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In this issue:
- The South Carolina State Library Network
- Interview with Fred Roper
- South Carolina Library Societies, 1800-1900
- Libraries/Media Centers and Computer Services
- The Greenville County Library
- South Carolina History Room
- SCLA Update
- Book Reviews

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From The Editor

I am gratified, excited, and a little scared as I take over the editorship of South Carolina Librarian from Larry Milin.

With the help of all of you, the members of SCLA and other subscribers to this journal, we hope to make changes in the publication that will continue the tradition which it has established over the years. Some new items will be included, such as book reviews, spotlights on particular libraries and people in South Carolina, and reports on activities in the Association. We would like to thank all of you who have expressed your comments and I look forward to receiving more as the publication continues. Please let me hear from you!

And, finally, I would like to dedicate this issue of South Carolina Librarian to Larry Milin, who worked for nearly nine years putting this publication together. Thank you. Thank you.

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South Carolina Library Association Is Alive and Well

After attending the very successful SCLA Planning Retreat on February 1, 1986, we asked Susan Hollifield, President of SCLA, to share her comments with us.

---Editor

SCLA Planning Retreat

Introduction

Goals and objectives, planning and evaluations, descriptions and history of the South Carolina Library Association’s units: these words might conjure up for the reader visions of drudgery, or at best, hours of boredom. Wrong, or at least, not according to the seventy-eight individuals who attended the SCLA Planning Retreat held Saturday, February 1, 9 a.m. to 1 p.m., at Northeast Holiday Inn, Columbia. In actuality, the 1986 SCLA Planning Retreat’s participants overwhelmingly described the goal-setting activities as enjoyable with a format and pace that stimulated interesting, thought-provoking discussion concerning SCLA’s development and the association’s future.

Background of Retreat

The Planning Retreat came at a critical juncture in SCLA’s history. Four major events occurred during the 1985 SCLA Conference: a switch from calendar year to a convention membership year, the retirement of the SCLA Executive Secretary and a change in editors of both the Association’s publications, NEWS AND VIEWS and the SOUTH CAROLINA LIBRARIAN. In order to provide leadership during the transition period, Susan Hollifield, SCLA President, outlined to the Executive Board goals for the year: (1) to establish focus for SCLA by review of goals and objectives; (2) to provide an opportunity for those in leadership positions to brainstorm about new SCLA activities that would be responsive to the membership’s needs and interests; (3) to encourage the officers of the SCLA Executive Board to write their unit’s history.

In order to achieve a balance between tradition and progress in the Association, the President developed a threefold strategy. First, she charged the SCLA Planning Committee with the formulation of an SCLA Long Range Planning Document that specified activities to support SCLA’s goals. To aid the Planning Committee’s work, she solicited Long Range Planning Documents from other state, regional, and national associations and forwarded the planning models to John Landrum, Planning Committee, Chairperson. Secondly, she asked all SCLA officers and leaders to write their unit’s history. The history was to include (1) a brief description of the unit, (2) the unit’s goals/purpose, (3) the objectives/duties and (4) names of predecessors, terms of office, place of employment. These histories are to be the foundation for ongoing documentation of SCLA’s unit’s activities and are important for ongoing planning and evaluation of the association’s work. Thirdly, to facilitate the Planning Committee’s charge and to provide a work session for the association’s units, the President organized a Planning Retreat of SCLA’s Executive Board Members, Officers, Committee Members, and Section/Committee Officers.

Retreat Activities

The first three hours of the Planning Retreat were devoted to examination of SCLA’s goals and objectives. Together, SCLA President and Dr. Chuck Curran, Associate Professor, USC College of Library and Information Science, designed three exercises to structure the process of discussing the goals and objectives. David Hunter, USC-Columbia Human Resource Specialist and Project Administrator, served as facilitator of the retreat activities. Graduate students from the USC College of Library and Information Science tallied the sessions’ findings.

Activity One was created to establish focus for the Association by asking the Retreat participants to prioritize SCLA’s goals. Each table of participants ranked the goal and a tally team compiled the total group rankings. The tally revealed the following:

RANKING OF SCLA GOALS

Top
1. Professional Growth
2. Public Relations for Library
4. Interlibrary Cooperation
5. Library Legislation
6. Support Regional and National Support Issues & Associations

Lowest
7. Intellectual Freedom

Activity Two was designed to identify any goals that the participants felt SCLA should incorporate into its mission. Among the proposed goals, three received strong support:

(1) To promote the welfare of library personnel including standards for salaries, benefits, and career opportunities.

(2) To support professional library standards by supporting and/or developing guidelines for meeting such standards in order to enhance library services in all types of libraries statewide.

(3) To encourage the recruitment and retention of quality individuals into the profession and into employment within South Carolina’s libraries.

Activity Three gave the group the opportunity to suggest objectives/activities that would support the Association’s goals. This activity produced a list of over fifty activities that would be means for implementing SCLA’s goals. Each suggestion was forwarded to the appropriate officer or unit.

The afternoon began with a one-hour work session for officers, sections, and committees. Following this, Barbara Jenkins, First Vice-President/Convention Program Chairperson, solicited ideas for the enhancement of future SCLA conventions. Suggestions ranged from a change to a Wednesday-to-Friday convention to the use of ETV for taping of outstanding convention programs or the presentation of conference papers.

Summary

The first SCLA Planning Retreat was evaluated as an outstanding success by its participants. The suggestions made concerning SCLA’s goals and activities were forwarded to John Landrum, Chairperson of the SCLA Planning Committee. The work session gave momentum to the year’s work and the brainstorming segment of the Retreat gave ideas for convention innovations that will be taken into consideration by the 1986 Vice-President and the Local Arrangements Committee.

The SCLA Executive Board voted to make the Planning Retreat an annual event. In doing so SCLA began a tradition that emphasizes group planning. Hopefully, the work of the 1986 Planning Retreat will help insure a strong future for the Association by promoting a sense of continuity and unity of purpose while still utilizing a wide range of talents to lead the Association forward.

---Susan Hollifield
President, SCLA
Meetings, Meetings, More Meetings

In the future, we hope to include reports on meetings held in the state for the benefit of all of us. These won’t be boring. So keep reading!

—Editor

Legislative Day

The Association of Public Library Administrators of South Carolina held their annual Legislative Day activities on March 5, 1986, at the Carolina Inn in Columbia. Over 415 legislators, trustees, friends, and librarians registered for this event.

Co-sponsored by the Trustee Section of the South Carolina Library Association, Legislative Day consists of an orientation for friends and trustees, a trip to the State House to visit with senators and representatives, and a luncheon for members of the General Assembly. This year 141 legislators were registered for the luncheon.

The theme for Legislative Day was “Look What You’ve Done! Look at What We Have Done!” Our goal was to express our thanks for a number of legislative actions in support of public libraries which have been passed by the General Assembly over the past ten years. Some of the achievements include increasing State Aid from $35 to $100 per capita, passage of the Uniform Library Act, the Library Security Act, and the Library Confidentiality Act, as well as a re-write of the State Library Legislation and the funding of the South Carolina Library Network.

