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CONTENTS

Books and Libraries
Signs Are For People - Dorothy Pollet ............................................ 2
Materials Conservation Workshop .................................................... 7
Frances Lander Spain - Ron Chepesiuk ........................................... 8
State Librarian Retires ......................................................................... 9
General Assembly Honors Walker ..................................................... 10
Betty Callaham Succeeds Walker in State Post .................................... 11
State Library Periodicals List Now Available ..................................... 11
Governor’s Conference Resolves Future Library Development ........... 12
Orientation/Instruction Round-Up - Patricia M. Ridgeway ................... 17
Needed: Definitions in Action! - Rossie B. Caldwell .......................... 20
Review: Sign Systems for Libraries - Trish Ridgeway ....................... 22
The Future of Library Cooperation in S.C. - Shirley M. Tarlton ........ 23
Recent South Caroliniana - John K. Waters ................................... 28
Union List of State’s Medical Periodicals Issued .............................. 39

The Association
S.C. On-Line at Charleston Conference ........................................... 38

Miscellany
Lambert Scholarship to U.S. Librarian ............................................ 36
Nix, Bruce, Stone Named to PLA Committees ................................. 37
S.E. Music Librarians to Meet in North Carolina ............................ 37

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Signs Are For People

Dorothy Pollet
Educational Liaison Officer
Library of Congress

Editor's Note: The following is a summary of a presentation given at the S.C.L.A. Signage Workshop in Columbia on April 19, 1979.

In today's slide presentations, we've seen examples of successful and not-so-successful signage in libraries. Now I'd like to provide a little background on some of the underlying principles of sign system design.

Behavior in Libraries

The rationale for a sign system is to make it easier for our users to locate and understand the components of the library environment. When planning library signs, we should first consider the existing environment: what are the sources of information available to people entering a library, how do they approach this environment, and what cues are there to help them find things? Studying current user behavior is the preliminary stage in designing a guidance system that will help people feel comfortable and confident in the library.

There are architectural features like stairs, entrances, exits, elevators, and doors that all act as cues to the user. There are also graphic cues which we provide: signs and other visual aids. Then there are social cues, which are less obvious. These include people--both staff and other users—and all previous learning associated with the concept of a library.

Users who come into public service environments have certain needs, or things they require from the environment in order to complete their missions. To identify user needs in the library environment, we should first observe current user behavior. What signs are cuing users now? Which signs do they need and which do they ignore? What are the decision points in the library: where do people have to stop and decide what to do next? Where are the areas of confusion? Where do readers come to dead ends and then backtrack to try to find help?

In addition to direct observation, there are several other ways we can establish baseline data on our users' needs. One idea originated by a museum is a comment book in which people write down their impressions as they go out. People will often confide in something impersonal like a book. You can ask selected users to keep a diary of how they found things in the library. You can hold spot interviews or use a questionnaire. I especially recommend mapping user activity on a grid or floor plan of the library.

I think it's best to use multiple methods, and not to rely on just one, because psychological research has shown that people tend to overestimate and over-report their ability to make decisions. Often subjects who denied having trouble finding things did in fact have considerable difficulty. We find this in libraries, too. People are reluctant to admit they can't find things, and they seem to feel that if they have used one library, they should know how to use them all.

Once you have begun to identify your users' behavior patterns and needs, try out some solutions. Do some mock-ups of new signs. They don't have to be finished products. Tape them up; explain to people that you are testing them. You can ask users questions before and after the mock-ups have been placed, and you can chart user paths before and after. There are other ways to test signs in the formative evaluation stage. For example, you can use a photographic model to try out proposed signs. Make a photo of a library area and draw or tape on it models of various signs to see how they look and how well they relate to one another.

Although there is a well known card catalog reference that says "SEX", See Librarian," this topic is not on today's agenda. Arousal is a psychological term meaning a heightened response to the environment—a level of tension or excitement. The degree of this response affects our ability to process information about the environment. If we receive too many stimuli, we have information overload: the environment is providing more stimulation than we can comfortably process or organize. When we are being bombarded by signs from every direction, the tendency is to screen them out and narrowly focus our attention on just one or two things. So by providing too many signs, librarians are defeating their purpose.

The condition of information overload is characterized by a low level of arousal, resulting in boredom and monotony. This situation is also counter-productive, because users tend not to notice signs in this type of environment. The best situation to create in the library environment is the middle range of arousal. This can be done by eliminating unnecessary signs and by carefully planning the placement of the necessary ones. It is also important to provide some visual variety through color and other techniques to add interest to the environment. This will help keep users alert, attentive, and responsive to signage.

Cognitive Maps

Cognitive maps are our images of the environment. These mental maps are the basis for our decisions about how to get around in the physical world. They help us get to the grocery store, and they enable us to go home a different way if the usual route is closed.

People develop their cognitive maps through spatial learning. There are 2 types: the first is characterized by learning pathways to specific destinations. You may learn how to get from the card catalog to the "Z" book stacks and back, but you can't necessarily get from the "Z" stacks to the "A" stacks because you know only one pathway and you lack a sense of the total environment. That's non-dimensional or route learning.

The second type, dimensional learning, is more comprehensive. Here you have a fully developed cognitive map which gives you an idea of the whole library environment and the microform interrelationships of its parts. You can get from the card catalog to the microform room, from the microform room to the "A" book stacks, and you can connect places never before visited in sequence.

We need to allow for both levels of learning when planning guidance systems. People who have learned only route maps are very dependent on sign systems in libraries. More complete cognitive maps are developed over a period of time—usually through repeated experience in the library. We can encourage dimensional learning by providing good signs as well as graphics in the form of maps and models. These maps should be simplified representations of the spaces in the library. Subway maps are an example: most of the detail is taken out and the angles are simplified.

Placement of maps and models is another crucial factor. Usually maps and "you are here" diagrams are vertically mounted on walls. This requires users to perform a mental rotation when they compare the orientation device to the spaces around them. A horizontally positioned map on a table or other flat surface is a little easier to relate to the environment around you. Simplicity remains crucial: research shows that exploded section plans and complex cutaway models are very difficult for most people to use.
Wayfinding

Wayfinding is a useful concept often encountered in geography, navigation, or a sport called orienteering. This self-explanatory term also does a good job of expressing what people have to do in the library and other unfamiliar environments. We’ve all heard about people who have a “natural sense of direction” and can usually tell where they are in a situation, even without maps. However, the experts insist that successful wayfinding skills are learned, not inborn.

The process of wayfinding consists of four linked operations. The first could be termed orientation: relating where you are to the space around you. The second operation is the choice of a route—deciding where you want to go in the library and developing a plan of action to get to that destination. The third process is monitoring the plan: finding your way to your destination and keeping on the right track. The fourth operation is the recognition of the objective, and this depends on knowing what your destination looks like or else having an identification sign there to tell you what it is. When we look at the wayfinding process in these terms, it becomes obvious how important it is to have graphic aids for users.

Components of Guidance Systems

The components of library guidance systems are varied: they consist, of course, of signs and other graphics, but several other types of aids will enhance the system. These include directories that give an overall picture of the services of the library, maps or floor plans, and maxi-graphics on walls or floors. There might also be supporting handouts: a guide to the library, printed versions of the directors, and handouts showing floor plans and the locations of books in the stacks. Displays can also assist the guidance system. Kiosks are popular these days in libraries. Banners are very effective, and they can be seen in areas where conventional signs may not fit. Staff members, of course, are an important part of the guidance system, and logical placement of staff stations and should be coordinated with the rest of the system.

Space planning can be an important adjunct to the system, too. Through arrangement of the furniture, you can signal people that you want them to go a certain way or that a certain route leads somewhere. If your library has an illogical layout, try rearranging the major areas. Put the stack areas in call number sequence, or relocate the children’s room to an area where you want to encourage traffic. If may simplify your guidance problems. Remember, however, that all the components must be planned and organized as a system.

Characteristics of Signage Systems

A good signage system presents information consistently so people learn to expect it in a certain manner and at certain places. This consistency gives users confidence that the system will lead them to whatever they need in the library. Another important characteristic of a good system is the hierarchical presentation of information. This means we must analyze all the information users will need and break it up into digestible pieces. We first want to give people a broad overview of what is available, and then present more specific information which will lead them into the library, guide them to various destinations, and give them details at the point of use.

Another characteristic of signage systems, whether we realize it or not, is image-making. Signs convey a lot about a library. If there are no signs, this tells people that they are expected to know everything already or that they are not supposed to use the library. If there are poor or tacky-looking signs, the message is that the library doesn’t care about this aspect of its environment. Attractive signs also convey a lot about the library’s attitude. Helpful, inviting graphics inspire confidence and make the user feel at home. Good signs also convey an image of the library as a well-organized, service oriented place.

