April 25, 1965 to May 1, 1965

This year we in the Southeast will have a real opportunity to emphasize our library programs and our needs as never before, as the nation and the South particularly has stressed the relationship of reading and library resources, to the development of economic and cultural opportunities. Our region seems to have finally recognized the fact that education, which is basically reading, is a very important factor in its economic development. Libraries are becoming popular as people recognize that all people must be educated, not just scholars and the rich. Library Week this year should capitalize on this interest and should press for the improvement of all libraries—public, school, academic, state and special libraries at all levels, which make reading accessible to all Americans for continuing education as well as for personal fulfillment. These facts were stressed at the Library Week Workshop held in Norfolk on October 27, 1964 prior to the 1964 Southeastern Library Association meeting.

South Carolina was represented at this meeting by Miss Nancy Day and Miss Laura Ebaugh. The following is a brief summary of this workshop.

The workshop was functionally set up to assist those who were planning local and state programs. Miss Elizabeth Cole, the successful Public Library Consultant of the Florida State Library, Tallahassee, Florida presided at the meeting. She made everyone feel at home and eager to participate in the discussion. The resource personnel were Mr. George H. Esser, Director, North Carolina Fund, Durham, North Carolina, Mrs. Grace Stevenson, the well-known Deputy Executive Director of the American Library Association of Chicago, and Miss Virginia H. Mathews, Associate Director, National Library Week, of New York City. These were all knowledgeable people who spoke from a background of experience in library week.

During the morning session, Mr. Esser discussed the present situation in the South and the philosophy on which librarians could work in the enlarging community programs. Through a panel of experts led by Mr. John Griffin, mediator of the Community Relations Service Committee, the impact of the President's Poverty Program on libraries was discussed. The act was discussed and an excellent summary given of the sections in which libraries were involved. Then members of the panel gave us illustrations of projects in which they were involved under the act. These showed us some of the meaningful roles librarians could play in improving education in the South. After lunch Miss Mathews conducted an informal workshop on ways and means of utilizing Library Week to arouse the interest of citizens in their local libraries and in improving them.

Thus we spent the day. The following are some of the facts and ideas in which South Carolina librarians will be interested.

The problems of the South, about which so much has been written, were discussed at some length by Mr. Esser as a backdrop for the later explanation of the Anti-Poverty Bill. He approached the problem in terms of our educational lacks in an age of automation. The South is changing rapidly into an industrial region, and although education is improving, the South is still at the bottom in per capita wealth and in expenditures for education and for libraries. Although these lags can be explained, they do exist and an effort must be made to "catch up" with the nation. Automation has reduced the number of jobs, especially those available for the unskilled and poorly educated. There are more young people in the South than in other regions, and they have fewer educational opportunities, and the education problems are greater than in other regions. The South has the highest rate of functional illiterates and the largest number of rejectees for army service. South Carolina, unfortunately, has the highest percentage rate in both of these groups. This is a discouraging picture, but as the problem is examined on the state and regional basis, one sees that all these things are related and can and should be attacked on a community level as they are being done in some North Carolina communities. Librarians have a specific role in this planning, as it is through the libraries that librarians can secure information and can assist in planning adult education programs. Each librarian should become immediately aware of what is being planned in his or her local community under the Economic Opportunity Act and participate in the program.

Mr. Esser suggested that librarians must be imperialistic but must get together with other community leaders and help unify the program and share in it. Librarians must look at local problems as they are seen by local citizens, and not as librarians think they are. Further, and most important, librarians can help develop the Economic Opportunity Act by helping develop programs for pre-school children, get money for workers for the program, help with adult illiteracy programs, find ways of reaching families for economic guidance, and enlarge the programs for the aging. Such programs as these are being developed in North Carolina libraries. Through the panel discussion on The Impact of the Poverty Program on Libraries some of the roles and ways librarians are meeting the challenges of this now familiar program on local levels were explained. As Mr. Esser said and Mr. Griffin repeated in this program, the
South is dealing with those who are left behind either because of automation, lack of education, or lack of economic opportunity. Librarians must recognize that these people are caught in a rapidly changing economic pattern and need help, and the library should be flexible and meet this new challenge of the unskilled, illiterates and under-educated. Several specific suggestions were made by which libraries could benefit as well as make a contribution to the program: by the employment in the library of neighborhood Youth Corps members and needy college students as in-service trainee workers; by assisting local Technical Education Centers with selection of books and supplies; by developing classes for the under-educated and illiterates; by serving as a clearing house of information for the total community, and seeking out areas of under-privileged and provide classes or programs in such areas.

The speakers who presented these ideas were enthusiastically dedicated young people who were eager to share their satisfying programs with others.

