Abstract
South Carolina Librarian v.22 n.2 Fall/1978

Keywords
South Carolina Library Association

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The Reprint Company
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THE SOUTH CAROLINA LIBRARIAN
ISSN 0038-3112
Vol. 22, No. 2
Fall 1978
The South Carolina LIBRARIAN

VOL. 22, NO 2 FALL, 1978

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Official Publication of the South Carolina Library Association
Published in April and October

Membership of $5.00 per Year
Includes Subscription to
THE SOUTH CAROLINA LIBRARIAN
Other Subscriptions $3.00, Single Issue $1.75

(Note: Signed articles reflect the writer's opinions, and not those of the South Carolina Library Association).

Printed by ................................. Art Printing Company
Rock Hill, S.C.

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The deadline for the Spring 1979 issue will be Feb. 1, 1979.

Please address all editorial correspondence to the Editor and all advertising correspondence to the Business Manager at the following address:
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From the President

Have you ever wished you could really do something to help people understand what libraries are all about?
Here's our big chance: the pre-conference activity connected with the Governor's Conference on Library and Information Service.
Take part in these regional meetings, if you can.
Listen, as lay people talk about the kinds of services and resources they would like to have.
Explain what we are doing now, and what we would like to be able to do in the future.
And make sure that the decision-makers for your library community are right there with you, "Speaking Up For Libraries."

SCLA is a co-sponsor of the Governor's Conference, and many of our members are already deeply involved in the enormous amount of work which is going into this statewide effort. An update on plans and progress will be heard at the Convention in Columbia as Betty Callaham, State Coordinator, makes her report.

***

As the year moves along, it is evident that the expansion of our Association is taking hold. The preliminary organization for the four new sections is coming along very nicely, as will be obvious at the convention. A rotation system for committee memberships has opened up new opportunities for more and more of our members to put their talents and interests to work. The paperwork and record-keeping is being handled very efficiently by our Executive Secretary, Lynn Barron. And the Executive Board is increasingly functioning in an executive capacity, with recommendations which it approves growing out of detailed study of the appropriate committees.

One thing, however, is essential to the vigor of our Association. The sections and round tables must have your support and involvement. At most of the section meetings this fall, proposals will be made which provide for better continuity of leadership. This, in turn, will improve long-range planning. I urge you to attend your section meetings at the convention. Share your ideas, and take note of the various professional activities and workshops now being developed for 1979.

Those who are planning the Columbia convention have taken note of the many fine suggestions which were offered last year, and elsewhere in this issue you will find more information on the entire program. It looks like a winner, and I hope to see you there.

Lennart Pearson

Metropolitan Consortia: Some Observations

Ellis Hodgin
Librarian
College of Charleston

In March, 1976, the author received a grant from the South Carolina State Library to visit consortia in Nashville, Tenn.; Louisville, Ky.; and Washington, D.C. The purpose of these visits was:

A. To determine what cooperative efforts were currently in effect or being considered by these older consortia with an eye toward implementing additional cooperative efforts by the Charleston Consortium.

B. To determine the extent of public library involvement in these consortia.

Methodology consisted of structured interviews and general discussion with key consortia personnel. Prior to every interview a cover letter was mailed explaining the purpose of the visit along with a list of questions and an information sheet to be returned prior to the actual visit. Approximately one and one half days were spent at each location.

The consortia visited were:

I. NASHVILLE:
A. The Joint University Libraries, composed of Vanderbilt University, George Peabody College for Teachers, and Scarritt College.
B. The Nashville University Center, composed of Fisk University, George Peabody College for Teachers, Meharry Medical College, Scarritt College and Vanderbilt University.

II. LOUISVILLE:
The Kentuckiana Metroversity, composed of Bellarmine College, Indiana University Southeast, Louisville Presbyterian Theological Seminary, Southern Baptist Theological Seminary, Spalding College, The University of Louisville with Jefferson Community College and the Louisville Free Public Library as associate members.

III. WASHINGTON, D.C.:
The Consortium of Universities, composed of American University, Catholic University, Georgetown University, Howard University, and George Washington University.

FINDINGS

NASHVILLE:
Nashville presented an unusual situation with an older, well established and well defined Consortium (Joint University Libraries), existing within a larger, younger and loosely defined consortium (Nashville University Center).
A. Joint University Libraries:
The Joint University Libraries dates from 1935 and is unique in a number of ways. Combined holdings of the three institutions total over a million volumes. The JUL is structured as an independent organization although members from each institution sit on the Board of Directors. The building, property, and all library materials belong to JUL, which is incorporated as a separate entity. An indentured trust of long standing provides for some monetary support although the operating budget comes from the three institutions. Over the years each institution has developed a sizable equity and this is considered a stumbling block towards use of the facilities by other institutions unable to provide such an equity.

In discussion with Directors of Scarritt, Peabody, and the JUL Library, there would appear to be an extreme amount of accountability. For instance, the Director of the JUL Library develops his budget by consultation with eight different Deans. He is also required to keep track of all the individual monies collected and expended. A full time accountant, bookkeeper and several other staff are required. The Director’s job appears to be extremely complex and involved. The majority of his time is spent mediating and attempting to develop cohesiveness among all the various individuals to whom he must report. This is probably unavoidable in a situation as complex as JUL.

The Joint University Libraries operate independently in regard to salaries, fringe benefits, and staffing. Although the Director holds an appointment at all three institutions, none of the other librarians are considered to be on the faculty of the parent institution.

Peabody and Scarritt are considered branch or subject libraries rather than libraries for the individual institutions. Peabody stresses education and buys heavily in this discipline. Scarritt purchases heavily in religion, Christian education, psychology and sociology. There is a collection profile and collection preference document stipulating what each institution shall purchase in regard to the various subject areas.

One of the serious problems of the JUL facilities is that it has overshadowed other libraries in the area and has been viewed by many administrators as a reason for not developing adequate collections at home institutions. These institutions have attempted to use JUL facilities and this has forced JUL to limit access to collections and services. Each student and faculty at JUL institutions is given an I.D. card which must be passed through a scanner in order to enter the library. Entrance is controlled in addition to having a security guard check for materials upon exit.

Though extremely structured and complex, there appears to be unanimous agreement that the JUL does work and that it has saved each institution considerable money. One often cited reason is that the campuses of all three institutions are contiguous. The problem of geographic distance does not exist.

B. Nashville University Center:
In the Nashville University Center students are allowed to cross-register with credits accepted at each institution. Students who cross-register are allowed library privileges at all institutions where they are registered. However, students not registered at one of the JUL institutions are not allowed to use the JUL facilities unless a fee is paid. In order for Fisk students to use the JUL facility a fee of $50.00 must be paid. If Fisk faculty wish to engage in research at the JUL, Fisk must pay $50.00 per semester for each faculty member.

There is a real problem in allowing Fisk and Meharry to participate in JUL because neither Fisk nor Meharry is able to provide sufficient equity in regard to the expense of the resources in the JUL collection. Since JUL dates from 1935, each of the three institutions has a sizable monetary investment in resources. The JUL Board of Trustees insists that Meharry and Fisk make a sizable investment if they wish to participate. Fisk and Meharry are small, private schools and there does not appear to be a real possibility of their becoming involved in the JUL cooperative.

There are no joint agreements or joint contract for binding, material purchases, etc. among the Nashville University Center Institutions. There is an arrangement with the local transit company whereby students with I.D. cards may ride free between the various campuses. For the past few years the Nashville University Center has been dormant. Recently reactivated, it appears that a number of new programs will be forthcoming.

There appeared to be little interest for involvement of the public library in either consortia. The feeling of the public and academic libraries serve different clientele under differing regulations and, as such, would find it difficult to cooperate with any degree of depth.

LOUISVILLE:
The Kentuckiana Metroversity dates to 1969. There appears to be a real spirit of positive cooperation among all involved. All of the smaller institutions expressed a great deal of interest and enthusiasm for the consortium. Many mentioned that without the consortium they would have been unable to acquire numerous materials, would have had difficulty in regard to accreditation, and could not have supported several of the graduate programs.

The consortium has a full time coordinator, cross registration and a faculty exchange with reciprocal credit hours. Each institution is assessed a certain amount for operating expenses based on the number of students enrolled. However, the most significant investment was considered to be staff time. Committees and subcommittees meet once a month, with specified charges for all committees.