There are 3 basic types of information conveyed by a signage system: direction, showing people how to get from one place to other places; identification, helping users recognize a destination when they reach it; and instruction, telling people how to use things in the library, what to do and what not to do, procedures to follow, and so on.

Signs are always needed at decision points, major changes in environments, places where people have to carry out transactions, and along corridors and in large spaces where people need reassurance that they are heading in the right direction.

Signage Specifications

I don’t think anyone has the final answer on the most visible color combinations or the best ratio of letter size to viewing distance. However, here are a few findings that may be helpful. They are mostly about visibility, legibility, and readability of signs, combined with the visual characteristics of certain environments.

Yet another consideration is the size of the sign—and here we run into differing opinions. For highway signs, the rule of thumb is 1 inch of letter height to 30-50 feet of viewing distance. And that is under ideal conditions when a person is coming straight toward the sign and high contrast is present. Our information says it’s probably best to have 1 inch of letter height to 25 feet of viewing distance. This would allow for components of the population with visual problems. You never have the perfect environment, either. There will be lighting conditions that vary within the library and weather conditions that affect exterior illumination. If you serve a population that has a significant number of visually handicapped people, you might want to go even larger than the suggested ratio.

Color enters into legibility considerations. I have a chart that shows the results of one study of the legibility of color combinations for signs. I’m sure, though, that there are other studies with different results. This one rates the most effective combination as black on yellow. It can be seen from the greatest distance with the greatest clarity. The next high rate would be black on white, then yellow on black, white on blue, yellow on blue, green on white, and blue on yellow. However, this is not to say that other color combinations can’t be highly effective in certain environments.

Color coding is a guidance technique frequently used in libraries. Studies suggest that people can distinguish and remember a relatively small number of categories by color: between 5 and 8 reliably, and slightly more under optimal testing conditions. Therefore color coding is probably best used in a library that has no more than 5 to 8 major areas or floors. Color coding works only when it is repeated clearly and often
enough so people notice it is functional and not merely decorative. Repeat the color on all direction and identification signs for the areas associated with specific colors, along with the name of the place, floor, or the color itself. About 10% of the population has some sort of color deficiency, so choose colors carefully. The major color deficiencies affect the perception of red and green. Two shades of green or a red arrow on a pinkish background can be indecipherable to these people.

A readability consideration is the choice between using capital letters versus a combination of capital and lower case letters. Some people insist that signs should be in all caps, reasoning that capital letters look larger and clearer from a distance. However, research has shown that words are recognized more by their general shapes, or profiles, than by the characteristics of individual letters. Therefore signs using a combination of upper and lowercase letters have greater readability. Probably the best advice is to use all caps when giving a range of letters, such as [then giving a range of letters, such as (bookstack) A-H, or on a sign containing only one word, but not in a longer sign.

Another readability consideration is the use of terminology familiar to your audience. There is the classic case of the student who looked up a reference in the catalog, found a card that said “see main entry,” and went obediently to the front door of the library! But there are library terms even more confusing than “main entry.” By pre-testing sign terminology on users, you can avoid terms that don’t mean anything to them. Survey them, ask them what terms they prefer, and try to use those on signs.

Printing style is another consideration. Straight letter styles are more legible than the slanted or script typefaces. There are times when you will want to use a fancy style for special effect, to harmonize with the surroundings, or to designate a special collection. For routine signage, the Helvetica style has proven to be so useful that it is now found almost everywhere. However, there are other distinctive typefaces which are also very readable, so explore a little.

Layout is another important aspect of signage. This refers to the overall arrangement of the letters, symbols, and other graphic elements on a sign. Sign layout should draw the eye to the most important part of the message first, and there should be adequate room for margins and space between words and symbols. Having too many words on a sign generally causes clutter and misunderstanding. If the lettering is not immediately readable, or if the sign is angled away from the viewer, put even fewer words on the sign. It’s a good idea to display 1 or 2 key words denoting the purpose of the sign in boldface or larger type. How many words should go on a sign? Obviously this will have to vary with the purpose of the sign, but over the years the sign industry has developed a rough estimate of 7 words as being ideal maximum. Research studies bear this out: they suggest that within a certain time span, human beings can process about 7 “chunks” of information.

Lighting must be considered, especially where glare is present. Glare is defined in optics as the condition of having a bright light near the object of regard. It can seriously limit the usefulness of signs, for example, when they are placed so that users have to look toward bright outdoor illumination while trying to read them. Proper lighting for signs is not the same as intense lighting, nor is it a static condition: it must take into account different weather and times of the day. The eye adapts to light and dark naturally. Dark adaptation is the process of adjusting to decreased illumination, as when we go into a darkened theater. Complete dark adaptation takes about 30 minutes, whereas light adaptation takes only about one minute. This difference has consequences for sign planning, especially at entrances and exits, where people may pass from brightly lit to dim areas or vice versa.

Special Needs

Many effects on vision occur naturally in the aging process. The clear tissues of the eye begin to develop opacities—everyone over the age of 30 has some—and like a dirty windshield at night, they scatter and absorb light rays. Pupil size tends to decrease with age, with limiting the amount of light that enters the eye. Color sensitivity also decreases with age, as well as the processes of dark adaptation and glare recovery. These changes have obvious implications for sign design, as near-sightedness, far-sightedness, or farsightedness, affects nearly half of the population. When we are about fifteen, we can focus on an object clearly when it is about 3 inches away from the eye; by age 25, this distance increases to about 5 inches, and by the age 50 to about 20 inches. The bifocal and trifocal lenses that are prescribed for this condition can themselves be a problem, especially with regard to labels on card catalogs, bookstacks, and volumes. The reading portion of a bifocal lens permits clear vision within a range of about 10-30 inches. If a label is above this level, it is not visible. A person has to tilt his or her head well back in order to see it. Glare, too, becomes a worse problem for people who wear corrective lenses.

Finally, another special group that should be considered in planning library signage is the handicapped. Here are a few tips that you might want to adopt for signs that will assist handicapped users. (Many of them will improve signs for non-handicapped users as well!) Use of large, sans-serif type faces such as Helvetica, high contrast between the letter and background of signs, elimination of glare near signage, and placement of signs for maximum visible exposure are all important. Signs should not present any physical hazards such as sharp corners. Raised markings can sometimes be very helpful. This should include not only Braille, which is read by about 10% of the visually handicapped population, but also other raised markings, for example, to indicate floors near elevator buttons. Audible signals might indicate the direction of movement in elevators. An introductory brochure on the library could be available in several formats: recorded, Braille, and large type. A tactile orientation map can be very helpful. Don’t forget to display the international symbol of access where there are accessible entrances, elevators, rest rooms, water fountains, and telephones.

In conclusion, I’d like to take another look at the forest after examining so many trees. The ultimate goal of all these signage considerations is a legible library. A legible environment is physically and intellectually understandable to users; it relates successfully to their needs, and it helps them do what they want and need to do in that environment. In addition, a good signage system makes people aware of all the things they can get in the library, and it conveys a positive image of the library to its users. Throughout these remarks I have constantly mentioned users in connection with every aspect of planning. People — their needs and their behavior — are the most important measurement for sign systems.

Materials Conservation Workshop

Set For Charleston

October 10-12 The College of Charleston will sponsor the Southeastern Workshop on the Preservation and Conservation of Library Materials. Conducted by Mr. George Cunha, Director Emeritus of the New England Document Conservation Center, the workshop will feature lectures, discussions, and demonstrations covering the topics of: the history of paper and papermaking; enemies of library materials and their control; and repair and restoration practices. Librarians, archivists, and book dealers are invited to attend. For further information, contact: Dr. Ralph Melnick, Archivist; The Robert Scott Small Library; The College of Charleston, Charleston, S.C. 29401. Participation is limited to 100 guests.
Frances Lander Spain: 
Leader in American Librarianship

Ron Chepesiuk
Archivist
Winthrop College Library

Frances Lander Spain, head of the library and library science department at Winthrop College from 1936 to 1948, enjoyed an interesting and varied career as an influential and important figure in the history of American librarianship.1 In her long career of library service spanning thirty-six years, we see a woman who constantly sought new challenges and became a leader in many areas of the profession.

As a library educator and college librarian, Dr. Spain helped establish high standards for school library programs. While coordinator of children's services at the New York Public Library and children's book review editor of the Saturday Review, she helped promote high quality in book selection for children.

Through her membership in the American Library Association and in regional and state library organizations such as the South Carolina Library Association, she either held the presidency or important committee assignments and helped to further the growth of the profession. As a consultant to librarians in Thailand she helped establish the library profession in that country and set it on its modern course. In addition, Dr. Spain also took the time to author and edit many articles concerning current and timely issues in librarianship and appearing in library and educational publications.

