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South Carolina Librarian v.24 n.2 Fall/1980

Abstract
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Keywords
South Carolina Library Association

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The South Carolina LIBRARIAN

Vol. 24, No. 2
Fall 1980

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On Our Cover: A 75-inch-diameter, rotating globe dominates the main lobby of the Greenville County Library. An account of the library's remarkable growth since 1970 starts on page 19. (Photo courtesy 3M Corp.)

Editor ................................................................. Laurance R. Mitlin
Winthrop College Library

Business Manager ..................................................... Nancy M. Davidson
Winthrop College Library

Official Publication of the
South Carolina Library Association

Published in April and October
Deadline for the Spring 1981 issue is February 1

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

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New Law Protects State's Librarians

South Carolina's libraries and library staff received important new protection this year with the passage of Senate Bill 334 in the General Assembly. The law provides new definitions of theft from libraries, and, more importantly, exempts library personnel from liability for causing the arrest of persons suspected of theft.

No longer must library personnel wait until a thief leaves the library building with purloined materials to obtain a conviction. Now willful concealment of a book or other library property on the premises is evidence of intent to commit larceny.

Library personnel who apprehend suspected thieves no longer must fear legal reprisals from the suspect. So long as the employee has probable cause to suspect concealment (a security system alarm, for example) and does not use unreasonable or excessive force, the employee is protected from civil liability for a number of actions.

Many deserve our gratitude for the new law. The South Carolina State Library, S.C.L.A. and many of its individual members lobbied for passage. The members of the General Assembly who supported the bill, and Governor Riley, who signed it, are to be commended for their actions.

In order for a library to receive the protection of the law, two copies must be posted in public areas. We have reproduced the new law along with existing library theft laws in a form suitable for photocopying and posting. Use pages 16 to 17 to help protect you and your library against thieves.

Laurance R. Mitlin
Editor

From Our Readers

To the Editor:

I just wanted to tell you how much I get from Frances Ellison's "Selected New Federal Documents on South Carolina" in the South Carolina Librarian. We do not have a separate documents section in our library and, therefore, sometimes miss ordering some items we should obtain. Sections such as yours are very helpful to those of us in smaller libraries. I hope you continue the column.

Jo Huff, Dean
Gressette Learning Resource Center
Orangeburg-Calhoun Technical College

Management by Objective: A Departmental Approach

Tom Gilson
Extension Division
Greenville County Library

Public libraries are usually busy places, and the Greenville County Library is no exception. Over 6,000 people visit the main library each week, and our ten branches and two bookmobiles are equally well patronized. Naturally, we provide the traditional library services: answering reference questions, providing materials for research, the lending of books, magazines, films, etc. Couple this with program activities ranging from Saturday morning movies for the children to library sponsored investment seminars, and the library becomes a pretty lively place.

Some might argue that it is this hectic pace that creates the problem. But for people who pride themselves as organizers, librarians have a strange predilection of chaos in their own work habits. Of course I am not recommending that we go overboard and organize the fun out of our jobs. The ideal answer would be to organize enough to create the desired efficiency while at the same time allow for the spontaneity that provides much of the joy of librarianship. It is a delicate balance to maintain, but it can be done.

On the surface, the solution we came up with seems fairly simple. I almost hesitate to use the term, but what has worked for us could easily be called management by objective.

As head of the Arts and Audiovisual section, I am responsible for only one small part of a library system that serves almost 270,000 people. We do not have a large staff. There are four full-time employees and two part-time student assistants. But even with such a small staff it was difficult to coordinate both individual projects and the section's overall activities. There was always this vague sense of drifting. The staff knew their responsibilities, but had no real framework to help in fulfilling them.

In attempting to set up such a framework, it was decided to hold monthly meetings to be attended by all full-time staff. These meetings would be devoted to objective setting for both individual staff members and the section as a whole. Before each meeting the staff is asked to prepare a list of objectives to be met within the coming month. (Introducing a time factor in the process is extremely important.) At the meeting, each staff member defines his/her objective, clearly explaining what needs to be done and what results are expected. The objective is then discussed and questions asked so that it is understood exactly. Then, once the objective is set, alternatives for accomplishing it are examined. Suggestions are made by other staff members, and a final plan for implementing the objective is formulated.

It sounds as though this could become a long, drawn out process. However, in most instances it is not. The staff is fairly familiar with each other's duties, and the discussion of each objective rarely becomes overly involved. The important thing is that each staff member is sitting and explaining his/her objectives and being exposed to the opinions of the rest of the staff.

The monthly meeting is also used for what is perhaps the most important part of
the process, the follow-up. Before the objectives for the coming month are set, those
of the past month are reviewed. This review is not meant to put any staff member on
the spot. It is intended as an evaluation of the progress made in attaining the objective,
and in some cases of the validity of the objective itself. It may be that the objective has
proven unrealistic given present manpower and resources, or that an unusually heavy
desk schedule did not allow enough time to accomplish the objective within the allotted
month. Whatever the case, the follow-up enables the staff to appraise their progress
and make adjustments when needed. It is crucial to the success of this method,
for without it, the setting of objectives has no point.

Since we began this system of objective setting, we have noticed a number of
improvements. The feeling of drifting alluded to earlier is gone. The section has the
necessary framework that both provides direction and fosters a sense of
accomplishment. The setting of objectives has encouraged the staff to think of their
work in terms of purpose, planning and end result. There is the feeling that we are in
control and doing the job.

But at the same time, the spontaneity and creativity are still there. Everyone sets
his or her own goals, and by doing so seems motivated to propose new projects or
extension of older ones. We have begun to challenge ourselves.

As a result of these monthly meetings, individual job responsibilities are more
clearly defined. And conversely, with the sharing of these personal objectives with the
rest of the group, a departmental cohesion has developed.

Meeting to discuss objectives keeps communication channels open. And with
each staff member mapping out his/her objectives, areas of overlap can be pinpointed
and staff members can work together to find solutions to mutual problems. As is
usually the case, more open communication results in increased cooperation.

Accountability is another major benefit. Each staff member knows that he or she
is responsible for attaining his objectives within a certain time period. Valid reasons
for not making the deadline are accepted, but the objective is not forgotten. It may be
modified and even found unattainable for the present, but it is then added to the
coming month's objectives or included as a long range target.

Control allowing for creativity, individual accomplishment, building teamwork,
and one-to-one communication opening the road to cooperation have been the results
of this method. Couple these with accountability and you have a system that we feel
works.

Our monthly meetings have not solved all our problems, but they have given us a
tool for dealing with them more efficiently and productively. They have helped us
individually and as a unit to improve our performance and enhance our contribution
to the service the library provides.

