

DOCUMENT RESUME

ED 136 818

IR 004 613

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 TITLE Resources of South Carolina Libraries.
 SPONS AGENCY South Carolina Commission on Higher Education,
 Columbia.
 PUB DATE 76
 NOTE 185p.

EDRS PRICE MF-\$0.83 HC-\$10.03 Plus Postage.
 DESCRIPTORS College Libraries; Data Analysis; Junior College
 Libraries; *Library Collections; Library Planning;
 *Library Research; Library Services; *Library
 Surveys; Medical Libraries; Public Libraries; *State
 Colleges; State Surveys; *State Universities; Tables
 (Data); University Libraries
 IDENTIFIERS *South Carolina

ABSTRACT
 The South Carolina Commission on Higher Education and the Postsecondary Planning Commission conducted this study of the library resources and needs of South Carolina postsecondary institutions as part of its goal to improve the quality of South Carolina state higher education programs. Questionnaires sent to college libraries were designed to test the quality of collections by checking standard bibliographies, based on 1975 Association of College and Research Libraries (ACRL) Standards. Public library use was surveyed, annual statistical reports were consulted, and visits were made to university, college, public, and industrial libraries for further information. Five separate analyses were generated concerning: (1) South Carolina's two general purpose universities, (2) public and private senior colleges, (3) two-year postsecondary educational institutions, (4) health and science libraries, and (5) public libraries as they relate to postsecondary education. Twenty major recommendations were made for constructive action to improve the effectiveness, economy, and progress of library services. The appendices provide survey forms, 1974-1975 South Carolina statistical summaries, and the ACRL Standards. (KP)

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Columbia, South Carolina

1976

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PREFACE

At the invitation of Dr. Howard R. Boozer, Executive Director of the South Carolina Commission on Higher Education and of the Postsecondary Education Planning Commission, the four individuals listed on the title page of this report agreed to undertake an in-depth study of the library resources and needs of postsecondary institutions in South Carolina as a part of the Commission's long-range planning efforts. Their efforts were to assist in achieving the Commission's primary aim: "strengthening all the State's institutions of higher learning so that quality education will be available for every citizen who wants it and can profit from it." As an essential component of any educational institution, the library has an important role to play in achieving "quality education." The library study is to be one part of a comprehensive plan to assess the needs of various institutions and make recommendations for a cohesive system of postsecondary education.

Initial planning for the study began at a meeting of academic and public librarians on October 1, 1975, in Columbia. The survey team, along with Dr. Boozer and Dr. Frank Kinard of the Commission staff, shared with South Carolina librarians their thinking about the nature and scope of the study and asked for their suggestions. The chairman of the team pointed out that the timing of the survey was fortunate because of these events:

Books for College Libraries, 2nd edition, had just appeared; the new "Standards for College Libraries" of the Association of College and Research Libraries had just been approved; and the revision of Standard VI of the Commission on Colleges of the Southern Association of Colleges and Schools would shortly be adopted.

In accordance with the philosophy of the ACRL standards that the best way to assure quality of library collections can be achieved by checking standard bibliographies, the surveyors developed an extensive questionnaire which included standard bibliographies appropriate for each type of library (See Appendix A). They believe the evaluative tools named in question 12 can be effective instruments in evaluating library collections. Although many libraries did not agree to the checking of such lists, enough did so to enable the team to draw useful conclusions.

The survey also provided an opportunity to test the collections, staff, and buildings of all the colleges in a State against the new ACRL Standards. Dr. Kinard and his staff prepared basic data on enrollment, programs, faculty, etc., from their files so that the data would be consistent for all institutions. So far as we are aware this is the first statewide survey of libraries to use the 1975 Standards as a measuring device. Since they apply only to senior colleges and universities with bachelors and masters degrees their use has been confined to the institutions discussed in Chapter III. Extensive tables in that Chapter provide a valuable basis for evaluation. The grade level for each institution in holdings, staff, and buildings should be a determination based upon the goals and purposes of the individual college (see Appendix I).

Standard VI of the Commission on Colleges of the Southern Association of Colleges and Schools is a qualitative standard¹ but affirms the importance of testing collections against standard lists and also stresses, as do the ACRL Standards, the necessity for examining an institution's educational objectives as a means of determining the adequacy of a library to meet those objectives.

Because the team was aware of the use of public libraries by college students, the surveyors enlisted the aid of Miss Estellene Walker, South Carolina State Librarian, in the selection of public libraries to be studied. Miss Walker and her staff provided much useful information from the data regularly collected by the S.C. State Library and we acknowledge our indebtedness to her. The nine public librarians who attended the October 1, 1975, meeting encouraged the surveyors to make a special study of public library use. The team chairman followed a form developed by Dennis Bruce of the Spartanburg Public Library and the data were subsequently tabulated by the chairman's two assistants, Michael Wessells and Barbara Buckley.

The original questionnaire was mailed to all librarians on November 6, 1975, with a request that it be returned by January 12, 1976. The deadline for response to Item 12 was subsequently extended to May 1, 1976, to provide more time for comparing holdings with the various bibliographic tools. The questionnaire on public library use was distributed April 1, 1976, and that survey was conducted in April and May.

In general the responsibility for analysis of various types of institutions was divided as follows: Holley, the two general purpose universities and the public libraries; Givens, the senior colleges; Sizemore, the two-year institutions; and Roper, the health science libraries. However, in attempting quite

literally to cover the State, each team member visited a variety of institutions and subsequently shared his or her observations with the rest of the team. These visits took place in February, March, and April. Institutions visited included three universities (including their health science libraries, where available), the South Carolina State Library, 19 public and private senior colleges, 22 two-year postsecondary institutions, 11 public libraries, and one industrial library. The surveyors reassembled in Columbia on May 14, 1976, to share their observations and their data, summarize their findings, and outline chapters to be written in the next two months.

An attempt has been made to edit the chapters so that they will be brought into one harmonious whole. Each chapter does, however, reflect the individuality of the writer and also substantial agreement by the entire team. The surveyors believe that the summary and individual chapters are likely to be read carefully primarily by those administrators concerned with particular types of libraries and that they are likely to be as valuable separately as they are as part of the total report. The summary chapter provides an overview of all the chapters but those interested in specifics must read the individual chapters.

We hope that the data gathered here will be useful not only to the Planning Commission and the Commission on Higher Education, but also to governmental officials, legislators, the State Library, the South Carolina Library Association, librarians and all others who are interested in the strengthening of S.C. libraries. That there will be differences of opinion about some of the recommendations is to be expected, but the report will have served its purpose if it encourages discussion and debate which result in a better plan for library service to South Carolina citizens. We believe we have collected data never before brought together on the status of South Carolina libraries and that this compilation can be a basis for further progress.

There remains only the pleasant duty of acknowledging our indebtedness to our professional colleagues who have cooperated in this project. Their cooperation and assistance have been invaluable. I also speak for the entire team in expressing appreciation to Drs. Boozer and Kinard and the Commission staff for the opportunity of working with them. All of us agree that we have never had a more rewarding professional experience. We hope Resources of South Carolina Libraries will make a major contribution to long-range plans for postsecondary education in South Carolina.

Edward G. Holley
Chapel Hill, N.C.
August 31, 1976

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REFERENCES

¹See Edward G. Holley, "The Revision of Standard Six of the College Delegate Assembly of the Southern Association of Colleges and Schools," Southeastern Librarian, 26 (Spring, 1976), 13-21, for a comparison of the 1962 and 1975 Standard VI - Library as well as a commentary on the revision.

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CHAPTER I

SUMMARY OF RECOMMENDATIONS*

In various sections of this report on the resources and services of South Carolina libraries the survey team has made suggestions, recommendations, and proposals for constructive action which, if implemented, would make important contributions to the effectiveness, economy, and progress of library service for all citizens. This chapter begins with a summary of the most important of those recommendations and states the rationale for them. Specific recommendations and the data to support them will be found in the individual chapters that follow.

RECOMMENDATIONS

1. Maintain the University of South Carolina at Columbia as the State's major comprehensive library resource. USC should make every attempt to maintain its position among the top ten university libraries in the South and to move into the top 50 nationally.
2. Continue to support a strong library program at Clemson University in those areas, e.g., the sciences and engineering, which undergird the principal mission of the institution.
3. Develop a stronger program of sharing library resources between USC and Clemson as well as among other colleges and universities and the public libraries in the State.
4. Encourage the development of centralized processing of library materials for all small colleges and public libraries, making use of the emerging Southeastern Library Network (SOLINET) and the already existing processing center for the USC branches in Columbia.
5. Define the role of USC toward its branches and regional campuses,

*By Edward G. Holley

particularly with respect to the coordination of library development.

6. Encourage the USC and Clemson libraries to assume a leadership role in State library development and to cooperate with the State Library to better utilize their resources for all South Carolina citizens.

7. Establish a time-table for meeting the ACRL 1975 Standards for all publically supported four-year institutions. For example, the South Carolina Commission on Higher Education, in consultation with the colleges, should determine the grade level they should attain, and establish a five- or ten-year plan. However, all institutions should bring their holdings to a minimum grade level of "C" (65 percent of what the standard requires) as soon as possible.

8. Encourage the establishment of a State-wide data base to facilitate analysis of the holdings of academic and public libraries against standard bibliographies as a step toward better sharing of library resources.

9. Encourage the establishment of a State-wide data base for non-print media, serials, South Caroliniana, rarities, and for the regular reporting of such items. A cooperative program for the sharing of films is needed.

10. Encourage the establishment of a stronger State-wide interlibrary network to facilitate increased interlibrary loan activities.

11. Discourage the establishment of any new public colleges until all existing college libraries have met minimum standards.

12. Encourage the USC College of Librarianship to work with the State Library and the S.C. Library Association to provide continuing education opportunities for library staffs.

13. Encourage the building of basic collections in the two-year post-secondary institutions adequate to support existing programs.

14. Encourage the provision of additional staffing for libraries in two-year institutions.

15. Where institutions are located in proximity to each other and new facilities, collections, and staff are needed, encourage joint library development.

16. Continue the support of the Medical University of South Carolina as the State's major library resource for the health sciences, and increase the total holdings.

17. Encourage coordination of the library acquisitions program of the new USC School of Medicine with the Medical University of South Carolina in

order to ensure a strong biomedical communications network for the State.

18. Continue the development of separate standards of support for health sciences libraries.

19. Encourage the passage of a depository law for State documents so that all citizens will have reasonable access to the publications of their government.

20. Develop plans for State-wide library coordination and consider means of funding those activities separately from other library appropriations.

