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South Carolina Librarian

SCHOOL LIBRARIANSHIP

A PROFESSION IN TRANSITION

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Winthrop College Library

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From The Editor

After over eight years as editor of the South Carolina Librarian, I have decided to pass the reins over to another. Beginning with the next issue, Katina Strauch of the College of Charleston will be your new editor. It is with mixed emotions that I make this decision. With the help and cooperation of many South Carolina librarians, we have published what I hope has been an interesting and useful journal. During this period, News and Views appeared on the scene, relieving the Librarian of publishing news notes and other items of current interest only. The resulting journal has become something quite different than it was eight years ago.

As I hope I have improved on the work of my predecessors, I know Katina will improve on mine. Please continue to give the Librarian the same support you have in the past; your articles are what makes the magazine what it is, after all.

Laurance R. Mitlin
Editor

School Librarianship in South Carolina: A Profession In Transition

Frederic L. Splittgerber
Associate Professor of Education
U.S.C. - Columbia
and
Norbert A. Stirzaker
Associate Professor of Education
U.S.C. - Spartanburg

Overview

A state-wide study of media specialists/librarians in South Carolina public schools was sponsored by the University of South Carolina College of Education in April, 1984, to determine: 1) the degree and extent to which professional preparation includes training in computer services and library; 2) locus of control among media, print, non-print and computer services; and 3) the amount of responsibility and time involvement with computer services. This article focuses on professional preparation of media specialists/librarians in South Carolina public schools.

The term Media Specialist was defined by the South Carolina State Department of Education to describe certified personnel in public school libraries and media centers. Although no definitions other than categories describing course work were furnished by the State Department for the study, the following terms were defined for use in the state-wide study. Media Specialist was defined as processing both print and non-print material and focusing on service-assistance aspects as a Librarian or Media Specialist. In contrast, Media Communications Specialist facilitated technical, graphic and production (non-profit) aspects of audio-visual, television, computers, etc. The third term, Media Supervisor, coordinated media programs and technical processes on district level and supervised planning, instruction and staff development of personnel.

Description of the Study

From the total sample of 1,073 South Carolina public schools identified by the State Department of Education, a random sample of 322 schools was drawn representing thirty percent of the public schools from mixed, rural and urban categories on elementary and secondary levels. A questionnaire was sent out to each media specialist/librarian in those public schools identified for the sample. One month later, a follow-up letter and second questionnaire were sent to insure that at least a twenty percent return was reached on the elementary and secondary levels.

Out of 322 questionnaires mailed, 217 (67.39%) were returned by public school media specialists/librarians. Of the 217 questionnaires returned, 155 were returned from the elementary level and 62 from the secondary level. A further breakdown indicated 131 were classified as elementary schools, 39 were middle/junior high schools and 46 were high schools.

Findings

As these data were being analyzed and reviewed, the following questions were raised for consideration by professionals in the field: What are the implications for professionals directing media centers and libraries in South Carolina public schools? Are these same trends part of a larger movement in other parts of the country or just unique to South Carolina? What are the implications for the southeastern states? What are the professional directions media specialists/librarians should take? What are the implications for professional preparation programs in librarianship?
In Table 1, the sampled schools had enrollments ranging from one elementary school with 90 students to one high school with 2,200 students. Out of the 217 schools in the sample, 83 (38.25%) were in the enrollment category of 300-599; 42 (19.35%) were in the enrollment category of 600-899; and 35 (16.13%) were in the enrollment category of 0-299. The majority of public schools sampled fell into one of these three categories. The larger enrollments tended to be found in the high schools and lower enrollments were found in elementary schools.

In Table 2, the number of teachers found in the schools served by media specialists/librarians ranged from one elementary school with six teachers to one high school reporting 116 teachers. The respondents reporting more than 15 teachers were 34 (15.67%) in the 10-19 teacher category, 55 (25.35%) in the 20-29 teacher category, 43 (19.38%) in the 30-39 teacher category, and 21 (9.67%) in the 40-49 teacher category. The largest number of teachers was located in high schools with larger enrollments and the smallest number of teachers was found in elementary schools with smaller enrollments.