Bibliography

A Splendid Establishment

... Charmingly Arranged

18th and 19th Century Observers

of the Charleston Library Society

Alan M. Greenburg
Assistant Cataloger
College of Charleston Library

The definitive history of the Charleston Library Society has not been written.
More's the pity, for this remarkable institution has left an indelible mark upon its
mother city. Other institutions have assumed many of its former activities, yet it
continues to offer to Charlestonians services not duplicated in the local public,
academic and special libraries. Indeed it would be virtually impossible to write a
history of Charleston itself without the rich primary source materials in the Library
Society:

The history of the Charleston Library Society is the history of
culture in Charleston, South Carolina. In this venerable institution
are found the origins of the Charleston Museum, the College of
Charleston, and the Gibbes Art Galery. But above all, in its
collections are mirrored as in a reflecting basin, the tastes and
attainments of Charleston's citizens for almost two centuries.
Founded by men, for men only, this Society, through the highly
selective accretion of so many years now has one of the most
qualitative collections in America, and is indispensable to all who
would write upon our history and our literature.1

The future historian of the Charleston Library Society will give close attention to
the matters of statistics, catalogs, finances, etc. in reconstructing the history of
the Society from its foundation in 1748, through the upheavals of the Revolutionary War,
the disastrous fire of 1778, the years of threatened insolvency and the desolutions of
the Civil War. But the historian's deeper satisfaction will come from the perusal of the
letters, journals and other personal writings of library users who have recorded their pleasure or disappointment in the Library's services and collections.
As a contribution to the history of the Charleston Library Society, this writer has here
assembled the impressions of three visitors to the Library — one foreigner and two
northerners — and, as a postscript, a "state of the library" report by the incumbent
librarian of 1850.

Our first visitor, Francois-Alexandre-Frederic, Duc de La Rochefoucauld-
Liancourt, played not a small part in the tempestuous events of the French
Revolution. On July 14, 1789, when news of the fall of the Bastille came to the ears of
Louis XVI, the King exclaimed, "Why, this is a revolt!" La Rochefoucauld-Liancourt
responded, "No, sire, it is a revolution."2 The duke fled to England and thence to the
United States, recording his experiences in a book published in 1799. His description
of the Charleston Library Society is brief, yet it is of interest because the Library had
only recently moved to its permanent quarters in the Court House.3

A library has been formed in Charleston, and is supported by
the voluntary contributions of a great number of the inhabitants. It was
burnt down to the ground at the time, when the English were in
possession of the town [1780-82; I have been able to find no record
of such a fire] and has since [i.e. before, in 1778] been consumed
again by fire. This library, which is not yet very large, consists
of well-chosen books, and is yearly increased [sic] by purchase
as well as donations. Although the subscribers, by the subsisting
regulations, enjoy but a very limited right of making use of the
books, yet they, who with it, can easily obtain them. [garbled
translation of: "... quoique l'usage n'en appartienne par le
reglement qu'aux souscripteurs, les livres sont, sans difficulte,
pretet a tous ceux qui en desirient] The rooms of the library
contain some very good prints, and curious machines. You also
find there bones of an extraordinary size, which were found on
digging out the canal of Santee.4

After his return to France in 1799, La Rochefoaucal-Liancourt became active in
politics once again, serving the Empire as a commissioner for health, manufacturing,
and prisons, as well as sponsoring progressive reforms, including the introduction of
smallpox vaccination and the abolition of slavery. He also served as government
inspector of the Ecole des arts et metiers which he had founded at Chalons before the
French Revolution. In 1825 he established one of the first savings banks.5

Another northerner, born in Massachusetts in 1770, sojourned much longer in
Charleston than did Kellogg, whose visit lasted only from November 26 until
December 16. The Reverend Abiel Abbot, known as the author of Letters Written
from the Interior of Cuba (1829), actually came to Charleston twice, once in 1818
and again in 1827/28. He undertook the long and difficult voyage also in the hope of
finding relief from a lung complaint. His second visit to Charleston included a four-
month side trip to Cuba, upon the conclusions of which he returned very briefly to the
city before embarking for New York and home. He fell ill and died a day after
embarking, ironically not of tuberculosis but probably of yellow fever.6 It seems likely
that with no other occupation but that of convalescing from consumption, Abbot was
a rather heavy user of the Library Society's collections:

Presented my letter & was introduced to the city library &
invested with the privilege of lounging in the rooms 4 hours each
day & of taking out books for perusal at my lodgings. This is a
splendid establishment, consisting of about 12,000 volumes of
pretty well selected books, most of them in splendid English
editions. In folios & quarto's of small works, adorned with cuts of
the first artists — they have been somewhat extravagant. The
rooms also are hung with admirable prints & paintings, elegantly
framed, with a few busts & curiosities; the greater part of the latter
having been removed to the city museum, another establishment
worthy of a stranger's attention....

* * *

The excellent Library is charmingly arranged. I should have said
conveniently, for the books are not on shelves & in alcoves of any
elegance, but preserved in a position erect & suited to gratify
the eye or preserve the bindings–conveniently, as they are assorted
agreeably to their class—Law, Medicine, Divinity—Philosophy—
Voyages, Travels, Poetry, &c., &c. On the whole this Library is
almost all that a stranger could wish, & it is rapidly increasing by a
3000 $ assessment annually & other funds amounting to

All new & rare publications, all specimens of taste & ingenuity will,
of course, here find a deposit & at some future day it must proudly
vie with the noblest establishment of the kind in our country, collegiate & metropolitan. But the circumstances, which deserves to be recorded in letters of gold, is the liberality with which its privileges are presented to the literary stranger. If he has but character enough to be presented by any member, this constitutes him to all purposes a proprietor; and it is no small incidental advantage that during his visits to the public rooms he becomes acquainted with the most literary & scientific gentlemen of the city, with most of the public functionaries, & those venerable retired men whose names are recorded in many of the most interesting & important pages of our national history.

Abbot's pointed mention of the convenience of the Library's arrangement brings to mind the 1826 publication of Stephen Elliott's remarkable classified and alphabetically indexed catalog. Its preface, described as one of "the most logical of early American essays on the subject [of classification]." includes some astute observations on the purpose and design of library catalogs. His definition of "The objects for which Catalogues of books are consulted" is similar to Charles Ammi Cutter's "Objects" of a printed dictionary catalog.