BACKGROUND

In the past decade libraries of all kinds have experienced the greatest growth and development in their history. Funds provided through a variety of federal programs stimulated the expansion of collections, buildings, and services in a way which had not been known in library history since Andrew Carnegie provided his largesse for building public libraries in the late nineteenth and early twentieth centuries. South Carolina libraries have participated in this library expansion and now have some excellent buildings and strong working collections in many parts of the State. Indeed, some of the finest library buildings in the country are located in South Carolina. While there are gaps in the collections still to be filled and new building space is needed in a few places, there has been notable library development in the State in the past decade.

According to the Southeastern States Cooperative Library Survey, South Carolina had 3.7 million books and bound periodicals in its academic libraries, 2.2 million in its public libraries, and 2.4 million in its school libraries in 1971-72. South Carolina libraries were served by 531.5 librarians and supported by annual expenditures of \$17.9 million (see Table I). While these figures are subject to the normal variations inevitable in collecting data for such a massive project and while the holdings are given only for books and bound periodicals, the gross figures should be useful for planning purposes. One can, for example, note that most library holdings are in public institutions and that public funds, whether Federal, State, or local, support the resources and services in most of these libraries.

Further progress has been made in the intervening three years since the

TABLE I

SOUTH CAROLINA LIBRARIES, 1971-72

<u>Libraries</u>	<u>Book and Periodical Holdings</u>	<u>Expenditures</u>	<u>Prof. Librarians</u>	<u>Total Personnel</u>
Academic	3,737,543	\$ 7,508,559	140.0	511.5
Public	2,202,695	6,088,732	101.5	564.7
School	2,358,481	2,707,038	225.0	521.0
*Other				
Law	68,421	111,661	2.0	4.0
Medical, Nursing	80,641	383,090	10.0	27.0
Special	264,150	454,726	29.0	82.5
State Agency Libraries	13,999	71,948	3.0	7.5
Hospital & Institutional	38,365	197,313	3.0	30.0
State Library	91,139	387,129	16.0	34.0
Supreme Court	40,000	19,936	2.0	4.0
TOTALS	8,895,434	\$17,930,132	531.5	1,786.2

SOURCE: Compiled from data in Mary Edna Anders, The Southeastern States Cooperative Library Survey, 1972-74 Tables, Atlanta: Georgia Institute of Technology, Engineering Experiment Station, Industrial Development Division, April, 1975. Basically the data are from fiscal year 1971-72. Though there are some exceptions, they would not alter the overall picture.

Southeastern data were collected. According to data compiled by the South Carolina State Library, total expenditures for public and academic libraries in South Carolina in 1974-75 amounted to approximately \$19.5 million (school libraries not included). Of this amount, \$12.3 million were spent for academic libraries and \$7.2 million for public libraries (see Appendices E and F). State and Federal funds provided a large part of the total financial resources in all these libraries. The State Library reported \$906,681 in State aid for public libraries and \$740,064 in federal Library Services and Construction Act funds with an additional \$1.5 million in federal revenue sharing funds. In addition, some libraries are receiving personnel funds through federal emergency programs. Since most of the students are enrolled in public institutions, the primary source of funding for academic libraries comes from State appropriations. In planning for the future, therefore, it is important that the State dollars appropriated for libraries can be used for the maximum benefit for all South Carolina citizens, while recognizing that institutions will give first consideration to primary users and their needs.

Since the early seventies there has been a relative loss in overall support for libraries, chiefly due to decreased federal funding but also due to the recent recession. Under conditions of increased inflation, this stabilized funding has been particularly unfortunate for libraries, most of which had never attained the level of funding necessary to provide adequate service. South Carolina may have been more fortunate than most states in having erected buildings and increased book collections before inflation took its terrible toll. Nonetheless the period ahead will likely not see a resurgence of massive additional support. Thus coordination of library resources and services at the State level will become imperative if South Carolina citizens are to have access to maximum library service.

Academic libraries do not exist in a vacuum. Students in higher education are noted for their use of all types of libraries and they tend to seek solutions to their library needs wherever they may be found without consideration for boundaries of the campus or county lines. For that reason a strong public school system, public library system, and academic library system are needed and cooperative efforts among them should be encouraged. In the future, libraries will doubtless emphasize additional services which new quarters and resources make possible. Officials will also find it necessary to target each dollar as carefully as possible. This will require strong leadership at the State level,

easier bibliographic and physical access to all library resources, better means of delivering library services, and effective cooperation from the State's two universities which hold the bulk of the research library materials in South Carolina. With better planning and a broader vision, the citizens of the State, including the more than 100,000 students in its higher education institutions, can enjoy better library service at a relatively small increase in the total cost.

Sharing of library resources, of course, is never easy. Library literature has numerous examples of projects which started with great enthusiasm and foundered on the indifference of governing bodies, lack of adequate funding for central services, or the inertia or neglect of library staffs. Any plan must take account of local needs and concerns as well as State-wide needs and must involve librarians and boards at all levels. Any "library expert" or "management expert" can devise good theoretical plans. These plans will come to naught if there is not a commitment on the part of the individuals in all libraries to see that they are properly implemented.

The individuals on the survey team were aware of all these factors as they developed questionnaires, worked with the staffs of the Commission on Higher Education and the South Carolina State Library, and made visits to 45 academic and 11 public libraries in the State. Their interviews with librarians were especially helpful in assessing strengths and weaknesses of the libraries. They acknowledge with appreciation the cooperation of the many librarians in the State. More than one team member commented that there was real strength in the library staffs.

South Carolina is a relatively small state with excellent roads and the ability to provide services quickly to almost any part of the State. That is a positive factor for library planning. Moreover, some good basic work has already been done. Yet there is still some resistance to looking beyond the campus or beyond the walls of the local library to the broader picture State-wide. This is perhaps understandable, since many of the libraries have too few staff members and too little in the way of resources to enable them to do more than the immediate day-to-day job. Nonetheless there is some truth to the statement of one librarian that there are "lots of piddling little colleges with piddling collections."

Libraries open longer hours than can be legitimately staffed and trying to be all things to all people are not likely to be very successful. This is not to take away from the dedication or commitment of librarians, but a recognition

of the fact that a viable library, academic or public, needs a minimum number of books, staff, and space to function effectively. With enrollments of 300 or 500 or even 1,000, a number of colleges cannot provide the kind of financial resources necessary for adequate library service. Some of these libraries are in technical education colleges and centers, some in two-year branches of the University of South Carolina, and some in private colleges struggling for survival. For example, the two-year branches of USC had a total enrollment of 3,539 in fall, 1975, or about the size of one substantial State college. Yet there were six of these branches in various parts of the State, some of them in proximity to technical education colleges or centers. Moreover, 1,280 of the 3,539 students were enrolled at the USC Midlands Campus, the two-year unit of the University of South Carolina at Columbia. Headcount enrollments in the other five two-year branches ranged from only 292 at Union to 765 at Lancaster, and full-time equivalents reflect even smaller enrollments. In addition, there are nine technical education colleges or centers with headcount enrollments of fewer than 1,000 students, and five with full-time equivalents of fewer than 500. It is difficult to see how basic libraries can be justified economically for each of these institutions considering the small number of students.

The examination of the public senior colleges, detailed in Chapter III, revealed the following measurements by the 1975 ACRL Standards as they relate to collections, staff, and buildings:

<u>Collections</u>	<u>Staff</u>	<u>Buildings</u>
2 rate A	1 rates A	4 rate A
1 rates B	2 rate B	3 rate C
3 rate C	2 rate C	1 rates D
3 rate below D	3 rate D	1 rates below D
	1 rates below D	

To bring all of these colleges up to an A rating in all categories would be prohibitively expensive. The deficiency in collections alone is almost 400,000 volumes. Yet these libraries clearly must be improved in some systematic way if their colleges are to offer "quality education." Even a modest plan will be costly. For example, to bring the three branches of USC which have attained senior college status up to 65% of the ideal standard (a letter grade of C) would require the acquisition of 107 thousand volumes. At an estimated cost of \$16 per volume, a total of \$1.7 million would be needed.

The problem of meeting the standard on staff is less costly. With the addition of 15.5 new staff members all nine public senior institutions could be raised to a grade of B, but the cost would be an annual recurring one which would need to be sustained.

On buildings the situation is much better. Both libraries rated D or below among the public senior colleges have buildings under construction and will presumably receive a grade of A when these are completed.

The team recognized that improvement in holdings and size of staff will be difficult for most institutions, but it does recommend that all institutions strive for a minimum grade of D in holdings (50 percent of what the Standards require) and C in staff (55 percent of what the Standards require).

The situation in the two-year public institutions is additional cause for concern. Only two, Greenville Technical College and USC-Sumter, have more than the 30,000 volumes regarded as standard for such institutions in Illinois and Ohio. If all public two-year institutions were to aim for this figure, the total cost would be an estimated \$5.2 million (325,019 volume deficit times \$16 per volume). Even if the aim were only 20,000 volumes, the deficit for 13 two-year institutions would be 87,179 volumes and cost approximately \$1.4 million to eliminate.

As has been suggested in Chapter IV, joint libraries or joint use of facilities are one important way to solve this problem without the enormous expense indicated above. Where two-year institutions are located close to each other (e.g., Sumter and Beaufort), the solution seems obvious to the survey team.

If the State maintains separate facilities for all the current public institutions, however, the minimal need for additional appropriations to provide library collections adequate for programs now in existence at senior and two-year institutions, excluding USC, Clemson, MUSC, and the new USC Medical School Library, ranges from \$2.3 million to \$6.1 million depending upon which minimal figure one uses for two-year institutions.

The establishment and support of small public institutions is a matter of South Carolina public policy and it is not the function of this team to comment on how many colleges South Carolina should have. The surveyors point out for the record, however, that the cost of maintaining an adequate college library with small enrollments is substantial. A consequence of the decision to continue these institutions in their present form will be greatly increased appropriations to

support their libraries. Certainly in most of these institutions the library resources are weak and the service is poor.

In the various chapters of this report, certain themes recur. South Carolina has built some fine library buildings but has done somewhat less well with collections and size of staffs, though both have improved in the past decade. There has been a rapid expansion of individual institutions and educational programs across the State. The result is that library resources are spread thin with heavy dependence upon other institutions. Coordination is therefore an urgent matter for these libraries if they are to serve their users well. This means not only building some collections where they do not now exist, but also sharing resources among all types of libraries. Moreover, many of these institutions are not making use of centralized processing of library materials and are not utilizing basic lists to determine what materials are needed to support their educational programs. Equally important is the fact that many useful collections remain uncataloged and that bibliographical tools to facilitate the sharing of these resources do not presently exist.