The afternoon workshop was led by Miss Mathews. After explaining how National Library Week was started by the National Book Committee with the cooperation of the ALA, she said that librarians and those interested in libraries should realize that a national program is valuable and serves as a two-way street. The national publicity helps the local library in that people feel their library is a part of a great national movement and the local library assists the national committee through interpretation on the local level and by sending facts and figures to the national committee to be used for general publicity. National magazines and newspapers have been generous in publishing articles on libraries and their needs. (See the November 1964 article in McCall's Magazine.) "Proximity begets opportunity," said Miss Mathews, "and librarians on the local level carry the program forward." Some of the specific emphasizes were: utilize to the fullest the provisions for library assistance provided in the Economic Opportunity Act; emphasize the need for libraries in our Junior Colleges as well as in our Schools and Four Year Colleges and Universities; stress and restress the immediate manpower need in libraries. Professional personnel is a must and more young people must be recruited for library training and service.

Miss Mathews finally stressed how librarians could proceed to get all of our objectives interpreted to the public through Library Week. She suggested three things on which to base our programs, all to be interpreted on the local level by the volunteer Library Week Commission.

First and foremost is Vision. The librarian must make the committee aware of what is good library service and why good library service is important. When they "get" the Vision, they can transmit it to the community. If the local library is poor, stress what an ideal library is and what it would mean to the community. Give the community a library vision. The second thing is Information. Let them know the facts about their local and state libraries. Relate the library, as Miss Mathews said, to "gut issues" such as economic needs, unemployment, drop-outs, army rejectees, etc. Compare where your library is and what the needs are. Identify both short and long goals for your library. Isolate barriers and bring them out in the open, such as lack of money, or space, or personnel. Involve and inform your leadership, and by all means disseminate the library information through all channels, exhibits, the press, radio, TV and talks.

A few hints as to methods of information—follow the concentric circle. Start with yourself in the center—then your staff, and board—public officials—industrial leaders—taxpayers and total citizenry. Utilize state and local people for articles in the press and on TV and radio. Publish articles in state magazines, involve the state officials and the state organizations such as Federation of Women's Clubs, P.T.A.s and give each a specific area and task. Use as many people and as varied a group as possible as the library has many publics who are interested.

Finally, personal relationship must be recognized as the most important means of interpretation from person to person. The story starts and spreads. The staff and its personal relationships can make or break your program. Stress this in your staff.

If South Carolina's Library Week Chairmen utilize only a few of these excellent suggestions, Miss Day's and Miss Ebaugh's attendance at the workshop will be justified.

Library Week plans for South Carolina have progressed wonderfully well. Mrs. Donald Russell will serve as the Honorary Chairman and has appointed a committee to assist her in various regions of the state. Each county will have a local chairman for Library Week. These chairmen will be entertained by Mrs. Russell on Friday, February 26 at a seated luncheon in the Governor's Mansion so Mrs. Russell can meet them and help orient them to the Library Week Philosophy. The South Carolina Governor's Conference on Public Libraries will be held Wednesday, April 28, during Library Week, and a reception will be given at the Museum after the Conference by Governor and Mrs. Russell. The county chairmen will be invited to these. The county library chairmen were named in January by Mrs. Ulmer and they will announce their local committee members. Articles are being prepared for state-wide magazines on the purpose of Library Week, and a folder will be available for distribution explaining the library setup in South Carolina. Mrs. Beverly Ulmer, the South Carolina Executive Director of National Library Week is to be congratulated on this well-organized program.

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**BOOK REVIEWS**

**GHOSTS IN SOUTH CAROLINA**

By Mrs. Verona M. Thomas, Spartanburg County Library

Books and magazines, plays and television reflect an upsurge of interest in ghosts in the last few years. South Carolina has been having more than its share of the books on the subject. This may be due to our long and checkered history, to our early cultural motley ranging from primitive

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to royal, or to the occasional sweep of violent weather against our coast.

For whatever reason, these recent books are popular. They often give, behind the ghosts, vivid glimpses of history or geography rare in printed form.

Three were published in 1963. Nell S. Graydon's TALES OF BEAUFORT (Beaufort Book Shop, $5.95, 156 p.) is beautifully illustrated with photographs and contains much local history. It is similar to her 1960 book, TALES OF EDISTO (McKay, $5.25) A ghost reported as still seen is the one of the young wife of Jean de La Gaye, at a French villa built near Beaufort in 1740. Two ghosts haunt the Crofut House, and people report seeing the Phantom Buck of May's Folly.