Our last contribution is not from a Yankee much less a foreign visitor, but from the man who served as librarian of the Charleston Library Society for thirty-nine years. Born in London in 1776, William Logan was a scion of an old Charleston family, and he was brought home to the city when but a few months old. He was trained for the bar, but abandoned it in 1804 to devote himself to farming. In middle life he moved into Charleston and was appointed secretary and librarian of the Library Society in 1815. His is the dubious distinction of having discarded Elliott's classification scheme for a poorer invention of his own. With justice both poetic and unconscious, Frederick Augustus Porcher replaced Logan's methods with an even more primitive fixed-location scheme he had devised to while away the long summer days of 1854.

Portions of Logan's report on the condition of the Library, prepared for Jewett's historic document of 1851, are here reproduced for their usefulness in helping one mentally to reconstruct the finances and facilities of the Library during Charleston's (though not the Library's) most prosperous era:

[The Library] now contains 20,000 volumes. Its average annual increase for the last ten years has been 180 volumes, besides pamphlets. Average annual expenditure for the same period, about $1,000. The income of the Institution is derived from an annual assessment upon the members of $10 each; from rents of rooms and buildings belonging to the society, and from admission fees of new members, $25 each. It of course varies with the rise or fall of rent, and the number of new members admitted. It is at present about $2,500. A brick building, erected and long occupied by the Bank of South Carolina, was purchased about ten years ago [1836] by the society, and the upper story, consisting of one room 40 feet by 35, and two others, each 20 feet square, was fitted up at an expense of $2,000 for the library. The rooms on the first story are rented as offices. A three-story brick building belonging to the estate is rented as a dwelling-house ...
The High School Library and The College-Bound Student

Lennart Pearson
Director
Presbyterian College Library

Those who work with library orientation and bibliographic instruction programs involving college freshmen are well aware that the problem of continuity between high school and college deserves more attention than it gets.

For the past few years at Presbyterian College, we have required all incoming freshmen to take a simple library skills test and a self-guided tour through the building. For the last two years, we have also asked new students to respond to some statements relating to their high school library experience which would help us know what to expect by way of attitude toward the college library.

The 600 students surveyed come from approximately 300 regional high schools, including 124 in South Carolina. The responses are given in percentage form, showing positive, neutral, and negative reactions to eleven statements:

1. My high school library was a comfortable place to study. 
   + 62 13 25

2. The librarian was usually willing to help me find the materials I needed. 
   + 88 5 7

3. Students were sent to the library when they misbehaved in class or in study hall. 
   + 10 6 84

4. To do my assignments in high school, I often used the public library as well as the high school library. 
   + 74 8 18

5. It would really have helped if my high school library had stayed open longer in the afternoon or if it had been open in the evening. 
   + 52 26 22

6. My high school librarian was always concerned with keeping the noise level down. 
   + 84 9 8

7. My teachers in high school encouraged and expected me to use the library for reading outside of class. 
   + 66 20 14

8. I often checked out books for pleasure reading from my high school library. 
   + 48 18 34

9. The public library in my town was a lot friendlier than my high school library. 
   + 23 39 38

10. I often felt uneasy about asking my high school librarian for help. 
    + 15 10 75
11. My high school librarian was a real person that I could talk to. + 0 — 48 30 22

In addition, students were asked to rate themselves as to their reading abilities:

- Very fast reader 4
- Fast reader 29
- Average reader 52
- Slow reader 13
- Very slow reader 1

When asked whether they had read as many as five books during the summer before entering college, 36% said Yes, 64% said No. As to term papers, 78% had written a term paper in their junior year and 81% in their senior year.

These responses are interesting. On the positive side, students bring with them good recollections of helpful and approachable librarians, reasonably good facilities, and an atmosphere of decorum in the library — at least to the extent that librarians still try to keep the bullies out and say "Shh" like they are supposed to. Less positively, students remember that the library closed for the afternoon just about the time they were ready to use it, which meant that they then had to turn to the public library. Pleasure reading is probably a casualty of multiple distractions, some at home, many generated by the school itself in the awareness that the taxpayer is looking for his Friday night money's worth. And how about those twelfth year students in the Indian summer of childhood who want to enjoy their fun-filled final fling of half-days, annuals, plays, proms, beauty contests, homecoming hoopla, field trips, etc., etc., with a minimum of curricular entanglements — for whom the rigors of college will come as something of a shock (Life — so grim, so soon?)

Personally, I think that those of us who are college and university librarians need to have a greater appreciation of what our school library colleagues have to contend with. Many students are poor readers, and high school library objectives have to be broad enough to cover a very diverse student body, only a minority of which will go on to college. Students are often sent, not brought, to the library by teachers whose plans for that precious hour don't necessarily include team-coaching with the librarian. If a student wants to come to the library on his own, red tape in the form of permission slips and hall passes will deter all but the most determined. The open access library which seems to be so attractive in the professional journals and in the architect's drawing turns out to be a security nightmare. Administrative support is erratic, as when librarians are not invited to planning sessions involving curriculum, or when the principal suddenly announces that a sizable sum of money can be made available for the library — if it can all be spent within the next five days.

Teachers, who ought to know better, also have some strange ideas, as when they require elaborate projects of students who can barely sign their names for items they "just have to checkout," or when they are unwilling to help the librarian stock the collection with materials appropriate to their assignments. Perhaps it would be helpful if high school English programs would get out of the term paper business entirely so teachers could concentrate on helping students put ideas on paper with a minimum of errors in spelling and grammar. Students who "learn" to write term papers in high school often have to unlearn it in college. Because they are not mature enough to reason abstractly or to use evidence effectively in moving from a hypothesis to a conclusion, high school students confuse the mechanics of research — 4 x 6 notecards and No. 2 pencils — with scholarly work. Here is where the college instructor has a primary educational obligation. Instead of flunking what the freshman offers quite innocently as "good work like I done back in high school," the instructor needs to make clear what is involved in college level research assignments, and to include in the course syllabus the appropriate kind of instruction.

College librarians have a vested interest in superior high school library programs. What students bring with them — for good or for ill — is what we will have to work with. What minimum should we expect? I think that if a student can solve a simple information problem by the use of an appropriate resource; if a student can read and write decent English; and if a student has a reasonably positive attitude about the library, the odds of surviving the freshman year are really pretty favorable. With some exceptions, most first year students use the library primarily as a place to study. Most of their reading is assigned from textbooks or reserve books, with an occasional "something" to be looked up. It is more likely that in their second year, as sophomores, students will have to use the resources of the library in a creative way if they are to do their assignments well, and here is where a good program of college level bibliographic instruction can be of enormous help.