There has already been one immediate benefit from this year’s Legislative Day. Representative Tee Ferguson of Spartanburg County, concerned about the 2c per capita cut in State Aid for County Libraries, introduced an amendment to the Budget Bill on the floor of the House the following week. His amendment, which called for restoration of the 2c, was passed by the House and is now included in the House version of the Budget Bill.

Next year’s Legislative Day is already being planned. The tentative date is the first Wednesday in March of 1987. Penny Albright, Director of the Kershaw County Library, will be president of the Association of Public Library Administrators and will be in charge of next year’s Legislative Day activities.

The Association of Public Library Administrators is an affiliate of the South Carolina Association of Counties.

—Spartanburg County Public Library

Conservation

The Archives and Special Collections Roundtable sponsored a workshop on conservation planning and techniques at Francis Marion College on Friday, February 21, 1986. A total of 52 people participated in the day-long event. We were particularly pleased to have participants from North Carolina, and Robert Williams deserves credit for suggesting that we mail some of our flyers to nearby institutions across the state line.

The program included a presentation on basic conservation planning by Lisa Fox, SOLINET’s conservation officer; a panel discussion on a possible state-wide conservation program; a report on the efforts of a Charleston consortium in disaster planning; and two sessions in which participants gained hands-on experience in the techniques of paper and photograph preservation.

In addition to Ms. Fox, the speakers included: Robert Williams of U.S.C.’s College of Library and Information Science; David Moltke-Hansen, Director of the South Carolina Historical Society; Sharon Bennett of the Charleston Museum; Tom Raines, Deputy Director of the Charleston County Library; Marie Hollings of the Charleston County Archives; Steve Gietchier and Tom Betenbaugh of the State Archives; and Steve Richardson of the Greenville County Library.

—Roger Hux
Chairman, ASCR

Disaster Preparedness

Cooperative development of disaster preparedness plans has been under review for the past several months by the staff of the Midlands area archives, libraries, and museums. Although not as advanced in planning as the CALM group in Charleston, the Midlands association is working with five counties, Richland, Lexington, Kershaw, Fairfield, and Newberry and is coordinating facilities in each.

The impetus for these meetings came primarily from (1) a flood in the South Carolina collection at the State Library in early 1985 and (2) a disaster preparedness workshop held in November 1985 by SOLINET and co-sponsored by the State Library and the USC School of Library and Information Science.

The “great flood” of 2 February 1985 made the State Library staff aware of what can happen to a library’s collection in times of a disaster. It pointed also to the benefits of planning in advance and because of lack of space, supplies and money, to mutual cooperative planning.

There have evolved from these recent meetings in the Midlands, three committees: Education, Support Service, and Emergency Services. The Education Committee has compiled a bibliography on emergency and disaster preparedness. This bibliography shows holdings of library, museums, etc. that had representatives of this committee. It is hoped that the bibliography, which can be obtained from the State Library, will be updated by the institutions represented on it and that all libraries, museums, and archives in the Midlands will eventually have their holdings listed.

The other two committees are charged with identifying individuals with skills that will be needed and sources of supplies from paper towels to freezer space. Community facilities that can be used should damage be to entire buildings are also being identified. Contact with emergency agencies, fire and police departments has been established and in the near future representatives of these groups will be speaking on how they can help the institutions both in planning before a disaster and after a disaster occurs.

The goal of all this activity is a statewide cooperative plan for disaster and recovery preparedness.

—Mary Cross
South Carolina State Library

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The Future is Now: Building the South Carolina Library Network

by Betty E. Callaham, Director
South Carolina State Library

On August 14, 1985, the South Carolina State Library signed a contract with Data Research Associates of St. Louis, Missouri, to purchase an integrated library automation system. The Data Research system, known as ATLAS - A Total Library Automation System, will automate the library's internal functions and will also be the central node of a statewide library and information network to serve state government, libraries, and citizens.

Selection of the automation system climaxed years of planning to obtain state funding for the network. A proposal that the State Library develop a state plan for cooperation, automation, and resource sharing was endorsed by the South Carolina Pre-White House Conference on Library and Information Services in 1979. As a result, the State Library established a Task Force on Library Automation and Networking, representing all types of libraries, to explore networking issues.

History

While developing the network plan, the State Library proceeded with retrospective conversion of its bibliographic records to machine-readable form. During the same period, 1979-1985, Library Services and Construction Act funds were used to assist public and academic libraries in joining SOLINET/OCLC system and in doing retrospective conversion. A Network Feasibility Study was commissioned in 1981. During 1983-84 a series of open Task Force meetings was held, and automation consultants presented alternate schemes for network development to the library community.

Thus the network concept began to take shape. It was the consensus of the library community that the State Library should develop and operate the network since it plans to enhance the State Library's present interlibrary loan service to public, academic, institutional and special libraries. Further, as a State Library function, network funding will come from the state rather than participating libraries.

Together the library staff and Task Force drew up a detailed statement of network goals and objectives focusing on five areas: use new technologies to enhance user access, resource sharing, and collection development; develop machine-readable databases, improve communications among South Carolina libraries; strengthen the State Library's information and interlibrary loan service; and assist individual libraries planning for automation. The long-range goal is to develop a statewide network to link all libraries in the state. The immediate objectives are to establish the computerized system which will be the central node of the network and to develop the communication system which will be its framework.

Other decisions were made during the planning period: (1) The South Carolina Library Network System will be compatible with SOLINET/OCLC but will not replicate South Carolina records already in the SOLINET/OCLC database. (2) It will be a decentralized network, linking local systems, rather than a single statewide database. (3) The network must be accessible to state agencies and legislative bodies as well as to libraries. (4) It must utilize the state microwave/satellite telecommunications system. Consensus on these points was achieved by many meetings with library groups leading to endorsement of the network plan by every statewide library organization. In 1984 a Network Project Team, composed of State Library staff, was appointed to prepare for network development and to evaluate library automation systems. Rob McGee of RMG Associates, Chicago, was retained as consultant.

Implementation

A five-phase implementation evolved. Implemented in 1985-86, Phase I began with the automation of the State Library. Following installation of the ATLAS system, the public access catalog, circulation, and interlibrary loan modules were brought up and tested in Spring 1986. Between April and June, a communication system will be installed to provide remote access to the catalog and ILL for public libraries. The circulation and inventory control functions of the Library for the Blind and Physically Handicapped has been automated.

During Phase II (1986-87) additional system functions will be implemented for the State Library, including acquisitions, reference information, serial control, newspaper indexing, and AV booking. The communication network will be extended to provide access to state agencies, academic and TEC libraries, and state institutional libraries. A demonstration project is planned to test school library participation in the network.