Cooperative enterprises are one way to share resources among all types of libraries. Although funding of such enterprises has been minimal, the centralized processing center for the USC two-year branch campuses and the State Library's public library network are examples of cooperation which not only should be encouraged but should be expanded. There is every reason to expect that one good centralized processing center, paid for by contractual agreements among many small college and public libraries, would reduce the costs of acquiring, cataloging, and classifying the small number of books most of the libraries add in the course of a year.

The presence of the State Library network and the participation of many academic libraries in the Southeastern Library Network (SOLINET), should not only be helpful in the expansion of a central processing center but also lead to better bibliographical and physical access to all collections in the State. Academic and public libraries should exchange materials much more freely and a common borrower's card should be adopted for most regions of the State.

The passage of a depository law for South Carolina State documents would also provide information about their government for students and for the public generally at a very modest cost to the State.

According to the Act creating the National Commission on Libraries and Information Science (NCLIS), the U. S. Congress has declared it to be a national

policy that "library and information services adequate to meet the needs of the people of the United States are essential to achieve national goals and to utilize most effectively the Nation's educational resources and that the Federal government will cooperate with state and local governments and public and private agencies in assuring optimum provision of such services." (Public Law 91-345, Section 2) Increased federal support to fund such cooperation at state and local levels has been advocated by many public officials. The NCLIS itself is developing a major plan for a national information network. Networks at the state, regional, and national level will be needed to ensure successful implementation of the plan. There should be strong working collections at the local level in school, public, academic, and special libraries, but these should be backed up by research libraries within the State and region, with national resources available as a last resort. Coordination needs to proceed at the State and local level so that the citizens of South Carolina may benefit from the access to resources and services which these networks will make possible.

To build upon the strong foundations already available, the survey team has made numerous recommendations in the individual chapters. Many of the recommendations call for institutional decisions about libraries. We urge that these recommendations be given careful consideration by the library community, public library boards, college and university administrators and governing boards, citizens interested in quality education, and the Commission on Higher Education.

CHAPTER II

SOUTH CAROLINA'S TWO GENERAL PURPOSE UNIVERSITIES*

There are two major academic library research collections in South Carolina: the University of South Carolina at Columbia and Clemson University. Both have resources not duplicated elsewhere in the State, and both have programs of graduate study which require extensive and sophisticated library collections. By their very nature the materials acquired by these two universities are expensive, they require highly trained staffs to assure their best use, and they need buildings in which to make their resources easier to use. As of this date, all of those needs have been met on the two campuses. The State of South Carolina can be proud of the substantial progress which has been made at its two major universities in the past decade, and the legislature is to be congratulated on having made available funds which assure such progress. To do anything which would weaken these two major academic libraries in the State would not only harm the graduate programs of the two universities but would have adverse effect upon other colleges and universities in the State which depend upon these collections for items which they do not have in their own libraries.

The importance of these two universities in higher education in South Carolina can be deduced from the following data for 1974-75:

<u>Degrees Awarded</u>	<u>Number</u>	<u>Percent</u>
Total for State	18,606	100.0
USC	4,850	26.0
Clemson	2,235	12.0

* By Edward G. Holley

<u>Master's Degrees Awarded</u>	<u>Number</u>	<u>Percent</u>
Total for State	3,635	100.0
USC	1,642*	45.2
Clemson	639	17.6
Winthrop	352	9.2
Medical University	243**	6.7
SC State	223	6.1
Citadel	209	5.7
 <u>Doctor's Degrees Awarded</u>		
Total for State	162	100.0
USC	108	66.6
Clemson	47	29.0
Medical University	3	1.9
Bob Jones	4	2.5

* Includes 275 J.D. degrees.

** Includes 79 D.D.S. degrees and 148 M.D. degrees.

In terms of enrollment, USC had more students enrolled (head-count) than all four-year private colleges and almost as many as all private colleges. Together USC and Clemson have 56.3 percent of the FTE enrollment for four-year colleges and 55.8 percent head-count. Even including the technical education centers the two universities have almost 30 percent of the enrollment.

As the data given below will indicate, the two universities also have the largest collections and spend the largest sums of money for library service. Although their expenditures are not as impressive as their total number of students and programs, still, they represent a substantial investment by the State and constitute the State's major library resources.

THE UNIVERSITY OF SOUTH CAROLINA (COLUMBIA)

Background

The University of South Carolina emerged as one of the leading universities in the nation before the Civil War. The legislature of the State appropriated funds for a separate library building, the first to open on any campus in America, in 1841. That library building with two subsequent additions still houses the University's distinguished South Caroliniana Collection, undoubtedly the best such collection in the world. While progress had been significant prior to 1860, with regular annual legislative appropriations and strong faculty interest, the USC library suffered almost total neglect for the remainder of

the nineteenth century. Thus what had been an impressive beginning did not continue. As was true in other states of the South, progress in the USC library was to be painfully slow during the next 50 years. Major research collections were non-existent and some would say that there was no graduate school in the South worthy of the name between Chapel Hill, N.C., and Austin, Texas.¹ During the period from 1936 to 1956, according to the National Research Council, only the universities of Texas and North Carolina ranked among the top 30 universities in the nation in terms of the number of doctorates awarded. Not surprisingly, library resources were weak and inadequate, even for the graduate work which was being offered. As the South had lagged behind the nation generally in its economic development, so it lagged in graduate work and libraries. As late as 1962, when Robert B. Downs wrote a monograph on library resources for the Southern Regional Education Board, there were only five Southern university libraries holding more than one million volumes (Texas, North Carolina, Duke, Virginia, and Johns Hopkins).² Thirteen universities had more than 500,000 volumes but there was no South Carolina university in either category. Thus for a hundred years after the Civil War the development of library resources at the University of South Carolina can best be described as "weak." That situation began to change a decade ago.

Today the University of South Carolina at Columbia (hereafter referred to as USC; the branch and regional campuses are included in Chapters 3 and 4) is the most comprehensive university in South Carolina. With 74 programs of study leading to the bachelor's degree, 52 leading to the master's degree, and 31 leading to the doctoral degree, USC has more degree programs than any other university in the State. However, while these programs are formally listed and have been approved by various bodies, one should note that USC enrollments tend to be concentrated in just a few areas. For instance, total FTE enrollment at the master's level in the fall, 1975, was 4,259, of which 1,595 students, or 37.5 percent, were enrolled in professional education programs. Similarly, doctoral programs enrolled 863 FTE students, but 361, or 41.8 percent, were enrolled in education degree programs. Other disciplines showing sizeable enrollment for doctoral study included these major divisions: business & management, 170; letters, 56; physical science, 79; psychology, 97; and social science, including history, 46. In addition to these major degree programs, there were 893 students enrolled in the Law School working toward

their first professional degree. Thus advanced work, while substantial, is still not as extensive as the number of programs might seem to indicate.

Collections

To support the emerging programs at the advanced level, USC has put special emphasis upon building library resources for graduate study. That the USC library has made remarkable progress is clear. Louisiana State University has long collected statistics on the 50 major college and university libraries in the South and a study of the relevant figures for three South Carolina institutions included on that list indicates that progress which had been made (see Table II). USC advanced from 21st among the 49 libraries in 1964-65 in total holdings to 7th among 50 libraries in 1974-75. In its expenditures for library materials, USC was exceeded in 1974-75 by only four other Southern universities, though its expenditures for salaries ranked tenth and its total expenditures eighth (see Appendix D and Table II). Certainly in terms of its program goals and objectives it would be reasonable to expect that USC would make every attempt to remain among the top ten university libraries in the South.

Perhaps no better indication of the progress USC has made can be given than the fact that it was invited to join the prestigious Association of Research Libraries (ARL) in 1975. This Association now has a total membership of 104, including the three U.S. national libraries, the major public research libraries, and the 93 largest university libraries in the United States and Canada. Admission is limited to those university libraries, with significant national research resources, which support extensive graduate and professional education. As one of the newest members whose library resources are still developing, USC ranked 56th in volumes held (but 28th in volumes added), 79th in periodicals, 64th in total staff, 32nd in expenditures for library materials, and 57th in total library expenditures among the 88 university libraries in 1974-75. Budgetary reductions in 1975-76 may cause the USC libraries to slip in rank among other Southern universities as well as among the other members of ARL, but that will not be known for some time. Meanwhile, a reasonable goal might be for the USC libraries to aim for maintaining their rank in the top ten Southern universities and move into the top 50 nationally.

Statistically, USC has improved significantly in the past decade. What of the improvement in the quality of resources? With doctorates now being

TABLE II

UNIVERSITY OF SOUTH CAROLINA AT COLUMBIA - TEN YEARS OF GROWTH

	<u>1964-65</u>	<u>1974-75*</u>	<u>1974-75 Columbia Only</u>
Volumes in Library, June 30	599,404	1,597,305	1,372,326
Expended for Library Materials	\$275,600	\$1,643,242	\$1,358,349
Total Library Expenditures	\$541,176	\$3,606,493	\$2,960,380
Library Staff			
Professional	14.0	61	46
Supportive	35.5	120	82
Fall Enrollment (Head Count)			
Resident Undergraduate	6,915	21,850	13,921
Graduate	623	7,560	7,560

SOURCE: Statistics of Southern College and University Libraries

* NOTE: These figures include the regional campuses as well. See last column for Columbia only.

offered in 31 fields, master's degrees in 52 fields, and bachelor's degrees in 74 fields, USC needs extensive resources targeted toward its major programs. How well has that been accomplished?

Again the record must be regarded as impressive. Under the definitions provided by the surveyors, in which microforms are counted as volumes, the USC libraries contain over two and one-half million units, plus almost two million manuscripts and over 100,000 maps and charts.³ During the past five years the average annual growth was 196,719 volumes. There are strong collections in English and American literature and history, as expected, plus especially strong collections in such scientific fields as biology, chemistry, geology, mathematics, and physics. Major reference works, indexes, abstracts, etc., are all available, and there are extensive microform collections in history and literature. Indeed USC, with over one million microforms, may well have one of the largest collections of microforms in the country. Because of the emphasis upon textual studies, there are particularly good collections of first and subsequent editions of American literary works, while there are strong collections in modern American literature. There are specialized collections in the Civil War (an estimated 10,000 volumes), rare books (an estimated 20,000 volumes), and South Caroliniana (an estimated 60,000 volumes plus almost two million manuscripts). In 1966 the library published Rare Book Collection in the McKissick Memorial Library, the University of South Carolina.⁴ This volume includes over 2,200 titles of works which are valuable because of their imprint date or for other reasons, along with citations to relevant bibliographic sources where they are described. Doubtless another edition of this work is needed to bring it up to date and include the many items acquired in the past decade. The dominant role of USC in research materials is also revealed in John Hammond Moore's Research Materials in South Carolina, a book compiled for the South Carolina State Library Board in cooperation with the South Carolina Library Association and published in 1967.⁵ This work emphasized archives, manuscripts, newspaper, and journal files, and reveals again how strong USC is in South Caroliniana. Along with the State Library and the State Archives, both also located in Columbia, the collections provide unmatched resources for the study of South Carolina history and cultural life. Supplementary resources are available in the South Carolina Historical Society in Charleston and at Clemson, both within easy driving distance for students and faculty.