Taking a broader view, learning is a lifelong process, and both high school and college programs contribute in valuable ways at different stages of a student's development. When high school librarians who work with college-bound students are able to recognize in bud what holds the promise of blossom, and when they nurture positive attitudes toward intellectual values in a society which increasingly seems to bestow its rewards on mediocrity, then they give far more than they know. For college librarians, that's a great act to follow:

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The Status of Library Automation in South Carolina

R. Thomas Lange
Chief Medical Librarian
University of South Carolina
Damon Camille
Graduate Assistant
U.S.C. College of Librarianship

Nearly half, or 46 of 95 libraries in South Carolina responding to a state-wide library automation survey, either have automated, or plan in the near future to automate/computerize library activities.

This, and a variety of other information about various areas of automation activities, were gathered from a survey designed and conducted by a committee of the State Task Force on Library Automation. At its first meeting in 1979, the Task Force concluded that as a first step to any possible state-wide cooperative automation effort, an attempt should be made to determine the current existing status. The task force committee members for the survey were John Landrum, Tom Lange and Jane Mason.

The survey, consisting of 76 questions, was distributed by mail to 126 libraries on January 3, 1980. Responses received through late February were included in the final tally which was manually compiled. Approximately 75%, or 95 libraries, responded.

Libraries were asked to categorize themselves by type (public, academic, special or school) and then to answer questions regarding their present or anticipated use of automation in each of seven specific areas (cataloging, circulation, bibliography, serials, acquisitions, interlibrary loan and management). In addition, the libraries were asked to describe any other ways in which they were using automation.

The 95 responding libraries included 44 academic libraries, 34 public libraries, 9 special and 8 school libraries. All of the responding school libraries indicated they did not now have, nor did they plan, any automated or computerized library activities. Of the remaining 87 libraries, 46 (slightly more than half) answered yes to this question. The heaviest use of automation/computerization is in cataloging, where 41 libraries indicated they had or planned activities. This was followed by acquisitions and interlibrary loan (31), management (25), circulation (23), bibliography (20) and serials (19).

As indicated earlier the majority of the libraries that participated in the survey were categorized as either academic or public. It is interesting to note that the extent to which these types of libraries use (or plan to use) automation is almost exactly reversed. Nearly three-fourths of the South Carolina academic libraries (31 of 44) answered "yes" to automation while only one-fourth of public libraries answered affirmatively (9 of 34). Six of the nine special libraries stated they had or planned automated/computerized activities.

Cataloging

Thirty-five respondents (23 members + 12 in consortia) are presently members of SOLINET/OCLC or are members of a consortium using OCLC. Thirteen libraries anticipate joining within the next five years. Six libraries utilized their automated cataloging system to produce acquisition/accession lists; three libraries had COM catalogs and one had a book catalog. Nine libraries are currently involved in retrospective catalog conversion projects.

Circulation

At present, few libraries in South Carolina are using automated/computerized circulation procedures. Only three of the participants had systems in current use. However, this appears to be one of the areas most cited for future development. Twenty libraries stated they had plans for using a computerized circulation system. Nine of these anticipated use within five years. One of the libraries has an in-house independently operated circulation system.

Bibliography

Approximately ten percent of these respondents now provide access to machine-readable bibliographic data bases. If libraries carry out their plans, this should rise to more than twenty percent in the next five years. Currently, the most widely used bibliographic data bases are those offered by Lockheed (6 libraries), BRS (4), and SDC and MEDLARS (3 each). One library offered New York Times data base. Academic libraries tended to offer BRS and Lockheed, while special libraries offered Lockheed, SDC or MEDLARS. Only one public library offered a machine readable bibliographic data base — The New York Times. All of the libraries providing this service had employees with formalized training in the data bases they used.

Serials

Automated serials systems were reported almost exclusively by academic libraries. Six academic libraries now have automated systems and nine more plan on installing such systems. None of the other participating libraries presently have automated serials. However, two of the special libraries hope to have systems soon — one within the year. Those systems which are operative are supported by centralized institutional equipment or other systems which are not in-house.

Acquisitions

As mentioned earlier, acquisitions is the second most widely automated area in the reporting libraries. Ten libraries report computerized acquisitions systems currently operational and twenty-one others anticipate having one within the next five years. As in most of the other areas, independent, in-house systems using dedicated equipment are non-existent. Six of the libraries are supported by centralized institutional equipment, while the rest use other types of commercial systems.

Interlibrary Loan

One-third of the participating libraries have or plan to have an automated interlibrary loan system. Eighteen libraries are already involved in such a program. Within the next five years, it would appear that half or more of the academic and special libraries taking part in this survey will be involved in an automated interlibrary loan system. The public libraries did not report as much enthusiasm in this area. Only
State Law On
Library Theft

§ 16-13-330 STEALING OR DAMAGING WORKS OF LITERATURE OR OBJECTS OF ART
Any person who shall steal or unlawfully take or willfully or maliciously write upon or cut, tear, deface, disfigure, soil, obliterate, break or destroy, or who shall sell or buy or receive, knowing it to have been stolen, any book, pamphlet, document, newspaper, periodical, map, chart, picture, portrait, engraving, statue, coin, medal, equipment, specimen, recording, film or other work of literature or object of art belonging to or in the care of any department or office of the State or local government, or belonging to or in the care of a library, gallery, museum, collection or exhibition which belongs to any incorporated college or university or which belongs to any institution devoted to educational, scientific, literary, artistic, historical or charitable purposes shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than one hundred dollars or imprisonment for not more than thirty days.

§ 16-13-331 ON PREMISES CONCEALMENT OR REMOVAL OF LIBRARY PROPERTY DEFINED AS MISDEMEANOR.
Whoever, without authority, with the intention of depriving the library or archive of the ownership of such property, willfully conceals a book or other library or archive property, while still on the premises of such library or archive, or willfully or without authority removes any book or other property from any library or archive or collection shall be deemed guilty of a misdemeanor and upon conviction shall be punished in accordance with the following: (1) by a fine of not more than six hundred dollars or imprisonment for not more than six months; provided, however, that if the library or archive property is less than fifty dollars, the punishment shall be a fine or not more than one hundred dollars or imprisonment for not more than thirty days. Proof of the willful concealment of any book or other library or archive property while still on the premises of such library or archive shall be prima facie evidence of intent to commit larceny thereof.

§ 16-13-332. LIBRARY EMPLOYEES PROTECTED FROM CIVIL LIABILITY.
A library or agent or employee of the library causing the arrest of any person pursuant to the provisions of Section 16-13-331 shall not be held civilly liable for unlawful detaining, slander, malicious prosecution, false imprisonment, false arrest, or assault and battery of the person so arrested, unless excessive or unreasonable force is used; whether such arrest takes place on the premises by such agent or employee; provided that in causing the arrest of such person, the library or agent or employee of the library had at the time of such arrest probable cause to believe that the person committed willful concealment of books or other library property.