CHARLESTON GHOSTS is by Margaret Rhett Martin (USC, $3.50, 105 p. Order direct). The author tells of ghosts rising up from history at Old House, Edisto Island, where a cruel German was murdered after the Civil War. On "Haunted Avenue" near the Cooper River, Belvidere Plantation was burned down by Clarissa, a slave who stole jewels to win the gardener's favor, was hanged, and returned as a ghost. The ghost of the Whistling Doctor of Charleston who was killed in a duel is in this book, and also in the Roberts' book, which locates him at 59 Church St. and even gives a bar of the music he whistled. Other CHARLESTON GHOSTS are two which inhabit Legare St., and the wraith of a bride killed by the arrow of a jealous Indian.

The other 1963 book is GHOST HUNTER, by Hans Holzer (Bobbs, $4.50, 251 p.) Mr. Holzer introduces—and sometimes, with the aid of a medium, puts at rest—grieving and wandering ghosts around New York City. The surprise is to find half the book given over to a ghost he tentatively identifies as Gen. Samuel McGowan of Abbeville, S. C., leader of McGowan's Brigade in the Civil War. Mr. Holzer contacts him in seventeen sessions over five months and pieces together from his cryptic remarks that he was killed in tragic circumstances in New York City. The author checked with Abbeville, and carefully reports the records showing that Gen. McGowan died there peacefully in a different year, and was (and is?) buried there. He leaves the intrigued reader to draw his own conclusions.

Nancy Roberts' GHOST OF THE CAROLINAS (Charlotte, N. C., McNally Loftin, 1962, $3.50, 65p.—Books in Print says Order from Lane) has artistic, eerie photographs by Bruce Roberts. The North Carolina ghosts are all over—Salem, Goshen, and the Outer Banks, with three or four at Wilmington.

In South Carolina, the Roberts give the time and place of the ghost-creating incident. At Bush River, a phantom rider visited his sweetheart as promised after being lost in the Continental Army. During the Civil War, Union soldiers trying to dig up buried treasure on Folly Island were scared witless by a pirate ghost. The "Gray Man of Pawley's Island," also reported in detail in Bolick's book, was seen before the hurricanes of 1822 and 1954. This book tells the only really modern ghost story, of a girl killed in an automobile accident on a road "through the swamp toward Columbia." On all three anniversaries of the tragedy, she has been reported as picked up hitch-hiking to visit her ill mother, and as disappearing from the car en route. This book's "Ghosts of Hagley" are apparently the same as Bolick's Enoch Arden tale.

The Hurricanes which battered South Carolina's coast in 1822, 1893, 1916, 1954, and 1955 have reportedly been preceded on Pawley's Island by the warning ghost of the Gray Man. So says Julian Stevenson Bolick in THE RETURN OF THE GRAY MAN, AND GEORGETOWN GHOSTS (Clinton, Jacobs Brothers, 1961, $4.00, 160 p. Order direct). Asking "Who is the Gray Man?" Mr. Bolick gives several possible answers, all tragic and ghostly, and illustrates them with drawings.

The Gray Man appears at dusk, before storms or tragedies, and is faceless and clad in gray. He may be the ghost of a young man thought killed in France in 1778, or an eager fiancé racing into quicksand and drowning in North Inlet, or an Enoch Arden returning and then drowning himself at Waccamaw or Pawley's. Many have reported seeing him and have left the island immediately, escaping such deadly blows as Connie's in 1955. Mr. Bolick also tells of the sad ghost of Theodosia Burr, of the young girl who haunts the Hermitage at Murrell's Inlet, and of the grisly robbery of a glass-view vault at Daisy Bank. He ends with a ghost murder.

Ghost stories about South Carolina are not new. Several older out-of-print books of legends include ghosts, often as reported by or dealt with by the Sea Island Negroes. Archibald Rutledge has pleasantly punctured a few ghost stories after building up suspense with plot and atmosphere. In OLD PLANTATION DAYS a shimmering beach ghost turns out to be a pile of white oyster shells. IN FROM THE HILLS TO THE SEA the ghost of the Romney graveyard is killed, and is a huge half-wolf, half-dog. The "hant" called "Hiddle-diddle-dee" turns out to be a large swamp deer.

Library interest lies in the fact that so many spooky tales about the state have been collected and illustrated, and are now in print.


By Mrs. Betty Turner Smith, Reference Librarian, Wofford College Library.

Of interest particularly to high school and junior high school librarians is the new edition of this introductory guide for students. This manual was prepared by Marie Toser, a former English teacher and high school librarian. It is the product of many years' experience in the teaching of the use of books and libraries. First published in 1934, it has been frequently revised and brought up to date. Although the basic content of the work remains unchanged, publications appearing since 1955, the date of the last edition, are incorporated throughout the text. A more
attractive format is noteworthy as well as many minor changes which contribute to the clarity and timeliness of the text.

The Preface contains this statement: "Pupils learn about library resources by finding out for themselves, and by applying what they have learned to practical situations closely related to other subjects in the curriculum and to the pupils' personal interests." In the Introduction the author states: "...the purpose of this work is your (the student's) training in finding information..."

