South Carolina Librarian

including NEWS & VIEWS

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From The Editor

Since the last issue (v.31, no.1, spring, 1987) the Editorial Committee of SCLA has been doing a lot of work with the incoming and outgoing Presidents, with the Treasurer, and with the Board of SCLA regarding the Association's publications. Accordingly, a decision has been made to attempt to merge News & Views with South Carolina Librarian and to publish five issues of the combined journal per year. This decision was made for several reasons, not the least of which was the cost of doing two publications. Because we will be trying to do five issues of South Carolina Librarian, it will have a slightly different look. New deadlines will be: March 15, May 15, September 15, and December 15, 1988, and material should be sent to the Editor.

We realize that some people will be dismayed by this change, but please give it a chance! As always, I welcome your comments — all of our heads and ideas are certainly better than one!!

Finally, I'd like to thank Roxy Rust, Chair of the Editorial Committee for all of her help, support, encouragement, and energy. Her work over the past months has been invaluable.

Katina Strauch
College of Charleston Library
Charleston, S.C. 29424
(803) 792-8020 or (803) 792-8008

Outgoing President's Report

Annual Conference Changes
In 1985, The South Carolina Library Association began strategic planning for the affairs of the association with the involvement of its members. A two-year plan was established and most of the objectives (approx. 99%) have been implemented with the exception of the salary survey which was to be completed by Winter of 1987. The membership also called for numerous Annual Conference changes: (1) Conference days beginning in the Annual Conference on Wednesday and ending on Friday. This is the first year of implementation; (2) changes in Conference format, e.g., deletion of banquet, change to Breakfast Awards program; (3) deletion of night meetings so that Conference attendees can fellowship with each other at The All Conference Party; (4) and the provision of, TABLE TALKS – a forum for issues and ideas in the profession.

Incoming President's Report

A colleague asked me if I had a theme in mind for this year as president of the South Carolina Library Association. Until that moment I had not considered the presidential responsibilities thematically. After some reflection on my priorities, however, it seems to me that communication should be addressed first, and, as such, becomes a theme. I want the Executive Board to communicate better with the membership through the Association publications. I want the Association to communicate better with the people of South Carolina through effective lobbying in the General Assembly and in local councils. I want the Association to communicate more effectively with non-member librarians and library workers, encouraging them to join with us for the good of all. To communicate I plan to get the committees, sections and roundtables fully involved in the leadership process. If you want to be involved, if you want to make a difference, call me. I have something for you to do.

Suzanne Krebsbach
President, SCLA
1987-88

Second Annual Planning Retreat
At the Second Annual Planning Retreat held in February, members identified areas, such as Government and Community organizations, Mentoring, Recruitment, Political Networking, more involvement of Sup-
port Staff in SCLA, to be considered for program implementation. Later the committees met and established objectives for the year.

**Workshops**

During the 1986-87 year, Sections and Roundtables sponsored 12 workshops on topics such as Librarians and Publishing. Pertinent Problems in Library Administration, Communication – Key to Effective Service; Cataloging in the Small Library; Working With Your Public; Helping Managers To Manage; and Planning The Integrated Online Library System. These workshops reached 490 Librarians and Support Staff.

**Executive Board**

The Executive Board met at its duly-scheduled time with the exception of a changed date due to the Pope's visit to Columbia. Thanks to Suzanne Kneebach – the facilities of The McNair Law Firm were made available with free parking. A committee comprised of Katina Strauch, Dorothy Fludd, and the President visited hotels in Charleston and Hilton Head Island, as considerations for the 1989 Meeting. The Executive Board approved the 1989 Annual Convention to be held November 15-17, 1989, at the Hyatt Regency Palmetto Dunes, Hilton Head Island, SC.

**Membership**

The Membership Folder was revised to include pertinent information for sections and roundtables, and the new Membership Year. Folders were mailed prior to the Conference for renewal. Membership in the Association now totals 647, and the change in renewal time is being followed.

**Publicity**

The Association's activities have been widely publicized through journals, newspapers and newsletters. Pictures with accompanying articles have been disseminated over the State.

**Issues**

Issues tackled by the Association this year have been the Obscenity Bill through the efforts of the Intellectual Freedom Committee and the Legislative Committee. There is much more work to be done in this area.

**Library History**

The S.C. History Project is in its second year under the guidance of Dr. Robert Williams of the College of Library and Information Science, University of South Carolina. Materials are still being sought for this project. This recorded history, when completed, will be valuable to The State of South Carolina.

**Publications**

Our Association publications are alive and well, but your support with articles is needed. We know you are busy, but five or ten minutes could tell that important story to other librarians.

**News of Librarians**

Five Librarians will receive Honorary Lifetime Memberships. Betty Callaham, State Library Director, was selected as outstanding Library Educator by The Association for the ALA Conference.

**Death of Former SCLA President**

J. Mitchell Reames, Former Library Director, Francis Marion State College passed away during last year. He had the distinct honor of serving twice as President of the South Carolina Library Association.

**Planning and Implementation of Professional Growth**

Planning for workshops and Convention consumes about 80 percent of the Executive Board's time. The purpose of the Association is to promote the development of quality Library Service freely available to all citizens of South Carolina and to provide for the needs and welfare of the members of the Association. The sections and roundtables provide workshops during the year and at the Convention to promote the professional growth of Librarians.

It is planning time now for another two years and the membership will address the new issues that affect libraries and librarians in South Carolina that can be on the Association's Agenda. Perhaps a single or two-prong issue might be the focal point. Arising on the scene is political networking, the Obscenity Bill, Libraries together going for funding, and the celebration of the Constitution. Intellectual Freedom and the Obscenity Bill here in South Carolina may be charting a direction for the Association.

**Future**

"ALA Visionary Leaders for 2020: Developing Leadership for Library and Information Science" was the theme of President Margaret Chisholm's Inaugural Address at the 1987 Annual Convention of the American Library Association. As outgoing President of the South Carolina Library Association, I challenge you to develop visionary leaders for our Association, and for the Association to provide the mechanisms for developing leadership in human resources for the South Carolina Library Association now and as we prepare for 2020.

Thanks to the Executive Board, Section, Roundtable, Committee Chairs, Appointed and Elected Officers for the Support given me during my tenure as President of the Association.