Especially noteworthy for South Carolina citizens was the celebration of the acquisition of USC's one millionth printed volume on May 11, 1971. The ceremonies were marked with the presentation of a first edition, first issue, of Walt Whitman's Leaves of Grass. On that occasion USC published a handsome brochure pointing out the many highlights of its collections which include a very fine collection of the church fathers, an original Audubon elephant folio, Diderot's Encyclopedia, and other works acquired during the University's early years.

Recently USC has been the recipient of numerous special gifts including the 10,000 volumes each from Benjamin L. Abney, John Shaw Billings, and A. Chapin Rogers; and the Stephen Taber geology collection, the McKissick journalism and Caroliniana collection, the Gruber library of Judaica and comparative religion, the Winyah Indigo Society collection, the George C. Taylor English drama and literature collection, and the Francis A. Lord Civil War collection. The Director's annual reports have regularly included a long list of donors, and there is no question that major gifts have strengthened the collections in disciplines where the University has important academic programs.

In addition to these rare or unusual items, the library has made special efforts to improve its business, music, science, law, and government publications collections. For example, in 1974-75, the Law Library had a spectacular growth of 50,000 volumes and 100,000 microfiche. As a federal depository the library now receives more than 97 percent of the publications of the U.S. government, and it has acquired papers of American presidents, U.S. State Department files, and many foreign documents on microform, including the United Nations, Organization of American States, and British Parliamentary materials.

In response to the questionnaire, devised by the survey team, USC indicated that the library held 93.5 percent of the titles in Reader's Guide, 86.6 percent of the titles in Reference Books for Small and Medium-Sized Libraries, and an estimated 81 percent of the titles in Books for College Libraries. Some indication of the resources in specific areas can be seen in the following list of the holdings of various departmental libraries:

Law	135,681 volumes
South Caroliniana	57,943 volumes
Science	89,106 volumes
Education	36,444 volumes
Music	12,481 volumes
General Studies	18,879 volumes
Map Depository	100,000 volumes

Clearly USC has both strong research resources and basic resources needed for undergraduate teaching.

Standard book and periodical resources are supplemented by an agreement with the North Carolina Science and Technology Research Center whereby a student or faculty member may request a literature search of approximately one million documents in the collections of the National Aeronautics and Space Administration, the National Technical Information Service, the Institute of Textile Technology, and the Education Research Information Center. Computer-based search services are likely to be an increasing part of library reference service in the future. The establishment of such arrangements for USC researchers, especially in the sciences and social sciences, is a notable accomplishment.

What needs to be kept in mind in assessing this remarkable growth and development is the rate of inflation in book and periodical prices. For example, the average price for a hard-bound book in the U.S. in 1975 rose 84.6 percent over the 1967-69 base year while the average cost of a periodical rose 130.3 percent over the same period.⁶ There seems little likelihood that inflationary factors in the book and periodicals area will stabilize in the near future. Also, the growth in enrollment, especially in the graduate and professional areas which make the heaviest demands upon library resources, has been even more rapid than the growth in library resources. In the immediate future, USC, like other major university libraries, will face special problems in making its financial resources cover the wide range of programs it now supports.

Staff

In terms of other major university libraries, the USC staff is not large. Among the Association of Research Libraries, USC ranked 64th in total number of staff. In a comparison of the ratio of librarians and supportive staff to students among the Association of Southeastern Research Libraries, USC ranked 19th and 20th, respectively.⁷ On the other hand, it also ranked sixth in total numbers in both personnel categories among ASERL libraries.

To enable the faculty and students to exploit the resources of the library to best advantage, a competent library staff is essential. The evidence that USC has such a staff is impressive. The development of a light-pen circulation system, the computerization of the serials system, and the leadership which USC has given to the development of the Southeastern Library Network (SOLINET)

all indicate that the staff is very much concerned with developments which will improve efficiency and provide better service for the users. The first SOLINET meeting was held on the USC campus and this regional computer network, now with more than 140 members, has had strong support from the USC staff. Moreover, the Council on Library Resources has just awarded USC a Library Service Enhancement Grant for further experimentation in the delivery of reference services to users by a designated staff member. Participation by the staff in library associations is also indicative of an alert and professionally aware group.

There is, however, some indication of inflexibility in salary schedules which hinders promotional opportunities for the staff.

Buildings

With the move into the new 285,000 square feet addition to the former undergraduate library, in May, 1976, the major USC library resources are now housed in three buildings, the South Caroliniana building and the new Law Library being the other two. In the opinion of this surveyor, USC has built what is probably the finest central university library building in the South since the end of World War II. Some would go so far as to say it is the best in the nation. Moreover, the cost of this building per square foot has been one of the lowest of any major library in recent years. The State received a lot of building for its money and private gifts have helped with special furnishings for areas like rare books. As is true of many other South Carolina colleges and universities, capital expenditures have resulted in a building that is both functional and attractive.

The new central library will provide space for approximately 1,500,000 volumes and total seating for 2,275. There are 854 locked enclosures, 37 microform reading carrels, 36 group study rooms, 6 seminar rooms, and 5 typing rooms.

The opportunities provided by the new central library building for better service to the students and faculty at USC are numerous. Not only will the library be better able to provide the kind of setting in which research work becomes less burdensome (the old McKissick Library, even in its heyday, could not have been a very efficient operation), but the library can expand its scope of operations to become an example of what a major research resource can provide for all the citizens of South Carolina. In this sense USC has a

special obligation to the State which will be discussed in the last section of this chapter.

CLEMSON UNIVERSITY

Background

Clemson University was established as a land-grant university in 1889 and opened for instruction in 1893. It has developed strong programs in agriculture, engineering, and the sciences generally during the past 80 years. As of the fall semester, 1975, Clemson provided undergraduate programs in 51 fields of study, master's programs in 48 fields, and doctoral programs in 24 fields. As is true of USC, the number of major fields seems more impressive than it actually is. Master's and first professional degree students included a total FTE enrollment of 1,553 in the fall, 1975. Of that number 673 or 43.3 percent were in teacher education, while the other major disciplines included agricultural science, 76; architecture, 144 (first professional degree); biological sciences, 162; engineering, 154; and mathematics, 101. Similarly, doctoral programs were represented by only 128 FTE students, heavily concentrated in the sciences: agriculture, 9; biological sciences, 30; engineering, 27; mathematics, 26; physical sciences, 29; and textile science, 4. Thus the academic programs at Clemson are still primarily those which the University has traditionally emphasized, even though it now offers more programs in the humanities and social sciences.

Collections

Not unexpectedly, the collections in the Clemson library reflect this programmatic emphasis. There is no doubt that the strength in the collections has developed in response to the curricular programs. The heaviest expenditures in the library's materials budget are committed to serials subscriptions, which now number above 10,000 titles and cost about \$425,000 annually to maintain.

Like USC, the Clemson library has grown rapidly over the past ten years. From a relatively small collection of 234,000 volumes in 1964-65, the Clemson library has grown to almost 600,000 volumes by 1975 (Table III). Its library expenditures have quintupled, though it still ranks sixth in holdings and total library expenditures among seven comparable universities in the South (Table IV). Lest the picture be overdrawn, it should be noted that, of the seven institutions listed in Table IV, only one has fewer students than Clemson and most have

TABLE III

CLEMSON UNIVERSITY LIBRARY - TEN YEARS OF GROWTH

	<u>1964-65</u>	<u>1974-75</u>
Volumes in Library, June 30	234,000*	576,333
Expended for Library Materials	\$108,368	\$ 764,776
Total Library Expenditures	\$271,928	\$1,436,547
Library Staff		
Professional	12.2	17
Clerical	17.4	53
Fall Enrollment (Head Count)		
Resident Undergraduate	4,273	8,171
Graduate	315	1,592

Source: Statistics of Southern Colleges and University Libraries.

* Bibliographic Count

TABLE IV

ENROLLMENTS, HOLDINGS, AND LIBRARY EXPENDITURES:
SELECTED LAND-GRANT UNIVERSITIES IN THE SOUTH

	<u>Enrollment^a</u>		<u>Holdings</u>		<u>Expenditures</u>	
	<u>1964-65</u>	<u>1974-75</u>	<u>1964-65</u>	<u>1974-75</u>	<u>1964-65</u>	<u>1974-75</u>
Auburn U.	10,785	16,013	414,369 ^b	783,515	\$514,479	\$1,475,154
Clemson U.	4,588	9,763	234,000 ^b	576,333	271,928	1,424,313
Georgia Inst. of Tech.	6,964	8,205	537,014 ^b	820,269	622,086	1,495,607
Mississippi State U.	6,310	10,451	316,430 ^b	518,425	258,266	913,943
N.C. State U.	8,878	17,471	331,459	692,566	548,380	1,779,565
Texas A & M U.	8,239	21,463	497,316	926,882	432,454	2,439,522
Virginia Polytechnic Institute & State U.	6,510	17,470	366,534	927,588 ^c	379,873	2,841,639

NOTE: Not included are the Universities of Florida, Georgia, Tennessee, and Louisiana State, all of which have more comprehensive programs in addition to their land-grant programs. Also not included are the historically black land-grant colleges.

SOURCE: Statistics of Southern College and University Libraries.

NOTES: a: Not indicated but presumably head-count.
b: Bibliographic count
c: Microforms included

considerably more. With students enrolled in relatively few programs at the advanced level, and those concentrated in education and the sciences, it should be easier for Clemson to target its library resources and services much more carefully than universities with more extensive programs and larger enrollments in those programs.