Phase III (1986-1989) will expand the network. Beginning with State Library holdings only, statewide locations and holdings will be added gradually for collections deemed most significant for interlibrary loan and resource sharing purposes. Components identified to date include a union list of serials, state and federal documents, newspapers, local history, and South Carolina materials. Development of legislative and financial actions, access to the network will be extended to school libraries.

Phase IV, being carried out concurrently with Phases I-III, provides advisory, technical, and financial assistance to libraries planning for their own automation. Grants for SOLINET/OCLC membership and retrospective conversion will continue as long as LSCA is funded. Demonstration projects to test automation and conversion for small libraries are being conducted. Consultant help is available.

Phase V is still rather utopian. Ideally, we hope to link local automated library systems in order for South Carolina libraries to communicate easily, to share resources fully, to carry out cooperative collection development, and to improve service to the public. Of course, much depends upon technological developments. The South Carolina plan is flexible and will evolve to meet changing circumstances.

Problems Encountered

The development of the South Carolina Library Network has not proceeded as smoothly as this account might indicate. At every stage there have been problems and delays, some anticipated, some unforeseen.

It took several months to persuade the Division of Information Resource Management (which must approve all information technology plans) that we needed a functional library system, not just a computer. After the Network Project Team, with Rob McGee's assistance, had prepared a detailed Requirements Report outlining specifications for a sixteen-function automation system, it took ten weeks for the Materials Management Office (State Purchasing) to produce a State-approved Request for Proposal. Our own investigation of library automation systems had narrowed the list of possibilities to a very few, but the State Procurement Code required that we solicit bids widely. Nine vendors submitted proposals, and all were meticulously evaluated under MNO procedures. Contract negotiations and approval by the Attorney General took several more weeks. In all, it was fourteen months from the time we began looking at vendor offerings until we signed a contract with Data Research Associates.

In addition to bureaucratic regulations and red tape, there were financial and legislative restraints to overcome. Early planning, grants, and activities were funded with Library Services and Construction Act monies and carried out under the State Library's authority to administer LSCA programs. The State provided development funds totaling $100,000 in FY 84 and FY 85. But the State was in an economic slump when funds were
requested for FY 86, and the Budget and Control Board did not recommend funding. So the State Library reallocated $350,000 of FY 84 and FY 85 LSCA funds to cover the cost of initial hardware and software. The House Ways and Means Committee then recommended $242,000 for communications equipment and $138,000 for start-up operations in the FY 86 budget.

While waiting for funding we continued working on the procurement process, created and filled the position of Coordinator of Automation Services, and wrestled with the question of legislative authorization for the network. The Attorney General considered the Library Services and Construction Act an adequate basis, but I wanted direct authorization from the General Assembly. A bill completely revising the State Library’s legislation was drafted and introduced in the General Assembly early in 1985. One chapter of this bill authorized the State Library to operate a statewide network and to work with all types of libraries in cooperative programs. In spite of a crowded legislative agenda, lobbying by supporters throughout the state resulted in successful passage in May 1985.

With State funding available in July and the Data Research contract signed in August, all else should have been smooth sailing. But during the very week of contract signing, we were informed that the State Library building was scheduled for removal of asbestos found in the ceiling on three floors. The fall of 1985 was hectic. The building vibrated as electricians drilled through concrete walls to install cables for automation. At the same time, staff shifted and packed collections for storage in preparation for asbestos abatement which took ninety days. A leaky roof reached emergency status, and installation of a new roof occurred in January.

Through all of the confusion, the Network Project Team persisted valiantly. John Landrum, Deputy Director for Library Services, and Bill Eliett, Coordinator of Automation Services, wrestled with policies and parameters, negotiated a contract for operation and maintenance of the computer at the University of South Carolina Computer Center, arranged tape processing through SOLINET, and successfully fielded questions and complaints from staff, patrons, vendors, and the State Library Director.

Future Plans

Though we are at “the end of the beginning,” there is still much to be done. Our DEC VAX 11-750 is operational, the bibliographic database has been loaded, and terminals have been installed. Staff training, patron registration, book lending, and many unexpected chores have been completed. In spite of asbestos delays, and red tape, the State Library was able to celebrate National Library Week by inaugurating automated circulation and the public access catalog. By September all public libraries will be using the on-line interlibrary loan system. Then we will be ready for Phase II—bringing state agencies as well as academic, TEC, and state institutional libraries into the South Carolina Library Network.

Spotlight

In this section, we hope to continue with each issue focusing on a library and person in the state.

—Editor

Special Collections

Spotlight

The South Carolina History Room of the Greenville County Library

—Ron Chepesiuk,
Head of the Winthrop College Archives

If the worth of a special collections could be measured in statistics, then the South Carolina Historical Room of the Greenville County Library would be extra special. It may be the busiest special collections in the state.

Each year an average of 8,000 patrons trek to the room to learn about their ancestors, to dig up their roots, or to study the history of Greenville County and the Palmetto State. In addition, the staff of the South Carolina Historical Room answer another 90 to 100 more requests a year by mail.

You might guess that the room would be crawling with librarians scurrying about to find the documents to feed its information-hungry clientele. Guess again. The area staffs two full-time people (one helps patrons who come in person and the other handles correspondence) and a part-time person whose main responsibility is to shelve books.

The head of the South Carolina History Room is Steve Richardson, a 1982 MLS graduate from USC, who holds a BA in English from Furman University. He came to the Greenville County Library right out of graduate library school. “It’s just what I want to do. I guess it’s a little frustrating because I don’t have the time and space to do everything I want to do.”

The Greenville County Library has had a South Carolina Historical Room since 1970, the year the library’s new building was completed. The library named the area the Charles Stow South Carolina Historical
Room after a former director. Its purpose: to collect and make available genealogy, South Carolina and local history to the public. Located on the second floor, the area is part of the Business, Science, and Local Information Department.

Richardson says that genealogy is the heart of the South Carolina Historical Room. “The genealogy collection has grown steadily since the new library was built,” he explains. “We got a good many donations in the beginning — copies of family histories, compiled records, land transactions and that sort of thing. With the publication of Alex Haley’s Roots and the celebration of the nation’s Bicentennial, the public’s interest in genealogy mushroomed and our collection snowballed. It hasn’t leveled off either. The growth curve is still there.”

Today, the collection totals 3,000 to 4,000 books, relating to genealogy and local history, approximately two dozen collections of personal papers, 3,000 photos primarily relating to Greenville County, and two cases full of maps.

Richardson cited two collections as being extra special. The papers of Jeremiah Cleveland, a Greenville County merchant active during the 1820s, include correspondence with his brother Jesse, along with a log book and receipts that shed light on early Greenville County history. The second collection of Mark Catsby’s art prints depicts the wildlife of South Carolina.

“The library does not actively solicit manuscripts of personal papers,” Richardson stresses. “We do not take collections on loan. They have to be an outright gift. If we don’t want a collection, we will suggest the prospective donor contact another repository that might be interested.”