Barbara Williams Jenkins
President
South Carolina Library Association
1986-87

**Membership Information**

As Chairman of the Membership Committee of the South Carolina Library Association this year, I would like to encourage you to become a member. There are many ways that membership in SCLA can benefit you. Every year, SCLA, through its Sections and Round Tables, offers workshops on many topics of interest to librarians. Also, the annual conference gives librarians an opportunity to hear outstanding speakers and to meet with other librarians from around the state. SCLA has been instrumental in seeking support for and getting increased financial support for libraries. SCLA also works to enhance the image of libraries and librarians, and has actively fought efforts to censor library materials. With your membership, you will receive The South Carolina Librarian (including News & Views), keeping you informed about topics of interest and happenings around the state.

For these reasons and for what SCLA could be with the support of all librarians in the state, I encourage you to support libraries in South Carolina through membership in SCLA.

Dues are $15.00 for those with salaries less than $12,000.00 per year and $20.00 for those with salaries greater than $12,000.00 per year. Students may join for $10.00 per year.

SCLA membership information and inquiries should be addressed to Ginny Maxim, Executive Secretary, SCLA, PO Box 2023, Irmo, S.C. 29063.

Helen Ann Rawlinson
Membership Chairman

Mike Richmond, "Screech Owl" (linoleum block print)
MEMBERSHIP APPLICATION
Membership year runs from convention to convention.

Date _______________________________
Renewal Membership [ ]
New Membership [ ]
**Honorary Life [ ]
Please Print or Type _______________________________
Name _______________________________
Mailing Address _______________________________
City ________________________ State Zip ________________________
County ____________________________
Home Phone ____________________________
Business Phone ____________________________
Library _______________________________
Position/Title ____________________________

BASIC DUES – Select your category of membership by checking appropriate box
$15.00 – INDIVIDUALS, salary less than $12,000 gross per annum (includes choice of up to 2 sections or round tables)
$25.00 – INDIVIDUALS, salary over $12,000 gross per annum (includes choice of up to 2 sections or round tables)
$15.00 – TRUSTEES AND FRIENDS
$10.00 – STUDENTS AND RETIRED
$30.00 – INSTITUTIONAL MEMBERSHIP
$35.00 – SUSTAINING MEMBERSHIP

SECTIONS & ROUND TABLES – Members paying dues of $15 or $20, select two; more than two, $2.00 extra each.
College & University
Public
Special
Two-Year College
Services for Children & Youth in Schools & Public Libraries
Library Administration
Public Service*
Bl Interest Group
Technical Services
Trustee

ROUND TABLES
Government Documents (GODORT)
Junior Members (JMRJT)
Archives & Special Collections
On-line Users

Dues paid to SCLA are deductible for income tax purposes. Your cancelled check is your receipt.
Please make checks payable to SCLA and return form, with check to:
Ginny Maxim
SCLA Executive Secretary
P.O. Box 2023
Irmo, SC 29063
(803) 772-7174

*Public Services members may also join the Bibliographic Instruction Interest Group
**If you expect to retire during this membership year, please indicate that here.

Legislative Update

Legislative Details – State
1. Obscenity Legislation: The Legislature’s attitude toward the new obscenity legislation seems to be “wait and see” depending on whenever it is enacted in a library case.
2. County Law Libraries: There is a possibility that the State Legislature will make a serious move toward establishing law libraries in each county supported by funds within the counties.
3. Public Library Funds Request: The public libraries of South Carolina represented by the State Library and APLA (Association of Public Library Administrators) have requested an increase of over $900,000 for the next state budget. These funds are broken down in increases as follows: restore state aid to $1 per capita – $150,000; $10,000 to each county library – $450,000; increased State Library services – $300,000.

Legislative Details – Federal
1. Recent budget debates within the Senate and House of Representatives have not given a clear picture as to what library funding will be available. The President’s FY 89 budget will be submitted in mid February. Generally speaking, the House and Senate are complying with deficit reduction instructions by applying a 4.26% across-the-board cut to most federal funding.

• Dave Eden
Cherokee County Public Library

Meeting Reports:

Upcoming: Special Libraries Section

We plan to have a workshop on March 3 on Book Repairs. Mike Kronenfeld of the Department of Health and Environmental Control has agreed to host this workshop.
We plan to put out at least one newsletter this year.
We hope to have an informal luncheon for Special Librarians in the Columbia area to promote membership in our section. Hopefully, we will be able to organize luncheons in other areas of the state also.

Senate Bill 0134, introduced by Sen. Tom Smith, would establish county court libraries. This is a real need in most areas of our state. We plan to contact all Special Libraries Section members and ask them to contact their representatives. They should also inform local attorneys about this important bill.

• Angela D. Bardin
Chairman, Special Libraries Section

Upcoming: Archives & Special Collections Roundtable

On February 16th, the Archives and Special Collections Roundtable of SCLA is co-sponsoring a workshop about the care of photographs. One of this nation’s leading experts in the area of photographic conservation, Mr. James Reilly, Director of the Image Permanence Institute in Rochester, New York will be conducting a day-long session featuring hands-on training. This workshop will be held at the new South Carolina State Museum in Columbia and will include a reception and tour of this facility. For more information, contact Dr. Connie Schulz, Department of History, University of South Carolina, 29808, or call: 777-4854.

Michael F. Kohl

Past: Technical Services Section

The Technical Services Section of the South Carolina Library Association presented a workshop, "Planning the Integrated Online Library System," on Thursday, September 17th at The Town House in Columbia, SC. The workshop was attended by ninety-three librarians and media specialists representing academic, school, and special libraries. The workshop also attracted participants from Davidson, NC and Augusta, GA.

The focus of the workshop was to bring together librarians from across the state who have been involved in the planning and implementation of an integrated online library system. The consultants covered information on analyzing Your Library with/without a consultant; writing the RFP with/without a consultant; proceeding from Manual to Automation (library needs, staff involvement, funding, administrative/trustee support, and library users); the Integrated Approach (in-house and turnkey systems); and managing the Automation Project (training, programming, collection maintenance, authority control, and security).