Next, respondents were asked to indicate whether they were certified as a Media Specialist, Media Communications Specialist or Media Supervisor. Out of the 217 respondents, 206 (94.93%) indicated they were certified as Media Specialists, 11 (5.07%) were not certified. The number of personnel certified as Media Communications Specialists was 11 (5.07%) and 206 (94.93%) were not certified. Only five indicated they were certified as Media Supervisors. The majority were certified as Media Specialists.

In Table 3, respondents were asked to give the number of undergraduate hours completed in library science. Out of the 217 respondents, 74 (34.10%) indicated no response. Of the remaining responses, 26 (11.98%) were reported in the 19-24 hour category and 25 (11.52%) were reported in the one to six category. Lack of undergraduate hours in librarianship may reflect in part the philosophy of providing professional training on the graduate level.
TABLE 4  
Number of Graduate Hours Completed in Library Science  
Reported by School Level  
(n=217)

<table>
<thead>
<tr>
<th>Graduate Hours</th>
<th>No Response</th>
<th>Elementary</th>
<th>Middle/ Junior High</th>
<th>High</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>23</td>
<td>6</td>
<td>6</td>
<td>35</td>
<td>16.13</td>
<td></td>
</tr>
<tr>
<td>1-6</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>17</td>
<td>7.83</td>
</tr>
<tr>
<td>7-12</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>16</td>
<td>7.37</td>
</tr>
<tr>
<td>13-18</td>
<td>17</td>
<td>17</td>
<td>2</td>
<td>19</td>
<td>8.76</td>
<td></td>
</tr>
<tr>
<td>18-24</td>
<td>14</td>
<td>6</td>
<td>1</td>
<td>21</td>
<td>9.68</td>
<td></td>
</tr>
<tr>
<td>25-30</td>
<td>19</td>
<td>4</td>
<td>9</td>
<td>18</td>
<td>8.76</td>
<td></td>
</tr>
<tr>
<td>31-36</td>
<td>29</td>
<td>11</td>
<td>7</td>
<td>47</td>
<td>21.66</td>
<td></td>
</tr>
<tr>
<td>37-42</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>4.61</td>
<td></td>
</tr>
<tr>
<td>43-48</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>3.23</td>
<td></td>
</tr>
<tr>
<td>Over 49</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>4.61</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1</td>
<td>131</td>
<td>39</td>
<td>46</td>
<td>217</td>
<td>100.01</td>
</tr>
</tbody>
</table>

In Table 4, respondents were asked to give the number of graduate hours in library science. Out of 217 respondents, 136 (64.13%) did not respond, 47 (21.66%) listed 31-36 graduate hours, 36 (16.14%) listed 25-30 graduate hours, 21 (9.68%) indicated 19-24 hours and 19 (8.76%) respondents had 13-18 graduate hours. Although there were media specialists/librarians with few undergraduate or graduate hours, the majority would appear to have been prepared academically for media centers and libraries.

When respondents were asked to indicate the number of hours completed in computer courses, 144 (66.36%) stated no response, one to three hours in computer courses were indicated by 52 (23.96%) and four to six hours in computer courses by 16 (7.37%) participants. To further determine the extent to which computer training had been completed, respondents were asked to indicate the number of workshops attended on computers during the last three years. Out of 217 respondents, 50 (23.04%) indicated no response, 35 (16.13%) had attended one workshop, 51 (23.50%) had attended two workshops, 19 (8.86%) had attended three workshops, 17 (7.83%) had attended four workshops, 12 (5.53%) had attended five workshops on computers and four respondents indicated attending nine or more workshops during the last three years.

As a follow-up to the question on computer workshops, participants were asked to indicate how many workshops in print and non-print material were taken during the same three year period. There were 90 (41.47%) respondents who indicated no response, 28 (11.52%) had attended one workshop, 31 (14.29%) had attended two workshops, 23 (16.60%) had attended three workshops and 13 (5.79%) indicated nine or more print or non-print material workshops had been attended. There would appear to be a slight tendency away from participation in print and non-print material workshops to enrollment in computer workshops.

Conclusions

The profile of the media specialist/librarian in South Carolina would seem to indicate professional expectations are in a transition period. There is a definite trend away from librarian toward media specialist in South Carolina. The majority of the media specialists/librarians in South Carolina public schools are not trained in computers.