There is real interest in instituting a number of new joint ventures including a standardized fine policy, a standardized I.D. system, as well as a standardized procedure for notification in regard to joint purchasing. Considerable interest has been expressed in a redistribution of material based upon the emphasis of the curriculum at the various institutions. There is an active continuing education and grants committee. There is regular courier service and reciprocal borrowing privileges for students and faculty.

One of the more interesting developments has been the establishment of the Louisville Information Referral Center based at the University of Louisville Library. The Director is paid by the Metroversity, although originally a member of the University of Louisville Library staff. The University of Louisville, in order to establish an arrangement which would not threaten the smaller institutions, has established this as an independent office. Although the University of Louisville is the largest of the institutions, no feeling of undue dominance was encountered in discussions with the smaller institutions.

The Director of the Information Referral Center acts as coordinator for library
activities within the consortium. An union list of serial holdings is produced on a regular basis and efforts are underway to develop a union catalog of all holdings of consortium institutions. Microfilm copies of the collections for all institutions are available for searching at the Center.

The Public Library of Louisville is an associate member of the consortium and is represented at meetings on a regular basis. However, outside of the production of union lists, etc., the public library is not really involved in the day to day workings of the consortium. One reason is that public law forbids the lending of public library materials to individuals outside of Kentucky. This particular consortium includes one school across the river in Indiana.

Another reason for the lack of involvement seems to be the type of clientele served and the fact that none of the academic institutions are willing to open their collections to the general public. It appears that the type of institution and the nature of membership is an extremely important factor in regard to involvement of the public library. There appear to be certain recognizable restrictions which will be placed on public library participation in consortia whose membership is predominantly academic as specific goals and objectives are different. However, in regard to activities of a strict business nature, public libraries find no real barrier to involvement. It is interesting to note that the academic institutions of the Kentuckiana Metroversity borrow more heavily from the public library than does the public library from the academic institutions - almost ten to one.

WASHINGTON, D.C.:
Organized in 1964, the Consortium of Universities has a full time Director and a full time Coordinator of Library Programs.

The Consortium of Universities is somewhat usual in that all of the schools are of relatively the same size, all are located within a small geographic area and all of the institutions are private universities. It was felt that these factors explained much of the success experienced by the consortium. Common goals and objectives were easily established and the geographic closeness enabled the various committees to meet quite frequently. The frequent interchange, in addition to having a full time Library Coordinator, was viewed as a most influential factor in the consortium's success. All committees and subcommittees meet at least once a month. It was felt that this was essential.

The Consortium of Universities is involved in a number of cooperative endeavors. Recently, a retreat of two days was sponsored where problems relating to libraries were discussed in depth. There is heavy dependence on courier service and this was cited as being extremely important, particularly for inter-library loans and borrowing by faculty and students. In order to facilitate interlibrary loans the Consortium makes use of a TWX network. This is used quite heavily. A number of union lists have been developed. An extensive serial holdings list exists and union lists of newspapers and microforms and continuation series are also available. A computerized circulation system, which would be shared by all members of the consortium, is being considered. An active continuing education committee has sponsored programs on an irregular basis. The most recent program dealt with language courses oriented toward library needs in acquisitions and cataloging. There is a program for coordination of acquisitions in addition to a cancellation and retention policy for serials. An active grants committee meets on a regular basis.

Each university library contributes an equal amount on an annual basis to the library coordinator's account. This approach appears to be better or easier than trying to work up a pro-rated formula for support.

Once again, in discussing the involvement of the public library, it was felt that the clientele and orientation of the public library was sufficiently different to preclude any real involvement other than those of a strictly business nature. However, it was stressed that there was frequent informal cooperation with the public library.

CHARLESTON HIGHER EDUCATION CONSORTIUM
In 1969 the South Carolina Commission on Higher Education was authorized to proceed in the development of a higher education consortium in the Charleston area. Originally, this was to include only cooperative arrangements between the College of Charleston, the Medical University of South Carolina and the Citadel. It now also includes the Baptist College at Charleston, Trident Technical College, and the South Carolina Wildlife and Marine Resources Department at Fort Jackson.

The stated purpose of the Charleston Consortium is "to encourage and facilitate cooperation among the member institutions, to strengthen and develop inter-institutional programs that cannot be undertaken or accomplished by an individual institution or that can be done more economically and/or effectively through cooperative efforts."

Although authorized in 1969, the actual development of the Charleston Consortium has been rather slow until the past few years. This is probably a normal and predictable sequence in the growth of consortia or any attempt to consolidate or develop cooperative efforts between several institutions. In 1976 the Charleston Higher Education Consortium became a legal entity under the laws of the State of South Carolina. Formal articles of organization now exist which define purpose, structure and general powers of the consortium. A full time Executive Director has been appointed and numerous cooperative programs now exist between the various institutions with many more in the planning stage.

From the outset, the Library Committee has been most active. Reciprocal borrowing privileges are available to students and faculty. Essential procedures for day to day cooperative efforts have been standardized.

From the beginning there has been a great deal of interest in developing union catalogs of available resources. Undertakings of this nature, however, require considerable expenditures of staff time and money, neither of which have been available to the Library Committee.

A recently completed study, funded by the Commission on Higher Education, concludes that acquisition of a computerized circulation system to serve all consortium institutions would be cost effective and would significantly increase services and sharing of resources. Acquisition of such a system has been approved by the Executive Committee and funds are now being sought to purchase the system. With the use of light pen and bar coding devices, this system would allow for production of a union catalog and other union lists. It would also allow for production of a collection profile for each institution. This is of particular interest since there has been discussion of developing a buying preference document, once this potential was available, in order to better utilize available financial resources and make a wider range of materials available.

The most recent cooperative undertaking of the Library Committee came about as a direct result of the visit to the Information Referral Center of the Kentuckiana Metroversity. One of the services the center provides for consortium members is production of a union list of serial holdings. A data base with holdings of over 40,000 different serial titles has been developed.

In discussion with the Center Director it was agreed that a union list of serial holdings for the Charleston Consortium could be produced. Since software,
hardware and a data base already existed, the potential saving was readily apparent. With a data base of over 40,000 titles the probable coverage for Charleston Consortium serial titles was estimated at ninety percent or better. For those titles not in the data base, the only charge would be for one-time keypunch time.

A union list of serial holdings, with quarterly updates, can be produced at a fraction of what it would cost to develop an independent program, train staff, lease computer time, etc. It is estimated that a savings of $5,000.00 or more can be realized by contracting in this manner. The College of Charleston has entered into an agreement with the Referral Center as a pilot project for the Charleston Consortium. There is every indication that this arrangement will save thousands of dollars in actual expenditures and staff time. This is a phenomenon which bears further investigation. What other products or efforts have been produced by consortia throughout the country which could serve the needs of other libraries attempted cooperative efforts?

**FINDINGS**

A. Cooperative Endeavors

There appear to be numerous cooperative endeavors in which consortia may become involved. However, unless there is some central funding available these endeavors appear to be limited to a mutual interest, low profile type of activity, such as reciprocal borrowing and exchange of various lists of holdings. These are the types of activities which do not threaten or compromise either political or financial autonomy. In order to develop cooperative measures of more depth a more formalized structure is required in addition to substantial financial support. This, however, should not preclude informal alliances between institutions which wish to develop cooperative programs. Often this can act as a stimulus towards a more structured approach.

B. Public Library Involvement

There appears to be a real barrier to full participation of public libraries in consortia whose membership is primarily academic. This seems to be caused by differences in (a) basic orientation and the clientele served, (b) political and governmental accountability. There does not appear, however, to be any significant barrier to cooperative efforts of more businesslike nature. Also, there appears to be little difficulty with exchange of lists, acquisition alerting, etc. Informal cooperation seems common.

The real stumbling block would seem to be in lending materials. Public libraries, by the very nature of their charge, attempt to serve the general public while academic libraries must attempt to serve a smaller and specialized clientele with specific purposes and needs. Frequently, as in Louisville, the public library may find itself serving the needs of large numbers of the academic community, while the academic library can not fully reciprocate. This is not to say that this is altogether bad, but it is a situation which merits further study and discussion. It appears that associate membership for public libraries in academic consortia may offer the best arrangement for cooperation and involvement.