Such comparisons with other institutions, while useful, do not address the fundamental question: Do the library resources at Clemson support the curriculum of the institution? Any objective answer would have to be "yes." Academic programs at Clemson are limited, enrollments are still small by most standards in higher education, and the library acquisitions policies definitely have been geared to supporting the academic programs. The Clemson library is a good working library, with special strengths in science and technology and a policy of service to non-campus users. There is a concerted attempt to keep up with the current scientific literature through the acquisition of journals, transactions, and proceedings of societies, etc., both in English and foreign languages. Specialized libraries exist for two areas: Architecture, with 11,726 volumes, 2,591 bound periodicals, and 38,550 slides; and Industrial Management and Textile Science, with 4,337 books and 1,448 bound periodicals. There are strong holdings in U.S. government publications, because Clemson has been a depository library since 1893. Clemson has an estimated 30,000 maps and charts from the U.S. Geological Survey and the Army Map Service.

In the past five years Clemson has added an average of 37,542 volumes per year. The current number of serial titles is 11,019 and the library receives 68 current newspapers. In addition, there are extensive collections of microforms, both in reel and microfiche form. Since the staff checks standard lists regularly, it is fairly easy to evaluate the collections in some specific subject areas. All titles listed in Reader's Guide are received and Clemson holds 81 percent of the titles in the Choice Opening Day Collection and 81.6 percent of the titles in Reference Books for Small and Medium Sized Libraries. Farber's Classified List reveals Clemson holdings of 897 titles out of 1048, or 85.6 percent. Clemson was one of the few large libraries to check carefully the new edition of Books for College Libraries. In all five volumes Clemson holds 24,212 of the 38,651 titles listed, or 62.6 percent. In no subject is the coverage less than 54 percent and in science, technology and bibliography the holdings are 75.9 percent. Holdings

in other indexing services and in basic lists in history and literature reveal similar strength. Although not noted for its programs in the humanities and social sciences, there are basic strengths in these areas. The decision of the English Department and the library to identify 295 American, British, and European authors whose works should be acquired regularly, and occasionally in multiple copies, is a fine example of library-faculty cooperation for the benefit of the students. Lists have also been checked recently in psychology, education, music, drama, and poetry.

One is impressed with how well the Clemson library has carried out its purposes as approved by the Board of Trustees in 1960: "to acquire those publications which will serve the educational needs of the faculty and students, developing strong collections in all fields basic to the undergraduate curricula and developing special research collections in those fields in which graduate work is being offered at Clemson or in which extensive research is being done."⁸ That is why the Clemson library appears to this surveyor as being not an outstanding or distinguished research library, but as being that rarity among university libraries, one which has attempted to tailor its collections precisely to the educational programs. Clemson has a good, serviceable library, with some special strengths in science and technology (and a few other areas listed below) and multiple copies of standard works to serve the needs of substantial numbers of undergraduate students in the humanities and social sciences. The collections have been carefully selected and are well used. General circulation has increased 53.2 percent in the last five years and reserve use 77.4 percent. One can only echo the Southern Association Visiting Team report that the library enjoys a splendid climate of acceptance on the campus.⁹

Rare books and manuscripts are not a major concern of Clemson. Nonetheless, the library has acquired many rare South Carolina items, a number of other rarities, and an estimated half million manuscripts by gift. Among its holdings are the largest collection of John C. Calhoun papers in the state, the James F. Byrnes papers, and the Benjamin R. Tillman papers, plus a host of archival materials from the University itself. These are being organized for better access.

The Clemson library staff has also been active in issuing bibliographic publications which describe the resources. There is an attractive general guide to the library, a special Guide to the Science-Technology-Agriculture

Division, A Classified Guide to the Clemson University Periodical and Continuation Titles, and a printed list of Indexes and Abstract Journals in the Clemson University Library. Serial holdings are computerized and subsequent lists will be easy to produce. Some attention should be given to microfiche lists rather than the more expensive hard copy, but the point to be made is that the Clemson collections are under good bibliographical control and sharing of resources is thereby made easier.

Clemson and USC have exchanged copies of their card catalogs on microfilm. These film copies list holdings through June, 1972, and should be useful in developing cooperative acquisitions policies and the sharing of expensive resources by South Carolina's two major library collections.

Clemson is also a member of the Greenville Area Reference Resource Center and its resources are described in "Libraries and Information Resources of Northwest South Carolina," 1975. The testimony of librarians in the Western part of the State indicates that the library staff has been very receptive to making its resources available to other libraries. In 1974-75 Clemson borrowed 2,981 volumes from other libraries and loaned 1,996. This does not reflect a large volume of activity but the interlibrary loan staff believes current needs are being met.

Somewhat surprisingly the Clemson Library has not yet been actively involved in computer-based search services for the faculty and graduate students. However, investigations of such service were under way in the spring of 1976 and it is anticipated experimentation with a reference retrieval system will begin in 1976-77.

Staff

The Clemson library staff, though much larger than it was a decade ago, is still a relatively small group for such a large library operation. A number of factors contribute to the ability of the library to operate successfully with only 17 full-time professionals. Centralized and well-arranged facilities are one important component. Another is the use of the L.C. classification and, more recently, membership in SOLINET. Still another is the ratio of supportive staff to professional staff, which is now at a ratio of three to one, as opposed to the more traditional university library ratio of two to one. One gains the impression that the staff is a well-educated group and that they are quite productive. There are five personnel grades for supportive staff,

which seems adequate for the library. In the near future further consideration should be given to the role of the librarian in the academic community with particular emphasis upon professional development and continuing education. The collections reflect, however, a good staff with well-understood institutional mission and objectives.

Building

The Clemson library is an excellent example of a well-planned building designed for centralized library service. According to the Southern Association Visiting Team report, it is "unquestionably an architectural and functional gem.... The building is beautiful, very well located in the campus traffic lines, and appealingly furnished.... An approximate 50% expansion space is readily available within the present structure, lacking only funds for a phased program to complete unfinished space on lower levels."¹⁰ This surveyor would agree with the conclusions of the Visiting Team. The reference services are divided into Science-Technology Division and Social Sciences and Humanities Division, each one occupying a separate floor. The arrangement of the collections is designed to assure easy access to the collections by the faculty and students and there is evidence that they use the collections. Unless the nature of the University changes, the library building should be adequate for the foreseeable future.

CONCLUSIONS

In the past decade the resources of the libraries of USC and Clemson University have improved significantly. They are now strong research collections in which the entire State has a substantial investment. Like most large university collections they contain many items which are essential for research but which are not heavily used. The justification for acquiring such resources is that they are needed for advanced graduate work and that they can be shared with other researchers throughout the State. In terms of the cost of such materials it would be foolish indeed to duplicate these collections in other parts of the State. Columbia is within easy driving distance from most parts of the State and Clemson is easily accessible to citizens in the Western part of the State. With the support of funds from the S.C. State Library, microfilm copies of the card catalogs of these two universities have now been

exchanged and they provide the basis for a future State network which could bring the total library resources of the State to every researcher within a one or two day period.

While both university libraries have been generous in opening their collections to those who come to the campus to use them, there is not much indication of an active role in making the resources available to the rest of the State except through a rather cumbersome and traditional interlibrary loan arrangement. No provision has been made anywhere in the State for regular delivery service among libraries or for the development of a central bibliographic center to serve all libraries. The mechanisms are available (e.g., microfilm catalogs, SOLINET), but the formal program is lacking. In the last five years USC has averaged 7,059 interlibrary loans each year, with those items borrowed just about balancing out those loaned. Such services to the branch campuses have even been reduced during the past year because of funding problems. Clemson's interlibrary loan average for the past five years has been 2,584, with the University borrowing more than it loaned up until 1974-75. This would seem to indicate a focus chiefly on campus users and not a broader, State-wide approach. Perhaps the past decade, with the expansion of collections and buildings, has not been a period when the libraries could do more than struggle with the increased numbers of students and collections, but the time has come to take a much harder look at the ways in which these two strong collections can better serve other libraries and, through them, the citizens of South Carolina. There are a number of examples of such cooperation in other states, such as the Illinois State plan or the University of Minnesota's MINITEX plan. However, to implement such plans the two university libraries will have to assume a major leadership role. Their earlier support for regional developments leads one to hope that the two universities, plus the Medical University and the State Library, will develop such plans in the near future.

There should be a recognition on the part of the State of South Carolina of the need for additional personnel in both libraries to carry out State-wide functions. To develop plans, to support union catalogs and bibliographic access, to implement faster delivery service, and to handle increased requests for materials and for photocopies, may require more money. This would cost far less, however, than building expensive research collections in every part of the State to serve a relatively small group of users. A small separate staff in both libraries, which could locate and send materials to other libraries, would

strengthen the entire library resources picture in South Carolina. Such a pattern is already working at the University of North Carolina at Chapel Hill and the University of Illinois at Champaign-Urbana, while daily delivery service among the libraries of metropolitan Houston has been in existence for at least a decade. Clemson and USC should study these programs for possible application to South Carolina.

Specific recommendations for the two universities include the following:

1. Maintain the University of South Carolina at Columbia as the State's major comprehensive library resource. In the next decade USC should attempt to maintain its position among the top ten university libraries in the South and move into the top 50 nationally. Cooperation with Clemson in the acquisition of little-used materials, especially in the sciences, is essential.
2. Continue to support a strong library program at Clemson in the areas in which that University has traditionally been strong (e.g., science and engineering), with special attention to the elimination of unnecessary duplication of the expensive serials and reference sets held by USC in the humanities and social sciences. Some duplication cannot be avoided, but there should be careful attention to the reasons for such duplication. With the emphasis upon targetting resources to programs, the Clemson library staff can be expected to keep duplication to a minimum.
3. Develop a stronger program of sharing library resources with each other and with other colleges and universities as well as public libraries in the State. South Carolina, because of its compact geography, the location of its library resources, and the promise of SOLINET, has an opportunity to become a national leader in the effective and economical sharing of library resources at the State level. Additional funding should be sought, perhaps through the Commission on Higher Education, to plan and implement such a program. The two universities should not be expected to bear the cost out of their regular on-going appropriations for service to the campus.