Although born in Jacksonville, Florida in 1903, the daughter of Malcom McPherson and Rosa Olivia Lander, Francis Lander Spain had deep roots in South Carolina. Her grandfather, Samuel Lander, was the founder of Lander College. Exposure to libraries came early in her life. While a teenager on vacation from high school in 1919, she worked in the children's department of the Jacksonville Public Library.

In 1925, after attending Winthrop for four years, Dr. Spain graduated with a B.A. degree in physical education. In the same year she married Donald Grant Spain, a banker, and began to raise a family. A son and a daughter were soon born to the Spains but, unfortunately, the son died in 1932 and her husband in 1934.

After this great personal loss and with a daughter to support, Dr. Spain decided to become a librarian. In 1935 she enrolled at Emory University and, after a year's study, graduated with a B.A. degree in library science. In 1936 Dr. Spain returned to Winthrop College where she remained thirteen years, serving as librarian and head of the library science department from 1936 to 1945 and as college librarian from 1945 to 1948. While at Winthrop she continued her education receiving a M.A. degree from the graduate library school of the University of Chicago in 1940 and, with the help of a General Education Board fellowship, a Ph.D. degree in 1944 from the same institution. Her doctoral dissertation was entitled, Libraries in South Carolina: Their Origin and Early History, 1700-1830.

In 1949, Dr. Spain left Winthrop to become assistant director of the School of Library Service at the University of Southern California with responsibility for instruction in children's literature. In 1957, she received a Fulbright Foundation grant to serve as visiting lecturer in library science at Chulalongkorn University in Bangkok, Thailand, and as a consultant to librarians throughout the country. Until Dr. Spain's Continued on Page 40

State Librarian Retires 
After 33 Years in Post

Estellene P. Walker, State Librarian, retired on June 30. Since 1946, she has headed The State Library agency which is responsible for the extension and improvement of library service in the state. Under her administration, statewide public library service has been established giving all of the people of the state direct access to library service both in metropolitan centers and remote rural areas.

When Miss Walker came to the state, 44 percent of the state's population had no library service. Today that figure has been reduced to zero. In 1946 there were fewer than 650,000 books in all of the public libraries in the state; today there are nearly four million. That is a per capita bookstock increase from .3 to 1.46, achieved during a population increase of 36 percent.

The excellent library program in South Carolina places the state in a leadership position among other states in the Southeast as well as the nation. Few states have achieved a level of service comparable to South Carolina's where every citizen has public library service. The State Library building on Senate Street in Columbia was planned, built and equipped under Miss Walker's guidance.

Miss Walker fostered a steady increase in State Aid to county libraries. Originally set at $300 annually per county, State Aid now is funded at 50¢ per capita and grants range from McCormick's $2,784 to Charleston's $87,578. Public library income from all sources has increased from $274,000 annually to over $10.5 million.

A major responsibility has been the administration, planning and supervision of Continued on Page 39
General Assembly
Honors Walker

A Concurrent Resolution

To express the appreciation of the members of the General Assembly on behalf of the citizens of this state for the distinguished services rendered by Miss Estellene Paxton Walker and extend good wishes for a productive and rewarding retirement.

Whereas, Miss Estellene Paxton Walker has served the State of South Carolina since 1946 as Director of the State Library Board and as Librarian of the South Carolina State Library; and

Whereas, under the leadership and direction of Miss Walker, the public libraries of South Carolina have attained a high level of development and the capacity to give good library service to the citizens of South Carolina, and countywide library service has been achieved in all forty-six counties; and

Whereas, during the period the State Library has become a strong unit of state government, providing information, materials, and services essential to the efficient operation of the legislature, state agencies, and state employees; and

Whereas, Miss Walker has been instrumental in extending library service to the blind and physically handicapped citizens of South Carolina and to residents and patients in the state's correctional and health institutions; and

Whereas, Miss Walker has helped establish cooperative programs and an interlibrary network which makes the state's library and learning resources accessible to all South Carolinians; and

Whereas, through her leadership role in state, regional, and national library organizations, Miss Walker has brought recognition to the State of South Carolina and prestige to the library profession; and Whereas, Miss Walker will retire at the end of June, 1979. Now, therefore,

Be it resolved by the Senate, the House of Representatives concurring:
That the members of the General Assembly express their appreciation on behalf of the citizens of this State for the distinguished services rendered by Miss Estellene Paxton Walker and extend good wishes for a productive and rewarding retirement. Be it further resolved that a copy of this resolution be sent to Miss Walker and to the Board of Trustees of the South Carolina State Library.

Betty Callaham Succeeds Walker in State Post

Betty E. Callaham became the State Librarian on July 1, 1979 according to Dr. Carlanna Hendrick, chairman of The State Library Board.

Miss Callaham, a native of Honea Path, is a graduate of Duke University and holds master's degrees both in History and Librarianship from Emory University.

Active in professional activities, Miss Callaham was Coordinator for the Governor's Conference on Library and Information Services which was held in Columbia, March 15-17, 1979. She will be one of South Carolina's representatives to the White House Conference on Library and Information Services to be held in November, 1979.

Miss Callaham has been very active in the South Carolina Library Association. She has been chairman of both the Public Library Section and the Planning Committee as well as the Advisory Committee on the Southeastern States Cooperative Library Survey. She served as Federal Relations Coordinator from 1976-1978 and presently serves as the state's representative on the governing Council of the American Library Association (ALA).

As a member of ALA, she is active in a number of divisions, including the Association of Specialized and Cooperative Library Agencies. Other national honors have included serving on the Library/USA Staff at the New York World's Fair in 1964 and serving on the South Carolina White House Conference Committee on Children and Youth. She is also an active member of Southeastern Library Association.

Listed in the eight edition of Who's Who of American Women, Miss Callaham received a Beta Phi Mu Award for a paper on "The Carnegie Library School of Atlanta" which was reprinted in a national library trade publication.

Joining the State Library in 1961, Miss Callaham was Director of Field Services in 1966 to 1974 when she became Deputy Librarian. She is the daughter of Mr. & Mrs. J. Enfred Callaham of Honea Path.

State Library Periodicals List Now Available

The State Library has published a second edition of its Periodical Holdings Catalog for distribution to all public, college and Tec Center libraries throughout the state.

Listing over 1,600 different titles, the new edition updates the original publication issued in 1977. Holdings are listed alphabetically and the format they are available in is indicated. Holdings are generally in paper, on microfilm or microfiche.

Many public and college libraries have incomplete magazine collections. With the aid of this catalog, they can determine if a specific publication is available at The State Library and obtain it on interlibrary loan.

"Magazines are an excellent source of providing library patrons with current information on a variety of topics," said John H. Landrum, director of reader services. Since the average subscription cost for domestic titles has risen to $27.58, a 300% increase in 10 years, most individuals cannot afford to subscribe to many publications. Libraries can provide this service and when back issues or missing editions are needed for reference, The State Library can quickly be of assistance," he concluded.
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Miss Callaham has been very active in the South Carolina Library Association. She has been chairman of both the Public Library Section and the Planning Committee as well as the Advisory Committee on the Southeastern States Cooperative Library Survey. She served as Federal Relations Coordinator from 1976-1978 and presently serves as the state’s representative on the governing Council of the American Library Association (ALA).

As a member of ALA, she is active in a number of divisions, including the Association of Specialized and Cooperative Library Agencies. Other national honors have included serving on the Library/USA Staff at the New York World’s Fair in 1964 and serving on the South Carolina White House Conference Committee on Children and Youth. She is also an active member of Southeastern Library Association.

Listed in the eight edition of Who’s Who of American Women, Miss Callaham received a Beta Phi Mu Award for a paper on “The Carnegie Library School of Atlanta” which was reprinted in a national library trade publication.

Joining the State Library in 1961, Miss Callaham was Director of Field Services in 1966 to 1974 when she became Deputy Librarian. She is the daughter of Mr. & Mrs. J. Enfred Callaham of Honea Path.

State Library Periodicals List Now Available

The State Library has published a second edition of its Periodical Holdings Catalog for distribution to all public, college and Tec Center libraries throughout the state.

Listing over 1,600 different titles, the new edition updates the original publication issued in 1977. Holdings are listed alphabetically and the format they are available in is indicated. Holdings are generally in paper, on microfilm or microfiche.

Many public and college libraries have incomplete magazine collections. With the aid of this catalog, they can determine if a specific publication is available at the State Library and obtain it on interlibrary loan.