**CONCLUSIONS**

Based on extensive reading, solicitation of material from consortia throughout the country and visits to the aforementioned consortia the following conclusions are offered:

1. There are certain political realities which exist in any cooperative endeavor among institutions. Certainly, they are more pronounced in the beginning stages.

2. There may exist a fear of undue dominance or loss of political or fiscal autonomy. This appears to be particularly true with smaller institutions and they, at times, seem the most hesitant to cooperate.

3. All possible efforts should be made to allay these fears.

4. Extreme accountability can be most destructive to cooperative efforts. Some acceptable measure of trust must exist.

5. Consortia should not be viewed as a panacea for all problems facing libraries. There are only certain things which consortia can facilitate or accomplish. It is far better to be practical and realistic, particularly in the beginning stages.

6. Any consortium is as strong as its weakest member. No one member should be able to keep others from developing programs.

7. The most common activities of consortia are reciprocal borrowing privileges, exchange of lists, photocopying services and courier service. Activities of this nature can be instituted with minimal capital outlay and demonstrable results.

8. Geographic proximity does appear to play a role in cooperative efforts. Lack of proximity, however, does not appear to be an overwhelming obstacle.

9. Some type of courier service would appear to be essential to any consortia.

10. A full time coordinator is essential for any consortia efforts other than the most rudimentary. This does not mean a full time coordinator for library programs, although this is definitely desirable in many instances.

11. Some budget or financial support is essential. It appears that equal assessments or contributions are a more acceptable financial arrangement than a complicated pro-rated method. Certainly, this is true in beginning stages.

12. Standardization of routine procedures and policies is desirable, and inescapable, in any real cooperative effort.

13. The frequency with which participants meet and exchange ideas, views and information is felt to be of considerable importance in regard to success.

14. As financial constraints increase there will be more efforts toward the consortium approach.

SELECTED BIBLIOGRAPHY


Personality: Plus or Minus?

Betty Martin
Greenville

Most librarians would agree that promotion of increased use of library resources is one of our major goals. What effect do the personality traits of librarians have on the effort to implement that goal? How should we react, as individuals, to the answer to that question?

Before further investigation, let us attempt to define "personality". Dick researched personality as it applies to librarianship and concludes that "what we are looking for may be that level or type of intelligence which enables the individual to control his personality, or the expression of it, in such a way as to make and sustain a favorable impression on those with whom he comes in contact." (20) Dick found no reliable tests to measure this quality.

A search of the writings of psychologists reveals such phrases as "a unique pattern of traits" (13), "the combination of all the relatively enduring dimensions of an individual's differences on which he can be measured" (3), and "a stable set of characteristics and tendencies" (12). However, Mischel acknowledges that the term "personality" has many definitions but no single meaning is accepted universally. (13)

At this point we have a tendency to regard as useless the further exploration of any concept which is so imprecise and which requires the expertise of professional psychologists. However, Cottell, as quoted by Mischel, identifies an area which even the layman can examine. He classifies individual differences into basic types and traits: "source clusters of overt or manifest trait elements that seem to go together and source traits that are underlying variables that are the casual entities determining the surface manifestations." (5)

Obviously, it is not our purpose to attempt to delve into exploration of the personality theories which interpret the "source traits", such as the theories of Freud, Jung, Sullivan, Skinner, Rogers, Allport, and others. However, Cottell and others in recent years have indicated that the use of the concept of "surface traits" is unscientific. Since we can't hope to keep up with the growing body of experimental science and since this isn't a scientific treatise, a consideration of "surface traits" and their relationship to the optimum functioning of librarians might be useful.

Desirable personality traits are a facilitating factor in good human relations. However, sometimes because of inadequate interpersonal relations our programs, management, reference services, and distribution of media are in danger of being less effective and less apt to achieve objectives.

Smith and Fitt state that the concept of "binding" is illustrated when "an experience, whether pleasant or painful, is subconsciously associated with the surrounding context of the experience. Unpleasant contacts with librarians will form the library user's concept of libraries and librarians." (17)

In addition to the influence which faulty human relations has on the patron's image of the library, library staff relations are also affected. Even one staff member who is continuously at odds with others can create havoc in the administration of library services.

In fact, one factor in the effort to achieve the goal of a continuing increase in the number of library users is a climate of good human relations fostered by librarians positive personality traits as they interact with all those in the library environment, coworkers and patrons. There is some acknowledgement of the importance of this factor in our profession.

Lyle, in interviewing university librarians, found that David Kaser, Director, Cornell University Libraries, believed that "managerial skills are more important today than they were in the past, perhaps personality also." John G. Lorenz, Deputy Librarian, Library of Congress, believed that "good management is to a large degree human relations." (10)

The ALA Committee on Outreach Programs for Young Adults advises self study as well as staff study in evaluating programs to determine, among other qualities, attitudes and effectiveness in working with young adults and others. (2)

Ward and Bacon scold us soundly when they state that "we depend on the public for our very existence and yet many of our number treat the public, more frequently than not, in a disrespectful and discourteous manner." (19)

Case and Lowrey list "human behavior (knowledge of human behavior processes and application of this knowledge to interactions with other people) "as one of seven major areas of competence to be evaluated." (4)

In the ALA Yearbook, 1977, under the heading "Library Education and Placement Problems" is this statement on "Personality": "An ability to project a positive, friendly self is necessary to compete successfully in a sluggish job market." (1)

The above references indicate that there is some admission that personality and human relations are an important aspect of productive library services. If so, what does this mean to us personally? Let's take a look at ourselves. Since practically no one believes that his or her personality is perfect, we must admit that there is room for improvement. This is not to advise us to compete for the title of "Mr. or Ms. Personality" of the year, but just to upgrade our human relations skills. Many writers believe that we can be the persons we want to be; that we can change our surface personality traits; that we can continue to grow personally; that we can develop even more genuine concern, warmth, compassion, kindness, and consideration.

Johnson gives us some help. He outlines a five-step process in learning new interpersonal skills:

1. Becoming aware of the need for and uses of a new skill.
2. Identifying the behaviors involved in a new skill.
3. Practicing the behaviors.
4. Receiving feedback concerning how well you are performing the new behaviors.
5. Integrating the behaviors into your behavior repertoire. (9)

Let's look closely at these steps.

1. Awareness of need

We should become aware of ourselves and our impact on other people. Do they seem more nervous, hostile, shy, withdrawn, irritable with us than with others? Could we use a different approach with them, a different manner? Let's consider whether "we rub other people the wrong way", whether others cooperate with us willingly. Are we often impatient with others, sometimes irritable? Mischel says we often "deal with others in abstract, stereotyped patterns, never as individuals." (13) It's easy to type someone and react to them on that basis, a business man, a person educationally
deprived, a teacher, a farmer, etc. Maybe a patron reacts negatively to us because we ignore him while he stands and waits or because we appear haughtily. Let us make an effort to become conscious of the way others react to us.

2. **Identification of behaviors involved in a new skill**
   Personality traits are manifested in posture, gestures, body language, and expressions as well as in conversations, inflections of the voice, and general attitude. We might choose to increase our skill in one or more of the following desirable non-verbal behaviors as identified by Johnson:
   
   **Tone of voice - soft**
   **Facial expression - smiling, interested**
   **Posture - lean toward the other; relaxed**
   **Eye contact - look into the other's eyes**
   **Touching - touch the other softly**
   **Gestures - open, welcoming**
   **Spatial distance - close (9)**

   Other behaviors which facilitate good human relations and which we might want to select as a target include the projection of empathy, a sensitivity to the concerns of others, behavior to show respect, warmth, and caring. In addition to these, when interacting with other staff members, we might consider verbally acknowledging their new ideas, according praise when merited, cooperating pleasantly and losing concern for self in the concern for the happiness and welfare of another.

3. **Practicing the behaviors**
   There are many opportunities in daily work to use new behaviors as we come in contact with others. This might seem artificial and insincere but learning any new skill involves imitations of directions which we have heard or read. It might seem superficial but Osborn recommends practicing before a mirror. (15) It might be useful for the person who rarely smiles to see how the expression looks. Much repetition of the behavior is an important step.