The manual contains ten study-work units and a review. Excerpts and specimen pages from reference books supplement the basic information of each unit and the exercises which follow each. Also included are a bibliography of supplementary materials which the instructor will find helpful and an index. Quizzes for groups of units and a final examination accompany each manual in a separate envelope. Helpful suggestions on the use of the manual and the teaching of the lessons are given in the Preface.

Library regulations and the care of books are explained in the Introduction. Other topics treated in Library Manual are indicated by the following unit headings: Parts of a Book, Classification of Books and Arrangement of the Library, The Card Catalog and Other Indexes, Magazines and Magazine Indexes, Dictionaries, Encyclopedias, Other Reference Sources, and Bibliographies.

Twenty-five or more copies in one order are $1.00 each; fifty or more copies in one order are $0.80 each. One copy of the fifty-two page Teacher's Key will be supplied free of charge with all orders for twenty-five or more copies; when smaller quantities are ordered, the Teacher's Key will be supplied only on request.

Users of previous editions of Library Manual will welcome this up-dated edition and those interested in such a manual will find this a most useful one.

SOUTH CAROLINA
LIBRARY ASSOCIATION LIBRARY
RESPONSIBILITIES & RELATIONSHIPS

(Editor's Note: discussed at Section Meetings,
SCLA Annual Meeting, October 16, 1964)

All libraries in the state share a common goal and a common responsibility to meet the reading needs of the people of South Carolina. Each library has a primary responsibility to provide service to its own immediate constituency, for which purpose its full resources of materials and personnel are mobilized. Beyond this basic function, however, each library has a responsibility also to cooperate fully with other libraries to achieve the goal of total library service in South Carolina.

No library can by itself offer the complete answer to reading needs, but there are no limits of service where cooperation and mutual assistance prevail. The differences of public, school, college, and state libraries complement each other when the function of each is comprehended by both librarians and patrons. To further an understanding of library responsibilities and relationships, the South Carolina Library Association has prepared this statement. It is hoped that the suggested guidelines may be of assistance in the development of local library programs.

LIBRARY SERVICES AT THE STATE LEVEL

In South Carolina responsibility for library functions at the state level is shared by a group of agencies, including the S. C. State Library Board, the State Library, the Archives Department, the Caroliniana Library, and the office of the Supervisor of School Library Services. Together they are responsible for performing the following activities:

1. To plan for the state-wide development of all types of service and to exercise leadership in implementation of the plans.
2. To preserve the records of the state and local governments and to maintain a strong collection of materials pertaining to the state's history.
3. To provide special information and research services for officials, agencies, and institutions of government.
4. To extend consultant and promotion services to public libraries throughout the state.
5. To provide reference, bibliographic, and interlibrary loan services to reinforce local library resources.
6. To supervise the development of school libraries.
7. To promote and encourage cooperative projects among libraries in order to strengthen the total program of service.
8. To administer state and federal grants-in-aid.
9. To compile and publish annual statistics on libraries in the state and to provide central information about library resources in the state.
10. To keep state laws affecting library service under constant scrutiny and to develop needed legislation in cooperation with appropriate professional groups.

THE ROLE OF THE PUBLIC LIBRARY

Essentially the public library serves as a cultural, informational, and educational resource for all residents of the community. In order to do so, its responsibilities are:

1. To assemble, organize, preserve and make readily accessible significant books and other materials which will provide stimulation, education, and recreation for all citizens of the community.
2. To evaluate and anticipate the changing needs and demands of the community and to provide sources of information on topics of current general interest.
3. To provide assistance and guidance in the use of library materials and services so as to facilitate the informal self-education of each individual.
4. To provide assistance to civic, cultural, and educational organizations, in locating and using materials for program planning, projects, and the education of members.
5. To serve young people and children as members of the community, recognizing that the public library may supplement but never supplant the school library and that services rendered students should...
not infringe upon services to the general public.
6. To preserve and make available the materials of local history.
7. To keep the public constantly aware of the library services available to them.
8. To make its resources available to patrons of other libraries by means of interlibrary loans under the conditions set forth in the General Interlibrary Loan Code of the American Library Association.
9. To participate with other local libraries in cooperative programs of acquisitions and specialization in order to make available to the community library collections of the greatest possible depth and diversity.
10. To cooperate with other libraries in developing library resources and services for the whole community by any means consistent with the primary functions of the public library.