Richardson says that, since he has been working in the room, he has been asked some pretty strange and difficult questions. For instance:

- What is the tallest tree in Greenville in the twentieth century?
- How many people lived in Greenville County during the Civil War?
- Who is buried beneath Greenville City Hall?

- How many Greenville Post Office names include the word "Greek"?

Most of the patrons come from Greenville County, but there has been an increasing number of researchers streaming in from all over the country, particularly in the summer. “They are mostly retired people who like to travel,” says Richardson.

This year has been particularly busy for Richardson and his staff because 1986 is the year of Greenville County’s bicentennial. It has meant a lot of special projects. Richardson explains, “Three histories have been written about Greenville County in the last three years. Two of these have involved the extensive use of our photograph collection. We have spent a lot of time arranging the photos so that they could be shot.” In addition, the local history society is painstakingly compiling a chronology of Greenville County’s first 200 years and several of the local schools are planning projects.

Busy times ahead, indeed, for the South Carolina Historical Room of the Greenville County Library.

**Spotlight: Fred Roper**

We asked Fred Roper, the new Dean of the USC College of Library and Information Science to talk to SCL about his plans for the future.

—Editor

SCL: Dr. Roper, we’re pleased to have you come to South Carolina and want to welcome you! Thank you for taking the time to talk with us and we wish you the very best of luck! I believe that you’ve been at the UNC-Chapel Hill School of Library Science for the past fifteen years. Can you tell us more about your background and what strengths you bring to the Deanship of the USC College of Library and Information Science?

Let me begin by telling you how pleased I am to be making the move to the University and to the state of South Carolina. I have many friends and former students in the state, and I’m looking forward to meeting new friends and colleagues.

For the past fourteen years I’ve had the opportunity to work with UNC’s former dean, Edward Holley, both as a full-time faculty member and as his associate dean, and I believe that I have had the chance to learn lots about “deaning” and work with faculty and professional colleagues. He gave me the opportunity to be very involved with all aspects of the School of Library Science, and now we’ll see how well I absorbed it!

I believe that another strength is my involvement in a variety of professional associations and my interest in different types of libraries. I hope that this will help me to be sensitive to the needs of all types of libraries and information centers and to respond to the needs of the state and the region.

**SCL:** What does your plan for the USC College of Library and Information Science include?

My goal is to work with the faculty of the College to continue the fine tradition of service that has been established under Wayne Yenawine and Bill Summers and to develop the best possible program that will meet the needs of our students and librarians for the remainder of the ‘80s and on into the ‘90s. As libraries and the information field are changing we want to be able to adjust to new needs and functions and constituencies. As we review these changes in the field, then we will be taking a very careful look at our offerings.

My immediate goals are to learn as much as possible about libraries and librarians in South Carolina and to plan with the faculty the best strategy for service to our students and to our colleagues in the state. The result should be “our” plan for the College, not “my” plan.

**SCL:** What would you like to have accomplished over the next five years?

Over the next five years, I would like to see the faculty come up with a long-range plan that will help us to ensure that we are fulfilling our responsibilities as expeditiously as possible. It is my view that we need to define a broader role for library education than has been necessary in the past and from that broader role seek a larger constituency in the overall information field than we have had heretofore. To this end, I believe that we must re-examine ways of meeting our responsibilities to libraries and librarians, at the same time expanding our charge in order to prepare our graduates for work in a greater variety of situations.

**SCL:** In the past, the USC College of Library and Information Science has been geared toward school media specialist training. Will there be an interest in other areas in the future?

Your question implies that this has been the sole or primary focus of the College, and I’m not sure that I can really agree with you on that. If you look at the types of positions that our alumni have taken, I believe you will see that a wide variety of positions and opportunities have been open to our graduates. They are working in corporate libraries, academic libraries, public libraries, and other information agencies as well as in school libraries. The backgrounds of our faculty, past and present, are diverse also. It is true that a large number of our graduates are working in school libraries, and the College has performed a great service to the state in this manner. The purpose of all of this, however, is to say that I believe the information field are changing we want to be able to adjust to new needs and functions and constituencies. As we review these changes in the field, then we will be taking a very careful look at our offerings.

With the formation of a new state chapter of the Special Libraries Association in South Carolina, we have an opportunity to expand our work in this area. Throughout the country, there is a great need for preparation of school librarians, and I anticipate that our efforts in this area will continue. I look forward to working with the public librarians and the South Carolina State Library to continue the tradition of service to this group. In the academic area we have several faculty whose major interests are in work with academic librarians and libraries, and I hope that we will continue to interact with them as in the past. The diversity of the faculty and the opportunities available in South Carolina should give us the potential for meeting the needs of
a variety of types of information professionals.

SCL: Will you expand courses offered, such as offering courses in conservation or more computer applications? In what areas do you plan to introduce new courses?

Because of the changes that are taking place in information work and because of the increasingly interdisciplinary aspects of our field, I hope that it will be possible to develop new ties with other parts of the campus and to work with these groups to establish new aspects of the curriculum as seems appropriate. As circumstances have changed, as more graduates have begun to enter non-traditional positions (still listed as "other" in placement surveys), and as graduates entering the traditional library field have met with expanded employer expectations, we find ourselves with the opportunity to develop programs that will take our graduates into a new and different work arena. I say "programs" in the plural because I believe that we need to stop thinking about a single all-purpose curriculum and think rather of alternatives or options leading towards a variety of ends. These alternatives may mean a redefinition of our entry-level professional degree for librarians, the institution of additional entry-level programs and degrees, and more cooperative endeavors with other campus departments and schools.

Of course, new programs and/or programs will be dependent on faculty strengths and interests and to the extent that needed expertise is not represented we can attract the needed expertise.

SCL: Do you have any plans for an Associate program for Library Technical Assistants?

At this point I have no idea to what degree an associate program is needed in the state, nor do I know how such a program would be in conflict with any other programs that may now exist. I personally haven't given any thought to establishing such a program, but I wouldn't rule out a program to meet any legitimate need that we can identify.

SCL: Is an MLS a necessary requirement for a professional job in a library?

Most emphatically, yes. That is not to say that it is the only requirement or that one can not ever be an effective staff member without the degree. We all know examples of individuals who have been with an organization for sometime and have learned on the job and have been tremendously effective. Usually, though, the focus and emphasis are on one library and what works for that library. There is not likely to be the breadth of vision and the understanding of the principles that are common to all types of library work. On the other hand, those individuals who have particular specialist backgrounds that make them valuable in their particular institutions and who make considerable contributions to the profession.

SCL: Do you plan to keep the Specialist program? Any plans for a Ph.D. program?

I believe that specialist programs meet a definite need and that for many persons the opportunity to design an advanced program that meets their specific needs is an important service for the College to provide. Although not many people take advantage of the specialist program, it is a very useful activity for the person who wishes to go beyond the master's degree but does not wish to pursue the doctorate. I hope that we will keep it.