"Magazines are an excellent source of providing library patrons with current information on a variety of topics," said John H. Landrum, director of reader services. Since the average subscription cost for domestic titles has risen to $27.58, a 300% increase in 10 years, most individuals can not afford to subscribe to many publications. Libraries can provide this service and when back issues or missing editions are needed for reference, The State Library can quickly be of assistance," he concluded.
Governor's Conference Resolves Future Library Development

Over 365 South Carolinians attended the recent Governor's Conference on Library and Information Services held under the leadership of Governor Richard W. Riley. All types of libraries were represented - public, academic, school, state institutions, technical education, special and military. The three-day Conference passed 49 resolutions concerning the future direction of library development. These recommendations covered funding, access, cooperation, resources and services, public relations, and education for librarianship. The resolutions were forwarded to Governor Richard Riley, The General Assembly, and state and local officials. They will also be carried by nine delegates, elected at the Conference, to a White House Conference on Library and Information Services to be held this Fall in Washington.

National delegates selected include three professional librarians and six lay persons. The professionals include: Catherine Lewis, public librarian, Conway; Mary McAfee, school librarian, Columbia and William Summers, library educator; University of South Carolina College of Librarianship. Citizen delegates include: Ronald L. Copsey, Greenville; Almeta Delaine, Manning; Harriet Keyserling, Beaufort; Randy LaCross, Lamar; James R. Martin, Union and Floyd Wilcox, Sr., Central. Four alternates will also attend the White House Conference and may be designated as delegates in the event the elected delegates cannot attend. In addition to the South Carolina State Librarian, these include Jean Crouch, public library trustee, Saluda; Mrs. Clarence Hornsby, Rock Hill; and James Braswell, Newberry. All other states are holding similar conferences prior to the White House Conference. “It is anticipated that the National Conference will combine state recommendations to form the basis of a national policy for library development,” said Betty E. Callaham, deputy state librarian and Conference Coordinator.

Arnold S. Goodstein, State Senator and Conference Chairman said, “Fast and accurate information is a modern-day necessity for government, business, and industry; and libraries must have the resources and technology to meet the constantly changing needs.” Only through solid planning can we expect our libraries to grow with the times,” he concluded.

Resolutions Adopted by the Conference

Funding

1. For local, State, and Federal governments
Most libraries in South Carolina are inadequate in one or more of the following respects: collection, staff, services, and facilities. Additional local, State, and Federal funds must be provided if libraries are to reach the level of service users demand and deserve. Funding should be sufficient to bring all libraries up to national professional standards and to offset the cost of inflation.

2. For the State Library and General Assembly
State Aid to public libraries should be increased to one dollar per capita immediately. The local libraries should be allocated the responsibility for utilizing State Aid funds to meet their individual needs within the framework of less restrictive guidelines.

3. For the State Library
At the present time public libraries have little input into the formulation of the State Aid section of the South Carolina State Library budget. We recommend that this situation be addressed by the State Library Board for corrective action in time for inclusion in the annual budget. The action taken by the Board should be publicized in the State Library's annual report.

4. For the State and Federal Governments
State and Federal library funds should be flexible to enable librarians to channel expenditures to the greatest or most urgent need (acquisition of materials, personnel, etc.) and because completely undesignated funds have great potential for abuse, we recommend that professional librarians have more input into decisions for spending State and Federal funds. This recommendation reflects the increased professionalism for our libraries at all levels.

5. For the Federal Government
The South Carolina Governor's Conference supports continuing and increased library funding through special Federal programs as the Library Services and Construction Act, the Elementary and Secondary Education Act, the Higher Education Act, and the National Historical Publication and Research Act. We also recommend that all members of the Conference make their State and national representatives aware of our desire by personal and written contacts.

6. For the Federal Government
Federally developed for public and academic library construction should be renewed. Funds should be made available for elimination of barriers to the handicapped in present buildings as well as for construction of new buildings.

7. For the General Assembly
State funding through bonds should also be made available for library buildings.

8. For the State Department of Education
The Defined Minimum Program of the State Department of Education should be amended to include adequate funding of school library media centers by designating a specific sum for print and nonprint materials instead of including library materials in the amount for instructional materials.

9. For the State Department of Education
The State Board of Education and its Advisory Committee are asked to support the revision of the Defined Minimum Program to include the directed per pupil expenditure of one percent of the current Base Student Cost for print and nonprint materials, including library supplies but excluding equipment and any instructional materials.

10. For the General Assembly and the State Department of Education
The South Carolina Governor's Conference calls upon the General Assembly to fund and the State Department of Education to implement the creation of a new Department of Library Media Services. The Governor's Conference recommends that the Department be established under the Division of Instruction and consist of a Director and a minimum of six consultants, at least one of whom shall be an expert in audiovisual services. The Library Media Services Director shall report directly to the Director of the Division of Instruction and be included in curriculum planning and development. The consultants shall hold high credentials in their field and be allocated adequate travel funds to provide service to the state.

11. For the General Assembly and the State Department of Education
To continue the battle against illiteracy the South Carolina Governor's Conference calls upon the General Assembly to continue to fund and sustain through the State Department of Education experimental and innovative programs geared toward remedial reading and non-readers of all ages.

12. For the Federal Government
The Federal Government should support, through grants and contracts, research and development in school library media centers. This funding should include project-oriented training for media specialists, media aides, and volunteers.

13. For State Institutions and the General Assembly
Institutional libraries play a major role in the therapy and rehabilitation of patients and residents. Institutions should make the library a line item in their budget rather than include it as part of “education” or some other department. A justified budget request should be made by the person responsible for spending the funds allocated. State funds should be the primary source of funding for institutional libraries with Federal funds as a supplement.

14. For local governments
Alternatives to taxation on the local level should be explored to determine if other options are feasible as a source of funding for libraries. Cooperative ventures where funds may be pooled should be encouraged. Local and State professional and lay groups should make a study of the feasibility of the development of endowment funds as a source of public library support.

Cooperation

15. For the Commission on Colleges of the Southern Association of Colleges and Schools and all libraries
Libraries can no longer be completely self-sufficient. Although some libraries serve only a narrow
16. For the General Assembly, the State Department of Education, and the Association of Public Library Administrators

Although they have differing primary responsibilities, it is especially important that school and public libraries should work together to develop cooperative programs involving staff and resources so that services will be coordinated in the best possible way for all users. The State of South Carolina should provide additional funding to enable the libraries to plan and begin to carry out cooperative ventures.

17. For the State Department of Education and Association of Public Library Administrators

School and public libraries should diligently investigate the possible joint development and utilization of facilities, particularly new library and school locations, so as to show more responsible and efficient use of all funds.

18. For the State Library and General Assembly

The South Carolina State Library should be designated as the agency responsible for developing and carrying out a statewide plan for cooperation which will involve all types of libraries. The State Library's plan should be formulated with the advice of a council representing the various types of libraries and regions and should be compatible with plans for the proposed national network. This plan should take into account that it is imperative to maintain local autonomy for libraries. The State should provide funds necessary to encourage the planning and support the implementation of this program.

19. For the State Library

Libraries nationwide are beginning to make significant use of computers and other new technologies, but South Carolina libraries, because of their small size and limited funds, have been able to do little in this area. The State Library with the assistance of an interlibrary committee should begin to study and recommend the direction South Carolina should take toward technology. The committee should develop guidelines for an orderly systems implementation. Two areas which should be included in the South Carolina study are: (1) whether it would be economically feasible for the smaller libraries to become part of a larger system through some kind of regional or State cooperation and (2) how to insure that the automation systems selected by individual libraries are compatible with each other.

20. For the Federal government

The South Carolina Governor's Conference endorses the concept of a national information network which would make information accessible to all citizens. The Conference recommends a feasibility study to determine the cost of such a network and possible methods of financing.

Access

21. For the Commission on Higher Education, State Department of Education, and General Assembly

Academic and school libraries should continue to work closely with community colleges, and work with students to ensure that all adults have the opportunity to complete their high school education.

22. For the Association of Public Library Administrators

Public libraries should be open hours which are convenient for all people, including the working public, and which are based on user-needs surveys of the individual communities. The library staff should be expected to work the hours which will best meet the community's needs.

23. For the Commission on Higher Education, State Institutions, and Academic and Special Libraries

Tax-supported academic, institutional, and special libraries should be available to the general public, at least on an in-house basis, provided that such service does not compromise each library's responsibilities toward its primary clientele. If this policy results in a drastic increase in use of a library by the general public, additional personnel and funding for personnel would be imperative.

24. For the South Carolina Library Association, Commission on Higher Education, USC College of Librarianship, and Federal Government

All libraries need to place a high priority on eradicating barriers to users who have sensory, physical, or mental handicaps. Additional federal funding should be provided to eliminate architectural barriers, which include furnishings and equipment and their arrangement. Library school and staff in-service training should be given to eliminate attitudinal barriers.
Libraries should publicize their services through a comprehensive campaign of public service announcements utilizing all media: television, radio, newspapers, and direct mail. Advocates should be available to appear on talk shows and speak for civic, school, and church organizations.