THE ROLE OF THE SCHOOL LIBRARY

The school library is basic to the instructional program. It serves as the instructional materials center where both printed and audio visual materials for teaching are made available. As a part of the educational system, the primary responsibilities of the school library are defined more clearly than those of any other library. Because all of its users are potential patrons of other libraries, however, the school library has special responsibilities to those other libraries. These responsibilities, to the school and to other libraries, are:

1. To provide adequate materials and adequate functional housing for the materials to support a program of quality teaching.
2. To provide adequate technical assistance and professional staff, including a fully trained instructional materials center specialist qualified to meet state certification requirements, to make the services readily available to all members of the school community, students and staff.
3. To stimulate and guide students in all phases of their reading so they may find increasing enjoyment and satisfaction and may grow in critical judgement and appreciation.
4. To develop the intelligent use of a wide variety of materials to encourage continuing self-education and cultural growth.
5. To participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff.
6. To cooperate with the other libraries used by students by:
   a. Teaching students to be efficient library users.
   b. Providing most of the reference needs of students.
   c. Introducing students to other libraries and facilities.
   d. Notifying other libraries regarding significant assignments.
7. To encourage teachers to facilitate better use of existing resources by specific steps, such as:
   a. Staggering research assignments.
   b. Avoiding mass assignments on one subject.
   c. Notifying all libraries in advance of research assignments.
   d. Supplying each library used by students with copies of all reading lists, properly identified by the issuing teacher’s name.
   e. Familiarizing themselves with available library resources before making assignments.
8. To cooperate with other librarians and community leaders in planning developing an over-all library program for the community.

THE ROLE OF THE COLLEGE OR UNIVERSITY LIBRARY

The college or university library, like the school library, has a clearly defined constituency. It is an integral part of the educational institution to which it belongs, with primary responsibility to the students and faculty of that institution. Traditionally, however, college and university libraries have joined with other libraries to meet the research and often the cultural needs of the community residents. To what extent they can do so is determined by local policies based upon these factors: the type of institution (whether public or private); the limitation of book and periodical funds; the limitation of staff and space. Within this context, the responsibilities of the college or university library are:

1. To collect, preserve, and make available for use the records of scholarship and the records of human events which are studied in the college or university.
2. To fill the needs of students—both curriculum-related and recreational, to provide guidance and assistance in the use of the library, and to stimulate and encourage students to develop the life-long habit of good reading.
3. To support the scholarship and research of the faculty by obtaining needed materials through purchase or interlibrary loan.
4. To share its resources with other libraries by:
   a. Giving reference service to the staff of the local public library in subject areas not adequately covered by the public library collection.
   b. Providing interlibrary loan service to other college and university libraries in accordance with the ALA General Interlibrary Loan Code.
   c. Providing interlibrary loan service to the local public library.
5. To extend certain services to individuals provided that these fall within the policy of the institution, such as:
   a. Service to adults doing research in materials provided in special collections.
   b. Service to adults of the community who need materials not available in the public library for purposes other than recreation.
   c. Limited service to students of other colleges who ask through their own college library for library service during vacation periods.
d. Limited service to students, of public and private schools only in extraordinary needs which cannot be met by the school library.

6. To cooperate with other libraries in planning and developing library resources which will provide broad and rich intellectual opportunities for all members of the community.

LOCAL LIBRARY RELATIONSHIPS

Each community in the state has library facilities differing in quality and extent from those of other communities, with resulting differences in problems and needs. To maintain a continuing program of optimum service for a specific locality, public, school, and college librarians should work together and should meet together regularly to discuss mutual problems and programs and to formulate policies.

Total library service in a community might be improved through the development of a local policy statement defining the responsibilities and areas of services of the different types of libraries in the area. The head librarian of public, school, and college libraries should meet to study the statement approved by the South Carolina Library Association and to draft a tentative policy statement for the local community. After reporting to their respective administrative or governing bodies and reviewing plans with key staff members, the same group of librarians would formulate a final policy statement.

Some points which should be considered in relation to specific local situations are:

1. Development of joint policies concerning selection, duplication, availability and utilization of materials.
2. Regulation to govern local interlibrary loans and responsibilities for the loss or mutilation of library materials.
3. An explanation of the services that can be provided by the public and college library to the schools.
4. The reciprocal responsibility of the school library and faculty for channeling, directing or limiting student use of other libraries.
5. The respective responsibilities of school, public, and college libraries in serving the professional needs of teachers and the study needs of adult students.
6. The respective responsibilities of public and college libraries in serving the reference and research needs of adults.

By establishing guidelines for cooperation, by maintaining communication between libraries, and by working together to solve mutual problems, librarians can offer better service in their own libraries and can strengthen total library service in the community.

Betty Callaham, Chairman
Retha D. Mark
Charles E. Stow
Alice Adams

PERSONALS

C. B. ABELL, Lowrys, is the new Chairman of the Chester County Library Board.

Mrs. E. V. ALTMAN has been named Librarian of the Johnsonville Branch of the Florence County Library.