Consultants included Neal A. Martin, Head, Reference Department, Francis Marion College; John H. Landrum, Deputy Director of Library Services, SC State Library; Gary Ross, Assistant Director for Technical Services, College of Charleston; Joan Sorenson, Deputy Director and Automation Project Director, Greenville County Library; Joe Boykin, Director of Libraries, Clemson University; Penny Allbright, Director, Kershaw County Library; Chris Billinsky, Instructor, College of Library and Information Science, USC; Bill Ellett, Coordinator of Automation Services, SC State Library; and Beth Helsel, Programmer/Analyst, Clemson University Library.

The Technical Services Section committee included Linda Allman, USC Processing Center; Doris R. Davis, TSS Secretary, School of Library and Information Science, North Carolina Central University; Chris Gorsuch, Clemson University; Ann B. Osborne, TSS vice chair, Midlands Tec-Bellont, and Mary L. Smalls, TSS chair, SC State College.

Mary L. Smalls
TSS Chair
Schedules

Dr. Sheila Seaman
Files have been transferred and a meeting was held by phone. Plans are underway for the 1988 convention.

S. C. Y. P. S. — No report

Technical Services — Ann Osborne
The section met by phone and will meet again in January.

Trustees — Margaret Bundy
Plans outlined for 1988: better communications among members of the Trustee Section through expedient preparation and distribution of minutes, encourage spring area meetings of trustees who serve in similar populated area, and appoint a nominating committee for presenting the 1988 slate of officers for election at the 1988 convention.

Archives and Special Collections — Michael Kohl
Two workshops are planned for the coming year, one in February in conjunction with USC's history department, the State Museum and maybe the SC Special Libraries chapter. The subject will be "Conservation of Photographs." The second workshop will be in June co-sponsored with the Greenville Area Chapter of the Association of Records Managers and Administrators. The subject will be "Creating Record Retention Schedules." Dr. George Vogt is recommended as the 1988 convention speaker. There is concern over the fact that the State Archives (the largest archival institution in South Carolina) currently has no staff who are members of SCLA's ASC.

GODORT — Margaret Harris
Two workshops are planned: one in mid-March dealing with SC State Documents (Mary Bostic is the tentative speaker) and one in the spring for which the topic has not yet been set. The 1988 convention plans are not yet set, but there is interest in co-sponsoring a program with another section.

JMRTr — Janice Sprouse
The main goal is to increase membership. Members will be polled for workshop ideas. Concern was expressed for lack of interest in the two awards controlled by JMRTr. There are also plans to begin a newsletter for the members.

On-Line Users — Stephen C. Smith
Priorities are: completion of the statewide online questionnaire in order to create a directory, increase membership, develop and distribute a newsletter, do a workshop on the problems and rewards of end-user searching and present the Vu'Text system to members at the 1988 convention.

Report of Sections and Roundtables: College and University — Bud Walton
There are no plans for a workshop this year because of the success of their Spring workshop. No concrete plans have been made for the convention, but the Two-Year College Section has contacted them about the possibility of a joint convention program.

Public Library Section — Bruce Heimburger
A meeting was held November 19th at the Richland Northeast Branch Library. Topics discussed included workshop and convention ideas, possible restructuring of standing committees within the section, the importance of promoting the planning process in public libraries during the coming year and internships of library school students in public libraries. The following areas will receive attention during the year: assistance has been offered to the State Library in promoting the planning process in public libraries, support has been offered to APLA in the area of internships in public libraries, the section's Officers Manual will be examined and revised and the issues of standing committees and their mandates will be examined by the P.L.S. Committee. P.L.S. is considering one mid-year workshop, reprinting the Public Library Standards Handbook and sponsoring a convention program at the 1988 convention. Expenditures for the year are estimated at $700+.

Special Libraries — Angela D. Bardin
Mike Kronenfeld of the Department of Health and Environmental Control will host a workshop on book repair on March 3rd. One newsletter is planned for the year. An informal luncheon in the Columbia Area will be held to promote membership. Members are asked to contact their representative and ask for support of Senate Bill 0134 which would establish county court libraries. A copy of the bill was passed to the Board.

Two-Year College — No report

Library Administration — No report

Executive Secretary, Ginny Maxim gave her report that indicated that she had done a number of mailings, compiled and mailed the new officers' roster for 1987-88, made local arrangements for the January 23rd Planning retreat, attended a planning meetings of the President and Vice-President and the Budget Committee, provided computer print-outs for various officers, processed membership applications daily and sent out the call of the Executive Board meeting. She also presented a list of the services that are available through the Executive Secretary.

The minutes were received and adopted as presented.

President Suzanne Krebsbach reported that she had completed committee assignments, met with the Editorial and the Budget Committees, and begun the process for the planning retreat to be held January 23rd.

First Vice-President report was given by Betty Callahan. The theme for the 1988 Convention is Pro Publicus Bonum (Libraries & Information for The Public Good).

Section Vice-President, Helen Ann Rawlinson, reported that an opening on the Membership Committee had been filled, a goal of 1000 members had been set for 1988, and that letters would be mailed to library directors to encourage them to encourage staff members to join SCLA.

Frankie Oneill will serve as SCASL representative on the SCLA Executive Board.
NEW BUSINESS:
Treasurer — Dennis Bruce
The new budget was presented for approval. The discussion included: 1) Dues — They are not supporting the organization and it was recommended that dues be raised; 2) Legislative budget — There is a need to increase the funds in order to be a more effective lobbying instrument; 3) An increase was proposed in the cost of ads for the SC Librarian/News and Views; 4) Line item 110-607 (SELA) was raised by $200.00. After the discussion, D. Bruce moved for the adoption of the budget as presented for FY 88. The motion was seconded by Frankie Cubbedge. A vote was called for and the motion was carried.

Announcements
The Planning Committee will meet the first half of January with the President. The Planning retreat will be January 23 at the Holiday Inn Northeast from 9:30-12:30 including lunch.
• Jeronell White
SCLA Secretary

James Mitchell Reames:
A Celebration
Remarks by Neal A. Martin
South Carolina Library Association
Annual Conference
First General Session,
October 14, 1987
Hyatt Regency Hotel, Greenville, SC

Several years ago, just after the death of "Pete" Peterson, who was for many years the regional representative for the Ruzicka bindery, Mitchell Reames asked for "personal privilege" on the floor of the SCLA Conference. He wanted to recognize this man's contribution to our profession and his, and to lift him up as one of the finest examples of all that is good in the unique relationship that exists between librarians and the vendors and suppliers with whom they do business.