38. For the South Carolina Library Association
   A statewide Friends of the Library organization should be established.

39. For the State Department of Education and Association of Public Library Administrators
   Both school and public libraries need to develop better library orientation programs. It is recommended that librarians investigate the production of such programs in film, videotape, audiotape, and slide-tape by South Carolina ETV.

40. For the Association of Public Library Administrators
   Libraries should make every effort to identify and reach non-users by sponsoring supplemental activities such as exhibits, lectures, discussion groups, instruction in the use of the library, and concerts. Strong emphasis should be placed on reaching young children and those entrusted with child care.

41. For the Commission on Higher Education, USC College of Librarianship, and South Carolina Library Association
   Workshops and library school courses in public relations should be implemented.

42. For all libraries
   A library should be a pleasant and friendly place to visit.

Education

43. For the Commission on Higher Education and USC College of Librarianship
   The University of South Carolina College of Librarianship should continue to strengthen its curriculum in order (1) to develop new courses to meet the needs of the state and (2) to reflect changing emphases and developments within librarianship and related fields. The South Carolina Governor's Conference goes on record as recommending continued emphasis in the following particular areas of study: library budgeting and financing, administration of school library media centers, cataloging, institutional librarianship, and middle management.

44. For the Commission on Higher Education and USC College of Librarianship
   The University of South Carolina College of Librarianship should continue to offer students the option of working as interns, the objective of which is to give students experience and the opportunity to determine their suitability for particular types of libraries and areas of library service.

45. For the Commission on Higher Education
   The South Carolina colleges should continue to offer undergraduate courses in library science not only for those working toward the bachelor's degree in fields other than library science but also for pre-professional librarians who do not want a degree but need basic training to help them in their jobs.

46. For the State Department of Education and schools of education
   Prospective teachers and school administrators should have instruction in the effective use of school library media centers.

47. For all libraries
   To improve service given to the public, libraries should provide their staff with in-service training.

48. For the Office of the Governor
   South Carolina library media personnel need additional continuing education opportunities to upgrade their knowledge and skills. Special attention should be given to coordination of existing continuing education curricula, providing additional courses, and exploring the use of ETV. To implement this proposal the Governor's Educational Liaison Office should call a meeting of representatives of the appropriate professional associations and institutions.

49. For the State Library and Office of the Governor
   Whereas the South Carolina Governor's Conference on Library and Information Services has been one of the best planned and most efficient conferences the delegates have ever attended, the delegates wish to record their deep appreciation and gratitude to the Conference Coordinator, Miss Betty Collaham; and to other members of the staff of the South Carolina State Library. The delegates further resolve that copies of this resolution be forwarded to the State Library Board and to the Office of the Governor of South Carolina.

Orientation/Instruction
Round-Up

Patricia M. Ridgeway
Head, Reference Department
Winthrop College Library

The Self-Guided Tour

I was delivering what I thought was a particularly good lecture. I had clearly defined my objectives to the class and was emphasizing search strategy rather than simply describing tools. But a question from a student stopped me short, "This all sounds great, but where can I find these books?"

After a bit of hemming and hawing, I discovered most of these graduate students had never used this library before. They needed physical knowledge of the library in order to fit the message I was giving them into a coherent whole. This is true for most of us — until we can feel oriented to an environment, we cannot concentrate on higher ideas.

Alternate Methods

In working with a bibliographic instruction program, orientation — not lectures and not workbooks — is the place to start. Orientation gives the library user familiarity with the physical plant and with basic library services. There are many methods for library orientation including printed manuals and leaflets, guided group tours, programmed instruction, slide-tape programs, good library signage, and videotape and film programs; but I believe none of these are as effective as the self-guided tour.

A self-guided tour is the only method in which patrons are systematically and directly in contact with the physical locations and materials under discussion and are allowed to proceed at their own pace. Guided tours disturb other library users, and the people at the back of the group often cannot see or hear the tour leader. Audiovisual programs that present pictures of library services and locations give patrons pieces of a jigsaw puzzle that they must try to fit into place when they encounter the library itself. Self-guided tours are easy and inexpensive to produce and revise, make efficient use of library staff time, and can be used successfully with small and large student bodies. The public library patron who wants to be introduced to the library can take a tour whenever he or she wishes. As an orientation method, the self-guided tour does have disadvantages. I will discuss the problems and possible solutions later.

Format

The self-guided tour can be in a printed format such as a leaflet or booklet, or it can be taped on an audio-cassette. A printed walking tour is the cheapest and easiest to produce and is also useful as a trial step before creating a taped tour. With a printed tour, however, patrons often must read the text, walk, and look at the location being discussed all at the same time. The taped tour, although initially more difficult to prepare, gives the listeners the freedom to scan a shelf, pull out a catalog drawer, or flip through the pages of a book while the narrator directs their attention. The cassette player should have a shoulder strap to give the patron, who also will be carrying floorplans, this freedom to examine items on the tour.
Preparing a Tour

To produce a tour in either format, begin with a list of locations and services users need to know. Many of these will be the same as those covered in conventional guided tours. Be careful not to go overboard. If you give too much information, the patron cannot distinguish between vital and peripheral facts, and the most important part of your message may be lost. You can borrow good examples of library tours from the Southeastern Bibliographic Instruction Clearinghouse (Crisman Memorial Library, Box 4146, David Lipscomb College, Nashville, Tenn. 37203) and from Project LOEX (Center of Educational Resources, Eastern Michigan University, Ypsilanti, Mich. 48197).

The use of behavioral objectives in formulating any instructional program makes later evaluation much simpler. For instance, the section of the tour about the circulation desk would be written to meet the objectives, “The patron will know the objectives to go to check and return materials and how to fill out a charge card.” Of course, there may be other objectives for this location. If you have no experience in writing behavioral objectives, Writing Objectives for Bibliographic Instruction in Academic Libraries, is an excellent guide.

Directions given for the tour participant’s movement through the library should be especially clear. Avoid the use of such designators as north or south, left or right, back or front, and instead use points of reference prominent physical features such as stairs, service counters, and offices. Floorplans with numbered stops and large signs displaying the stop numbers will keep the patron on route. How effective is a tour if you get lost?

After writing the script for a tour, find volunteers new to the library to test it. Here you can discover if your directions were clear and your language specific and succinct. If it is a written tour, you can follow your guinea pigs and see where they have trouble. To avoid tapping the audio-tour and then having to revise it, read it to your volunteers. You may want to devise a simple test and administer it the trial run to see if your intended behavioral objectives were met.

Cartoon and humorous illustrations can enliven a written walking tour, but be sure that these are of good quality and that the leaflet has a professional finished appearance. There are many good guides for preparing graphics that you will find useful.1

For a taped tour you can record it yourself or recruit a speech or communications class to take it as a project. A soundproof room is a necessity for recording, but a radio studio is the best alternative, particularly if you want to use music. Music is an effective way to provide variety. It is best used as a transition between stops or between major sections of the tour because music can drift out of a speaker if used as background throughout the recording. The script should provide plenty of time for tour takers to move from one area to another and should frequently invite them to stop the tape and take more time at any location.

There are a number of inexpensive tape players that are suitable for taped tours. Players and headphones should be sturdy and simple. A player that has a review feature will allow the listeners to quickly play back any missed section. Players with more than one headphone jack let two people use one player. This is especially helpful for school and college libraries since students usually come in groups to do library assignments, and fewer players will have to be purchased.

Overcoming Tour Disadvantages

The disadvantage of the self-guided tour can usually be overcome with proper planning. Particularly on the college and university level, a guided tour can dramatically increase traffic in areas such as rare book rooms or other special service areas that do not generally see large numbers of students. A staff should be aware of the numbers to expect and should participate in preparing the tour for their area. Encourage staff members to suggest patrons make use of the tour.

A self-guided tour will not help the library user who needs to find a book or write a paper immediately and does not have the time to take a tour. Printed and audio-visual point-of-use materials should be available for these patrons and can provide the indepth instruction a tour cannot. Colleges and schools can reach students who won’t take the time for a tour by making it required and scheduling it before the first library assignment or as part of a coordinated program of library instruction.

Although a self-guided tour does encourage more interaction with the library than most other methods, those taking the tour can become passive spectators. Tour instructions should direct users to handle items, to pull out catalog trays, and to open books. Even better is an exercise that asks tour participants to practice some of the information they are receiving. The exercise, which may be required or optional, can direct users to fill out a charge card, find an author with a name similar to theirs in the card catalog, or become involved in other basic library activities.

The self-guided tour is not the only method to instruct library patrons but is an excellent place to start on the way to self-reliant library users.

Guest Columnists

I have used the column this issue to talk about an orientation method that I particularly like. What about you? Do you have a method of library instruction others should know about? Do you want to brag about a program? I’m inviting you to be a guest columnist. Send your columns to me before February 1 or later South Carolina Librarian deadlines.