4. **Receiving feedback**
   We should be alert to evidence that we are performing our new behavior well. Mischel states that “as we modify our behavior we achieve greater competence and gratification from more adequate behavior.” (13) This reinforcement encourages us to continue our efforts. Other feedback might come from the fact that our work becomes more pleasant and satisfying and other people become more agreeable and considerate. Also, feedback might be in the form of group approval from staff members. This constitutes powerful motivation.

5. **Integrating the new behavior into our behavior repertoire**
   This calls for repetition of the new behavior over a period of time. A determined effort is required. The realization of favorable feedback would promote continued practice until the behavior becomes automatic and a part of our behavior pattern.

   By following the five steps described above to improve one or more personality traits we can increase the humanizing qualities of our libraries. Librarians are, or should be, predominately people oriented. In view of this it is surprising that there is little in our professional literature on the subject. The index, *Library Literature*, in the last two bound volumes and succeeding issues, does not list the subject headings “Human Relations” or “Interpersonal Relations”.

   Maybe it’s time to give more attention to this area when screening candidates for entry into the profession, when designing library school curricula, and when developing instruments to evaluate library programs.

   Our personality traits, and thus our human relations, can brighten or dim the image of libraries and librarians and can speed or inhibit the flow of services to more and more people.

   Let us take a look at ourselves and ask, “Is my personality plus or minus?”

### Bibliography

Education for Librarianship Alive and Well in S.C.

Helen L. Jordan
Columbia College

Two years ago when the Library Education Round Table was organized, no one knew precisely which institutions offered library education or granted degrees in library science. A survey was therefore made of all four-year colleges and universities in the state to identify the institutions and to determine the extent of course offerings.

Although several institutions have either dropped the major or are phasing out their programs, two schools, Columbia College and South Carolina State College, continue to offer undergraduate degrees in library science. In addition to Columbia and State, three other institutions offer enough courses for their students to certify. Lander, The Baptist College at Charleston and The Citadel all fall within this category. Courses may not be scheduled on a regular basis but rather as student demand or faculty schedules permit.

Graduate degree programs are now available from the University of South Carolina and Winthrop. The aims of the program differ, however, both in their purpose and in their audience appeal. Winthrop offers a M.Ed. degree in school librarianship, but students must be certified before they are admitted to the program. The M.L.S. degree is granted by the University of South Carolina, a more flexible program since students may elect areas of specialization or opt for a broader and more general approach to the profession.

It is worth mention that some library education is offered on a less structured basis. Newberry, for example, while in the process of discontinuing their formal program, offers a three-hour basic library orientation course as well as independent research studies. Presbyterian College also has a one-hour introductory course to the library profession and a one-hour course in library methods.

From the response, it appears that library education in South Carolina is alive and well.

Art Librarians Wanted

The campaign for ARLIS/NA membership has begun in the Southeast. The Art Libraries Society/North America is open to all persons who are interested in visual librarianship. For more information please contact any of our regional ARLIS/SE Chapter Officers:

Chairman: Mary Ellen LoPresti, North Carolina State University, Harrye B. Lyons Design Library, Raleigh, N.C. 27607

Vice-Chairman/Chairman-Elect: Marcia Duncan, Humanities Reference Bibliographer, UNC-Charlotte, J. Murray Atkins Library, Charlotte, N.C. 28213

Secretary/Treasurer: Stephen Allan Patrick, Greenville County Library, Arts & Audiovisual Section, 300 College Street, Greenville, S.C. 29601

Orientation/Instruction Round-Up

Patricia M. Ridgeway
Head, Reference Department
Winthrop College Library

South Carolina in SELA Directory

The Southeastern Bibliographic Instruction Directory: Academic Libraries is still available for $6.00 from SELA, P.O. Box 987, Tucker, GA 30084. I think you'll find it interesting to discover what your colleagues are up to. Many of the programs described are available on loan from the Southeastern Bibliographic Instruction Clearinghouse.

Thirty-two South Carolina academic libraries returned questionnaires, and you are included in the directory. An examination of the South Carolina listings yields interesting results.

The questionnaire asked respondents to distinguish between library orientation programs and bibliographic instruction programs. Library orientation was defined as a "general introduction to the library building, facilities, collection, staff, program, etc., without actual instruction. Bibliographic instruction was considered as actual instruction in locating and in using library materials."

Every library indicated that it has some form of orientation, and many libraries offer several different options. The traditional guided tour is still used by 68% of the libraries. Of these three-fifths indicate they provide tours upon request, and the remainder require freshmen to take a tour and make it available to others. Another standard method or orientation is the lecture; 56% reported its use. Not quite half of these libraries require freshmen to attend an orientation lecture.

The use of audio-visuals in library orientation is more expensive, of course, and probably for this reason occurs less frequently. However, one inexpensive method, the self-guided printed tour, has few adherents. Slide/tape presentations and lectures using slides and/or tapes are the most popular of the audio-visual options. Other methods are presented in Table I.

<table>
<thead>
<tr>
<th>Orientation Method</th>
<th>Libraries</th>
<th>Required of Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Tour</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Lecture</td>
<td>18</td>
<td>8</td>
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<tr>
<td>Slide/Tape Presentation</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Lecture with Slide and/or Tape</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Self-guided Cassette Tour</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Lecture with Transparencies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Self-guided Printed Tour</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Video Tape Presentation</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Filmstrip</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
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<tr>
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<td>Video Tape Presentation</td>
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<td>0</td>
</tr>
<tr>
<td>Filmstrip</td>
<td>1</td>
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</tbody>
</table>
The questionnaire did not explicitly ask if programs were required so these numbers may be understated.

The instruction results show a similar pattern with the more traditional (and economical) lecture, presented without aids or with transparencies or slides, used by 93% of the libraries. Lectures using transparencies are closely followed by slide/tape presentations as the most frequently used audio-visual methods. Although five libraries indicated they used point-of-use materials, only one of these used audiovisual techniques. Again many libraries use multiple methods. Table II provides a full list of instruction options.

<table>
<thead>
<tr>
<th>Instruction Method</th>
<th>Number of Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture without Aids</td>
<td>20</td>
</tr>
<tr>
<td>Lecture with Transparencies</td>
<td>9</td>
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<tr>
<td>Slide/Tape Presentations</td>
<td>8</td>
</tr>
<tr>
<td>Point-of-Use</td>
<td>5</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>2</td>
</tr>
<tr>
<td>Programmed Instruction</td>
<td>2</td>
</tr>
<tr>
<td>Audiotape</td>
<td>1</td>
</tr>
<tr>
<td>Lecture with slides</td>
<td>1</td>
</tr>
<tr>
<td>Slides</td>
<td>1</td>
</tr>
<tr>
<td>Term Paper Workshops</td>
<td>1</td>
</tr>
<tr>
<td>Video tape</td>
<td>1</td>
</tr>
</tbody>
</table>

Table II
Number of Libraries Using Each Instruction Method

Information on other areas is provided in the directory. Nineteen percent of the South Carolina libraries indicate they offer a formal course. All but one library listed miscellaneous printed materials they use in their programs. Almost half of the libraries sent samples of some of their materials to the Southeastern Bibliographic Instruction Clearinghouse. Two good indicators of the sophistication of a library instruction program are its objectives and its evaluation methods. Forty percent of the respondents stated they have written objectives, and an equal number have some type of evaluation technique.

Academic libraries in South Carolina should be proud of their work in library orientation and instruction. I discovered some very interesting programs in the state that I plan to report on in later columns. But there is room for growth. A variety of presentations allows each library user to choose the route to information that is most effective. The libraries surveyed still rely on the traditional methods and especially fall behind in the use of multiple approaches to bibliographic instruction. It is too expensive for each library to try to produce all resources and expertise of each other!

"Who Knows?" at Clemson

The Public Relations Department at Clemson has issued a useful booklet entitled, "Who Knows? A Guide to Information Sources." This resource list provides an index by subjects and a listing of Clemson faculty and staff who are knowledgeable in these subjects. The guide states that the people listed are willing to work with the news media by discussing their own research or by providing comment and analysis about current news events in their areas. The Public Relations Department plans to issue a new edition this fall. They have a limited number of copies available at no cost from Public Relations Department, Trustee House, Clemson University, Clemson, 29631.