Today, just a few weeks after Mitchell's death, let me offer to you — simply as a reminder of the obvious to most of you — that Mitchell was, himself, one of our finest. His influence is alive and well in those with whom he worked and for whom he cared — from Clemson to Natchitoches, Louisiana, to Columbia, to Florence.

He exemplified, in the truest sense, the old library adage about loving people and books. He was equally at ease speaking with Governors in Columbia, or Greenville millionaires, or old men playing checkers on the street corner of his favorite mountain town, Burnsville, North Carolina. He was a caretaker of the written output of humankind, but he was more a caregiver, for he knew that the word needed to reach out and touch someone!

Mike Richmond, “Rocky”
(Ink oone block print)

Mike Richmond, “Tree” (etching)
Freshman Library Instruction at the University of South Carolina

Dennis Isbell
Assistant Reference Librarian
Thomas Cooper Library

Introduction
In the Fall 1972 issue of *The South Carolina Librarian* Lynn Barron described the Freshman library orientation program, given in the Freshman English composition classes, at the University of South Carolina in Columbia. Working with the Freshman composition classes, we reached just about every Freshman on campus. Starting in 1986, we completely changed our Freshman program and most of the changes were instituted by Ms. Barron. We are still committed to reaching Freshmen through the English 101 and 102 composition classes, and we still have an excellent working relationship with the English Department, but we have changed the focus of our program, and, we hope, have improved it.

History
In the original program our efforts were directed to the English 101 classes, the first semester of Freshman composition. Librarians visited each class and gave a lecture on using the library. The students were given a workbook assignment that required them to use the library and some of its research sources. The librarians supervised everything, from assigning the workbook to correcting it and returning it.

The problem was that the English 101 students were not required to write a research paper for the class. The lecture and workbook were done for their own sake, with no context or support from the students’ course work. Our experience has shown that 102 class about the instruction given without any immediate need is often seen as frivolous and is not retained by the students. Only when library instruction is combined with a class assignment or an immediate research need does the instruction have a meaningful context.

Current Program
We have now split our program into two parts, focusing most of our instructional efforts on the second semester of Freshman Composition, the English 102 classes. But we have not abandoned the English 101 classes, just simplified our presentation.

For the English 101 classes, all that is required of students is that they see an approximately 15-minute videotape, the goal of which is to introduce students to the library and its departments, provide a welcome to the library, introduce very basic research skills, and emphasize the Reference Librarians' willingness to help students use the library. The last goal is the most important and is heavily emphasized.

The videotape was professionally done by the Instructional Services Office at USC. It is fast-paced, upbeat and friendly, and spiced with bouncy music. We wanted it to be non-threatening and it maintain students' interest. Our goal is to make the students feel welcome in the library and to reduce some of the anxiety first-year students feel upon using a large, research-oriented library for the first time.

We show the videotape over the course of five weeks. Each English 101 class is assigned a week and the students in those classes can come in any day during the week at set times, usually 10, 2, 4 and 6 o'clock. Students are given printed slips when they come to see the videotape that then give to their English instructors as proof of attendance.

No longer do the librarians take any valuable class time, and they no longer spend their valuable time correcting workbooks. The students no longer have to do an assignment that has no follow up or final product.

English 102
It is in the English 102 classes that we give students a formal library instruction lecture because it is in English 102 that they are required to write a short research paper. Librarians lecture to every 102 class about the library and about doing research for papers. The papers are usually on literary works, but we will try to fit our lectures to whatever the paper assignment is, literary or not. During the lecture, each student is given a brief bibliography to help guide him or her through the research. Various literary bibliographies have been prepared in advance and individual librarians prepare bibliographies for those classes not doing literary papers.

We have our own classroom in the Thomas Cooper Library and we schedule each English 102 class during one of their class periods to come into the library for a lecture. We cover not only the particular assignment but also review using the card catalog, finding periodical articles, using selected indexes and reference works, and a basic research strategy.

For us, the best thing about talking to the English 102 classes instead of the 101 classes is that we have a context for our instruction and there is an immediate need for the instruction -- the research papers. The research papers supply the students' motivation and make the lectures more meaningful.

Another positive effect is for the library itself. Because the number of English classes is so large, usually 90 to 100 classes each semester, we recruit librarians from most of the other departments in the library to do 101 videotape presentations and 102 lectures. For a time, many of the librarians are brought together for a common purpose often lacking in the library's day-to-day routine. The reference department trains and assists the other librarians. Their cooperation has always been given willingly and the whole library gets involved in the instruction program and it becomes a librarywide effort.

Problems
Though the present English 102 program has worked very well and the response to it from both librarians and the English Department has been positive, there are still some problems that we are working on.

The first problem may be out of anybody's control. It is simply the sheer number of students doing English 102 term papers and the resulting demand on resources and librarians. The English Department has been scheduling all of the English 102's in the Spring Semester. That means that we get approximately 2,000 Freshman English students in the library every Spring and almost all of them are doing literary papers. The number of students can quickly overwhelm the reference librarians and the competition for sources can be intense, leading to frustration for all concerned.

The other problem can be solved, or at least lessened, by working with the English Department. One is that several students may all work on the same literary works or topics. Working with the 102 instructors, we are trying to encourage the offering of more variety in assignments and topics.

The reverse of the above problem is the assigning of obscure works and authors. Again, by working with the English Department, librarians are making instructors aware of the problem and are hoping awareness will make them more careful about what they assign.

The final problem is the most troublesome to the librarians, but it is the most amenable to solution and it is being addressed by the English Department. Often the assignments are vague and the students end up asking the reference librarians for help in determining what the instructor wants. Freshman need structured assignments to keep them on track and reduce their uncertainty.

Summary
Any program has its problems and one should always look to change and improve it, but we believe the problems we have with our present Freshman library instruction program are minor when compared to the advantages. The most important advantage of the changes we have made in the program has been insuring that our instruction meets an immediate need and the English 102 paper provides the need. Library instruction done for and by itself is not retained because it has no context or goal, such as a finished paper.

Footnotes
1Barron, Lynn. "Freshman Library Orientation at the University of South Carolina." South Carolina Librarian, Fall 1972, 26-28.
The Library at Penn Center: One Hundred Twenty-Five Years of Library Tradition on St. Helena's Island*

Roberta VH. Copp
College of Library and Information Science
University of South Carolina 29208

*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.