S.C. Bibliographic Instruction Interest Group

Librarians interested in forming a South Carolina Bibliographic Instruction Interest Group within the SCLA Public Services Section should meet immediately following the Public Services Section meeting in Charleston on Friday, October 12 at 5:45 p.m.

SEBIC?

SEBIC — the Southeastern Bibliographic Instruction Clearinghouse. Some of you have forgotten SEBIC. Forgotten to send two copies of all your library instruction materials to our Southeastern clearinghouse.

And forgotten the variety of material available on loan from SEBIC — scripts, library handouts, bibliographies, pathfinder sheets, library student questionnaires and many other instructional materials.

Pooling our resources will save time and unnecessary duplication of effort for all of us. So keep those cards and packets of material coming to SEBIC, Crisman Memorial Library, Box 4146, David Lipscomb College, Nashville, Tenn. 37203.

References


Available for $4.00 from Director’s Office, Library-Learning Center, University of Wisconsin-Parkside, Kenosha, Wis. 53140.

2Some useful guides include:

Needed: Definitions in Action!

Rossie B. Caldwell
Assoc. Professor of Library Science
South Carolina State College

The application of job definitions is needed in the field of school librarianship. Although school librarianship has long been outstanding among many fields of library endeavors, it still falls behind in utilization of personnel. At the state level, both state departments of education and state library boards, along with personnel in library education programs, have been leaders in this area. Their efforts include changes in certification which involve job definitions, some applications of job definitions, and better utilization of personnel. Job definitions describe course requirements for media specialists, media communications specialists, and media supervisors for school library media centers.

Close definitions of the tasks to be performed in media centers should be available and should be applied. School library manpower studies have generally provided definitions. Are these definitions being applied in all media centers?

There are some serious questions about manpower and womanpower in the school library media center. This article seeks to identify some answers. A basic question is: Who does what, when and how—with reference to individual centers?

Precise job definitions and descriptions are necessary in the competency-based approaches to education which are prevalent today. Such approaches have been noted as part of some certification processes. Also important is a careful listing of behavioral requirements. Can examples of all of the desirable behaviors which are listed be found in media center operations? It is more likely that additional personnel is needed for all such behaviors to occur in many centers. If personnel requirements could be met as they are stated in national standards, desirable behaviors would likely result to an optimal degree.

Administrators have realized the extent to which media centers can assist learning in all curricular areas. They have probably noted carefully that the assistance which is given is limited by provisions for differentiated personnel. The necessary differentiation is possible when job definitions are considered. With such definitions the administrator is able to present his/her needs to the sources of personnel—the education agency.

The agencies which provide library personnel, both graduate and undergraduate, are well aware of the importance of job definitions. Inherent in reports from state library consultants is a continuing need for the work of these agencies in providing personnel.

Some will assert that the above ideas are already in effect. Can it also be stated that all users of libraries are being totally served? Capabilities of well-trained personnel on different levels of education are needed to provide efficient user services. Efficient training of personnel and efficient execution of definitions are closely allied.

More specific statistics are needed in order to pinpoint questions and answers concerning personnel and job definitions. After examining the most recent available reports from the National Center for Education Statistics (NCES), one must conclude that a void has existed until now in up-to-date listings of job titles based on job definitions in the school library media field. However, there is promise in the statistics arena. At least one report indicates that the results of a 1978 survey is forthcoming.

In conclusion, the following advantages would likely result from close application of job definitions:

1. The professional talents of persons with masters’ degrees in library science would be utilized professionally because sufficient supportive personnel would be defined and more likely to be provided.
2. The professional abilities of persons with less than masters’ degrees would be better utilized through adherence to appropriate job definitions.
3. The capabilities of college graduates with special skills in handling media will be better realized because job definitions will emphasize their capabilities—even by specific subject areas or grade levels.

References

5. Examination of report and Personnel listings obtained from Margaret Einhardt and Mary Griffin, South Carolina Department of Education, School Library Consultants, May, 1979.

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The Future of Library Cooperation In South Carolina

Shirley M. Tarlton
College Librarian
Winthrop College

Though we have the necessary technology to share information and resources, present involvement by local, state, and federal governments is not appropriate enough to assure financial support to activate meaningful resource sharing. Sharing what you have with others is a simple and salable concept, but there are costs involved with document delivery, large numbers of interlibrary loan transactions, and some user resistance to losing access to materials formerly close at hand. To date the most effective resource sharing arrangements exist among libraries of similar size and mission which are geographically close.

In academic libraries we have a problem in the state identifying more than a few libraries with strong collections. Growth for the few strong collections is not maintained at growth levels of the past. We need to beef up collections in order to have something to share. And, how close are these few strong collections to the majority of other academic libraries? We will require extra monies to purchase materials, pay staff to identify and locate materials through shared catalogs and bibliographic networks, and pay for delivery of materials to other locations within the state.

Among major research libraries in the country, large amounts of staff time has led some to initiate charges for their services. If this practice becomes the accepted method of operation, when is it cheaper to purchase than to borrow? Again, we require funds to support lending services at our major research libraries. We should make an effort to identify collections which complement each other and acknowledge the fact that basic collections are necessary to every-day service requirements. We should identify all that can be shared other than books and journals — special staff skills or expertise, costs of bibliographic networks, union catalogs, etc.

We must stop thinking in terms of our limitations and begin examining the possibilities. Education in a philosophy of resource sharing and its mutual benefits is a must. Tom Galvin said in an article, "Beyond Survival: Library Management for the Future," that written policies don't solve problems. The major issue seems to be "behavioral change" in regard to the human factor. Many people agree that a key obstacle would be educating both librarians and users to a new mode of operation. Access to books and all other media will need to take priority over ownership of books, however accessibility should not become a substitute for strong local collections. So, if we can put aside our local autonomy, our standards, and our written policies, we can concentrate on meeting user needs with reasonable speed and completeness.

Some would say that academic libraries must come to terms with quantiative aspects of nationally recognized standards or criteria as they apply to individual libraries. In times of fiscal constraints, students and the general public can have access to reference and resource collections far better in quality and greater in depth than their local library could possibly provide alone. What we have is a need to provide a means for total library development while preserving all the advantages of the current independent library authorities.

Reviews


Is $25 too much for a book on library sign systems? Before answering this question, consider several other questions: How important is a library sign system? How effective is the signage in your library? How good is the book?

The topic of library signs has been ignored too long. A good system of signs can reduce repetitive directional questions and aid the library user who does not ask for help. Signs are also a vital public relations tool for, in addition to giving patrons directions and information, a carefully developed sign system tells users that the library is friendly, professional and genuinely concerned with uniting patron and information. Library sign systems are very important.

Since signage is a relatively new concern among librarians, few have dealt with the information and research on this topic that comes from other professions such as architecture, graphic design, psychology, and geography. As a result, not many librarians have applied such information to their libraries and designed good library signage. Often architects of new libraries have been too concerned with maintaining the purity of their designs and included little if any signage in building plans.

Which brings us to the book itself. Sign Systems for Libraries is the only United States publication on the topic. The British work by Spencer and Reynolds, Directional Signing and Labeling in Libraries and Museums (Readability of Print Institute, 1977) does an excellent job of reviewing signage research, but does not offer as much practical advice as the Pollet and Haskell work.

The book moves from theoretical articles to chapters dealing with solutions to specific library types and problems. One group of chapters, "Designing a Visual Guidance System," should be especially helpful to librarians setting up a signage system as it provides guidance on planning, consultants, materials, language, special provisions for the handicapped, and program evaluation.

Another section considers specific types of libraries. This section is the most uneven. The chapter on special libraries only describes signage of special libraries in the Boston area. However, public and school librarians who think signage is too esoteric for them should read the chapters on the library types. They are filled with practical specific solutions.

I wish a chapter addressed the needs of smaller academic libraries but did find Wiggins' and Magleby's account of the design of the Brigham Young University library signage system to be an excellent, detailed model. College and university librarians will find "Designing Open-Stack Areas for the User" stimulating. This is the first thorough study of stack arrangement I have seen.

As expected for such a topic, the book is heavily illustrated with drawings and photographs. A few photographs do not clearly convey the intended message. One of the reasons for the high cost of this book must be the care that went into its attractive graphic design. A good annotated bibliography leads the reader to the basic sources in and out of the library field, and the index is detailed and complete.

After reading Sign Systems for Libraries, I had a short list of tasks to undertake immediately and a longer list of things for long range study — in short, many good ideas to improve our library's signage. For any library that expects its patrons to find their way around on their own, but knows they don't, $25 is not too much.