As we review all of the activities of the College we are very likely to look at the feasibility of a doctoral program; however, I suspect that we will move very slowly in this area. There are a number of questions that would have to be addressed before such a program would be feasible: faculty numbers, budget, market, resources, and effect on the other programs of the College, among others.

SCL: As a professional librarian in another part of the state, I wonder what your reaction is to expanding offerings in other parts of the state for both professional librarians and Library Technical Assistants?

As you know, the College has been offering courses in a number of locations around the state primarily for students in degree programs. I hope that we will be able to offer some courses that will be helpful to practicing librarians as well. How many courses we could offer and how often we could do it and what would be the best locations are all questions that the faculty will need to address as we begin our overall planning process for the College.

SCL: What do you think should be the reaction of the USC College of Library and Information Science to the King report which said that library schools are not preparing persons to do their jobs, i.e., that the relationship of library education to the practical side of working is not the best?

Perhaps one's reaction to this statement is dependent on how "preparing persons to do their jobs" is defined. My view is that the library school has the obligation to give the entry-level librarian a solid grounding in two areas: in theory so that the practitioner can feel comfortable with change and growth in the field and in practical matters so that he or she can be effective in the first job.

We do often seem to be in conflict with employers who feel that the most emphasis needs to be put on skills acquisition. Employers charge educators with not being up-to-date with what is going on in the practice of librarianship, and educators view employers as having too narrow a view of the educator's role.

As critical as it is that our graduates have entry-level competence in the technical aspects of librarianship, it is equally as important that they have the opportunity to develop higher-order skills: management ability, supervisory skills, and the ability to think critically and analytically.

Libraries as institutions are obviously undergoing considerable change, and our graduates need as much as anything else to be able to recognize where change is needed and to participate as change agents in these processes. Regardless of what library educators decide should be the curriculum our students follow, we should be concerned that they be receptive to change and be able to adapt to the pressures and tensions it inevitably produces.

The period when our students are with us is too brief to teach everything a potential employer or a faculty member thinks is important. Choices have to be made – by the College as to what can and will be offered and by the students as to what he or she can most profitably spend time on. At the same time that we are reviewing curricula, we need to involve employers in the process as well. The net result should be a graduate who will be an effective entry-level professional who has a lifelong commitment to continuing education so that they will realize what they need
to do in order to continue to be effective. Schools of library and information science walk a tightrope between too much theory on the one hand and too much time spent on skills. I hope that we can give them the why as well as the what and can make them productive and effective staff members when they take their first jobs. My emphasis is on first jobs.

SCL: In this same vein, do you plan to have practitioners from the field come in to lecture in courses offered by the College?

I definitely plan to continue this practice. It is good for the student to have a variety of experiences while in library school, and the perspective of the practicing librarian is very important. There are some courses for which the practitioners have expertise not represented on the faculty.

SCL: In some library schools, like Washington and UNC-CH, there has been a move toward the two-year masters degree program in librarianship. Would you work toward this at the College of Library and Information Science?

To date only three schools, Washington, UCLA, and UNC-CH have moved toward the extended program. Each of these schools assessed its situation and made the decision based on what seemed educationally sound for that institution. Many schools that might have an interest in extending the program have not done so for a variety of reasons – economic, political, etc. I don’t come to the College with any particular bias for or against. My major interest is in working with the faculty to determine what will work best for us at USC and then executing that program as effectively as possible.

SCL: I know that the Continuing Education Coordinator position was abolished at the USC College of Library and Information Science several years ago because of financial exigency. In the future, what continuing education activities would you like to see the College undertake?

Continuing education has been one of my particular interests – especially through professional association activities. I hope that the College can work with the associations and agencies in the state to ensure that a vigorous continuing education program is in place. Through cooperative efforts, it should be possible for us to provide a varied menu of courses, workshops, institutes, lectures, and symposia to help us all to stay current and abreast of what’s happening in the field.

SCL: Where would you say the College is now in relation to your goals for it?

I prefer to answer your question in terms of my perception of the College and how I feel that the faculty and I can work together in order to strengthen and enhance the good, stable program that presently exists. I plan to spend the next few months getting to know the faculty, the University, the alumni, and our colleagues in all types of libraries in the state. Together, with input from our various constituencies, the faculty and I can review what we are presently doing, what we would like to be able to do, and means for reaching our goals.

SCL: What do you think of publish or perish for library school faculty?

Research is important in any discipline, no less so in library schools than others. What is important, however, is that this research be conducted in the context of making useful contributions to the profession which will also enhance the abilities of the research. In a professional school, applied research is particularly important, and the conduct of this research and its subsequent reporting can be of great value to the researcher as a teacher. For the faculty member to be effective, he or she must also be productive.

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South Carolina Library Societies: 1800-1900: The Foundation of South Carolina's Public Library System

– Roberta VH Copp
College of Library and Information Science
University of South Carolina

The lines "Read three times and ratified in open Assembly, November 16, 1700" document the first American library law and officially established the Provincial Library of Carolina. The act was the result of the Rev. Thomas Bray's endeavors to promote religious education and learning in the colonies. While Bray's activities were spread throughout the American colonies, they had particular emphasis in South Carolina, with passage of this first American library law and the development of the first library in the state. Bray shipped numerous collections of theological and religious books to the colonies to be used by clergy and lay alike. South Carolina alone had earlier received two hundred and twenty-five volumes, the colonists expressing their gratitude in the General Assembly on November 25, 1699. The act clearly delineated that the books were intended for public use, stating emphatically that the "inhabitants of this province have liberty to borrow any book out of the Provincial Library, giving a receipt for the same." To preserve the library by preventing damage, embezzlement and loss, the books were placed in the hands of the incumbent minister of the Church of England in Charleston, who was made accountable for the whole library. The keeper of the library retained the right to refuse the loan of any book to unsuitable persons. The length of time books could be kept and a fines system was also delineated.

The act defined the management of the library by nine commissioners, nominated by the governor and elected by the General Assembly. These commissioners catalogued and appraised the collection and had the right to impose penalties if the stipulations of
sent. By 1832, however, the city had three libraries which included reading rooms. The Columbia Library Society evidently would continue to struggle for existence and eventually die, for in 1856 a new library society, the Columbia Athenaeum, was incorporated under the leadership of William C. Preston. To provide a foundation for the new society, Mr. Preston donated his private library of over two thousand books as well as paintings and sculptures. Housed in a brick building on the southeast corner of Richardson (Main) and Washington Streets, the Athenaeum contained the library, a reading room, and a lecture (exhibition) hall. Thus this establishment provided a variety of entertainment for Columbians of all ages. As an example, J. W. Johnson wrote to his friend J. G. Guignard in 1857 that: There have been none (parties) since then, and the young females can find nothing more sensible to do in the meantime, than sitting behind quietly listening to people at the Athenaeum lectures, and whispering them into a fever of irritability.