Recommendations

Based on the data and conclusions of this study, it is recommended that:
1. With the addition of computer services a careful study should be undertaken by universities and state certification divisions to review the necessary academic preparation required of media specialists/librarians.
2. Since the library is part of the media center, consideration should be taken.
3. Consideration should be given to the development of a district-wide plan to assist current media specialists/librarians in maintaining and increasing their competencies in print, non-print and computer services.
4. Consideration should be given toward the initiation of staff development activities at the district and state level to assist media specialists/librarians with integration of computer services.
5. Consideration should be given to assisting media specialists/librarians with the integration of computer services into the existing media center/library.
6. Careful attention should be directed toward assisting media specialists/librarians in preparing teachers to make use of media and computer services.

Questions

These recommendations, then, raise the following questions as to what type of training should be included in professional preparation programs for media specialists/librarians? Should the training include computer literacy? To what extent should technical aspects of programming, purchasing of hardware and software be included in their academic preparation? Is this same profile part of a larger movement in other states? What are the implications for the southeastern states and the nation?

In conclusion, what type of training should media specialists/librarians have? From the data, it would appear that print and non-print services are being deemphasized in favor of computer services. More importantly, what are the implications for the library's print collection and the philosophy of the library as the center of learning? Since South Carolina has many small rural schools with low enrollments, the movement toward computers at the grass roots has been minimal. On which aspects (computer, print or non-print services) should emphasis be made in order to meet needs and demands placed on public schools at this point in time?
Remarks on Acquisition of 250,000th Volume For Walter D. Smith
James A. Rogers Library
President Emeritus
Francis Marion College

I appreciate being invited to join in recognizing the Rogers Library's passing by the quarter million figure in its acquisitions. It has been a long road — 16 or 17,000 books on starting in 1970; and now 250,000 and one.

We struggled diligently and waited most impatiently for the 100,000th book, and then the 150,000th, which was stated as a minimum for our joining the honor society Phi Kappa Phi.

Also, I remember that our choice of a library as the first building to be built on the new Francis Marion College campus in 1970 was a clear statement of our priorities. First things first, we said. A college is not a college unless it has a respectable library. I have never seen a college or university of real distinction that did not have a library matching the institution's general level of eminence.

So, today, as President Emeritus of Francis Marion College I am delighted to see that this institution continues to show that its priorities are in the proper order. The next acquisitions' goal to be achieved should be the 300,000th volume; then Mr. President please tell the Librarian, Mr. Paul Dove, that his goal is to match the record of the first librarian, Mr. Mitchell Reames, whose talents and energies and great brilliance resulted in his achieving an increase in his book collection of some 1,500 % in a period of 13 years! Mr. Dove, a collection of 300,000 is only a modest 100% increase over today's quarter million!

I will end my remarks by congratulating Mr. Reames, Mr. Dove, and all those wonderful librarians at FMC, past and present, who have been among the major participants in bringing real quality to this institution. Congratulations on reaching the quarter million goal. Onward to a half million.

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Remarks on Acquisition of 250,000th Volume For James A. Rogers Library
James A. Rogers
Chairman Emeritus
State College Board of Trustees

I cannot avoid looking back to that November day in 1971 when this building was dedicated. There were then no books on these shelves — only a building to house them. During the following days, such books as there were were moved over from the Stokes building, and thus began here a repository of learning which now ranks number six among South Carolina's 32 institutions of higher learning.

That remarkable record within a period of 14 years emphasizes the awareness and significance of a library, as understood by trustees, faculty, and administration, in the development and functioning of a learning institution.

During recent months, as some of you know, I have been studying the history of this college and its two sister institutions under the State College Board of Trustees. Emerging sharply in this study is the fact that the very first new facilities added to the campuses when they became state institutions were new libraries — these in advance of classroom buildings, laboratories, lecture halls or anything else. For no college or university becomes great without a great library to support the learning process.

I often think of how much of the accumulated knowledge and wisdom of the world, and of all ages, is found within these walls. Recently, I completed a research and writing project which took me physically from here to London. But what pleased me most was that within this library was so much of the bibliographical material essential to the work, and that what was not here could be made quickly available through computer terminal connection with most of the college and university libraries in this country.

To Mitchell Reames, the library's first director, and Paul Dove, his able successor; to the competent and dedicated library staff who have worked with them; to President Emeritus Walter D. Smith whose vision of a great library was central to his dream for the college to be built; to his successor, President Tom Stanton who inherited and is building upon what he found; to Alex Quattlebaum whose generous benefactions have enriched the holdings housed within these walls — to these especially must be attributed the reasons why this library is what it is today.