§ 16-13-340. FAILURE TO RETURN BOOKS, NEWSPAPERS, MAGAZINES AND THE LIKE BORROWED FROM LIBRARY AND OTHER INSTITUTIONS.
Whoever borrows from any county library or municipal, school, college or other institutional library or gallery, museum, collection or exhibition any book, newspaper, magazine, manuscript, pamphlet, publication, recording, film or other article shall be given written notice, mailed to his last known address or delivered in person, to return such book, newspaper, magazine, manuscript, pamphlet, publication, recording, film, or other article within fifteen days, and in the event that such person shall thereafter willfully and knowingly fail to return such borrowed article within fifteen days, such person shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than one hundred dollars or imprisonment for not more than thirty days, provided the notice required by this section shall bear upon its face a copy of this section.

Every county library or municipal, school, college or other institutional library or gallery, museum, collection or exhibition or any such institution belonging to any incorporated institution devoted to educational, scientific, literary, artistic, historical or charitable purposes whose books, newspapers, magazines, manuscripts, pamphlets, publications, recordings, films or other articles are covered by or protected by §§ 16-13-330 and 16-13-340, shall post and display in at least two public places within such institution or library a copy of §§ 16-13-330 to 16-13-370 so that they may be read by anyone going into, visiting or belonging to such institution and borrowing books or other documents from such institution.

Any and all fines collected pursuant to the terms of §§ 16-13-330 and 16-13-340 shall be paid into the fund of the county library or municipal, school, college or other institutional library or gallery, museum, collection or exhibition injured by the act of the person so fined.

The provisions of §§ 16-13-330 to 16-13-360 are not intended as a substitute for or a replacement of any penalties now provided by law, but shall be considered accumulative and in addition thereto.
Exhibit Available to Promote Libraries

Have you ever wished you had an exhibit which would be used to promote libraries at meetings or community events? Well, you have one now! The South Carolina Library Association's exhibit financed with the 1980 Grolier Award funds has been displayed successfully across the state and continues to be available for booking by any library or other interested group.

The exhibit was used initially in April in an extended National Library Week promotion at shopping malls in Myrtle Beach and Spartanburg and at Walterboro's Rice Festival and has since been booked for use at a Greenville shopping mall, regional fairs in Florence and Anderson, and the state fair in Columbia.

Approximately six feet tall, the exhibit consists of five interlocking panels which will stand in ten square feet of floor space. The bright yellow panels are covered with black and white graphics and photographs representing services available in all types of South Carolina libraries. The message “South Carolina's Greatest Bargain...The Library” is emblazoned across the front of the exhibit, and the accompanying banner which is suspended from a pole eight feet tall boldly proclaims “Libraries.” The exhibit is easily dismantled and can be transported in a standard-sized station wagon.

Contact Deborah Hotchkiss at the South Carolina State Library, P.O. Box 11469, Columbia, 29211 or 758-3181 to reserve this South Carolina Library Association exhibit for use in your area.

The Greenville County Library: The Seventies

Charles Grubbs and Larry T. Nix
Greenville County Library

The decade of the 1970's was one of extraordinary growth for the Greenville County Library. This growth was possible because of the strong foundation created in the 1960's which began with the consolidation of the city and county libraries in 1961 and ended with the construction of a new main library in 1970. Because of the efforts and successes of the 1960's, the Greenville County Library was in a position to rapidly expand services and facilities, and to concentrate on building a countywide library system of true excellence.

It was the funding commitments made by the Greenville County Council and the County Delegation which enabled the Greenville County Library to become one of the outstanding library systems of the Southeast in less than a decade. The library's tax millage was increased from 2 ½ to 4 mills in 1969, from 4 to 6 mills in 1970, from 6 to 7 mills in 1972, and from 7 to 7½ mills in 1979. In addition legislation was passed in 1974 which removed the exemption of new industry to paying the library's tax millage for the first five years. These along with increases in federal and state aid made it possible to increase the library's total budget from $502,095.14 in FY1970 to over $2,400,000 in FY1980.

The overall leadership for the library system was provided by a capable Board of Trustees which was chaired by Frank S. Leak, Jr., 1969-1971; Charles Gibson, 1971-1973; B.O. Thomason, Jr., 1973-1975 and 1978-1979; Mary Galloway, 1975-1977; Eugene G. Gibson, 1977-1978; and Dr. John H. Crabtree, Jr., 1979-1980.

In June of 1978, a major new law was passed by the South Carolina General Assembly reestablishing county public libraries within the framework of the Home Rule Act. In 1979, the Greenville County Council passed a Library Ordinance implementing the local provisions of the new law. A new ten member library board of trustees was then appointed by the County Council effective July 1, 1979.

Charles E. Stow, who assumed direction of the library in 1952, continued to serve as Librarian until his death in 1973. Mary Cox, who had retired as Assistant Librarian in 1973, returned to serve as Acting Librarian in October, 1973. On February 18, 1974, Mr. Larry Nix became the Director of the Greenville County Library. He served until May 8, 1980, at which time Jeff Rippel, the Deputy Director, was appointed Interim Director.

The organizational structure of the library underwent tremendous change in the 1970's due to an expansion of staff and services. A major organizational change took place in May of 1976. At that time three positions were designated as Assistant Directors. Norma Lightsey was designated as the Assistant Director for Extension Services, Joan Sorensen was designated as Assistant Director for Main Library Services, and Charles Stevenson was designated as Assistant Director for Resources. In February, 1978 the position of Assistant Director for Community Services filled by Verena Bryson and the position of Assistant Director of
Administrative Services filled by Carolyn Lloyd were created. In October, 1978, the position of Assistant Director of Administrative Services was dropped when Jeff Rippel joined the staff as Deputy Director.

With a vastly improved facility, and significant financial resources for materials, the main library public service units were greatly transformed in the 1970's. The new main library was planned under the concept of subject divisions. These initially included a General Reference Department, a Business, Science and Technology Department, an Art and Audiovisual Department, and a Local History and Genealogy Room. In addition to these subject areas there was a Circulation Department and the Margaret Mahon Children's Room.

The reference function of the library became an increasingly important service. In FY1970 the main library handled only 19,202 reference questions. In FY1979 there were 187,297 information requests handled by the library system. A rapidly developing collection of library materials enabled the library to answer more and more sophisticated questions. In the 1976 study Resources of South Carolina Libraries by the South Carolina Commission on Higher Education, Dr. Edward G. Holley, Dean of the School of Library Science at the University of North Carolina made the following statement:

Greenville, with the largest public library collection (in S.C.) and an excellent new library building, has a reference collection which would do justice to a small university library. It includes foreign and specialized encyclopedias, numerous journals and newspapers on microfilm and a number of microfilm readers. There are printed catalogs of major research libraries, and a good collection of indexes and abstracting services.