By 1859 the library contained twenty-eight hundred volumes, with periodicals from England and America, as well as newspapers from all the principal Union cities in the reading room. Mr. Preston wrote about 1859 that "...the Athenaeum has taken a new lease on life" showing that this library, too, had suffered vicissitudes. Finally, in 1860 Mr. Preston wrote Gen. Waddy Thompson: "...the institution I fear is languishing to death — a scoundrel the treasurer stole all the funds and ran off." The period from 1800 to 1860 was one of dramatic growth in the establishment of society libraries in the state as farming spread west and north across the state and towns were established as trading centers to support agriculture. By 1817, there were incorporated libraries as far from Charleston as the Chester and York districts. Three, the Bershba, Bethel, and Fishing Creek Circulating Libraries were established, all being partially inspired by the Rev. John Simpson. Thirty-six libraries had been incorporated in the state by 1832. Fifteen of these are described in detail by Thomas P. Lockwood in his Geography of South Carolina.

Reflection of the state's agricultural orientation is found in the fact that many of the libraries in the western part of the state were attached to the agricultural societies. Circulating libraries were also popular in the rural areas, especially with the ladies. The strength of this movement in establishing libraries in the state is shown in the list of societies found in the South Carolina Department of Archives and History, which contains the names of forty-one incorporated libraries as of 1860.

The Civil War and Reconstruction: Decline and Revival

The secession of the Southern States from the Union and the outbreak of the Civil War in 1861 brought devastation and destruction to the society libraries as well as to other phases of life. The war disrupted the activities of the Charleston Library Society to the point that it seemed as if the very life of the peace was declared. The Charleston fire of 1861 became, however, a blessing in disguise for the Society. The Apprentice's Library had lost its building and the majority of its collection in that conflagration, but it retained ready cash in its treasury. Requiring shelf space for any additional volumes, application was made to the Charleston Library Society resulting in a merger of the two societies in 1874. Not only did the merger benefit both societies financially and logistically, but an unusual rule, put into effect at the stipulation of the Apprentice Society, stated that any adult member of the Charleston Library Society could give a membership to a minor. Even with the help of the Apprentice Society, the years 1865-1898 were grim ones for the Society. A period of growth, modernization, and expansion began under the leadership of Ellen M. Fitzsimmons, the librarian appointed in 1898. The Board of Trustees reported in 1899 that: Not only have the books been brought in better order, and made more accessible, but the membership has largely increased, the general interest of the public has been greatly stimulated, and our financial state improved in a most encouraging degree.

As World War I ended, the collection had been recataloged and the Jockey Club of Charleston had established a permanent fund for the buying and binding of books. The new building was completed before 1918, with Andrew Carnegie contributing $5,000.00 toward the $75,000.00 construction cost. The Society, still subscription and still active, remained a boon for its members and researchers alike.

The library societies in Georgetown and Walterboro also remained intact but suffered neglect during the Reconstruction era. Frequently, circumstances forced their closing entirely. The Winyah Indigo Society, however, was totally revived as a subscription library in 1908 and eventually this building became the home of the Georgetown Public Library. The Walterboro Library Society was similarly reopened in 1888 and later incorporated into the county public library system.

The fate of the Beaufort Library was not as auspicious. At the time of the capture of Beaufort by Union forces in November, 1861, that library contained over three thousand volumes of solid literature, mainly scientific and historical works. Agents of the U.S. Treasury took possession of the books and shipped them to Hiram Barney, collector of the Port of New York. He offered them for sale at public auction exactly a year after their capture. The intervention of Samuel P. Company, the Secretary of the Treasury, stopped the sale, the reason set forth clearly in his letter of November 11, 1862 to Mr. Barney which stated:

When the War Department assumed charge of all civil matters as well as all military affairs...control over the plantations, property, and labor...the library was not intended to be included...it was in your custody as a trust and you will so regard it.

Subsequently (January, 1863) under the direction of the Secretary of War, Edwin M. Stanton, the library was shipped to Washington and deposited in the Smithsonian Institution.

Magazine (November, 1864) reported "...the Beaufort library is still intact, so that on the restoration of peace it can be returned to its former location." However, a fire at the Smithsonian on January 24, 1865 burned Beaufort's books and other valuable objects.

The government's intention was to return the books, but their destruction precluded this transfer. Between 1890 and 1894 four resolutions were introduced in Congress to appropriate and transfer "out of duplicate volumes in the Library of Congress, an equivalent in books, both in number and value" to replace the lost library. Although passed and favorably reported, the issue would later die. South Carolina's Congressional representatives, however, continued to seek restitution and finally HR 10004, introduced by Representative Clara G. McMillan (D-SC), was passed and signed into law on August 31, 1940. Ten years later, the South Carolina State Library Board, with the aid of Senator Burnet Maybank, secured repayment to the Beaufort County Library for the society's book collection.

Society libraries in the west and the north of the state would also suffer during the Civil War. These libraries, many containing valuable objects of art, history, and local history, were lost during the war. While returning his march through South Carolina, Sherman did save the college library in Columbia because the buildings were being used as a Union hospital. Furthermore, he added "...I would rather give you books than destroy them — I am sure your people need them very much..." Under his command did not share his views, their lack of respect shown by the invariable treatment they accorded libraries.

Milledge L. Bonham in his "Reminiscences of Boyhood" watched the Union troops scatter his father's library from Bonham to Abbeville, the neighboring plantation. Private libraries were almost universally destroyed with thousands of volumes tumbling in the roads, then hacked and trampled. The extremely valuable private library of Dr. R. W. Gibbes of Columbia, with its collections of letters, science, art, medicine, history, and museum quality, was scattered about as the Union soldiers sought loot; the remnants

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of this fine collection burned completely when Gibbes' home was torched. One of the best buildings in Columbia to burn during the Union occupation was the Athenaeum. The firefighter who arrived on the scene found the “Hall could not be saved.” The State Library (legislative) of twenty-five thousand volumes was lost in the configuration as well.

Acknowledging the “want of a library in the city,” of Columbia, the Board of Trade appointed a committee in 1871 to solicit donations of books and pamphlets. “The library so formed was to be “open to the public on payment of annual dues and fees,” and added to as the amount raised by the fees justified the expenses. A reading room supplied with magazines and periodicals connected to the library was also planned. What became of this proposal is not known, and it was 1896 before the Columbia Library Association was formed, the forerunner of the Columbia Public Library.