Miss CARRIE GENE ASHLEY, Adult Services Librarian, Aiken-Bamberg-Barnwell-Edgefield Regional Library, spoke on how to develop the reading habit to the members of the Barnwell County Home Demonstration Council at their October meeting in the Barnwell County Library. The meeting concluded with a tour of the library conducted by Mrs. Jennings McNab, Barnwell County Librarian, and her assistant, Mrs. W. T. Marshburn. Miss Ashley also talked on Reading Just for Fun at the High School-Student Library Assistants Club at Leavelle McCampbell High School in Graniteville.

Mrs. VIRGINIA BLACKWELL has succeeded Mrs. Gretchen McMeein as an assistant in the Fairfield County Library.

Miss NANCY JANE DAY, Supervisor of Library Services in the S. C. State Department of Education, and Miss CAROLYNA HARPER, Librarian at Columbia High School, attended a meeting in Atlanta, Ga., January 15-17, 1965. Standards for high school libraries were studied by librarian representatives from the eleven states included in the Southern Association of Colleges and Schools. The conference was sponsored by the Standards Committee, Region III, of the American Association of School Librarians. State school library supervisors and chairmen of the Standards Committee in each state were among the twenty-four participants from Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia.

Miss EDNA EAVES joined the staff of the Furman University Library in the fall of 1964.

Mrs. MARGARET W. EHHRHARD'T became part-time Order Librarian in the Wofford College Library December 1, 1964.

Mrs. ROBBIE GROSS, formerly librarian of North Augusta Branch, has joined the staff of the ABBE Extension Department.

Mrs. SARA D. HALL has succeeded Mrs. Janie Strickland as Children's Librarian, Anderson County Library.

Mr. JOHN HASTY, of Florence, has been appointed to the County Library Board, to fill the vacancy created by the death of Mrs. Mandeville Rogers.

MARGIE HERRON, who received her M. S. in Library Science from Rutgers in August under the Scholarship Program of the State Library Board, joined the staff of the Aiken-Bamberg-Barnwell-Edgefield Regional Library, where she will work in the Extension Department.

Mrs. MARY W. HINSON has been appointed Librarian of the Fort Mill Public Library, a branch of the York County Library.

Mrs. PHIL D. HUFF, Laurens County Librarian, spent Christmas in Bermuda.

HELEN L. JORDAN, of Columbia, S. C., has joined the professional staff of the S. C. State Library Board.
She is a 1963 graduate of Columbia College, and has done graduate work at the University of South Carolina; she received her Master's Degree in Library Science from Emory University's School of Librarianship in August, 1964.

Miss REBECCA MANIGAULT has succeeded Mrs. Mae H. Purcell as Branch Librarian of the Dart Hall Library, Charleston. She has completed her course work towards her Master's Degree in Library Science at Atlanta University Library School.

Mrs. M. H. MIMS, Librarian, Edgefield County Library, attended a 3-day institute, November 14, 1964, at Allerton Park, Conference Center of the Graduate School of Library Science of the University of Illinois.

Miss MADELEINE MOSIMANN has succeeded Miss Janie M. Smith as head of the Children's Department of the Charleston County Library.

Mr. and Mrs. LESTER J. POUCIAU, Jr. joined the staff of the Florence County Library in November, 1964. Mr. POUCIAU, Head of Reference and Technical Services, received the Master's Degree in Library Science from Louisiana State University and was formerly assistant Reference Librarian in the McKissick Memorial Library, University of South Carolina. Mrs. POUCIAU (formerly MAY MOORE) is Head of the Extension Department. She received her Library degree from Louisiana State University, under the scholarship program of the S. C. State Library Board, and was on the staff of the Richland County Public Library before going to Florence.

Mrs. MAE H. PURCELL retired in November, 1964, from her position with the Charleston County Library, after 28 years of service. She was Branch Librarian of the Dart Hall Library.

Mrs. JEWEL ROBERTS, Cataloging Assistant, retired September 1, 1964, after 30 years service with the Anderson County Library. On August 24 Mrs. Sarah C. Smith, Librarian, and J. M. Wingo, Chairman of the Library Board, honored Mrs. Roberts with a dinner.

Mrs. JENNIE LOU ROBINSON has succeeded Mrs. Alma Sanders in the Williston Branch of the ABBE Regional Library.

Mrs. ALMA SANDERS has retired from the Williston Branch of the ABBE Regional Library.

Miss JANIE M. SMITH has retired as Head of the Children's Department of the Charleston County Library; she had been with the library since September, 1936. Miss Emily Sanders, Charleston County Librarian, stated: "She is dearly beloved by the thousands of children in whom she has implanted a love of reading. She is deeply respected by the thousands of mothers and fathers to whose children she has generously given of herself in guiding their reading."