In FY1970 the book collection numbered only 190,111 volumes. By 1980, the library had a total collection of 540,411 items including 433,556 books and 49,384 government documents. Included in the collection is one of the best public library genealogical and historical collections in the state, a historical textile collection, the 5,600 volume Library of English Literature on ultrafiche, and the 20,000 volume Library of American Civilization on ultrafiche. The later two collections were purchased in 1973 with $25,000 from the F.W. Symmes Foundation.

In 1974 the Greenville County Library established the first 16mm film lending library available through a public library in South Carolina. The films in the film lending service had a total audience of 159,609 people in FY1979. This service was only one part of a major commitment in the 1970's to providing the community with non-print library resources.

In the spring of 1980 several major alterations to the main library were completed. These were largely a result of an attempt to better utilize the building and to respond to organizational changes which had taken place in the public service departments of the main library. The Audiovisual Section (formerly Art and Audiovisual) and the Business, Science, and Local Information Section (formed by the merger of the Business, Science, and Technology Section and the Local History and Information Section) were relocated. The Extension Division offices were moved and a new children's area called the Ellen Perry Story room and Office Area was created.

The F.W. Symmes Foundation provided a substantial portion of the costs of these changes. The Foundation had previously helped fund another major alteration to the building resulting in a courtyard area and rear entrance to the building from the parking area. In 1977 the F.W. Symmes Foundation was recognized by the American Library Association as a major benefactor of libraries.

With the completion of the new main library, development of a branch library system became a high priority with the Board of Trustees. The efforts in this area were largely guided by recommendations in the Library Facility Studies completed in 1969, 1975, and 1979 by the Greenville County Planning Commission. New branch libraries were established at Berea (1971), Taylors (1973), Augusta Road (1975), Easley Bridge Road (1977), and East North Street (1978). Improved quarters were found for the Travelers Rest Branch (1971) and the Tigerville Sub-Branch (1972). Extensive renovation took place at the Berea Branch in 1976, and the Wade Hampton-Taylors Branch moved to greatly expanded quarters in 1978. The Slater Marietta Sub-Branch was closed in 1973 and the Tigerville Sub-Branch was closed in 1976.

With the opening of the Eastside Branch Library in 1978, the recommendations of the 1975 and 1979 Planning Commission studies for ten branch libraries was implemented. The emphasis for the 1980's will be on upgrading the facilities of the existing branches. The impact of the branch library expansion on the library system is evidenced by the fact that in FY1970 branch library circulation of library materials was 107,856, or 19% of the total. In FY1979 branch library circulation was 580,238, or 53% of the total.

The Greenville County Library became nationally recognized for its public relations efforts in the 1970's. Verena Bryson, as the Director of Community Relations, a position created in 1970, provided the leadership for a dynamic public relations effort. The John Cotton Dana Library Public Relations Contest has become the vehicle for determining excellence in public relations in libraries in the world. The Greenville County Library won awards in 1971 for a beginning public relations effort; in 1972, for a hearing impaired program inspired by library staff member, Jimmy Smith; in 1974, for the best public relations program of any public library in the nation; in 1975, for its promotion of the "Information Place" campaign in a seven county area under the leadership of library staffer, Patricia Shufeldt; and in 1976, the library again won the top award for a public library for its public relations effort during the Bicentennial Celebration.

Since the establishment of bookmobile service to mill villages in 1923, the Greenville County Library has been a pioneer and innovator in the areas of outreach and bookmobile service. At one point in 1972, the library had five bookmobiles in operation with a sixth standing by for special duty. With the opening of the West Branch Library and the Eastside Branch Library, that number has been reduced to three, including one dedicated solely to outreach services.

Special children's activities for inner-city areas begun in FY1971 were bolstered by a Library Services and Construction Act grant of $8,000 in FY1972, and staff funded under the Emergency Employment Act. This program was continued until FY1975 when it was greatly expanded into a comprehensive outreach effort called Project WOW (Widening Our World). A $50,000 grant from the South Carolina State
Library under LSCA made this demonstration possible. Many aspects of the projects have since been absorbed into the regular library program.

The utilization of technology played an important role in providing better library service to the people of Greenville County in the 1970's. Important applications were the Recordak microfilm circulation system which was extended to branch libraries and bookmobiles in 1973, automated payroll and accounting systems, an automated book acquisition system, a cataloging and book processing system utilizing word processing and microfiche equipment, and a book theft detection system installed in 1976.

One of the most ambitious projects ever undertaken by the library system was the inventory of the library's entire collection in FY1978, and the conversion of catalog information to machine readable form. The result was a COM (Computer-Output-Microfilm) Catalog produced for the first time in October, 1978. The COM catalog made it possible for a complete catalog of the library's holdings to be available at every branch and service location. By 1980, the COM catalog included over 150,000 individual entries. The Greenville County Library was the first library in South Carolina to have a COM catalog.

During the decade of the 1970's the Greenville County Library has been a leader in providing special programs and services for the community. Under the leadership of Mary Aiken, Coordinator of Children's Services, the library had an especially active and innovative program of service for children. One of the more successful programs was a three year project begun in 1977, called PLK (Project Little Kids) funded by the Appalachian Regional Commission. Initially, its goal was to develop a national model to demonstrate the role of the public library in meeting the learning needs of children from birth to age three by providing assistance to parents. This project received an Award of Merit from the Southeastern Library Association in 1978 and a special award from the Department of Health, Education and Welfare in 1979.

The Greenville County Library has been the only library in South Carolina since 1971 with a Young Adult Librarian. A special Tuesday Night Film program of feature length films was instituted and continued throughout the decade to serve young adults. With the assistance of the Friends of the Library, a special young adult book collection was established in 1976.

In 1976 the Greenville County Library became the first library in South Carolina to register voters. This program conducted in conjunction with the Voter Registration Board received an award from the National Association of Counties in FY1978.

After operating the Greenville Court Library under a special agreement with the Court Library Commission for several years, the library was granted legal responsibility for the court library in 1980 by the Greenville County Council.