4. Define the relationship of the library at USC at Columbia to the libraries of regional and branch campuses.

REFERENCES

- ¹See Edward G. Holley, "Research Requirements and the Modern University Library: The Regional Picture," Southeastern Librarian, 13 (Winter, 1963), 217-220.
- ²Robert B. Downs, Strengthening and Improving Library Resources for Southern Higher Education, "SREB Research Monograph Number 3," (Atlanta: Southern Regional Education Board, 1962), p. 5.
- ³See University of South Carolina, Report of the Director of University Libraries, 1974-75. Also John Hammond Moore, comp., Research Materials in South Carolina: A Guide, (Columbia: University of South Carolina Press, 1967), which contains descriptions of resources for public and private libraries in South Carolina, including extensive lists of manuscripts and newspaper holdings as well as microforms. The list of South Caroliniana Manuscripts alone totals 72 pages while newspaper files add another eight pages. USC is strongly represented in the "Alphabetic List of Periodical Files Begun Prior to 1941," pp. 189-332.
- ⁴Davy-Jo Stribling Ridge, Rare Book Collection in the McKissick Memorial Library, (Columbia: University of South Carolina, 1966).
- ⁵Moore, op. cit.
- ⁶Hugh M. Atkinson, "Prices of U.S. and Foreign Published Materials," The Bowker Annual of Library and Book Trade Information, 21st ed. (New York: R. R. Bowker Co., 1976), 202-211.
- ⁷"Status of Major Southeastern Academic Libraries, June 30, 1975," unpublished document, 7p., based on Association of Southeastern Research Libraries, Annual Statistical Survey, January, 1976.
- ⁸Extract from the Clemson Agricultural College, Actions of the Board of Trustees, April 7, 1960, "Policy Governing the Function and Operation of the Clemson College Library."
- ⁹Southern Association of Colleges and Schools. Commission on Colleges. Report of the Visiting Team to Clemson University...October 31 - November 3, 1971, p. 38.
- ¹⁰Ibid., p. 40.

CHAPTER III

THE PUBLIC AND PRIVATE SENIOR COLLEGES*

Introduction

Historically the citizens of South Carolina have concerned themselves with providing opportunities for higher education. The span of this development stretches from the first legislative chartering of three colleges in 1785¹ to the recent expansion of three branches of the University of South Carolina to baccalaureate status. Of the 29 senior colleges and universities (9 public, 20 private), 19 were organized before 1900.² This heritage provides a continuity of academic tradition which might be expected to create an environment favorable only to the conservative, the regional, or the separative in educational concepts and programs. Not so in the State of South Carolina.

Access to a college is within commuting distance of practically all citizens of the State and a choice can often be made between the programs offered by public or private institutions. The size and shape of the State makes possible the effective use of educational programs and their concurrent library services as a unified whole in a pattern not possible in most states. The leadership in South Carolina, both at the educational and library level, has been cognizant of these facts.

Two planning documents, each released in 1972, have considered the educational needs of the State and identified goals for libraries as an agency in society for helping to meet these ends. One, the South Carolina State Program for Library Development, 1972-77³, considers all types of libraries within the State with some concentration on priorities in the area of interlibrary cooperation which have meaning for college libraries. The second study, Goals for Higher Education to 1980⁴, places its focus on the State-supported colleges and their library services. Data presented in each publication substantiate the necessity for coordinated planning and continuing interaction among libraries of all types and especially among libraries of similar purpose and scope - the college libraries of the State.

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The object of this chapter is to suggest a systematic design for improving library services to the State's higher education communities and to other people affected by the interlocking of programs for all types of libraries. An analysis somewhat broader in scope than has been undertaken in other studies on the library resources of public and private colleges is given. The purpose has been to assemble a comprehensive body of comparable data within the constraints of the design of the study. Further analysis converted into detailed plans should capture the imagination of the reservoir of library leadership found among the college librarians within the State.

Significant to an analysis of college library resources was the adoption in mid-1975 of revised Standards for College Libraries⁵ by the Association of College and Research Libraries, a division of the American Library Association. The Standards are reproduced as Appendix I. Formulated to "describe a realistic set of conditions which, if fulfilled, will provide an adequate library program in a college,"⁶ these standards present a consensus of the best judgement of the profession at the time. They establish a strong base for assessing the resources of the college libraries. In particular and functional ways the Standards take into consideration library needs of the next decade to which planning in South Carolina must direct attention. These include:

1. The general provision of improved library services to potential and varied groups of library users;
2. the expansion of new programs to library users and potential library users;
3. the effecting of economy in management in the face of spiraling costs and stabilizing support for higher education in general;
4. the development of priorities for budgetary support to achieve the maximum benefits from planning;
5. the avoidance anywhere of unnecessary duplication;
6. the mastery of technology to obtain the greatest accessibility of resources through the use of shared data bases in machine readable form, micro-reprography, and rapid communications; and
7. the planning of collection development based on contractual agreements to make available resources which are either limited in number or are infrequently used.

Against these standards the libraries of the nine public senior colleges and the 20 private senior colleges have been analyzed for comparison. The

resources of their libraries are defined to be the collection of materials, both print and non-print, staff personnel, building facilities, and monetary support.

Measurement Against Quantification Formulae of the ACRL Standards

Often a dichotomy may seem to exist between quality and quantity when measuring or evaluating against professional standards. The revised Standards for College Libraries recognize the need to assess both. Three of the four areas identified in this report as resources are areas in which quantifying measurements can be made. These areas are print collection volume count, Formula A; number of librarians on the staff, Formula B; and building space, Formula C.⁷ Data for Formula A as applied to South Carolina colleges are found in Table V, for Formula B in Table VI, and for Formula C in Table VII.

Among the nine public senior colleges, two libraries hold more than enough volumes to merit the letter grade A, or 100% of the standard, when Formula A relating to collections is applied. One holds enough volumes to merit a grade of B (i.e., between 80 and 90 percent) and the collections at three others merit grades of C (i.e., 65-79 percent). Collections at all three four-year branches of USC fall below the lowest level graded by Formula A. Of the 20 private senior colleges, data on holdings for 19 were reported. Of these, two receive letter grades for collections of A, one the letter B, four the letter C, and four a letter grade of D. Seven of these institutions for which data were available hold less than 40 percent, the lowest level for which a letter grade is assigned. These data indicate that half of the private college libraries have severe deficiencies in the number of volumes needed to support their academic programs.

Among the public senior colleges only one library has a sufficient number of librarians to merit an A grade when Formula B is applied. Four have a number of librarians ranging between 55 and 99 percent as calculated by use of Formula B and one has 42 percent. One of the three four-year branches of USC falls below the 40 percent level - the base for receiving a letter grade. Neither of the other two exceeded 50 percent. Two of the private senior colleges made no data on staff available. Of the remaining 18, only one fell below 40 percent. Meriting a letter grade of A for number of librarians employed on the staff were nine libraries from the private senior colleges. The number measuring between 40 and 54 percent equalled the number between 55 and

99 percent. Note here is made that the ACRL Standard states "that the librarians seldom comprise more than 25-35 percent of the total FTE library staff."⁸

An inspection of Table VII, presenting Formula C data for space available in the college libraries, shows a marked improvement in the letter grade measurement over those recorded by use of Formulae A and B. Only two of the public senior colleges provide less than 60 percent of space as measured by the appropriate standard. Both of these institutions have new facilities either under construction or approved. Of the 18 private colleges making data available, 15 buildings met the standard at level A and of the remaining three, two had a percentage between 75 and 99 percent (letter grade B) and only one as low as the 50 and 59 percent range (letter grade C). In the Commission on Higher Education's summary volume for goals to 1980, the statement was made that "Physical facilities for library use are most adequate among most public and private institutions of higher education in the State."⁹ New construction has been completed since that date.

South Carolina is to be commended for the high level to which the state of the art has been raised in the planning and design of the library buildings which have been completed within the past decade. There may be no other state among the 50 within which such a high level of accomplishment has been reached in producing buildings both aesthetically pleasing and architecturally functional. Leadership from the University of South Carolina at Columbia and spreading throughout the college group is to be noted. With older buildings matched alongside the newer, traditional uses of libraries and programs have been dominant but many of the buildings of whatever age are flexible enough to be adapted to the uses of current technology and the non-print media found in the total learning resources concept. When, in the future, space standards applicable to non-print media are established, a re-evaluation of facilities may be necessary.

Two principles exist upon which the quantifying measurements of Formulae A, B, and C were incorporated in the statement of standards. The first is that an institution and its library, through faculty and staff, can determine what numerical level of measurement within the percentage-based letter grade the institution wishes to attain in its collection, its staff, and its space.

The second principle on which the standards statement was designed is that the highest level attained in one of the three formulae should represent the level of accomplishment that institution is opting to reach. Variance

Table V

Collection Size (Print) Compared To ACRL Standards

Formula A

	Number Required By ACRL Formula A	Number Held by Library	Percentage of Collection Standard Met by Library	Letter Grade Measurement
Public Senior Colleges				
The Citadel	224,335	175,269	78 %	C
College of Charleston	191,885	157,038	82	B
Francis Marion College	168,595	123,874	74	C
Lander College	121,760	79,481	65	C
South Carolina State College	195,790	273,471	140	A
Winthrop College	298,835	307,497	103	A
Four-Year Branches, USC				
USC-Aiken	109,540	29,358	27	*
USC-Coastal Carolina	117,120	42,307	36	*
USC-Spartanburg	117,140	45,157	39	*
Private Senior Colleges				
Allen University	107,555	49,005	46	*
Baptist College	129,505	82,688	64	D
Benedict College	126,295	97,962	78	C
Bob Jones University	333,975	152,562	46	*
Central Wesleyan College	99,240	38,044	38	*
Clafin College	112,040	67,033	60	D
Coker College	101,255	57,617	57	D
Columbia Bible College	130,375	40,385	31	*
Columbia College	104,610	101,833	97	B
Converse College	136,140	99,632	73	C
Erskine College	112,965	97,019	86	B
Furman University	150,315	240,658	160	A
Limestone College	103,800	48,421	47	*
Lutheran Theo. Seminary	nr	nr	-	-
Morris College	100,370	21,732	22	*
Newberry College	112,270	65,000**	58	D
Presbyterian College	109,870	82,751	75	C
Southern Methodist College	87,110	10,000**	11	*
Voorhees College	109,535	77,051	70	C
Wofford College	109,099	135,002	124	A

* Indicates a letter grade below D.