Mrs. HILDA STABOVITZ, head of the Extension Department of the Aiken-Bamberg-Barnwell-Edgefield Regional Library, retired October 1, 1964; she had been with the Regional System since its establishment in 1958. She has been employed as Extension Consultant by the Florence County Library for four months, beginning October 19, 1964; she planned the reorganization and expansion of bookmobile service an development of branch libraries of the county system.

Mrs. JANIE STRICKLAND retired, after 20 years service, as Children's Librarian in the Anderson County Library.

Mrs. GLADYS THOMPSON has assumed duties as Branch Librarian at North Augusta, S. C.

Our sympathy to Miss ESTELLENE P. WALKER, Director, S. C. State Library Board, on the death of her father, December 20, 1964, in Asheville, N. C.

Miss ESTELLENE P. WALKER, Director of the S. C. State Library Board, was guest speaker at the November meeting of the Cayce Woman's Club. She traced the development of South Carolina Libraries from the first public library established in Charleston before the Revolution up to the present time.

Miss MARIAN HULL WITHINGTON, of Greenville, S. C., has joined the staff of the Clemson University Library, as a Reference Librarian in the Social Sciences and the Humanities. She received the B. A. degree from the University of South Carolina; and the M. S. degree from Florida State University. She has worked as an overseas secretary for the U. S. Dept. of State; Receptionist for the Greenville, S. C. Museum of Art; and Reference Librarian at Hollins College. She is a member of Phi Beta Kappa and Beta Phi Mu.

Mr. JIMMY D. WRIGHT joined the staff of the Spartanburg County Library November 1, 1964, in the Reference Dept.

LIBRARY-WISE AND LIBRARY-WAYS

BEAUFORT COUNTY'S new $54,000 library was opened for service on November 30, 1964.

From the report of the CHARLESTON LIBRARY SOCIETY'S Annual Meeting, January 19, 1965, and Miss Virginia Rugheimer's (Librarian) Report (The SOCIETY'S 216th Annual Report): received from the heirs of the late Mrs. Percy G. Kammerer silver, solid and plated, of $706.00 in value; acquired building at 162 King St. for expansion; air-conditioning units paid for in full; terminated service with the Gaud School in September, 1964, which service had begun in October, 1956; 1367 members; 30,343 circulation; 1,237 volumes added during the year; 73,157 estimated collection now.

On December 11, 1964 the DENMARK Branch Library was opened as the 17th library in the Aiken-Bamberg-Barnwell-Edgefield Regional System. Mrs. Gaston Gee, of Denmark, is Librarian.

The FLORENCE COUNTY LIBRARY'S new bookmobile was delivered December 1, 1964. It is a Moroney BF160, with a 2,500 volume capacity. CONGRATULATIONS

J. B. Dobkin, former Fort Mill businessman who was instrumental in the organization of the library, cut the ribbon to signal the formal opening of the FORT MILL
LIBRARY on September 13, 1964. Tom Gulledge, of the Fort Mill Chamber of Commerce, was Master of Ceremonies, and introduced city and county officials, members of the local library board, and Mrs. Fred Nims, librarian. Mrs. R. C. Page, president of the Fort Mill Woman's Club, presented a $100 check to Bob Hill, Chairman of the Library Board. The FORT MILL LIBRARY is a branch of the York County Library.

FOUNTAIN INN GIVEN LIBRARY BUILDING

Officials of Beaunit Textiles have announced that the firm will donate a $20,000-$25,000 library building to Fountain Inn. W. L. Cooper, manager of the Fountain Inn Beaunit plant, said it is being given by Beaunit "in an effort to enrich the lives of the people of Fountain Inn."

Credit for obtaining this generous donation goes to the newly-formed Fountain Inn Friends of the Library. Mrs. Max Karelitz, president of the Friends group, asked Mr. Irwin S. Meltzer, president of Beaunit, for a contribution toward the building fund. Beaunit's building of the library is the result of Mrs. Karelitz's request.

Mr. Cooper will design the building and supervise its construction. The site of the facility has not been established, but it is expected to be located close to the downtown section. The structure, a one-story, air-conditioned building of contemporary brick design, is expected to cover between 2,000 and 2,500 square feet. Construction is to begin by January 1 and to be completed by the middle of May 1965. It will be dedicated and named by Mr. Meltzer.

The library will be a branch of the Greenville County Library system, which will provide books, book stacks, furnishings and a library staff.

This is the second branch building donated to the Greenville County Library. The Langdon Cheves Memorial Branch at Mauldin was a joint contribution of the Daniels Construction Company and Arthur Magill, President, Her Majesty.