Trish Ridgeway
Winthrop College Library
Resource Sharing

It is the nature of libraries to grow. Resource sharing is not a solution to the problem of library growth or economics, but a means of improving service to library users. Resource sharing programs are intended to link library users with material and information. To do this, librarians must be able to locate and obtain the required information. Thus resource sharing includes identifying and locating materials through other libraries and bibliographic networks, and then delivering them for use through inter-library loan, regional networks, bus systems, the mail, or informal arrangements. In addition, some libraries operate cooperative acquisitions programs and share borrowing privileges.

The concern among major research libraries that they contribute large amounts of staff time to lending activities has led some to initiate inter-library loan charges and all to consider carefully the pros and cons of specific shared activities. Individual libraries are maintaining and strengthening their own local collections partly because of lack of user understanding of resources and their availability through modern technology and cooperative efforts. Another obstacle to resource sharing has been the demand for strong local collections when national and regional criteria emphasize numbers of volumes held within a single library.

Consolidation of Networks

The thrust of the 1980's may be the development of cost-effective in-house library minicomputer processing and catalog access systems capable of interfacing with an effective national library network for sharing bibliographic information and library resources. The availability of complete bibliographic information through modern technology will have a profound impact on traditional library acquisitions policies as well as on the future of scholarly journals. Rather than continuing to supply hardcopy of some rather scholarly journals, we will see the traditional journal give way to on-demand publishing, shorter documentation, and centers selling copies of documents in microform.

While it is true that the needs of users of various types of libraries are different, there need not be separate networks. One network can serve different sizes and types of libraries and one courier service could deliver materials to all types of libraries in an area; and information, regardless, of the level or type of material, can be stored in a common data or information base for distribution over the same network.

A consolidation of local networks seems essential to maximize the scarce money resources available to individual libraries. A consolidation could provide a larger economic base for support of these networks and their services, better coordination of efforts, a wider sharing of resources, and most cost benefits to the citizens who ultimately must pay for library and information services.

Network planning and development have been based on the following elements common to all definitions of the term — sharing of resources, exchange of information, formal arrangements between libraries of the same and/or different types, and use of technology and communications.

The goal of networking, in the words of the National Commission on Libraries and Information Science (NCLIS), is:

To eventually provide every individual in the United States with equal opportunity of access to that part of the total information resource which will satisfy the individual's educational, working, cultural and leisure-time needs and interests, regardless of the individual's location, social or physical condition or level of intellectual achievement.

The largest number of networks today is state or local in scope. They center around a local public library, a cluster of academic libraries, school district libraries or an arbitrary grouping originally tied together through personal contacts among staff. The next identifiable level of organization is on a statewide basis — activities within a state have been coordinated to form a network. These are established both as separate bodies and within state library agencies. Beyond the state level we find multistate and regional networks. Trends for the future reveal the configuration and architecture of a national network.

Standards and Accreditation

And now let me turn to the subject of standards and accreditation. At the 1973 Pittsburgh conference on resource sharing in libraries, Robert Kirkwood of the Federation of Regional Accrediting Commissions of Higher Education said the following:

The major measure of a good academic library is the use it gets. Where a library is truly integrated into the teaching and learning activities on any campus, there will be little need to worry about accreditation. The concern of accreditation is excellence, and, rather than being an end in itself, accreditation is a means to the end of strengthening and improving the quality of education. When resource sharing can amplify the range and dimensions of learning materials available, what could be more consistent with the purposes of education?

Obviously the same holds true for all types of libraries: public, school, community college, or technical school.

Looking Toward the 1980's

Looking toward the 1980's Alvin Eurich calls for a reassessment of colleges and universities and the important role of library services in 1980. Eurich considers the solution to building resources as not more buildings, more books, and more librarians, but a change in the concept of what a library is. The library will cease to be a depository of books and become a source of information, multiplying the usability of every informational unit and extending the geographic and physical limitations of the library building. He predicts a cooperative banding together of the small libraries in statewide systems for centralized ordering and processing and a reduction of multiplication of holdings and the utilization of strong centers for little-used materials, with a greater use of microforms to increase a library's capacities. Computer sharing with a number of networking possibilities and utilization of telecommunication systems in instruction and media searching were part of this prediction. Added to this sense of sharing could be the awareness on the part of many librarians of the need to share personnel through programs of continuing education or specialization. Some institutions and states have shown success with many of these types of cooperative endeavors. Encouragement from the accrediting agencies could open avenues to strengthening existing programs and develop others.

The new technology is providing tools which vastly improve the library's ability, in a broad sense, to be responsive to the community. Computerized circulation systems alone can yield information on the most heavily used segments of the collections, on titles which should be duplicated, on priority areas for reclassification, or appropriate loan periods, and on many other categories pertaining to the use of the library's resources. In the near future, libraries of all sorts should be in a much better position to analyze the communities served and their use of the libraries.
Why Multitype Cooperation?

What is multitype library cooperation? Multitype library cooperation is a means of mobilizing total library resources to meet the needs of the user without regard to the type of library involved and without classifying the user as a public, school, academic or special library patron. The goal is to help all library users make more effective use of all library resources and services. Almost any discussion of multitype library cooperation calls for a master plan for sharing resources and the adoption of policies that establish more open access for all users.

More and more academic libraries are putting more and more of their budget into controlling and programming what they can’t have enough of — library materials. No single library can ever satisfy the reader. This brings libraries closer to sharing their resources: but it must be Fair Share, and a rationalization of collections within a network.

Multitype library cooperatives have the potential of devising new and creative ways of sharing resources and services, of fostering joint efforts between the public and private sectors, and of stopping needless duplication of effort and resources.

The overriding problem in library cooperation is in getting people to work together productively. And, until we have demonstrated the ability to offer well-conceived programs of joint purchase, coordinated purchase, and subsequent sharing of resources, we cannot claim to be close to the potential of multitype library cooperation. Three related areas — the building of bibliographic data bases for locating resources, the development of communication protocols for linking information data bases, and the strengthening of delivery systems that ensure economical and timely delivery — must be given more attention.

More and better traditional library services is not the answer. What is necessary is some new approach to the local delivery of information. The question of accessibility, in terms of both time and geography, proves to be a factor of more importance than the quality of the source.

In a statewide cooperative, the large libraries, which will eventually contribute more in the way of resource sharing, should be compensated for their contributions. This is a sensitive problem, but other states have found ways to equalize the burden and have succeeded at getting special funding in state budgets.

Although multitype library cooperatives may have difficulty in obtaining statutory recognition and funding, there have been no legal barriers that prohibited or limited participation in statewide multitype cooperative activities. In fact, the ability to cut across functional, jurisdictional, and geographic lines is perhaps of the greatest import, since it allows the multitype cooperative to serve as a catalyst in bringing about change and as a coordinator in developing new programs.

In a report on libraries and library services in the Southeast published a few years ago, one of the recommendations stated that libraries and library-related agencies were too fragmented, and their interests too narrowly focused, for them to come together in cooperative programs. Here in South Carolina our state library is prepared to assist libraries of all types with planning and to provide leadership. We need the involvement of all types of libraries, especially public school libraries, in planning for the future. We will require increased funding to support a vigorous state plan for development of library service and leadership so essential to our future national library network.

Conclusion

While most library networking efforts to date have been able to provide access sharing of local catalog information, little has been done with resource sharing.

Development of significant regionwide resource sharing, among academic libraries and between academic libraries and public and other libraries, is particularly important to the South. The South is significantly lacking in major research library collections when compared to national resources.

Networking cannot replace the basic provision of local services, and the complex questions of balancing local and regional resources will need the professional skills of many library administrators.

Library cooperation is essential, whether embodied in networks involving computer technology or on less formal agreements. We are painfully aware of the economic constraints that have forced us to stop acquiring as many journals and books. This problem, as well as space limitations, will continue to force libraries of all types to look toward library cooperation and sharing of resources in order to make available the materials demanded by our users.

What we need is a plan that emphasizes the need for increased interdependence among libraries of all types and makes priority recommendations for joint planning, development, and sharing of resources and services at local, regional, and state levels.

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Recent South Caroliniana:
A Partial List

John K. Waters
South Caroliniana Library
University of South Carolina

This bibliography is the twentieth of its kind to appear in *The South Carolina Librarian*. The criteria for inclusion continue to be authorship by a native or adopted son (or daughter), subject relevance to our State, or the bearing of a South Carolina imprint. The list is necessarily selective and intended to cumulate the previous lists. Most of these items are in the collection of the South Caroliniana Library of the University of South Carolina.

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Lambert Scholarship to U.S. Librarian

Blackwell’s, the Oxford booksellers, have established a post-graduate research scholarship tenable at the College of Librarianship Wales in Aberystwyth which is to be offered annually to librarians.

It is hoped eventually to attract candidates from a wide range of countries, and the scholarship will be offered in succession to librarians from specific regions. For 1980-81 applications are invited from the United States.

The successful candidate, who should be a graduate with a professional qualification in librarianship, will carry out research on matters of common concern to libraries and the book trade. Applicants should submit a formal proposal (not more than 500 words) setting out the topics that they would wish to investigate.