LSCA Era Ends in State

The end of a very significant era in South Carolina’s public library service quietly came to a close recently. With the dedication of the addition to the Florence County Library building, the last federal funds for library construction were expended.

Since 1968, the Library Services and Construction Act (LSCA) has provided $2,607,151 toward new construction as well as for renovations and additions to existing South Carolina public library facilities. These funds were matched with $5,770,060 from local revenues, and when added to $1,010,348 in Appalachian Regional Development Association and Revenue Sharing grants, which were available for certain counties, a 10 year state-wide construction total of $9,387,559 was realized.

While much of this money has gone toward the construction of new facilities for both county headquarters buildings and branches, much has also gone toward the renovation and remodeling of existing facilities, plus two conversions of Post Office buildings into public libraries in Abbeville and Newberry counties. The present State Library building in Columbia was built with federal help.

Estellene P. Walker, state librarian, said of the program which the State Library administered, "The LSCA construction grants provided a financial foundation upon which enterprising and resourceful counties built upon to construct new and better library facilities for their residents. If the stimulus of the grants had not existed, public library service in South Carolina would not be as well housed today as it is," she added.

It is due, in large part, to the LSCA construction program that 21 counties can now boast of modern, up-to-date buildings which enable them to provide an increasingly efficient amount of library service to their residents. These modern libraries house not only more books, but most have a musical recording library, works of art, films, historical and public meeting rooms available for patron use. Use of public libraries in South Carolina has increased dramatically in recent years with many counties reporting circulation of materials has more than doubled.

Counties which have benefited directly from federal construction funds for public libraries were: Abbeville, Anderson, Bamberg, Berkeley, Charleston, Cherokee, Fairfield, Florence, Greenville, Greenwood, Kershaw, Lancaster, Laurens, Marion, Newberry, Oconee, Pickens, Richland, Spartanburg, Sumter, and York.

Second Annual Bibliographic Instruction Conference

The Robert Scott Small Library of the College of Charleston will hold the Southeastern Conference on Approaches to Bibliographic Instruction on March 22-23, 1979. The program directors encourage all those with ideas in the philosophy and the practice of library instruction to propose papers for a panel on "Library Instruction In the Academic Curriculum: Isolation or Integration?" Proposals should be accompanied by a 300 word abstract and a vita.

All proposals should be mailed by December 1, 1978, and sent to:

Cerise Oberman-Soroka
Robert Scott Small Library
College of Charleston
Charleston, South Carolina 29401

Decisions will be made by December 20, 1978.
Cataloging Workshop Held

The cataloging staff of Winthrop College Library and SOLINET co-sponsored a workshop on Retrospective Conversion Projects on July 18-19, 1978. Held in the library, it was coordinated by Carole McIver, a Catalog Librarian at Winthrop, and Christine Shellabarger from SOLINET.

Also involved in the planning from Winthrop were Jackie Bridges, Cataloging Dept. Head; Nancy Davidson, Catalog Librarian; and LTA’s Laura Turner, Parky Gettys, Vonda Coleman and Louise Limerick.

Because of the planned discussion-type format, attendance was limited to participants with no more than two from any one library. Participants came from thirty-five college and university libraries, representing all Southeastern states in SOLINET, plus SOLINET representatives Christine Shellabarger and Dick James and OCLC, Inc., representative Christine Nelson.

Ideas discussed and possible conclusions reached about Retrospective Conversion Projects are being summarized and will be published sometime in the near future.

"Diane Dawson's illustrations are beautifully appropriate for this tender story. Brilliant, subtle, primary and pastel shades abound ... narration by Eva Le Gallienne is just absolutely perfect." — Catholic Library World

"Many facets of this story-filmstrip program make it far superior to any I have ever seen." — Early Years

"... an outstanding sound filmstrip adaptation of a children's classic." — ALA Booklist

Please send me ____ set(s) of The Velveteen Rabbit filmstrips with ____ record or ____ cassettes @ $32 per set.

Name __________________________
School __________________________
Street __________________________
City ____________________________ State Zip ____________

Miller-Brody Productions, Inc., 342 Madison Avenue, New York, New York 10017

Income Tax Deductions
On Gifts to Libraries

Robert H. Breakfield
Associate Professor
Winthrop College

Are your donors taking or claiming all allowable deductions on their income tax returns? The donation of books to a library is a valid deduction if the donation conforms to certain rules. When may donating books be deducted? Generally a taxpayer may deduct the full fair market value of property donated to an organization which qualifies as a charitable organization pursuant to the Internal Revenue Code. (Inventory and assets which have not been held for more than one year may be deducted but only at the lesser of their cost or fair market value.)

The fair market value of textbooks donated by a taxpayer to an educational institution's library qualifies for a charitable deduction under Internal Revenue Code Section 170. However, there is a major pitfall awaiting the unwary faculty member who donates "sample books" sent to him by book publishers and who deducts the fair market value of these books on his income tax return. The IRS may claim that the donor may have to include the value of the textbooks on the donor-professor's income tax return.

In a recent tax case a high school principal who had claimed a deduction for sample books donated to his high school library found to his chagrin that the IRS included the value of the books in his income. The U.S. Court of Appeals sustained the IRS position in Haverly vs United States 513 F2d 224 (7 cir. 1975) cert denied 423 U.S. 912. This court case should not have been a shock to principal Haverly because the IRS has maintained this position since 1970. (See Rev. Rul 70-498 1970-2 C.B.6.)

However, it should be noted that the IRS will not require that "Sample" or "Desk Copy" books be included in an educator's income unless the educator attempts to gain a tax benefit in the form of a charitable deduction.

A taxpayer who seeks to reduce his taxes by deducting books donated to a library should maintain a good record of the donation. Inadequate records is the single most important factor contributing to IRS denial of charitable deductions. A taxpayer who seeks to deduct the value of books donated to a library must be prepared to establish a written inventory listing the title, edition, author, physical condition, and the date of the donation. This information should be provided by the library as a condition of the gift. A library is not allowed to assign a value to a gift. However, a good rule of thumb for current books in good condition is a value equal to one half the original cost of the book.

In summary, charitable gifts by faculty members to a library can be rewarding and profitable. However, the educator must follow the rules of the road to preserve his tax deduction.

This article was submitted by Robert H. Breakfield, Associate Professor with the School of Business Administration, Winthrop College. Mr. Breakfield was formerly with the Criminal Tax Division, Office of the Chief Counsel, Internal Revenue Service, Washington, D.C.
Recent South Caroliniana: A Partial List

Jesse Gilchrist Ham
South Carolina Library
University of South Carolina

This is the nineteenth time a list of this kind has appeared in The South Carolina Librarian and the last one the present compiler will prepare, due to her retirement on June 30, 1978. The task of preparing this list has been an enjoyable one, and it is hoped that the next compiler will enjoy carrying on this work which was conceived by Mr. J. Mitchell Reams and continued by Mrs. Lynn S. Barron and the present compiler.

This is a selected list of writings by native and adopted South Carolinians, works on South Carolina subjects, and South Carolina imprints. It includes titles gathered from various bibliographies and from items received at the South Carolina Library since the last publication of the list. Most of these items are now available for use at the South Carolina Library. The list was prepared for publication about two months earlier than usual, due to the retirement of the compiler, so some newly published works are not included. Hopefully, these items will appear on the next list.

My thanks are due to Mr. Kenneth Toombs, Director of University of South Carolina Libraries for allowing me the time to prepare the list, and to Mr. E.L. Inabinett, Librarian of the South Carolina Library, and his staff for their excellent help and cooperation.

Adair, James Barnett, comp.

Alleger, Daniel E.

Amick, Phyliss W.

Amick, Phyliss W.

Arias, Mary Grayden.

Ball, Jane S.

Barnard, George N.

Bartell, William

Boyd, Blanche M.


Cathcart, George.

Christopherson, Merrill Guerdon.

Clark, Marguerite.

Clem, Inus Mathews.

Coker, Elizabeth Boatwright.


Corelli, Alan.

Craig, Marian Stark.

Creswell, Michael D. ed.

Cropper, Mariam D.

Dabney, Joseph Earl.

Davenport, Darla.