(S. C. State Library Board's NEWS FOR PUBLIC LIBRARIANS, December 1964)

HANAHAN LIBRARY DEDICATION HELD

The Hanahan Library held open house Sunday afternoon, January 24. Speakers for the opening of the brand new library were Berkeley County's two members of the House of Representatives, the Hon. Henderson Guerry and the Hon. H. Norman West.

The ribbon to the new library was cut by Mrs. Harold F. Harding who worked so hard to bring it to a reality.

Miss Nancy Blair of the State Library Board commended the people of Hanahan Community on their worthy project and its fruition. Refreshments were served.

The new library is a branch of the Berkeley County Library and is located at 1603 Yeaman's Hall Road. It will be open from 2-6 P. M. Monday through Friday, and from 9 A. M. until noon on Saturdays.

The site was made available by the Hanahan Public Service Commission, and the building was made possible through the generosity of builders, building supply companies, merchants and private citizens in the greater Charleston Area. The library facilities and services were made possible through the cooperation of the County Legislative Delegation, the State Library Board and the Berkeley County Library Board.

Library services will be available through a part-time librarian. Mrs. Eloise Gowder said that the new library presently has 2,000 volumes, but in the near future, with further books from the State Library Board, it is expected to have an approximate 3,500 books on its shelves. The Berkeley Democrat, Jan. 27, 1965.

The LAKE CITY PUBLIC LIBRARY Board has voted to become a part of the Florence County Library, and hereafter will be served as a Branch Library.

The SARLIN COMMUNITY LIBRARY will be the name of the LIBERTY Branch of the Pickens County Library; Ralph Sarlin donated property for the site of a building and $5,000 toward its construction to the LIBERTY Friends of the Library, in honor of the Sarlin family and in appreciation to LIBERTY residents for what they have meant to the family.

The NINETY-SIX LIBRARY was opened on September 18, 1964, in a completely renovated former fire station. Dr. L. A. Schneider is Chairman of the local Library Board which sponsored the campaign to remodel the building, and secure furniture and equipment. Mrs. J. T. Ellison is in charge of the library, which is a branch of the Greenwood City and County Public Library. Open House was held December 6, 1964, when several hundred persons attended.

The Annual Report of the OCONEE COUNTY LIBRARY indicated that the County Delegation and library patrons contributed generously to the library: a grant of $4,000 from the county provided shelving for 8,712 books, book supports, and new lighting fixtures; the Walhalla Garment Company donated $229.50, for encyclopedias; an anonymous donor gave $250.00 for the matching fund for the Library Intern Program; a gift of $100 from Imperial Manufacturing Company was used to furnish the lobby of the library.

S. C. STATE LIBRARY BOARD has published two brochures: "Tips to South Carolina Students;" and "Tips to South Carolina Teachers." Effective with the Second Series, No. 31, January, 1965 its NEWS FOR PUBLIC LIBRARIANS became NEWS FOR PUBLIC LIBRARIES. It has purchased a photo exhibit, "New Libraries," featuring the prize-winning entries in the Library Buildings Award Program of the American Library Association, the American Institute of Architects, and the National Book Committee; it is available on loan to Library Boards contemplating new buildings.
## Anticipated Income

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## Anticipated Expenditures

### I. Membership

- SELA: $5.00, $25.00, $25.00
- ALA: $75.00, $150.00, $75.00
- ALA Exhibits Roundtable: $2.00, $3.00, $3.00
- S. C. Council/Common Good: $10.00, $10.00, $10.00

### II. Expenses of Officers

- President: $50.00, $50.00, $50.00
- Vice President: $15.00, $7.95, $10.00
- Treasurer: $80.00, $518.10, $285.00
- Secretary: $25.00, $10.00, $15.00
- Executive Committee Travel: $275.00, $291.62, $290.00
- ALA Councilor Travel: $225.00, $225.00, $225.00
- SELA Representative Travel: $25.00, $25.00, $25.00

### III. Sections

- College: $100.00, $12.35, $100.00
- School: $100.00, $6.75, $125.00
- Trustee: $100.00, $40.19, $100.00
- Public: $100.00, $12.84, $100.00
- Special: $100.00

### IV. Committees

- National Library Week: $175.00, $32.24, $75.00
- Recruiting: $25.00, $9.63, $25.00
- Planning: $25.00, $22.86, $25.00
- Membership: $25.00, $25.00
- Editor, S. C. Librarian: $10.00, $15.15, $15.00
- Elementary Library Standards: $25.00
- Implementation Committee: $25.00

### V. Convention Expenses

- Local Arrangements Committee: $75.00, $35.47, $50.00
- Exhibit Space: $270.00
- Exhibits Chairman: $25.00, $55.55, $25.00
- Convention: $1,117.04
- Honoraria: $729.50, $572.44, $710.00
- Hotel & Meals: $25.00
- Travel: $25.00

### VI. Contingency Fund

- $24.61

**Total**

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