Selection will be made by a Selection Committee with a membership as follows: Dr. James S. Healey (Convenor), Director, University of Oklahoma, School of Library Science; Dr. Leslie W. Dunlap, Dean, University of Iowa Libraries; Iowa City, Iowa 52420 Phone: 1-319-335-4450; Mr. Thomas F. O’Connell, University Librarian, Boston College; Mr. William C. Roselle, Director of Libraries, University of Wisconsin-Milwaukee Library; Mr. Kenneth E. Tombs, Director, University of South Carolina Thomas Cooper Library.

Nix, Bruce, Stone Named To PLA Committees

Larry Nix, director of the Greenville County Library, has been appointed by Public Library Association President Ronald A. Dubberly to chair the PLA State Public Library Sections Committee (ad hoc). Dubberly created the committee to determine the most appropriate program to establish a multi-directional relationship between PLA and state public library sections within state library associations.

Nix was selected to chair the committee due to his very active role at the local, regional and national level in library associations, said Dubberly. He has an understanding of the appropriate roles of each and the need for working and supportive relationships between each. Nix, also, demonstrated his organizational ability during his term of President of the PLA Public Library Systems Section during the Section’s first year of existence, said the PLA president.

Dubberly also appointed Dennis L. Bruce, Spartanburg County Public Library, to the Audiovisual Committee. Carl Stone, Anderson County Public Library, is serving on the Organization Committee.

Dubberly, director of the Seattle (WA) Public Library, is concerned that the Public Library Association’s committees and other activities have a broad geographical representation. It is expected that librarians from South Carolina will bring a perspective on librarianship unique to their State to PLA’s programs.

Southeast Music Librarians To Meet in North Carolina

The Music Library Association - Southeast Chapter will hold its annual meeting at the University of North Carolina at Chapel Hill on November 16-17, 1979. An interesting and varied program has been planned and all librarians who work with music materials are cordially invited to attend.

Topics for the sessions include music cataloguing, in-house music reference ideas, recent research in pre-Civil War Afro-American music, folk music collecting, and an overview of the Motion Pictures, Broadcasting and Sound Recordings Division at the Library of Congress.

Participating in the program will be Ms. Dena Epstein, Assistant Music Librarian at University of Chicago, past-president of MLA, and author of recently published book entitled “Sinful Tunes and Spirituals;” Dr. Dan Patterson, Director of Folklore Curriculum, UNC-CH; Mr. Gerald Gibson, Head, Curatorial Services, Motion Pictures, Broadcasting and Sound Recordings Division, Library of Congress; Ms. Jeanette Drone, Music Librarian, Memphis State University; and UNC-CH Music Librarians Larry Dixon and Kathryn Logan.

Registration materials can be obtained by contacting Ms. Margaret Lospinuso, Music Library, 106 Hill Hall, University of North Carolina, Chapel Hill, NC 27514 (919-933-1030). Deadline for completed registration is November 1, 1979.
On-line searching of bibliographic data bases. Is it the latest library fad or does it have a legitimate and necessary role in everyday library operations? Can your library afford online searching and who pays for it? What subject areas can be searched? Are there data bases available that would be helpful to public and school libraries? Who in South Carolina is searching? Is it hard to talk to a computer?

The Public Services Section program, "South Carolina On-Line," on Friday, Oct. 12 at 4:15, will answer these questions and others that librarians with no experience in online searching might have. The program will feature speakers from the newly formed Public Services Section On-Line Users Interest Group and a demonstration of an online search. Promotional materials from the major vendors of online services will be available.

Trish Ridgeway, Head, Reference Department, Winthrop College Library, will lead off with examples of the uses of online searching in everyday library operations. Discussing the directory of South Carolina libraries that provide online searches will be W. Michael Havener, On-Line Interest Group chair and Assistant Reference Librarian at the Cooper Library, USC. Mr. Havener will also explain the subjects and databases that are available through online searching.

Joseph Cross, Head of Reader Services, USC Law Library, will examine the financial aspects of offering a computer searching service. Presenting a videotape of a search on the New York Times Information Bank, a database that is available at Richland County Public Library, is Sara B. Clark, Assistant Reference Librarian at Richland County.

South Carolina On-Line
At Charleston Conference

Union List of State's
Medical Periodicals Issued

The School of Medicine Library, University of South Carolina, announces the publication of the South Carolina Union List of Medical Periodicals. The Union List records the periodical holdings of the major health sciences libraries in the state as well as the health sciences related holdings of the main library of the University of South Carolina.

The first edition contains 6,500 titles representing the holdings of fourteen libraries. The primary authority for the bibliographic information is the National Library of Medicine Current Catalog. An attempt has been made to include all ISSN's.

This publication may be purchased for $12.50 by writing to R. Thomas Lange, Chief Medical Librarian, School of Medicine Library, University of South Carolina, Columbia, South Carolina, 29208.

Walker Retires
Continued from Page 9

Federal aid to libraries under the Library Services and Construction Act. Since its passage in 1956, South Carolina has received nearly $13 million which has been invested in new buildings, books and magazines, personnel, equipment, and in a cooperative network of libraries sharing their resources to meet the informational needs of all the people of the state. Library service has been established in all State institutions and a special library is operated for service to the blind and physically handicapped.

A native of Virginia, Miss Walker graduated from the University of Tennessee and two years later earned a graduate degree in library science from Emory University.

She began her career at Lawson-McGhee Library in Knoxville, Tennessee, as head of extension service. From 1941 to 1945, she was Post Librarian at Fort Jackson, and was sent, before the end of the war, to the European Theatre as Materials-Supply Librarian for the Army library program.

Miss Walker is a member of the S.C. Committee for the Humanities.

She is past president of both the South Carolina Library Association and the American Association of State Libraries. A member of the Southeastern Library Association and the American Library Association, she has served on various committees within both groups. She is listed in Who's Who in America.

She served as a South Carolina delegate to the White House Conference on Children and Youth in both 1950 and 1960.

Former Governor John West, commemorating her 25th anniversary as State Librarian, conferred on her the Order of the Palmetto. She received the honorary degree of Doctor of Literature from Presbyterian College in 1975 and of Doctor of Humanities from Lander College in 1979.

Miss Walker will continue to live in Columbia.
arrival, librarians had had no formal education and, through her efforts, library science in Thailand was set on its modern course. As a result of the six-course library science curriculum set up by Dr. Spain, a one-year course leading to a diploma in library science was implemented. She also organized an informal group of Thai students who met to discuss library matters. This led to the creation of the Thai Library Association in 1954.

In 1953 she left the University of Southern California to begin a distinguished career as coordinator of children’s services at the New York Public Library. During her eight years at the NYPL, Dr. Spain’s professional stature continued to grow. From 1954 to 1959 she served as editor of the “Books For Young People” section of the Saturday Review and as visiting lecturer to the graduate library schools of Columbia University, Syracuse University, the Pratt Institute and Rutgers University. From 1960 to 1961 she served as president of the American Library Association, becoming the first children’s librarian to be so honored. In 1961 she was named “Woman of the Year in Library Science” by the editors of Who’s Who of American Women. When Dr. Spain took early retirement from the NYPL, she was credited with having increased the circulation of children’s books at the library by fifty per cent.

Besides her role in the American Library Association, Dr. Spain was also active throughout her career in many other library organizations. This included her position as president of the South Carolina Library Association in 1947, membership on the Conference on Library Statistics of the Committee of the Southern Association of Colleges and Secondary Schools from 1940 to 1948, and chairman of the Intellectual Committee of the California Library Association in 1961 and 1963.

In 1961 she was one of seven members of the American Exchange Mission of Librarians who participated in a USA - USSR cultural exchange program. This was the first American and Soviet exchange of librarians in history. Four Soviet librarians visited the US for a month to study library techniques and this was reciprocated by the American delegation for the same length of time.

In 1961 after retiring from NYPL, she returned to her native Florida. However, her retirement was of short duration and she accepted an offer to become director of library services at Central Florida Junior College in Ocala, Florida.

Her work in Thailand was not yet completed, and she was asked by the Rockefeller Foundation to return to the country to help start a master’s degree program in librarianship at Chulalongkorn University. Dr. Spain accepted the request, taking a year’s leave of absence from the college. So great has been her contribution to Thai librarianship, that she has been called the “founder of modern library science in Thailand.”

In 1971 Dr. Spain retired for the second time after ten years service to Central Florida Junior College. She resides in Anthony, Florida, where she confessed in a recent letter to this author that she “enjoys retirement but misses the students and new books coming in.”

References

1Material for this sketch was gathered through the use of the resources of the Winthrop College library, including the personal papers of Dr. Frances Lander Spain, housed in the Archives and Special Collections department.

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