Introduction
Few doubt that reading supplies important and necessary benefits to mankind, and for many this need is met by libraries. South Carolina has a long, rich heritage of library service, but for many years a large part of the state's population was deprived of easy access to reading material. An early effort to provide reading materials to rural South Carolina blacks occurred on St. Helena's Island in Beaufort County.

The pioneer in this effort, Miss Laura N. Towne, arrived in South Carolina in April, 1862 and began the first training institute for blacks in the South. Her educational experiment continues today. Miss Towne came to the state as a missionary involved with the Port Royal Experiment, a group sponsored in part by the Pennsylvania Freedmen's Aid Society. She was one of fifty white abolitionists who followed the Union Army to the Sea Islands after the fall of Beaufort in 1862. The expressed purpose of the experiment was to help the former slaves of the islands adjust to their new life. Edwin L. Pierce, a gentleman whose interest in the problems of the freed slaves had been stirred while serving as a Private at Fort Monroe, Virginia, was the leader of this dedicated group. Assigned to St. Helena's Island, just off the coast, Miss Towne began her life's work on June 18, 1862.

St. Helena's, part of the Sea Island archipelago, was famous for its Sea Island cotton, a remarkably fine grade of long staple cotton. As a consequence, only a few whites and thousands of slaves inhabited these fertile acres isolated from the rest of the world by water. When Miss Towne and her fellow worker, Miss Ellen Murray, started classes, the majority of the pupils did not even know how to open a book, had never been off the island, knew only that Beaufort and Charleston were towns, and thought that "Sous" Carolina was the world. Obviously, these pupils of all ages had to be trained in basic school habits before the teaching of reading could even begin.

Both Miss Towne and Miss Murray strongly believed academic education and teacher training formed the key to black advancement. While Miss Towne, who had some previous medical training, introduced health and hygiene to the inhabitants, Miss Murray concentrated on holding class. It soon became apparent, however, that Miss Towne's time would be more beneficially spent in the classroom, so she turned most of her energies to formal classroom instruction.

Education through Books
From the earliest days of the school, the importance of books to the educational process of these newly freed people was well recognized. Reading materials, however, were difficult to obtain. Not only was the school totally dependent on Northern philanthropy, it was also, in the early years, an alien outpost in enemy territory. Even though the Freedmen's Bureau originally provided some books for the school, they were inadequate to meet the overwhelming need. The letters and diaries of Miss Towne from this early period contain frequent pleas for more books. Donations were always welcomed, but often the donations specified how the volumes were to be used. For instance, only six months after classes began, a box of Bibles arrived from the North with the suggestion that they be used for awards for learning.

This great need for books of all types was relieved to some extent in 1869 when the school was given the library of the Port Royal school upon its closing. Despite the sad condition of the books, the school was none the less grateful, and Miss Towne performed all sorts of "patching" on them so they could be used. Because the school was, at this time, totally funded by contributions, Miss Towne diligently stretched the little money available.

In 1873, she applied to the Benevolent Society, Penn School's main benefactor, for book and magazine subscriptions, both of which were forthcoming. In February of that year she wrote her thanks for subscriptions to The Nation and Eclectic magazine, as well as for a box of books. She also reported the next year that one of the volumes had over 100 patches. These efforts of mending and patching created, in her estimation, $15.00 to $20.00 worth of reading materials from books that were otherwise useless.

Library Beginnings
The first formal library at Penn School opened in 1879. Miss Towne wrote of her great pleasure at its inauguration. She was already loaning books to students for a week with the stipulation that they "must be returned clean, or not get another." The use of the library, she said, was "not so much to furnish food for the appetite as to create an appetite for food." Consequently, she did not want to charge for any infraction of library rules, for that would "greatly discourage the appetite." She was also well aware of the fact that for many months of the year the islanders had no cash income.

Like many of the school libraries in other parts of the country, the fledgling library at Penn School began as a classroom collection of books under the personal supervision of Miss Towne. In a letter dated October 26, 1879, she mentioned she had a case made to go over a high shelf in her recitation room, thus permitting easy access and careful supervision of them. She had, however, begun to think about the future of the library. She envisioned one that would serve the entire community and would be run by one of her students. Her letter ended with the wish "great oakles from little acorns will come."

The acorn has already been planted and supported with the receipt of the small school collection of books held by Miss Towne. The real growth of the library, however, took place when Edward L. Pierce, the original leader of the missionaries, gave generously of funds and books to support it.

Exactly how and when this happened is not clear from the remaining records. What we do know is that sometime between 1882 and 1888, it formally became the Pierce Library and significant donations of books were received to support it.

Miss Towne wrote in late 1882 that she had received a box of nice books from the

The Library (1902)
By 1888 the Pierce Library was well established and by 1897 it contained over 1000 volumes. Unfortunately, Darrah Hall, where this collection was housed, burned in early 1897. The Penn School Chronicle in March of 1897 appealed for funds. Born northern backers to rebuild and restock.

New Beginnings: Institute and Library

By the turn of the century, the free black yeomandy, which still characterizes St. Helena’s, had evolved. Both Miss Towne and Miss Murray realized their students had developed different needs through time, and this, coupled with the always looming loss of funding, required a reorganization of the school. The effort to perpetuate the educational work began in 1862 culminating with the 1901 Charter of the Penn Normal, Industrial, and Agricultural School. Hollis Burke Frissell, the famous principal of Hampton Institute, aided by an excellent Board of Trustees, became the moving force in the restructuring. These northern trustees showed genuine interest in simultaneously educating Southern men and women while improving race relations. The framework they established in 1900 to accomplish these goals lasted for almost fifty years.

During this reorganization period, the library was not neglected. Miss Lucy Davis of Philadelphia, elected to the Board in early 1901, generously gave $250.00 for the construction of a library. A small building to house the library was completed in June of 1902. At the same time, the Board authorized the principal to appoint a librarian and to spend $150.00 on books and magazines. Although standing on school grounds, the library was intended for use by all the island’s inhabitants. A small, one room structure with shelves, it contained over 100 volumes on opening day. Titles in the collection that dealt with history, biography, and poetry were most appealing to the patrons. Shakespeare was appreciated by some, but fiction in general held little attraction. Miss Davis continued as a faithful supporter of the library for many years. Through her efforts the library was never out of service to the community.