Just yesterday, it seems, we came into the woods — just four of us and a photographer — and held a small symbolic groundbreaking about where the front steps are now located. That moment is preserved in history. Here, today, is another moment for history to record. There will be yet another down the years when someone will take note of collections totaling a half million at this place where in the year 1970 a spade went into the ground to mark the beginning. For that occasion I hope you will be present, as I plan to be.
Recent South Caroliniana:
A Partial List.

John K. Waters
South Caroliniana Library
University of South Carolina

This bibliography is the 24th of its kind to appear in the South Carolina Librarian. It continues the previous lists and is intended to serve as an acquisitions tool for the state's librarians. The citations have been truncated to limit the length of the list, and some types of publications (chiefly genealogy) omitted altogether.

Baldwin, William P.

Ballard, Allen B.

Barrientos, Lawless J.

Bastian, Beverly E.


Batson, Wade T.

Briggs, William J.
The cotton man (life of Wofford B. Brinsfield). John Wesley.

Carter, Luther F.

Charles, Allan D.


Clarke, Chovine Richardson.

Clarke, Peter.

Corey, Stephen.

Dabbs, Edith M.


DeVorsey, Louis.

Dickey, Gary C.

Dickey, James.

Dickey, James.

Dickey, James.

Dartmouth, John Wesley.

Drucker, Lesley M.
South Carolina Naturalizations, 1783-1850 by Holcomb, Brent H. 

Brent Holcomb, South Carolina's most published genealogist, adds yet another feather to his cap with this long needed compilation of abstracted naturalization records of about 7,500 South Carolinians who sought citizenship in the time period between the end of the Revolution and the beginning of the Civil War. (This reviewer is puzzled by the use of the dates 1783-1850 in the book title. A close examination reveals quite a number of the federal records to carry dates in the 1850s and throughout 1890.) The federal records (almost all of them limited to those who arrived through the port of Charleston) are displayed in columns under the headings: "Names of Aliens," "Age," "Nation" (of origin), "Residence" (at time of naturalization), "Occupation," and "Admission." The list of occupations is especially interesting. Exactly what was a "slopseller"?

The state records are more limited than the federal. Most are brief listings that give little more information than name, country of nativity, and date. However, for some individuals there is enough material to constitute what might be described as short biographies.

County records are rather limited. A few counties do have fairly long lists, especially Charleston County, and those people researching Anderson-Pendleton, Chester, Fairfield, and Laurens County may be pleased with what they find. Newberry, Union and York have a fair number of entries but there are only a few scattered entries gleaned from the records of Darlington, Lancaster, Lexington, Marlboro, and Pickens County.

The book's index is limited to the names of those seeking naturalization papers, but the reader is not handicapped by that limitation because the author has divided the records by source (federal, state, or county) and has then further subdivided by type. It is fairly easy to locate the information sought.

Louise Pettus
School of Education
Winthrop College

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Readers' Guide Abstracts

The first of the Wilson indexes to be offered with abstracts. Readers' Guide Abstracts will be available in microfiche format in the fall of 1985, and will offer high-quality abstracts for all of the articles indexed in the 1970s periodically now covered by Readers' Guide.

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Current Biography

Yearbook 1985

The 1985 Yearbook cumulates the 11 monthly issues of Current Biography, and provides a complete listing of the year's obituaries and an index to all the biographical articles that have appeared since 1940.

Essay and General Literature Index
1980-1984

November 1985

This five-year cumulative volume lists subject and author references to almost 20,000 essays from more than 1,500 publications issued in the Index between 1980 and 1984. Note: Those who have maintained an annual subscription to Essay and General Literature Index for the past five years receive the five-year subscription at no extra cost.

Facts About the Presidents

Supplement to the Fourth Edition
By Joseph Nathan Kane

Featuring more than 200 biographies and critical responses of the presidents, this supplement brings the Fourth Edition of Facts About the Presidents completely up-to-date through March 1985.