The Greenville County Library was active in inter-library cooperation in the 1970's. The major effort in this regard was the Greenville Area Reference Resource Center which was administered by the Greenville County Library under contract with the South Carolina State Library. The Center was funded under the Library Services and Construction Act and served seven counties in the upstate area. The project began in 1971 and was terminated in 1979. The project was not funded for FY1974 due to a loss of Federal funds. While successful in promoting reference service, the withdrawal of support by the South Carolina State Library resulted in its termination. Pat Shufeldt provided the direction for this important service.

Few libraries have experienced the growth and development which has taken place at the Greenville County Library during the decade of the 1970's. A solid base has been established for the development of a great public library in the decade of the 1980's.

Status of Library Automation
Continued from Page 15

one South Carolina public library is now active in automated interlibrary loan and only three others have plans for this in the next five years.

Management

The survey divided management responsibilities into accounting, and personnel management. The institutions were asked to respond to questions regarding their use of computerization in each of these areas. Academic and public libraries were the only categories reporting use or anticipated use in management. Fourteen of the academic and three of the public libraries are now using computerized accounting systems while four academic and four more public libraries have plans to introduce these systems within the next five years. One of the academic libraries uses an independently operated, in-house system using dedicated equipment, while the others are supported by centralized institutional equipment.

Six libraries (four academic and two public) are now using a computerized personnel system and three other libraries report plans for using computers for this work. One library hopes to be using a computerized personnel system within the next year. At present, most of the libraries using these systems are supported by centralized institutional equipment but one has an independent system.

Conclusions

Ninety-five libraries from South Carolina have supplied the data used in this report. These data show that automation is now most widely used in cataloging activities and they show this will continue to be so in the near future. Acquisitions is an area where many libraries plan to use automation/computerization. However, it does not appear that these systems will soon be operational, as twenty of the twenty-one libraries expressing plans in this area do not expect to have operational systems within the next two to three years. More immediate areas of development would include circulation and serials. Within the year, four libraries plan to add systems in each of these areas, with more libraries following in the next three to five years. Cataloging, bibliography and interlibrary loan are also areas where significant developments can be expected in the near future.

A complete report of the Library Automation Survey Committee including a copy of the survey questions, a summary table of responses and a directory of institutions engaged in or planning automated functions has been distributed to all libraries who participated. Additional copies are available from the State Library.
Taught How to Teach?
Instruction Round-Up

Patricia M. Ridgeway
Head, Reference Department
Winfthrop College Library

The conversation among a group of bibliographic instruction librarians sitting around the bar after a long, hard workshop was tired and listless until someone asked the question, "What did you learn about bibliographic instruction in library school?"

The collective, indignant answer was "Next to nothing!" None of the librarians had studied in a graduate program that offered a bibliographic instruction course although a few schools do offer one. Bibliographic instruction was mentioned in some of the librarians' courses, but not enough to impress potential employers of the librarians' instructional expertise, and not enough to help them plan programs and teach courses when they did get a job.

Unless librarians are fortunate enough to start their careers at an institution that has a well established program with experienced librarians who are willing to teach the neophyte, greenhorns may do more harm than good in their amateurish first efforts at instruction.

If library schools concede that bibliographic instruction is more than a passing fad and offer a course in this area, what should be taught? A patchwork quilt of how-to-do-it skills will not provide experiences that will be useful many years into the future. Instead, a graduate course should concentrate on research, evaluation, and planning in bibliographic instruction. Students should have the opportunity to examine and compare the various approaches to bibliographic instruction. They could look at such options as term-length library courses, audio-visual programs, workbooks and programmed texts, and course-integrated instruction — considering their cost, staffing needs, and effectiveness with various groups of learners.

A course in bibliographic instruction should also survey library orientation from a perspective that includes more than just tours, handbooks and slide-tape shows. Students could examine the physical design of libraries and the signs and graphics that explain them to determine how effectively patrons can find their way without assistance.

A course can provide an introduction to behavioral objectives, source design, learning theory and evaluation techniques, those areas in other disciplines that most bibliographic instruction librarians have had to investigate piecemeal on their own. Students should have opportunities for practice and feedback in both lecture and other techniques.

Student research could provide practicing librarians with valuable information since students can examine current trends from a more objective viewpoint. Additionally, students can design programs that will both explain and utilize future technologies — unlike B.I. librarians who must prepare for tomorrow's or next semester's classes.

Continued on Page 27

Reviews


Jerry McWilliams presents much information in this small volume advertised by the publisher as "The definitive work...on the proper care and maintenance of sound collections."

In the beginning, he presents a short, but useful, history of sound recordings. His book offers a good section on equipment maintenance. Suggestions on how to repair warped records are presented. The disc cleaning section is good.

Unfortunately, some material on ideal storage and use conditions is not very practical. Mr. McWilliams writes at some length on the need for stable temperatures and humidity for storage and the need for all the materials to acclimatize before use. He makes the point of having records played only once every 24 hour period.

These suggestions may be the norm for a specialized sound archive but any library open to the public usage will quickly see the impracticality of these thermal and hygroscopic cycling recommendations. For a book written by a librarian, he fails to mention that book detector sensitizing equipment, currently in use in many libraries, can erase magnetic tapes in any format very quickly. Yet he does write about accidental erasures of these audio tapes.

Playback requirements of sound recordings are unrealistic and perhaps...
unlawful. "The production of in-house copies is clearly the most practical way to preserve frequently used sound recordings. In fact, some institutions have a policy of taping all discs after they have been played ten times and playing the tapes from that point on. While that is an excellent way to preserve sound recordings, it is a practice that will, from time to time, stray from the letter of the law." (pp. 117-118). A violation of the Copyright Law of 1976 is still a violation, especially for an institution concerned with following the spirit of this law.

This volume will have use in libraries with sound recordings of any type. The first chapter on the history of sound recordings is worth the price of the book. Suggestions on playback of older recordings will be useful as a reference tool for librarians to use if they need to assist a patron in deciphering the sonic content of an older recording. Private individuals with extensive sound collection will have much use of this book.

No book is perfect, and this one by Jerry McWilliams is no exception. But anyone interested in sound recordings, this book is a definite addition to the collection.

Edward James DeLong
Audio Visual Librarian
Greenville County Library


Two recent guides by staff members of the South Carolina Historical society in Charleston should help to provide scholarly access to a wealth of information about South Carolina history. The first, South Carolina Historical Society Manuscript Guide, describes over 1200 linear feet of records relating to numerous subjects — political, legal, religious, social, etc. The guide was made possible in part through a grant from the National Historical Publications and Records Commission and, according to the authors, access to the entire range of the Society's holdings is possible in 1979 for the first time.