Miss Murray, who became the principal of the institute following Miss Towne’s death in 1901, reported glowingly of the library’s success. In 1904, she wrote in the annual report that it was so well-used during recesses that the librarian could not always finish her work before school call. Miss Viola Chaplin was the librarian from 1902 until almost 1908, while simultaneously serving as the organist and Miss Murray’s assistant. For her duties as librarian she first received the munificent sum of $2.00 monthly.

By 1903, the school’s curriculum included daily library use, and Miss Chaplin was credited with fostering a love for reading in all the students. Constant contributions from friends and a valuable set of Congressional reports augmented the holdings. Books taken home were carefully returned, and Friday afternoons devoted to reading time for six of the normal students became a prized privilege. According to Miss Murray’s report, history and biography remained the most popular offerings, followed by tracts in botany, geography, and poetry. Fiction was still not cared for, nor understood.

Attendance at the library doubled in the two years after opening. School pupils were the chief readers, but older community members gradually began to appreciate the opportunity to read good books. As understanding and appreciation of reading grew, so did responses from contributors. Therefore, circulation quadrupled by 1904, and the holdings increased to 1,081 volumes.

The success of the library, however, posed a dilemma for the Board of Trustees. Funding continued as a matter of paramount concern, resulting in shortened hours of operation and causing a rigid system of turn-taking to be adopted. Lack of money and space posed a dual problem faced by the Trustees and contributions to fund the library as well as the Institute were constantly solicited. Miss Davis, the original benefactor of 1900, remained the “clearing house.” She requested all books be sent to her home in Philadelphia where she screened, cataloged, and sold for the library’s benefit those not suited to the needs of the community. The library was not the only concern, however, of the Trustees during the period 1903-1904. Beginning in July, 1903, a general reorganization of the school took place. Under the guidance of Dr. Frissell, Penn became all rural school. This meant that teachers were engaged for the entire year, thus becoming, hopefully, an integral part of the community. It coincided with planting and harvesting seasons, so that both students and teachers could assist in the fields. “Home Farms,” or acres set aside by parents for agricultural students, were measured, test seeded, and planted according to school instructions, becoming quite literally, adjacent, outdoor classrooms. During the Spring, formal classes met every other day, but the teachers visited the homes on a set schedule reinforcing “book learning” while bringing together parents, students, and in academia in the agricultural community itself.

To put this new program into effect, the Trustees hired two young women trained by Dr. Frissell at Hampton Institute, Rossa B. Cooley and Frances C. Butler, who arrived on St. Helena’s in 1904. Miss Cooley assumed the position of assistant principal and Miss Butler became one of the teachers. The Trustees appointed Grace B. House to fill the vacancy created in 1905 by Miss Butler’s unexpected death. Gradually, the Misses Cooley and House took over leadership of the school, becoming principal and assistant principal respectively following Miss Murray’s death in 1908.

These transition years brought growth to the little library. The holdings grew by almost six hundred volumes, while circulation to the homes increased proportionally. Favorite readings included Helen Keller’s The Story of My Life, Charles Dickens’ A Christmas Carol, Booker T. Washington’s Up From Slavery, and all the works of Paul Lawrence Dunbar. Popular magazines such as St. Nicholas and Outlook served not only for pleasure reading, but back issues were used in the classroom as well as being taken home for perusal by the whole family.

From School to Community Resource

Even though Miss Cooley’s first annual report in 1909 had stated that the library provided the greatest help to the students, the long held hope to make it a genuine community resource was now being realized. Changing the hours to meet the needs of the adults ensured the spread of the library’s influence to all parts of the island. By 1916 the holdings had increased to 2,760 volumes, and circulation had risen to 600 volumes monthly. From 1916 to the 1930’s, books were sent to the county schools located on the island. Special boxes constructed by the carpentry class, holding forty books each, circulated to the fifteen schools, making each box a small self-contained classroom or school library.

Success at providing community-wide library services brought a demand for more services, pointing up the special needs of this isolated island community. An article by Rossa B. Cooley which appeared in a 1919 issue of Outlook, a popular national monthly magazine, provides an informative glimpse of the life of— and need for—the library in this community.

There are only about ten books that they [the young children] can read, and when twenty or thirty come in at one time I am simply swamped. Yesterday all the little girls and all the little boys of Grade 2 came in and they were dead set on getting a book. One little girl threw herself at the book-shelves with passionate zeal, crying, “I want a book dis day!” And the things she did to my neatly arranged books were a caution. But there simply weren’t any books of her size to get.11

The librarian concluded the tale with the wish that primers, readers, and nature books, well illustrated and in good print, would rain down on the island. The result was a flow of children’s books to the little library.

The Penn School Trustees and the two principals directed their efforts toward making the Sea Island population "a factor in our rural life instead of a burden to our national
The land, tools, books, and education were combined in a useful manner to reach this goal.\textsuperscript{22} A community council was organized in 1916 to further unify and strengthen the islanders' interests. Meeting monthly, the members consisted of every school worker as well as the island's ministers and doctors. Committees formed the central structure of the community council and the library committee had the responsibility of increasing the love of reading in the entire community. Under the committee's direction, lists of suggested readings and books read were compiled and posted in each classroom and each grade spent scheduled time weekly in the library.\textsuperscript{23}

This concept of community education as envisioned by Dr. Frissell, Miss Cooley, and Miss House not only worked, it became a model for similar missionary schools world wide. Visitors came to the island frequently to observe Penn School in action. One such visitor, professor Gregorio T. Quintero of Mexico, published an article in his homeland containing references to the library and the benefits it produced.\textsuperscript{24}

During the period 1919 to 1939 the library continued to grow at a steady rate. The continuing appeal for donations were very successful. During 1926 the collection grew by one thousand volumes and by the end of the year totaled 5,000. The decade of the twenties also marked the completion of the Frissell Memorial Building. Designed as a community center, the new library occupied one end. (The former little separate library building became the shop classroom for girls.) The library, a large room easily divided into three sections, also became the meeting place for community groups. Designated the Laura N. Towne Memorial Library, it was established as a result of a $1000.00 special gift from Miss Towne's brother. There, the surrounding books exerted a silent influence on islanders of all ages. The Better Homes Reading Contest and Book Week, sponsored by the library, resulted in community wide participation and increased circulation to 2,880 books annually. Part of the school's curriculum for girls included the practical aspects of caring for the library.\textsuperscript{25}