World Authors 1975-1980

Edited by Patricia Coding

This comprehensive biographical dictionary covers the lives and works of 372 internationally known authors. It is an invaluable tool for any researcher, and contains information on over 100 biographical essayists who address the authors' lives, work, and critical response to that work.
New Classification Scheme Would Make BI a Snap

Nancy Davidson
Reference Librarian
Winthrop College

BI librarians certainly do grow "weary" — as well as gray hair — in their endless attempts to teach the use of the Library of Congress List of Subject Headings and the "LC" Classification System. Randy Candelaria (University of South Carolina at Aiken) has written an amusing solution to all of our difficulties in trying to interpret the intricacies of subject headings and call numbers to our students. Randy's article, excerpted from the Gregg-Granville Library Newsletter follows.

"LC"

Behind every great bibliographic instruction program is a card catalog and a cataloger. Busy assigning numbers and subject headings used by all but appreciated by few, the tireless cataloger, like a sleuth on the trail of an elusive foe, will hunt down and seek out those descriptive terms and numbers to publicize an identity which might otherwise remain forever obscured. The tricks of the trade employed by the cataloger are assisted by carefully structured schemes of classification which bear witness that there is more than an individual's whim at work here.

The schemes employed by different libraries are many, and while some may resemble one another, if not in form then at least in theory, it remains that many others were nothing more than a product of an active and overtaxed imagination. Certainly the most efficient at accommodating large, broad collections is the Library of Congress Classification scheme (affectionately referred to as "LC"). Originally based upon the personal library of Thomas Jefferson whose private contributions helped to establish a congressional library, the LC classification of today, however, bears little resemblance to that of its forebear — although it is today the most popular of workable and expandable schemes employed by larger academic institutions. Whatever they're called, all these systems of classification have one ultimate purpose: to allow the user to locate the desired materials. Should we be satisfied with these current schemes, content with the laurels of our past accomplishments and achievements or should we (dare I say it) boldly go where man has gone before? I say "yes" — the need is there!

There is something drastically wrong when students come to me with a wild-eyed expression, with panic in their voice and a tremor in their hands, and inform me that they cannot seem to locate a book that they used for a research paper that is due the next day and they forgot to cite it.

And so I ask, "Can you recall the author or the title of the book?"

The answer comes back in a weakened voice — "No."

"What about the subject heading under which you found it?"

A long pause, then a hopeless expression creeps across a downcast face. "Well, can you tell me anything at all about the book?" I utter in exasperation all the while trying to retain my composure.

Suddenly a very hopeful look comes in the eye of our querist as he blurts out. "It was blue!!!"

And so we come to it. More students — and learned faculty — seem able to recall the color of the book before anything else. I cannot count the number of times I have heard "Oh, it was magenta with an alizarin crimson border with hues of Hooker's green."

It is my suggestion, therefore, that we reclassify the entire collection by color, so that when someone comes in requesting a "sienna-colored" book I can ask "Was that raw sienna or burnt sienna?" and proceed to lead him into the aisles of browns. There will be "subheadings" of secondary, intermediary and tertiary colors and, if needed, we could expand by arranging all similar colored books by size. It falls to reason that if someone can't remember anything about a book he is sure to remember it color and size!

Now that I have convinced my readers of the soundness of my madness, I would like to propose the appointment of an ad hoc committee to assist me in a feasibility study on reclassifying the collection on lines of a color scheme — USC Aiken is about to put itself on a network of concerned individuals sharing work and ideas, experiences and interests.

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Your Magazine Needs You!

One of the biggest problems facing an editor of a journal is the obtaining of articles for publication. Without the many contributors to our past issues, there would be no South Carolina Librarian. We cannot express sufficient appreciation to them.

But there are many more of you out there who could join this elite group of published authors. On the chance that you have not done so because you were to quite sure or our guidelines or requirements, the following instructions for contributions of the Librarian are given:

1. All submissions should be on plain white paper measuring 8½" by 11".
2. All manuscripts must be typed, double-spaced, on a 60-space line, 25 lines to a page.
3. Name and address, including professional affiliation and title of the author should be typed on the upper left-hand corner of the title page. Each succeeding page should be numbered and should contain the author’s last name in the upper left-hand corner.
4. Footnotes should be at the end of the manuscript. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations* should be followed for style.
5. A stamped, self-addressed envelope should be included if return of manuscript is desired.
6. Any topic of interest to South Carolina librarians will be considered for publication.