The guide is arranged numerically by call number or location symbol, with each entry containing descriptive information on subjects, names, places and time periods, the size of the collection, and the donor. An excellent index containing both proper names and subjects provide access to information contained in the entries. The South Carolina Historical Society is a major repository for a wide variety of documentation relating to the history of the state, and scholars, genealogists, librarians, and students of history will be thankful for the publication of the guide.

The second publication, The Genealogists' Guide to Charleston County, South Carolina, is the first such guide to gather information about the county strictly for genealogists and should serve as a model for American archivists and librarians who may wish to do the same for their own counties. The guide lists and describes sources of information not only in South Carolina and Charleston, but also nationally in such places as the National Archives in Washington and the Genealogical Society of the Church of Jesus Christ of Latter-Day Saints (Mormons) in Salt Lake City. Many of the locations of the sources in South Carolina were visited personally by author who says in his introduction that he examined the collections from a genealogist's point of view. A section on "Black Research" provides good leads in an area that has few guides for the researcher. Although the guide lacks an index, this should not deter generalists searching information on Americas' fastest growing hobby.

The author says this is the first in a planned series of forty-six guides, one for each South Carolina county. Given the thoroughness of the guide and the task involved, Mr. Cote will need more than a lifetime to achieve his objective.

Ronald J. Chepesiuk
Head, Special Collections
Winthrop College Library

Valuable Children's Books Donated to Winthrop

"It's the most valuable book collection the library has ever received." That's how Shirley Tarlton, Winthrop College Librarian, describes the collection of 200 children's books and other items donated to Dacus Library by Eleanor Burts, a 1937 Winthrop alumna.

Included in the unusual collection are more than 50 miniature books, ranging from early nineteenth century Sunday school books for children to a 1939 limited edition of Tom Thumb with hand-colored illustrations by Hilda Scott, as well as numerous books inscribed to Miss Burts by authors and/or illustrators such as Tasha Tudor. Foreign children's books are well represented. In addition, the collection contains a 1776 moral treatise, some fine examples of small press work, and an interesting Pilgrim's Progress bound in oak taken from Bunyan's parish church.

"This collection constitutes a lifetime of collecting children's books," says Tarlton. "The donor carefully protected and cared for each book. Even the very old books are in excellent condition."

Taught to Teach? Continued from Page 24

Look at all the job advertisements for applicants with knowledge of bibliographic instruction and look at the bibliographic instruction knowledge of most recent library school graduates. Ask your library school why it cannot produce graduates with the experience I've described above!

"Does the Left Hand Know What the Right Hand is Doing? A Workshop on the Communication Gap Between Instruction Librarians," will be jointly presented by the Bibliographic Instruction Interest Group of the Public Services Section and the School Libraries Section at the 1980 SCLA Annual Convention. Donald Kenny, a Reference Librarian from Virginia Polytechnic Institute and State University, will present the Virginia Library Association's activities in coordinating school and academic instructional programs. Jane Pressau, Presbyterian College, and Peggy Hannah, Charleston County Schools, will serve as panelists. A workshop, focusing on identifying skills and programs at various school levels, will follow.
Selected New Federal Documents on South Carolina

The following documents on South Carolina are available for purchase or are available from some depository libraries.

Available from ERIC:
Solar Technology Information Transfer in South Carolina: Report of a Planning Conference held in Columbia, S.C. on August 1-2, 1978. (ERIC microfiche - ED 167081; 36 pages; microfiche 0.87¢ or paper, $2.06 plus postage from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.)

Available from Government Agency:

Available from G.P.O. Washington, DC 20402
(References with CIS abstract number are in the CIS microfiche collection held by several larger depository libraries in the state).

Available from NTIS, Springfield, Va. 22161
Bourland, Clifford. South Carolina Geothermal program, final report: tectogenesis of the rocks surrounding the Winnsboro intrusion complex and reconnaissance and petrography of the Pageland pluton. 1978.44 pp. (NTIS acc/rpt no. ORO-5104-1) Microfiche $3.00; Paper $4.00.

Compiled by Frances Ellison
Documents Librarian
Winthrop College

Recent South Caroliniana: A Partial List

John K. Waters
South Caroliniana Library
University of South Carolina

This bibliography is the twenty-first 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.

As with any specialized bibliography, many of the works cited would be difficult to acquire without dealing directly with the work's publisher or printer. Imprints are sometimes lacking in these publications, but an attempt has been made to include information which would aid in their acquisition. Many prices have been listed, but these are subject to rapid change.

The first half of the 1980 list appears in this issue. The second half will appear in the Spring issue.

Abbeville County family history, Abbeville, South Carolina. Edited by J. Greg Carroll. Clinton: Intercollegiate Pr., 1979, 199 p. $10.00
Barry, John M. Natural vegetation of South Carolina. Columbia: Univ of South Carolina Pr., 1980. xii, 214 p. $3.57.
Bayne, James N.  
Applications of satellite data to surface mine monitoring in selected counties of South Carolina.  

Bierer, Bert W.  

Blair, Frank.  

Bouware, Marcus H.  

Brockington, Paul E.  

Brockington, Paul E.  

Brooks, Richard D.  

Brunswig, Norman L.  

Bryan, Wright.  

Bull, Elias B.  

Bynum, William.  

Cable, John.  

Calhoun, John Caldwell.  


Clarke, Erskine.  

Cohen, David.  

Coker, James Lide.  

Coker, James Lide.  

Come see S.C. Columbia: South Carolina State Division of Tourism, 1980. 64 p.

Condon, Colleen A.  

Cox, Clark.  


Davidson, Chalmers Gaston.  

Davis, Susan H.  

Dawson, Francis W.  

De Bellis, Jack.  

Dickey, James.  

Drucker, Leslie M.  

Dyekman, Wilma.  


Gergel, Mark A.  
Excuse me sir, would you like to buy a kilo of isopropyl bromide. Pierce Chemical Co., 1979. 193 p. $9.50.

Gillespie, Dizzy.  

Gleasner, Diana C.  

Goodyear, Albert C.  

Goodyear, Albert C.  
Greene, Jerome A.

Hamlet, Georgia.

Hampton, Harry Rutledge Elliott.

Hanson, Glen T.

Harley, Lillian H.

Hendrix, Ge Lee Corley.

Higgins, Don.

Holcomb, Brent.

Holcomb, Brent.
A brief guide to South Carolina genealogist research and records. 1979. 29 p. $3.00.

Holcomb, Brent.
Chester County, South Carolina minutes of the County Court, 1785-1799. Easley: Southern Historical Pr., 1979. 433, 21 p. $25.00.

Holcomb, Brent.
Edgefield County, South Carolina: minutes of the County Court, 1785-1795. Easley: Southern Historical Pr., 1979. 200 p. $15.00.

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