Davis, Richard Beale.

Davis, William C.

Dent, Harry S.


Douglas, Martha Miller.

Drayton, William Henry.
Dreh, Godfrey. 

Duggan, Ervin S. 

Dunlap, Mary M. 

Eaddy, Felton. 

Eaddy, Elaine Y. 
First United Methodist Church, Hemingway, S.C. and its roots from Old Johnsonville, Muddy Creek, Prospect. 1977. 60 p. $5.00.

Eaddy, Elton. 


Eldre, Gary W. 

Elliott, William. 

Faggett, Harry Lee. 
Lines to a little lady from someone who begs to be remembered (poems) Philadelphia: Dorrance & Company, c1977. 37 p. $2.95.

Farley, M. Foster. 

Faust, Drew Gilpin. 

Franklin, Malcolm A. 

Friday, Nancy. 

Frierson, Robert Ethan, comp. 
Rev. David Ethan Frierson, his ancestors and his descendants. (1977) 42 p.

Gallager, Patricia. 

Geer, Allen Morgan. 

Godfrey, Michael A. 


Guerry, William Alexander. 

Hammond, James Henry. 

Hayne, Paul Hamilton. 

Hillhouse, Albert M. 

Historic Columbia Foundation. 

Hitchcock, Eliza Ann Summers. 

Holcomb, Brent. 

Holcomb, Brent, comp. 

Holcomb, Brent. 

Holcomb, Brent. 

Holcomb, Brent, comp. 

Holcomb, Brent. 

Hollingworth, C. Dixon. 

Holman, Clarence Hugh. 

Holt, Thomas. 

Honea Path, S.C. Bicentennial Committee. 

Hunter, Billie Gene Horner. 
Great old soldiers sons. v. 1. 1977.

Jackson, Ronald Vern, ed. 
Johnson, L.D.

Junior League of Spartanburg, Inc.

Kenan, Robert.

Landess, Thomas H.

Langford, George Shealy.
Langfords in America: sketches on early arrivals and migrations. College Park, Md.: Published by the author, 1977. 205 p. $8.00. Available from Dr. George Langford, 4606 Nortwick Road, College Park, Md. 20740.

League of Women Voters of South Carolina, Columbia.

McClendon, Carlee T., comp.

McCullough, Ken.
Cresote (poems) Iowa City: Seamark Press, c1976. 70 p. $7.50.

McCully, Newton A.

McClure, Robert S.

McDaniel, Ruth Barr, comp.

McPherson, James Alan.

McPherson, James A.

McTeer, James Edwin.

Mandell, Richard D.

Manigault, Harriet.

Marchand, John B.

Meltzer, Harold.
"All the world's a stage." Chicago: Adams Press, c1976. 203 p. $8.00.

Millard, Chapman James.

Millus, Donald.
Rosen, Barry Howard.

Rumsey, Marian.

St. Paul's Episcopal Church, Summerville, S.C.

Salley, Olin Jones.

Seaborn, Margaret (Mills)

Sellers, William W.

Simms, William Gilmore.

Simms, William Gilmore.

Simms, William Gilmore.

Simms, William Gilmore.

Simms, William Gilmore.

Simms, William Gilmore.

Simms, William Gilmore.

Simms, William Gilmore.

Singer, Charles Gregg.

Sizemore, Chris Costner.

Sloan, James P.


South Carolina. Division of Tourism.


Spoletto viva.

Steele, William O.

Stegeman, John F.

Strange, Mary Wylie.

Tales of the Foreign Service.

Terrill, Tom E.

Theodore, Mary Felicia.

Thomas, Charles Edward.

Tollison, Lo Ettta Bragg.

Union County Historical Foundation.

Cemeteries in Dillon County and Upper Marion County. [1978?] [273] p. $10.00.

Ward, Carolyn P., comp.
1950 census of Marion County, South Carolina. 1978. 229 leaves. $15.00. (Paper).

Warlick, Hal C.
From promise to fulfillment: the history of Trinity Bible Church, Seneca, S.C. [1978?] 28 p.

Warren, Mary Bondrant.

Weis, Frederick Lewis.

Weslager, Clinton Alfred.

White J. Todd.

Continued on Page 40
Governor's Conference Plans
Moving Ahead

Alice I. Nolte
Field Service Librarian
South Carolina State Library

Speaking Up For Libraries is the theme of South Carolina's Governor's Conference on Libraries and Information Services. All types of South Carolina libraries can trace much of their growth and development to the support of concerned, articulate, and active citizens who are again being called upon to voice their wants and needs for improving library service. Emphasis throughout the activities connected with the state conferences and the White House Conference is on citizen participation both in the planning of conference and pre-conference programs and as conference delegates.

Funding for South Carolina's two and one half day conference includes all expenses for 300 official delegates. Of these, 100 will be members of the profession, including library trustees, and 200 will be private citizens representing all segments of the population. There will also be 150 observers who will be responsible for their own expenses.

The S.C. Governor's Conference Advisory Committee's procedures for delegate selection followed the guidelines issued by the National Commission on Library and Information Services. Nominations for the professional delegates were made through the various professional associations and sections by type of library. The professional delegation also includes members of the Advisory Committee and the library co-chairman of each regional pre-conference planning committee as well as library trustees. One hundred of the lay delegates were nominated by associations, organizations, agencies, and legislators prior to the pre-conference with the remainder to be selected from those attending the pre-conference.

In order to be accepted as a delegate, the nominee must agree to (1) read all materials sent in advance of the conference, (2) participate in a regional or county pre-conference meeting, (3) attend the full length of the Conference Program (March 15-17, 1979), and (4) arrange travel to meet the Conference schedule.

The Advisory Committee determined that the best way to prepare the citizen delegation for participation in the two-and-one-half day state conference would be to hold a series of pre-conferences around the state. With the help and cooperation of librarians from all types of libraries planning committees chaired by a professional librarian and a lay person and made up of both librarians and private citizens are well underway in their preparations for the pre-conferences which will be held in the ten state planning districts.

The purpose of these pre-conferences will be to (1) inform library users, public officials, and citizens about library resources and services; (2) involve these groups in planning for library development; and (3) prepare the official delegates for participation in the state conference next spring. All pre-conferences will be open to the general public and will be widely publicized to insure the fullest possible participation. While everyone who attends a regional pre-conference will not be able to attend the state conference, it is essential that all official delegates and those interested in being observers attend their regional pre-conference. One hundred of the lay delegates will be chosen from participants at the ten pre-conferences.

Librarians from academic, public, school, technical, special, and institutional libraries have served on resource committees which have developed a series of fact sheets describing the objectives, resources, funding, and needs of their particular types of libraries. These fact sheets, along with a slide/tape presentation prepared by the Media Committee which illustrates the various types of libraries and their services will be used at all the pre-conferences.

In addition to the pre-conference in each region, every type of library is strongly encouraged to plan activities at the local level. Publicity for the pre-conferences can provide a tie-in for your library to inform both your users and those people who have not yet begun to use your library of the resources and services which you can provide and to call attention to such services through activities such as Library Emphasis Week, library tours and open houses.

The stated purpose of the law authorizing the White House Conference and the state conferences is "to develop recommendations for the further improvement of the nation's libraries and information centers and their use by the public." There will be no new federal legislation affecting libraries until the White House Conference has taken place and the resolutions and recommendations of both professional librarians and citizens have been voiced. This means that all libraries have a vested interest in the results of these conferences. Many of you have already contributed your ideas, time and energy. While it is not possible for all of us to participate personally in the state conference, each of us can take advantage of this unique opportunity to participate in our regional and local programs.