The Cheraw Lyceum, ninety miles to the north of Columbia, flourished in 1861 with over a thousand volumes in its collection. Sherman’s troops ransacked this library, too, for reading materials, then burned the building during their sojourn in the small town. They carried away many of the books and scattered the road as they marched toward Fayetteville. Rescued by rural residents of the area, the books were saved for the Lyceum Library’s reestablishment when peace came, but without money or personnel, the attempt at revival failed. Cheraw did not have another public library until after the turn of the century. The picture of libraries and literary culture was not entirely bleak after 1865, however, nor did all “Yankees” display disrespect for books. A young Union officer, John W. DeForest, stationed in Greenville during Reconstruction wrote:

One of the hospitalities offered to me was so great a temptation that I could not decline it. There was a literary club in Greenville; it had weekly essays and discussions and provided the public with lectures; it had a reading room also and a list of some thirty American and English periodicals.

To this library I was made welcome and allowed to draw on as a member. Mr. DeForest also commented that “not withstanding its mania for politics and cotton, Southern society has a considerable element which is bookish, if not literary.”

The Grange gave additional impetus to libraries after 1865 in many parts of South Carolina, acting on the principle that: each Grange should have a real local habitation as well as a name, and they are building and furnishing Grange Halls, establishing Reading Rooms and Libraries. Much later, the efforts of Grange members and the County Councils of Farm Women established the libraries which grew into our present county public library system.

Summary and Conclusions

Beginning with the formation of the two first library societies, the movement to establish libraries in South Carolina expanded rapidly. Two decades after 1800, twenty-two societies had been formed, following the settlement patterns of South Carolinians westward. Centered in the towns and more populous areas, the number of societies nearly doubled by 1860. The twenty year period of Civil War and Reconstruction marked a definite lull in the library expansion movement. Then, between 1880 and 1900, the impetus began anew as library associations were established in parts of South Carolina, where none had previously existed.

From the establishment of the first American public library in 1700 until the present, South Carolinians have worked for and promoted viable libraries. Political, economic and social conditions have often slowed the process, but it was never stopped. The story of libraries and library societies (collectively and individually) in South Carolina during the nineteenth century is a rich and fascinating one. Only a few of the examples have been cited, but each has a unique story to tell. The post revolution period, particularly 1800 to 1860 proved to be one of growth and expansion. The Civil War, erupting in 1861, almost completely destroyed all that had been begun. The end of Reconstruction brought about new efforts to establish libraries, but lack of financial resources, not interest or desire, hampered this process. The turn of the century marked the return of vitality to the movement which developed the statewide public library system. This, too, is a fascinating story in the history of South Carolina’s libraries and needs to be told.

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Appendix I: Chronology Founding Dates and Locations of Library Societies

Date – Name, Present Day County
1740 Charleston Library Society, Charleston.
1799 Georgetown Library Society, Georgetown.
1800 (about) Chatham Library Society, Chesterfield; Beaufort Library Society, Beaufort.
1805 Camden Library Society, Kershaw; Columbia Library Society, Richland.
1806 Winnsboro Library Society, Fairfield.
1807 Newberry Library Society, Newberry.
1811 Franklin Library Society, Fairfield; Pendleton Circulating Library Society, Anderson; Union Library Society, Union.
1812 Sumterville Library Society, Sumter.
1813 Bersheba Circulating Library Society, York; Franklin Library Society, Charleston; Pinetop Library Society, Berkeley.
1814 Claremont Library Society, Kershaw; Coronaca Library Society, Abbeville; Laurens Library Society, Laurens; Walterborough Library Society, Colleton.
1815 Fishing Creek Circulating Library Society, Chester.
1816 Cambridge Library Society, Greenwood; Indian Land Library Society, York; Williamsburg Library Society, Williamsburg.

1817 Bethel Circulating Library Society, York.
1818 Republican Circulating Library Society, Barnwell.
1821 Lexington Library Society, Lexington.
1822 Fork Shoal Library Society, Greenville; Ramsay Library and Debating Society, Charleston.
1823 Cheraw (formerly Chatham) Library Society, Chesterfield; Society Hill Library Society, Darlington; Edisto Library Society, Charleston.
1824 Apprentices' Library, Charleston.
1826 Diamond Hill Library Society, Chester.
1829 Trinitarian Library Society, Charleston.
1832 Hamburg Library Society, Aiken.
1836 Ladies Traveling Library Society, Saluda.
1837 James Island Library Society, Charleston.
1839 Greenville Library Society, Greenville.
1844 Merchants Library Society, Charleston.
1852 Philomathean Library Society, Anderson.
1856 Columbia Athenaeum, Richland.
1880 Aiken Library Association, Aiken; Manning Library Association, Claremore; Darlington Guards Library, Darlington.
1882 Kennedy Library, Spartanburg.
1884 Rockhill Library Association, York.
1888 Anderson Library Association, Anderson.
1897 Sumterville Reading Club, Dorchester.
1898 Marion Public Library, Marion; Palmetto Library Association, Chester.

"Roberta VH. Copp is the project assistant for "South Carolina's Library Heritage" Project of the College of Library and Information Science of the University of South Carolina. The project is funded by the South Carolina Committee for the Humanities, SC State Library, and the SC Library Association."
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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 selected, from mixed, rural, and urban categories on elementary and secondary levels representing thirty percent of the public schools. A questionnaire was sent to each librarian/media specialist in those schools identified for the sample. One month later, a follow-up letter and second questionnaire were sent to ensure a twenty percent return.

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

Findings

Data was collected by posing a question and then analyzing participants’ responses. First, should public school librarians/media specialists be responsible for coordination of computer services? Of the respondents an overwhelming majority (84%) said they were willing to assume responsibility for coordination of computer services.

Second, is there adequate space for expansion of print, non-print, and computer services? The majority of respondents (73%) stated adequate space was available. Next, respondents were asked if space for the current print-non-print collection including computer services was adequate, the majority (54%) said the space allocation was not adequate. Thus, when the same question was posed to respondents as to whether there was room for expansion of the non-print collection including computers, a larger majority (63%) stated space was not adequate for expansion.

Third, are print and non-print collections integrated or separated? The majority of respondents (78%) indicated the two collec-
tions were integrated. As a follow-up to the previous question, respondents were asked to indicate if print and non-print collections were integrated with computer services. A majority of the respondents (57%) stated print and non-print collections were not integrated with computer services.

Finally, participants were asked: Do you recommend separation or integration of computer services with print and non-print collections? The respondents were divided almost equally between recommending integration of all three services (43%) and recommending separation of computer services (40%) from print and non-print collections. Respondents who gave their reasons for the integration of services made the following types of comments: 1) computers would be more accessible to users, 2) integration of services provides for better security and inventory control, 3) computers are a part of Media Services, and 4) students need to see computers used in all areas. Conversely, reasons given for separation were: 1) no time is allocated currently for coordination of services, 2) no computers are available, 3) no location is made currently for a separate room or a separate coordinator with a computer classroom, and 4) computers should not be assigned to the library/media center.

Conclusions

The data appeared to indicate a willingness on the part of public school librarians/media specialists to assume responsibility for computer services. Many librarians/media specialists indicated that computer services are another form of media. It would appear that public school librarians/media specialists in South Carolina already had integrated print and non-print collections but at this time computer services had not been integrated into print and non-print collections. Among the respondents there was no definite opinion as to whether print or non-print collections should be integrated or separated from computer services.