** Estimated.

nr - not reported

Table VI

Staff Size (Librarians) Compared To ACRL Standards

Formula B

	Number Required by ACRL Formula B	Number Employed	Percentage of Staff Required Met by Library	Letter Grade Measurement
Public Senior Colleges				
The Citadel	12	5	42%	D
College of Charleston	17	10	59	C
Francis Marion College	12	8	75	B
Lander College	7	6	86	B
South Carolina State College	14	8	57	C
Winthrop College	15	19	127	A
Four-Year Branches, USC				
USC-Aiken	5	2	40	D
USC-Coastal Carolina	6	2	33	*
USC-Spartanburg	6	3	50	D
Private Senior Colleges				
Allen University	4	6	150	A
Baptist College	7	7	100	A
Benedict College	10	10	100	A
Bob Jones University	12	5	42	D
Central Wesleyan College	3	2	67	C
Clafin College	5	8	160	A
Coker College	3	1	33	*
Columbia Bible College	3	5	167	A
Columbia College	6	3	50	D
Converse College	4	4	100	A
Erskine College	4	2	50	D
Furman University	10	7	70	C
Limestone College	3	1.6	53	D
Lutheran Theo. Seminary	nr	nr	-	-
Morris College	4	3.5	88	B
Newberry College	4	4	100	A
Presbyterian College	5	4	80	B
Southern Methodist College	nr	nr	-	-
Voorhees College	4	6	150	A
Wofford College	6	6	100	A

* Indicates a letter grade below D
nr - not reported

Table VII

Building Size Compared to ACRL Standards

Formula C

	Square Feet Required by ACRL Formula C	Square Feet Available in Library Bldg.	Percentage of Requirement Met by Present Building	Letter Grade Measure- ment
Public Senior Colleges				
The Citadel	44,788	59,000	132%	A
College of Charleston	45,472	28,269	62	C
Francis Marion College	28,315	35,444	125	A
Lander College	18,960	10,054	53	D
South Carolina State College	60,246	39,867	66	C
Winthrop College	62,382	69,790	112	A
Four-Year Branches, USC				
USC-Aiken	11,998	20,000	167	A
USC-Coastal Carolina	13,589	8,196	60	C
USC-Spartanburg	12,870	5,000	39	*
Private Senior Colleges				
Allen University	11,881	13,132	111	A
Baptist College	23,594	30,000	127	A
Benedict College	25,002	51,440	206	A
Bob Jones University	52,546	30,342	58	D
Central Wesleyan College	7,615	22,631	297	A
Claflin College	16,551	15,984	96	B
Coker College	9,208	15,800	172	A
Columbia Bible College	8,992	17,856	199	A
Columbia College	19,541	49,598	254	A
Converse College	17,501	21,000	120	A
Erskine College	16,745	23,000	138	A
Furman University	43,331	45,356	105	A
Limestone College	9,568	11,837	124	A
Lutheran Theo. Seminary	nr	nr	-	-
Morris College	7,310	6,962	95	B
Newberry College	14,515	16,500	114	A
Presbyterian College	16,758	34,219	204	A
Southern Methodist College	nr	nr	-	-
Voorhees College	17,592	42,000	239	A
Wofford College	23,649	40,000	169	A

* indicates a letter grade below D
nr - not reported

from that letter grade in either of the other formulae should be interpreted as a limitation in an effective college library program. This does not preclude an institution's establishing a goal of raising the letter grade measurement in the Formula which then is the highest. It does focus concern over differences when they occur between the levels of attainment. When all three goals have been met, excellence can be an objective in going beyond the adequate level established by the letter grade measurements.

Letter grade measurements for all three formulae are collected in Table VIII. Examination of this Table reveals that only one of the nine public senior colleges, and only one of the private colleges, achieved a Letter Grade of "A" in all three areas. No established college among the publically-supported group falls below the base level of letter grading; but all three of the emerging four-year branches do for one or more of the formulae stated. Eight libraries in the private group fall below the base level in one category each. Deficiencies among the private colleges are all in number of volumes held in the collections, except for one, which is in staffing. No data were available for one of the private colleges and one provided only collection data.

Librarians and all other groups responsible for developing educational programs of quality within the State should give careful consideration to Table VIII. Any improvement of library programs and expansion of services will have limited validity until each institution achieves the same letter grade in each Formula of the ACRL Standards. The objectives of each institution should indicate the level of letter grade it should achieve. It is recommended that all public colleges, including the four-year branches of USC, be expected to establish a reasonable time table for meeting the quantifying measurements of all three formulae and that the faculty and administration of each college be aware of the implications on the development of new programs when obvious library deficiencies exist. It is further recommended that all colleges be encouraged to give high priority to adequate library support for the programs already being offered as evidenced by measurement against these ACRL Standards.

Use of Standard Bibliographies to Measure Print Collection Quality

Debatable as the use of quantifying measurements may be, the establishment of those criteria can more generally be agreed on than the determinants to be used in measuring the quality of information and services. In spite of

Table VIII
Summary of Comparisons with ACRL Formulae

	ACRL Formula A (Collection)	ACRL Formula B (Staff)	ACRL Formula C (Building)
Public Senior Colleges			
The Citadel	C	D	A
College of Charleston	B	C	C
Francis Marion College	C	B	A
Lander College	C	B	D
South Carolina State College	A	C	C
Winthrop College	A	A	A
Four-Year Branches, USC			
USC-Aiken	*	D	A
USC-Coastal Carolina	*	*	C
USC-Spartanburg	*	D	*
Private Senior Colleges			
Allen University	*	A	A
Baptist College	D	A	A
Benedict College	C	A	A
Bob Jones University	*	D	D
Central Wesleyan College	*	C	A
Claflin College	D	A	B
Coker College	D	*	A
Columbia Bible College	*	A	A
Columbia College	B	D	A
Converse College	C	A	A
Erskine College	B	D	A
Furman University	A	C	A
Limestone College	*	D	A
Lutheran Theo. Seminary	nr	nr	nr
Morris College	*	B	B
Newberry College	D	A	A
Presbyterian College	C	B	A
Southern Methodist College	*	nr	nr
Voorhees College	C	A	A
Wofford College	A	A	A

* indicates an ACRL grading of below D
nr - not reported

its being a truism, the statement that almost every collector's item generally had its origin in someone else's discard has significant meaning in establishing the good, better, and best in collection building. The Standards for College Libraries includes extended commentary on this point with the intent of providing realistic balance between quantity and quality. In support of the use of both quantifying and qualifying evaluation the standards contain a statement of note: "Quality and quantity are separable only in theory: it is possible to have quantity without quality; it is not possible to have quality without quantity defined in relation to the purposes of the institution."¹⁰ Continuous evaluation against standard bibliographies is encouraged.

Two groupings of bibliographies were selected for measuring the quality of the library print collections in South Carolina's senior colleges. Results of the survey are given in Tables IX through XIII.

Three bibliographies were selected as being basic to all types of libraries under consideration and the assumption was that a measure of quality could be established for any academic library the collection might represent. Upon determining the degree to which all titles included in the bibliographies were held in the library's collection, each library could be matched against its peers. The three standard bibliographies chosen were Reader's Guide to Periodical Literature,¹¹ Choice Opening Day Collection,¹² and Reference Books for Small and Medium Sized Libraries.¹³

Holdings of periodical titles indexed in Reader's Guide are shown in Table IX. No data were reported for one of the four-year branches of USC and for five of the private senior colleges. Holdings in the collections of the six public senior colleges ranged from a high of 100 percent to a low of 63.2 percent. The two four-year branches reporting data were at 64.5 percent and 58.1 percent, both lower than five of the libraries in the public senior colleges. Among the private senior colleges 22.6 percent was the low from the 15 reporting and 73.6 was the high percentage. One-third of the libraries from the private senior colleges reporting hold less than half of the titles and four others hold between 50 and 60 percent. Of the libraries taken as a total, ten of the 23 reporting have less than 60 percent of the titles listed.

The library user would generally expect a library to provide whatever title indexed in Reader's Guide one might wish, but the raw data here do not answer such questions as: How many titles are held commonly or in most libraries? What geographic spread is there of titles less commonly held? What complete

Table IX

Holdings in Reader's Guide

	Number Held	Percentage of Total Held
<u>Public Senior Colleges</u>		
The Citadel	155	100.0
College of Charleston	107	69.0
Francis Marion College	98	63.2
Lander College	110	71.0
South Carolina State College	101	65.2
Winthrop College	127	81.9
<u>Four-Year Branches, USC</u>		
USC-Aiken	100	64.5
USC-Coastal Carolina	nr	nr
USC-Spartanburg	90	58.1
<u>Private Senior Colleges</u>		
Allen University	68	43.9
Baptist College	87	56.1
Benedict College	94	60.7
Bob Jones University	95	61.3
Central Wesleyan College	65	41.9
Claflin College	85	54.9
Coker College	nr	nr
Columbia Bible College	35	22.6
Columbia College	110	71.0
Converse College	47	30.3
Erskine College	nr	nr
Furman University	90	58.1
Limestone College	104	67.1
Lutheran Theo. Seminary	nr	nr
Morris College	56	36.1
Newberry College	nr	nr
Presbyterian College	112	72.3
Southern Methodist College	nr	nr
Voorhees College	114	73.6
Wofford College	86	55.5

nr - not reported

sets are available?

It is not possible to provide answers to such detailed questions without knowledge of holdings preferably arranged in readily accessible order. Generally these kinds of bibliographic files are known as union lists and with increasing frequency are being produced in machine-readable form. In the absence of this capability the best that can be obtained is a numerical evaluation of the quality of an individual library's holdings to be compared with selected others.

The Choice Opening Day Collection provides a list of 1,818 books identified as fundamental to any academic library's collection at the time it first offers service. In Table X are recorded the number and percentage of titles the various college libraries hold of this list.

Of the five public senior colleges reporting, the percentages of the total listings held range between 61.6 and 84.8. The percentages for two of the four-year branches of USC are 30.3 and 77.5, with the third not reporting. Six of the private senior colleges reported no data, and the range of reported data extends from 20.4 to 90.4 percent. A total of eight libraries from the complete group of 29 reported no data, underscoring the difficulties encountered when manual access is the only available means for bibliographic verification. Of the 21 submitting data, nine, or almost half of the number reporting, hold less than half the titles appearing on the list.

The third basic bibliography common to all types of libraries is a list of reference books produced by librarians out of experience and knowledge of users' needs. Table XI gives the data on that bibliography, Reference Books for Small and Medium Sized Libraries, for titles and percentages held in the senior college libraries. Of the total group, again eight libraries reported no data. The 21 reported a percentage of holdings ranging from a high of 89.1 to a low of 22.6. Subdivided by groups, the ranges were: 80.5 to 46.1 percent for the public senior colleges; 48.7 and 42.6 for the two senior branches of USC reporting; and 89.1 to 22.6 percent for the private senior colleges reporting. Without access to bibliographic identification of commonly held titles, further refinement of the data is not possible.