Following is the schedule for pre-conferences by region throughout the state:

**District I:**
- Oconee, Pickens, Anderson, Greenville, Spartanburg, Cherokee
- Date: Nov. 4, 1978, 10:00 a.m. - 3:00 p.m.
- Place: Auditorium, Greenville County Library, Greenville
- Contact Person: Carl Stone, Director Anderson County Public Library, Anderson

**District II:**
- Abbeville, Greenwood, McCormick, Laurens, Saluda, Edgefield
- Date: October 25, 1978, 3:30 p.m. - 5:30 p.m.
- Place: Auditorium, Lander College, Greenwood
- Contact Person: Mr. William Cooper, Librarian Laurens County Library, Laurens

**District III:**
- Union, York, Chester, Lancaster
- Date: Place:
- Contact Person: Ms. Carol Scott, Librarian Rock Hill High School, Rock Hill

**District IV:**
- Newberry, Fairfield, Richland, Lexington
- Date: November 19, 1978, 2:00 p.m. - 5:00 p.m.
- Place: Gambrell Hall, University of South Carolina, Columbia
- Contact Person: Ms. Marion Mangion, Reference Librarian, Richland County Public Library Columbia
### Reviews


It is a delight to make the acquaintance of Marion Wright, particularly with such gracious an introduction as that provided by Arnold Shankman. *Human Rights Odyssey* is a journey of the mind and spirit through sixty years of Southern history—no, Mr. Wright would, I think, prefer the phrase national history. It is limited in chronology but traverses light years of change in the human spirit.

A native South Carolinian, Marion Wright grew up frequenting the home of Sen. Ben Tillman. The Tillman library provided an early counterweight to the intolerance often espoused by the senator. In the aftermath of World War I, Wright began the practice of law in Conway, S.C., and began also his lifetime involvement in civil rights organizations.

Unlike many of his contemporary Southern liberals who sought to implement genuine equality among essentially separate facilities, Wright believed that “we must integrate or we shall disintegrate.” Wright also pursued a lifetime advocacy of public libraries, equally available to black and white; the abolition of the death penalty; and the broad spectrum of civil liberties reflected in his tenure, in 1973, as president of the North Carolina chapter of the American Civil Liberties Union. Wright was in demand as a speaker of liberal—and not so liberal—groups across the nation. *Human Rights Odyssey* is the result of the best of half a century of such public addresses.

The major portion of the book is devoted to Wright’s insistence upon racial integration as the only tolerable solution to the black isolation in the South which delayed the maturing of the region and the nation. Wright chastised the South for its criticism of Northern “meddling” in Southern affairs. He consistently reminded Northern audiences that the existence of equal human rights was indeed a national interest and proper sphere for their concern.

Wright enjoined Southerners to “smash precedent and tradition if they stand in the way of progress.” He questioned whether “any people excel us in following the beaten trail, in moving in runs, in thinking in grooves, which is not thinking at all.” He challenged Southern Carolinians, and all Southerners, to seek education. To a Rock Hill, S.C., high school graduating class in 1932, he argued for the “preservation of the spirit of revolt.” Particularly he urged revolt against conformity whether of dress, conduct or ideas.

Marion Wright encouraged all those to whom he spoke to open their minds to ideas. He was one of the first who argued in behalf of opening public libraries equally to all persons of all races. Separate but equal libraries were economically out of the question and, while integration of public libraries could be a wedge to hasten broader integration of the public schools, Wright encouraged it to eliminate “intellectual and cultural malnutrition.” (Incidentally, the goal of open libraries was finally realized when, in 1977, Clarendon County became the last of the counties in South Carolina to join the State Library system; although a few years earlier blacks had been admitted to the privately operated library there.)

Long before it was popular, or even safe, to advocate equal civil and political rights for blacks, Marion Wright spoke out. At a Confederate Memorial Day speech in Marion, S.C., in 1927, Wright challenged the South to accept the moral obligation of the white majority to deal fairly with the black minority. Wright was a long time friend.

### District V:
- **Place:** Aiken, Orangeburg, Calhoun, Barnwell, Bamberg, Allendale
- **Date:** November 11, 1978, 9:30 a.m. - 3:00 p.m.
- **Place:** Community Building, Denmark
- **Contact Person:** Ms. Jo Huff, Librarian, Orangeburg-Calhoun TEC, Orangeburg

### District VI:
- **Place:** Hampton, Jasper, Colleton, Beaufort
- **Date:** October 26, 1978, 10:00 a.m. - 1:00 p.m.
- **Place:** Point South
- **Contact Person:** Ms. Mary Logan, District Coordinator of Library Media Services, Beaufort

### District VII:
- **Place:** Sumter, Kershaw, Lee, Clarendon
- **Date:** November 12, 1978, 3:00 p.m. - 6:00 p.m.
- **Place:** Sumter County Library, Sumter
- **Contact Person:** Mr. Jimmy Milling, Librarian

### District VIII:
- **Place:** Berkeley, Dorchester, Charleston
- **Date:** November 29, 1978, 7:00 p.m. - 10:00 p.m.
- **Place:** Trident TEC, Charleston
- **Contact Person:** Ms. Martha Ball, Reference Librarian

### District IX:
- **Place:** Chesterfield, Darlington, Marlboro, Dillon, Florence, Marion
- **Date:** September 22, 1978, 9:30 a.m. - 12:30 p.m.
- **Place:** John Cauthen Educational Media Center, Francis Marion College, Florence
- **Contact Person:** Mr. Mitchell Reames, Librarian

### District X:
- **Place:** Charleston
- **Date:** September 22, 1978, 9:30 a.m. - 12:30 p.m.
- **Place:** John Cauthen Educational Media Center, Francis Marion College, Florence
- **Contact Person:** Mr. Mitchell Reames, Librarian

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and supporter of Judge J. Waties Waring, whose decision admitting the blacks to participation in the Democratic primary led to his social ostracism in his native Charleston.

The blatant persecution of Judge Waring and his wife by Charleston society in the late 1950's provides one of the most striking contrasts to be found in a Man Rights Odyssey. Published in 1978, when "human rights" conjures up first of all President Jimmy Carter's foreign policy emphasis; it is a shocking reminder of where the nation, particularly the South, stood twenty years ago. Such a contrast is useful for a young reader who, I hope, can have no appreciation for the candor and bravery it took for Marion Wright to utter those ideas - so commonplace today -- more than fifty years ago.

The ideas and philosophy, uttered with the articulate skill of Marion Wright, sound almost ordinary -- though unusually well stated -- in today's culture. For the vanguard of American progress.

The coverage of the states was uneven in the first issue, but the review hopes to include all 70 regional business and economics periodicals in future issues. An annual index is planned.

The Review of Southern Business Publications will be a useful current awareness tool for busy businessmen and for faculty and students doing research in business and economics.

Elizabeth Plexico
Winthrop College Library

Archives Publications Available

The Winthrop College Archives has published two titles of interest to archivists and librarians. The Guide to Manuscript and Oral History Collections describes accessions to the collection from 1975 to 1977. It contains a number of sources for research in South Carolina women's history and in the history of the upper Piedmont region of the state. The Guide sells for $2.00.


South Carolina State Register

The South Carolina State Register, which contains notices, rules and regulations of State agencies, may be purchased on a subscription basis for $30.00 per year from the Legislative Council, P.O. Box 11417, Columbia, South Carolina 29211.

The main purpose of the State Register is to inform private and public agencies and the general public of regulations promulgated by State agencies to administer State government.

Back issues are currently available beginning with volume 1, number 1 in March 1977. Subscriptions run from January through December.

Specialist Degree Offered by USC

Beginning in the summer of 1978 the College of Librarianship of the University of South Carolina has offered a program of study leading to the Specialist in Librarianship Degree.

The sixth year program will build upon basic professional training and experience. It is designed to meet the needs of working professionals in the field who wish to prepare for new or increased responsibility which requires training beyond a master's degree, and for people who received professional training prior to the introduction of computers in libraries, and modern management concerns such as accountability, PPBS, and unionization.

The thirty (30) hour course program will be individually planned for each student by a committee and is expected to utilize courses in the College of Librarianship and other units of the university.

Students entering the program will have five years in which to complete all of the requirements for the degree.

Specific information about admission and degree requirements may be obtained by writing to Admissions Coordinator, College of Librarianship, University of South Carolina, Columbia, South Carolina 29208.
When the entire history of the civil rights movement is finally recorded the name of MARION WRIGHT will stand out in bold capital letters. — Harry Golden —

*Human Rights Odyssey* is a compilation of speeches and articles extending over a period of fifty-two years by a contemporary Southern liberal... This book confirms his entitlement to a place in the front ranks of twentieth century Southern liberal leadership... Americans of all ages should benefit enormously from sharing the experiences and reflections of the erudite, mellow and lovable Southern gentleman Marion Wright has revealed himself to be. The attractiveness and appeal of his book is enhanced by the expert editing of... Professor Arnold Shankman of Winthrop College. — Bell I. Wiley, Emory University —

...No one in the South has done more for racial justice and cooperation among men than Marion Wright. The essays in this volume are eloquent witness to this fact, and they will carry on Marion's "message" of idealism though the years.