Current space allocations in public schools were adequate for print collections. However, when asked if there was adequate expansion space for print and non-print services including computer services, respondents indicated expansion space was available for print collections but not for non-print collections whether or not computer services were included. Thus, it would appear that public school librarians/media specialists were uncertain as to the direction the profession should take on inclusion and integration of computer services given current restrictions on building space.

If computer services become integrated with print and non-print collections, will print and non-print collections be deemphasized in favor of computer services? Is the current print collection funded adequately and with the addition of computer services will there still be continued financial support for an adequate print collection? Can public school libraries/media centers be responsible for all three services without compromising the efficiency of one of the services? Does the merger of these three services foretell the need for changes in personnel preparation programs and staffing patterns?

Although the study did not address administrative or school board policy toward school libraries/media centers, what consideration should libraries/media centers receive in planning new facilities or in renovating existing facilities? Are computer services being located in libraries/media centers because it is the most appropriate location or are they being placed there as a matter of convenience or for financial exigency? Because of the cost of construction of facilities, libraries/media centers well may be sighted in future budget allocations and facilities planning unless librarians/media specialists can justify space allocations on the basis of contribution to the improvement of learning.

Attention needs to be directed toward accreditation standards of libraries/media centers from state departments of education and regional accrediting agencies. Are accreditation standards high enough on state and regional levels to insure quality in print and non-print collections?

Limitations

This study did not analyze directly the effects of student enrollment on the coordination of print, non-print and computer services. However, it is assumed that enrollments influence directly the type of coordination and responsibility assigned to librarians/media specialists. In schools with smaller enrollments, librarians/media specialists would be responsible for all services. In contrast, coordination would be needed in larger schools where staff responsibilities must be differentiated according to the various services required.

There is a need to point out the critical importance to the individual student's learning provided by libraries/media centers. Continued attention needs to be focused on insuring that computer services become integrated into libraries/media centers. These critical support services are at the center of learning and are a necessity in the development of an educated citizenry.

In summary, given the future development of public school libraries/media centers, attention must be directed toward: 1) the improved professional preparation of librarians/media specialists as being crucial to the provision of these expanded services, and 2) the provision of adequate physical facilities and operating budgets for enhancement of print, non-print and computer services. The quality of public education appears to more than well hinge on the amount of emphasis placed on these important services.

Book Reviews

In the future, we hope to include reviews of new books of special interest to South Carolina Librarians. Our Book Review Editor is Steve Richardson, Greenville County Library, Greenville, South Carolina. Thank you, Steve.

—Editor


Nineteenth century Edgefield County is revealed as the state in microcosm. Even though largely a collection of agrarian communities, Burton convinces us of the urbanity of certain Edgefield trading centers of the period. This model South Carolina community is presented as a flux of relationships among whites and blacks, and rich and poor that strongly tests the traditional explanations of the slave society and its disparate cultures. The focus here is on family and community, and with the help of vast databases of census figures, land records, court records, etc., we are introduced to impressive examples of domestic consistency in both white and black families. These consistencies explode a number of myths, especially the cultural Freudism known as the southern black hierarchy.

The balancing of massive quantitative data and descriptive narrative is always difficult to achieve. But Burton, for the most part succeeds in preventing the bare data from ultimately drying out its meaning. There does remain, however, a problem for the reader in adjusting to the vacillating time frames of narrative and data. This is a hazard of many scholarly efforts, and for that we can be grateful that such an effort was made. This volume is a welcome addition to the pitifully low number of scholarly county histories.

—Steve Richardson
Theresa Carolina: history without or instruction. $24.95


Ellen Axson, maps, .50.

"the largest collection of Confederate records in any one place is in Richmond, Virginia." Richmond is a big town. The book is most instructive, however, when it deals with researching county land and probate records. The section on colonial history is illuminating but sadly bereft of a single footnote. This book will be helpful to the diligent reader for its sound advice coming from an obviously experienced genealogist, but an editor could have aided in guiding the book’s focus.

—Diane Glymph


Gilbert Allen, Alice Cabiniss, Stephen Corey, Susan Ludwigson, Bernard Meredith, Emnis Rees, Bennie Lee Sinclair and Tommy Scott Young address a chain of questions designed to link ideas about the position of today’s poets and poetry with the methods and results of this group of practicing poets. The interview questions follow a fairly rigid pre-selected, programmed program. However, it is obvious that both Swanson and Thesing are willing to let the subject go in developing their own sequence of ideas. This reflects on a diligent attention to editing that produces surprisingly smooth transitions given the wide range of discussion here. Comparisons arise naturally, and one of the most intriguing is that regarding the perceived regionalism in the work of each poet. These “conversations”, though structured as interviews, are neither as informal as casual chatting nor as formal as a segmented survey. The reader is thoughtfully offered a sample of each poet’s work during the course of discussion which effectively completes the chain of ideas and methods.

—Steve Richardson


Rosengarten, in his first book since All God’s Dangers: The Life of Nate Shaw won the National Book Award in 1974, has written an excellent study of a Southern slave master and cotton planter from St. Helena Island, South Carolina. Tombée succeeds admirably in portraying the plantation way of life both before 1860 and afterward, through a biography of an individual, Thomas B. Chaplin, who inherited the 376-acre Tombée Plantation and 70 slaves at an early age, but lost everything after the Civil War.

Tombée is, quite frankly, an awesome book, tracing not only the social history of St. Helena Island and in the process the history of a dispossessed aristocracy in the aftermath of slavery, but also Chaplin’s own personal struggle toward maturity. The book is in two parts: a meticulously-researched biography of a struggling, unhappy Chaplin and Chaplin’s own daily diary kept from 1845-1858 and annotated by him after 1865 in order to update the lives of the people he portrayed. Chaplin’s diary is rich with happenings in a
slavemaster's day-to-day life, the people he knew, and his attempts to grow crops. Rosengarten took five years to transcribe and edit Chaplin's journal, and to research and write the biography. As a result, Tombee is an unusual and invaluable resource, far different from other kinds of sources dealing with the Civil War period and, so, necessary reading for both the serious researcher as well as the casual student of the American South.

—Bruce Strauch

Dale Rosengarten's woodcut of a cotton plant graces the cover of Rosengarten's book as well as the cover of South Carolina Librarian.
In this issue:
- Interview with David Warren
- Statements from Gubernatorial and Lt. Gubernatorial Candidates
- Meeting Reports
- Guest Editorial: The Present and Coming Crisis in Hiring Librarians
- Book Reviews
- Gloria Kelley, Preservation Officer
- Preservation Planning
- Politics and Involvement
- Medical Information in South Carolina
- Literary Seminars for Public School Teachers
- District Level Media Coordinators
- Update on Automation