Surprisingly, even during the Depression, the library increased in volume and circulation. Miss Cooley reported in 1934 the purchase of new chairs and tables, the arrival of a large gift of books, and the circulation of over 3,500 volumes annually. Students in the normal school now spent an entire term in the library learning how to handle books.\textsuperscript{26} A memorial collection for a Miss Underhill, a former Vassar librarian, was received in 1936. This important gift of books was donated by that lady's former classmates. A retired Hampton Institute librarian, Miss Addie Jayne, stopped on her way to Florida one winter to help catalog and arrange these volumes. However, even with all the donations, the supply of children's books never met the demand. Miss Cooley, in her annual reports, urged people to donate books, especially fairy stories, which big and little children enjoyed equally.\textsuperscript{27}

The end of World War II brought the retirement, after forty years of service, of Misses Cooley and House. Mr. and Mrs. Howard Kester were hired to direct the school, and, they too, worked hard to build the collection and to make it more attractive to the needs of the school and the community at large. However, both the war and a bridge connecting the island to Beaufort had brought changes to St. Helena's. More natives left the island for employment elsewhere and increased exposure to the world at large made those who remained aware of the new economic and social advances taking place in other parts of the country. Although the Kesters advocated the program of "learning for living by doing," funding was becoming an insoluble problem. The Kesters resigned in 1947, and the Trustees contracted with Ir. Dr. Reid, an Atlanta University sociologist, to conduct a study of the future of the Institute. Dr. Reid recommended in his final report that the school relinquish its academic responsibilities by having the students attend South Carolina public schools and that the work be totally concentrated on community services. The Trustees accepted these recommendations and the new corporation, renamed Penn Community Services Center, continued simply Penn Center, dedicated itself to community planning and improvement, sanitation and health, recreation and sport, as well as mental and spiritual hygiene.\textsuperscript{28}

Into the Mainstream

The changes in structure and purpose from Penn Institute to Penn Center also had dramatic effects on the library. The central focus of the collection and service shifted from school to community service. The library was now able to receive books and services from the South Carolina State Library extension services. A program analysis done in the 1950's revealed that 1000 books circulated monthly from the 4000 volume collection, augmented by 600 volumes from the State Library Board. Interlibrary loan service was also available, and the Center provided its own bookmobile services throughout St. Helena's and Lady Islands. Supported by a special tax levy and a small sum from the Penn Board of Trustees, the library now offered weekly story-telling sessions for young children as well as study activities for teenagers. The librarian, who had eleven years experience with the collection, was able to improve her education by taking special courses at Hampton Institute in Virginia. The assistant librarian drove the bookmobile and serviced the branches established in rural homes.\textsuperscript{29} Further and more dramatic change occurred when an act of the General Assembly in 1962 created the Beaufort County Library and full integration of library service resulted. The Laura N. Towne Library at the Penn Center became the first branch in the county system.

The 1960's and early 1970's were times of growth and diversity. Penn Center was a vital resource to the island's residents as well as a retreat and planning center for the larger civil rights movement of the South. The role of the library during these times as community and official branch library is not well documented. Oral history work with Penn Center staff, State Library personnel, and Beaufort County librarians is needed to fill this gap. What is known is that changes on St. Helena's Island, as residents left the area, caused circulation to slowly decline during this period. In 1973, the county officially closed the Laura N. Towne branch and replaced it with increased bookmobile service.\textsuperscript{30} Today, a small collection remains in the Penn community center for the benefit and use of all the islanders.

Conclusion

Penn Center continues as a repository of history and culture. Education also continues, aiding the farmers with crop diversification and legal advice, in addition to reaching some three hundred students with activities designed to augment their regular school studies.\textsuperscript{31} The library has changed in name, but the volumes are still used to meet that important need for access to reading materials. Miss Towne's small acorn did indeed grow into a sturdy oak.

Three revolutions occurred at Penn School: the founders proved to the world that field hands could learn, and moreover wanted to do so. Their successors enlarged upon this foundation, first by instituting vocational agricultural education, and then by creating an all-island, year round school that became a common community venture.\textsuperscript{31} Finally, to fulfill the modern needs of an agricultural community, community services were provided by the Penn Center. All the efforts, past and present, had and have the common
goal of providing a better life for the island's inhabitants. Throughout all the changes, the library was there as a vital link in the mission's chain of responsibilities, actualizing the importance of reading in the world of education and daily work.

Footnotes
3 Benjamin Hunt to Laura N. Towne, December 6, 1862, Penn School Papers. Reel 18.
4 Extracts from the Letters and Diaries of Laura N. Towne, March 11, 1869, Penn School Papers. Reel 18.
5 Laura N. Towne to Francis R. Cope, January 9, 1873, Penn School Papers. Reel 1.
6 Ibid, February 15, 1873.
7 Ibid, September 27, 1874. Reel 18.
9 Ibid, October 26, 1879.
11 Penn School Chronicle, St. Helena, SC, March 1897.
12 Minutes of the Board of Trustees, June 12, 1902, Penn School Papers. Reel 19.
18 Minutes of the Annual Meetings of the Board of Trustees, 1903-1908, Penn School Papers. Reel 19.
19 Annual Reports of the Board of Trustees, 1904-1907, Penn School Papers. Reel 30-A.
20 Ibid, 1908-1919. Reel 30-A.
22 Ibid.
27 Minutes of the Annual Meeting of the Board of Trustees, January 26, 1936, Penn School Papers. Reel 19.
28 Catalog, Penn School Papers. Reel 17.
29 Penn Community Services, Penn School Papers. Reel 17.
32 Ibid, p. 6-B.

Southeastern Library Association's Rothrock Award

Nancy Washington
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The Southeastern Library Association's Rothrock Award is presented biennially to a librarian who has made "exceptional contributions to library development in the Southeast." It is one of the most prestigious awards available to librarians in the southeastern states. This award was instituted in 1976 through a legacy set aside by Tennessee librarian Mary Utopia Rothrock. The Rothrock Award Committee for 1986-88 is seeking to publicize the accomplishments both of Mary Rothrock and of the winners of the award for the benefit of librarians new to the profession who may be unaware of the many contributions of these their predecessors.