— Paul Green, Pulitzer-Prize -winning playwright —

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LITERATURE OF THE SOUTH
South Carolina Library Association Annual Convention
Carolina Inn
October 12-14, 1978

Thursday, October 12, 1978
10:00 a.m. - 12:00 Tours
10:00 a.m. - 5:00 p.m. Registraton
12:00 noon Exhibits Open
11:00 a.m. - 1:00 p.m. Executive Committee Luncheon
1:00 p.m. - 2:30 p.m. Committee Meeting:
- Planning
- Continuing Ed
- Editorial
- Intellectual Freedom
- Legislative
- Solinet Users

2:00 p.m. - 5:00 p.m.
3:00 p.m. - 4:30 p.m.
FIRST GENERAL SESSION
Speaker: Bob King, director, U.S.C. Press

6:00 p.m. - 7:30 p.m.
Exhibitor's Reception

8:00 p.m. - 9:30 p.m.
SECOND GENERAL SESSION
Speaker: Eugenia Price, author, St. Simons Island

9:30 p.m. - ?
Movies - Refreshments: popcorn and beer

Friday, October 13, 1978
7:30 a.m. - 8:45 a.m.
U.N.C. Breakfast

8:30 a.m. - 4:30 p.m.
Registration

9:00 a.m. - 2:00 p.m.
Placement Service

9:00 a.m. - 10:30 a.m.
THIRD GENERAL SESSION

11:00 a.m. - 12:30 p.m.
Sections: School College

1:00 p.m. - 2:30 p.m.
JMRT Luncheon
Speaker: Peggy Parish

3:00 p.m. - 4:30 p.m.
Section Meetings:
- Special
- Public
- Trustee
- School
5:00 p.m. - 6:00 p.m.  Section Meetings
Administrative
Public Services
Technical Services
Children & Young People

6:15 p.m. - 7:00 p.m.  New members of Executive Board

7:00 p.m. - 8:00 p.m.  Reception

8:00 p.m. - 9:30 p.m.  Banquet
Entertainment: Carolina Alive
Movies
Refreshments: Popcorn and beer

Saturday, October 14, 1978

7:30 a.m. - 8:45 a.m.  Breakfast
Speaker: J. Mitchell Reames

9:00 a.m. - 10:00 a.m.  Roundtables:
Library Ed
Government Documents

10:00 a.m. - 11:30 a.m.  FOURTH GENERAL SESSION
Adjournment

Program Features Problem Patron

What would your library do if a patron collapsed in the current periodicals? If there were a flasher in the stacks? Or if a horde of kids ran amuck in the Reference Room? The Public Services Section's program at the SCLA convention, "Beseiged, Bothered & Bewildered: Coping with Patron-Related Crises," will examine such problems. The program begins at 5 p.m. on Friday, October 13.

Leading off the program is a film produced by the Library Council of Metropolitan Milwaukee entitled, "People, Problems and Policy." The film is designed as a starting point for discussions on natural emergencies, medical crises, deviant behavior, library security and so on.

Following the film a panel moderated by Jan Buvinger of the Charleston County Library and composed of Sgt. Rick Johnson of the Richland County Sheriff's Department; a representative from the South Carolina Department of Mental Health; and Laurance Mitlin, Winthrop College Assistant College Librarian for Public Services, will comment on some of the issues and then open the floor for questions.

USC Offers “Job Line” Service

The College of Librarianship at the Columbia campus of the University of South Carolina is now offering a “job line” service that will give a brief statement of positions available in the Southeastern region. By calling 803-777-8443, interested persons will be notified via cassette recording of the positions, the type of information center in which they are available, and the location. Anyone who would like specific information on positions listed may write to the College and identify the position in which they are interested by giving the number preceding it on the tape.

The tape will be updated every two weeks on Fridays.

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From the ALA Councilor

Betty E. Callaham
South Carolina State Library

During the 1978 ALA Annual Conference, discussion in both Council and Membership meetings was dominated by ERA. Meeting within days of Illinois' rejection of the ERA Amendment for the second time, emotions ran high as principle and conviction battled with pragmatism and economy. Council endorsed extension of the ratification period for ERA then defeated a resolution which, as presented, would have required ALA Headquarters to be moved to an ERA ratifying state by the legal expiration date for the ratification of the ERA Amendment (March 30, 1979). Membership later passed a less sweeping resolution instructing staff to begin planning for a possible move of headquarters.

Council did adopt a resolution that the 1979 Midwinter meeting should be moved to an ERA ratifying state or district in protest against Illinois' failure to ratify. Membership instructed that the location be Washington D.C. if possible. Council also approved funds to charter a bus to take forty-five members of the ALA to Springfield to explain to Illinois legislators on an individual basis ALA's position on the ERA.

In other actions, Council adopted the final revision of the ALA position statement and policies and procedures manual as a working document. It received the final report of the Future Structures Committee outlining evolutionary changes in organization of ALA. Other resolutions of interest concerned Affirmative Action and Comparable Wages for Comparable Work.

The theme of this conference was "Toward a National Information Policy." Continuing discussions begun at the Midwinter meeting, the three President's Programs presented journalist Daniel Schorr, Donald Urquhart of the British Library, Pulitzer winner Ben Bagdikian, and U.S. Commissioner of Education Dr. Ernest L. Boyer discussing different aspects of this topic. These meetings left little for program and workshop sessions, but I did attend informative meetings of the Legislation Committee, the White House Conference Committee, and the Chief Officers of State Library Agencies. The LITA program on National Networking Concerns illustrated the common theme found in numerous other programs. Throughout the conference, almost every speaker or program touched on the implications for libraries of the California tax revolt and Proposition 13. Predictions ranged from dire disaster to all's well.

The Chicago conference was attended by 11,660 ALA members, up substantially from the Detroit conference. The attendance emphasizes the problems involved in finding an adequate site for ALA meetings. As a whole, the conference was stimulating and informative.
People

Lois Barbare, who for the past thirty-four years has directed the development of the book collection of the South Carolina State Library, retired on June 30. Miss Barbare came to the State Library in 1953. She served as President of the South Carolina Library Association in 1954. At present, she is serving as the chairman of the Activities Committee of the SCLA.

Louise M. Watson of Greenwood sends us this correction of the obituary of Elizabeth L. Porcher which appeared in the Spring issue: “Miss Porcher had attended Converse College, but she was graduated from the College of Charleston. Miss Porcher was in Greenwood from 1950 until her retirement in 1970, as librarian of the Greenwood City and County Public Library for 16 years, then as director of the Abbeville-Greenwood Regional Library from its establishment in 1966 for four years.”

A life member of the association, Mary Sue Brown, died May 30, 1978, after a long illness. Miss Brown was a graduate of Winthrop College and attended Emory University.

Dr. Martha Jane Zachert, Professor at the College of Librarianship of the University of South Carolina, has been selected to receive the Special Citation Award which is awarded by the Special Libraries Association (on an occasional basis, as desired) to a member of the Association in acknowledgement for outstanding service to special librarianship.

Dr. Zachert will receive the award in recognition of her teaching of special librarianship, her book Simulation Teaching of Library Administration (Bowker, 1975), and her service to the Special Libraries Association in which she has been President of both the South Atlantic and Florida Chapters, and has held numerous committee appointments.

Recent South Caroliniana

Continued from Page 27

Wilder, Effie Leland.

Wiles, Julian.

Wright, Marion A.

Wright, Shelley McWhorter.
Some descendants of David McWhorter (McWhirter) and his wife Mary Poston (Posten) McWhorter. Longview, Texas: Mr. and Mrs. E.R. McWhorter, 1978. 224 p.

Young, Tommy Scott.
Black blues and shiny songs (poems) (Red Clay reader: v. 12, no. 2) Charlotte, N.C.: Red Clay Books, c1977. 72 p. $3.00.

Young, Willie Pauline, comp.

Zimmerman, Christie Powers:
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