Mary Utopia Rothrock worked primarily in her home state of Tennessee, but her influence was felt in the Southeast and throughout the country. The completed bachelor's and master's degrees in science at Vanderbilt before going to the New York State Library School at Albany for her library education in 1912. Library positions in Memphis and Knoxville led to her appointment as Supervisor of Libraries for the Tennessee Valley Authority in 1933. Charged with the TVA's mission to provide for the "economic and social well-being" of the people of the Tennessee Valley, Miss Rothrock set out to achieve this goal in very creative ways. Economic and social well being would certainly be promoted, she reasoned, by increased opportunities for learning, especially for adults. To this end, she sent books in trucks to remote work sites, utilized existing school library buildings to house public library materials, and contracted with public libraries in larger towns in Tennessee, Alabama, North Carolina and Kentucky to administer programs in surrounding villages and hamlets. This contract system marked the beginning of the concept of regional library systems which are now in existence across the country.

Several South Carolinians have been recipients of this award: Martha J. Zachert and Kenneth Toombs. Nominations are now being sought. For further information contact Dean Burgess; Rothrock Award Committee Chair; Portsmouth Public Library, 601 Court St., Portsmouth, VA 23704. This honor carries a cash award of $1000-$2000.

Mike Richmond, "Bittern" (linoleum block print)
A History of Seconda fleshed out much more than a reiteration of church history. Aside from the chapter on the earliest church, the most impressive evidence of the author's attentive and thorough research is found in a select few of the biographies.

Biographical sketches of Seconda's thirty-five pastors attest to the thoroughness of the church history. Although each region of the compass is analyzed for its language idiosyncrasies and boundaries, there are none more complex or "layered" in terms of language geography than the South. Even the storied New England region with its traditional wealth of dialects somehow surrenders solutions with much less trouble.

Some may argue with Dr. Carver as to what constitutes dialects. But having established the routes of historical precedents in regional language studies (the *Dictionary of American Regional English* primarily), the analysis and examples that follow bring each region into a distinctive light. While these distinctive elements are developed, Carver reminds us of the great influences of migration, both in terms of a physically-moving population and of a cultural dissemination of manners and custom. It is upon both of these modes of transit that Carver relates the importance of South Carolina. Physically, the state became the "core" of the "lower south" dialects because of its geographic location, while Charleston is indicated as a "hearth" of the South, that is, the initial or primary area of cultural influence. Not surprisingly, Carver draws a direct comparison between the Boston "hearth" of the northeast and the Charleston "hearth" of the South.

Steve Richardson


The politics of ante-bellum South Carolina have always received plenty of attention from historians who, logically, have tended to focus on the towering figure of John C. Calhoun. In the shadow of Calhoun were several powerful individuals who, after Calhoun's death, led the state into secession. Important in their own right, Robert Barnwell Rhett, James Henry Hammond, and Francis Pickens have suffered by comparison with their leader and mentor, Calhoun, and have been relatively neglected on that account.

In recent years, however, Rhett, Hammond, Petigru and others have begun to emerge from the shadows, having become subjects of serious study, and only Pickens remained ignored. John B. Edmunds, Jr., fills in this lacuna nicely with this fine biography of Pickens, who served "Mother Carolina" as a representative in Columbia and Washington, and as governor during the first years of secession. Edmunds writes sympathetically but critically of Pickens, who devotedly served but was ultimately ruined by his kinsman Calhoun. Pickens' opinions changed with baffling regularity, sometimes opposing but usually reflecting popular opinion, and Edmunds explains these shifts as the attempts of an intelligent politician torn between his ambition and his beliefs. As governor, Pickens was vaulted into an impossible position, endured constant criticism, and emerged from office unpopular and quickly forgotten.

Pickens emerges from this book as an intelligent, ambitious, and proud man who aspired to things too great for him, and whose natural abilities were often hidden by his ambition and vanity. Edmunds' biography is solid history, and belongs in every library in South Carolina.

Daniel Boice

USC, Thomas Cooper Library

Jean Flynn succeeds here in weaving church history with local history and in joining the people of both. The ground laying for the church history demonstrates good history rather than mere recollection or an anecdotal string of events. The delivery of both the political and theological climate that prevailed in South Carolina's back-country are admirable. While it is true that there are numerous sprinklings of historic events to pepper the narration, they are rarely related in isolation to other events. It is tempting to ask for more history, however, when we are told the following: "When Pickens County was formed in 1866, it was divided into eight townships." For instance, were the townships named or numbered, and what size were they?

Aside from an excess of paragraphing, the course of the narrative is well-guided in tracking the trials and development of both the Secona and Pickens area and that, no doubt, is as it was intended. The church history is fleshed out much more than a reiteration of names and dates. Mrs. Flynn wisely places rolls and other church lists in appendices.

Biographical sketches of Seconda's thirty-five pastors attest to the thoroughness of the church history. Aside from the chapter on the earliest church, the most impressive evidence of the author's attentive and thorough research is found in a select few of the biographies.

Steve Richardson


While fully engaged in the explanation, use and analysis of the "information industry," this book is much more than just another treatment of Naissbettism. It is, however, a demonstration of just how concerned the business world is about controlling the information glut, which is also a mighty good reason for it to be of great interest, even provocative to librarians. The librarian may be surprised to see where he or she fits into the...
scheme of things as an information resource.

To the increasingly familiar terms such as “information age,” “information society,” and “information industry,” the authors add their own “information economy.” Placing the emphasis on profit, Infotrends clearly identifies certain methods of controlling the information environment. However the authors do not bind themselves to a “how to” format, and the success of the book rests largely upon this feature.

Marchand and Horton present a very broad and enticing menu of information applications, leaving it open for businesses to choose their own combinations. Without being prescriptive, the authors call upon successful examples from different industries to demonstrate the possibilities of some of these applications. There is an enlightened sense of focus throughout this book that attempts to change the “stripes” of the business world. That the corporate structure is in place and thriving is recognized, but hallowed as it might be, if you are to take full advantage of the information out there, you must be prepared to alter that structure to properly receive, disseminate, and ultimately profit from the information.

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*Steve Richardson*