Two other bibliographies, one listing books and the other periodical titles, Books for College Libraries (known hereafter as BCL)¹⁴, and Farber's Classified List of Periodicals,¹⁵ should give validity to common evaluation of collection holdings in print for senior college libraries. Each has been developed for

Table X

Holdings in Choice Opening Day Collection

Public Senior Colleges	Number of Titles	Percentage of Total
The Citadel	1,119	61.6%
College of Charleston	1,376	76.7
Francis Marion College	1,447	79.6
Lander College	nr	nr
South Carolina State College	1,448	79.7
Winthrop College	1,541	84.8
Four-Year Branches, USC		
USC-Aiken	1,408	77.5
USC-Coastal Carolina	nr	nr
USC-Spartanburg	550	30.3
Private Senior Colleges		
Allen University	557	30.6
Baptist College	1,643	90.4
Benedict College	850	46.8
Bob Jones University	597	32.9
Central Wesleyan College	801	44.1
Claflin College	937	51.5
Coker College	nr	nr
Columbia Bible College	371	20.4
Columbia College	998	54.9
Converse College	1,043	57.4
Erskine College	nr	nr
Furman University	1,276	70.2
Limestone College	631	34.7
Lutheran Theo. Seminary	nr	nr
Morris College	692	38.1
Newberry College	nr	nr
Presbyterian College	nr	nr
Southern Methodist College	nr	nr
Voorhees College	770	42.4
Wofford College	1,150	63.3

nr - not reported

Table XI

Holdings in Reference Books for Small and Medium Sized Libraries

	Number Held	Percentage of Total Held
Public Senior Colleges		
The Citadel	561	72.9%
College of Charleston	501	65.1
Francis Marion College	355	46.1
Lander College	620	80.5
South Carolina State College	582	75.6
Winthrop College	587	76.2
Four-Year Branches, USC		
USC-Aiken	328	42.6
USC-Coastal Carolina	nr	--
USC-Spartanburg	375	48.7
Private Senior Colleges		
Allen University	326	42.3
Baptist College	454	59.0
Benedict College	431	56.0
Bob Jones University	375	48.7
Central Wesleyan College	nr	--
Claflin College	686	89.1
Coker College	nr	--
Columbia Bible College	174	22.6
Columbia College	432	56.1
Converse College	345	44.8
Erskine College	nr	--
Furman University	482	62.6
Limestone College	385	50.0
Lutheran Theo. Seminary	nr	--
Morris College	233	30.3
Newberry College	nr	--
Presbyterian College	nr	--
Southern Methodist College	nr	--
Voorhees College	304	39.5
Wofford College	431	56.0

nr - not reported

guidance in college library collection development. In Table XII are given the data for BCL and in Table XIII that for Farber. Among the private senior colleges, analysis of holdings in BCL (Table XII) becomes meaningless when 12, more than half of the group, reported no data and a thirteenth reported incomplete data. Of the eight remaining, percentages are low, ranging from 6.4 to 41.1 percent. One exception stands at 70.5 percent. Of the four-year branches of USC, one provided no data and a second an estimate of 49.2 percent. The third reported a low 17.3 percent. The range for the five public senior colleges reporting was a surprising distribution of 25.0 to 56.9 percent.

Eight libraries failed to report data on Farber (Table XIII). The six public senior colleges reported a range of 38.9 to 84.5 percent. Seven of the non-reporting libraries are private senior colleges. The 13 reporting ranged from 6.8 to 62.2 percent. Excluding the high percentage of 62.2 percent, the other 12 reporting fell below 50 percent.

A summary of the percentages of holdings from the standard bibliographies for each institution is tabulated in Table XIV. The profile of each institution as represented by the summary provides insight not previously available for use in evaluation of collections. For most of the libraries in the public senior institutions, stronger holdings were reported in three general bibliographies than in the two selected specifically for senior colleges. That pattern is repeated with the private senior colleges, although comparisons are somewhat less valid when inconsistency of reporting is high.

When the summary of letter grade measurement for ACRL Formulae A, B, and C (Table VIII) is compared with the summary on holdings in standard bibliographies (Table XIV), some significant inferences can be drawn. In the institutions where data on holdings in standard bibliographies were not supplied, the institutions measured at a particularly low letter grade for Formula A (Collection) as often or more often than for Formula B (Staff). Questions which could have meaning when the data provide an answer include: Does the perception held by a library staff as to the use of standard bibliographies in selection for acquisition have any effect on building quality into the collection? When priority is given on a continuing basis to the checking of the collection against standard bibliographies, does the quality of selection for the collection show any relationship? Where collection development is dominated heavily by faculty, would an evaluation of the collection by standard lists show a heavier relationship to standard bibliographies in the disciplines than to general ones like BCL and Farber?

The conclusion can be drawn that when the quantity of the collection

Table XII

Holdings in Books for College Libraries

Public Senior Colleges	Number Held	Percentage of Total Held
The Citadel	14,212	36.8
College of Charleston	nr	--
Francis Marion College	14,462	37.4
Lander College	9,665	25.0
South Carolina State College	12,607	32.6
Winthrop College	22,005	56.9
Four-Year Branches, USC		
USC-Aiken	6,671	17.3
USC-Coastal Carolina	nr	--
USC-Spartanburg	19,000*	49.2*
Private Senior Colleges		
Allen University	nr	--
Baptist College	15,867	41.1
Benedict College	nr	--
Bob Jones University	nr	--
Central Wesleyan College	nr	--
Claflin College	7,534	19.5
Coker College	nr	--
Columbia Bible College	2,483	6.4
Columbia College	12,279	31.8
Converse College	13,831	35.8
Erskine College	nr	--
Furman University	2,791**	7.2***
Limestone College	nr	--
Lutheran Theo. Seminary	nr	--
Morris College	2,926	7.6
Newberry College	nr	--
Presbyterian College	nr	--
Southern Methodist College	nr	--
Voorhees College	nr	--
Wofford College	27,239	70.5

* Indicates an estimate

** Data reported on Volume 1 only

*** Computed on total rather than Volume 1 only; percentage of Volume 1 is 47.9

nr - not reported

Table XIII
 Holdings in Classified List of Periodicals for
the College Library

Public Senior Colleges	Number of Total Held	Percentage of Total Held
The Citadel	492	47.0
College of Charleston	706	67.4
Francis Marion College	479	45.7
Lander College	454	43.3
South Carolina State College	408	38.9
Winthrop College	885	84.5
Four-Year Branches, USC		
USC-Aiken	258	24.6
USC-Coastal Carolina	nr	--
USC-Spartanburg	294	28.1
Private Senior Colleges		
Allen University	175	16.7
Baptist College	479	45.7
Benedict College	325	31.0
Bob Jones University	243	23.2
Central Wesleyan College	221	21.1
Claflin College	319	30.4
Coker College	nr	--
Columbia Bible College	71	6.8
Columbia College	456	43.5
Converse College	369	35.2
Erskine College	nr	--
Furman University	652	62.2
Limestone College	305	29.1
Lutheran Theo. Seminary	nr	--
Morris College	138	13.2
Newberry College	nr	--
Presbyterian College	nr	--
Southern Methodist College	nr	--
Voorhees College	342	32.6
Wofford College	nr	--

nr - not reported

Table XIV

Summary of Percentages of Holdings in
Standard Bibliographies

	<u>Readers Guide</u> (Table IX)	<u>Choice Opening Day Collection</u> (Table X)	<u>Reference Books</u> (Table XI)	<u>BCL</u> (Table XII)	<u>Farber</u> (Table XIII)
Public Senior Colleges					
The Citadel	100.0%	61.6%	72.9%	36.8%	47.0%
College of Charleston	69.0	76.7	65.1	nr	67.4
Francis Marion College	63.2	79.6	46.1	37.4	45.7
Lander College	71.0	nr	80.5	25.0	43.3
South Carolina State College	65.2	79.7	75.6	32.6	38.9
Winthrop College	81.9	84.8	76.2	56.9	84.5
Four-Year Branches, USC					
USC-Aiken	64.5	77.5	42.6	17.3	24.6
USC-Coastal Carolina	nr	nr	nr	nr	nr
USC-Spartanburg	58.1	30.3	48.7	49.2	28.1
Private Senior Colleges					
Allen University	43.9	30.6	42.3	nr	16.7
Baptist College	56.1	90.4	59.0	41.1	45.7
Benedict College	60.7	46.8	56.0	nr	31.0
Bob Jones University	61.3	32.9	48.7	nr	23.2
Central Wesleyan College	41.9	44.1	nr	nr	21.1
Claflin College	54.9	51.5	89.1	19.5	30.4
Coker College	nr	nr	nr	nr	nr
Columbia Bible College	22.6	20.4	22.6	6.4	6.8
Columbia College	71.0	54.9	56.1	31.8	43.5
Converse College	30.3	57.4	44.8	35.8	35.2
Erskine College	nr	nr	nr	nr	nr
Furman University	58.1	70.2	62.6	7.2	62.2
Limestone College	67.1	34.7	50.0	nr	29.1
Lutheran Theo. Seminary	nr	nr	nr	nr	nr
Morris College	36.1	38.1	30.3	7.6	13.2
Newberry College	nr	nr	nr	nr	nr
Presbyterian College	72.3	nr	nr	nr	nr
Southern Methodist College	nr	nr	nr	nr	nr
Voorhees College	73.6	42.4	39.5	nr	32.6
Wofford College	55.5	63.3	56.0	70.5	nr

nr - not reported

does not meet the ACRL Standards as expressed by Formula A, quality measurement likely will be low. If Formula B, the ACRL Standard's measure for quantity of staff, is not met, generally both size and quality of the collection will suffer.

Only one of the six public senior colleges does not fall below 50 percent when measured against the bibliographies selected for quality evaluation. That library fully meets all three of the ACRL Standards. A second one does not fall below 50 percent for the bibliographies reported, but data for BCL were not supplied. Both of the four-year branches of USC that reported data fell below 50 percent for at least one of the bibliographies reported. Five of the private senior colleges reported no data on the bibliographies. Eight others failed to report data on at least one bibliography and one other reported incomplete data on one. Of these eight, six fell below 50 percent in holdings from at least one bibliography reported and one which did not fall below 50 percent reported only on the Reader's Guide. One library, reporting on all bibliographies except Farber, did not fall below 50 percent on the four reported. The library which reported incomplete data on one bibliography, BCL, did not fall below 50 percent on the others. Six private senior colleges reported on all bibliographies and each reported less than 50 percent holdings in at least one.

The conclusion must be drawn that, with few exceptions, holdings in the senior colleges of South Carolina are uneven in depth and quality even in support of the individual college's academic programs. There are notable back files of technical and scientific journals, scholarly publications from the humanities and social sciences, and research materials for first professional degrees. But widespread knowledge is lacking of where these are and of whether or not, on five bibliographies considered to be basic to any senior college library collection, at least one copy of each title is held in some collection in the State. As a parallel, of the titles from the five bibliographies which are held in college library collections, no data exists to verify whether a single title is held, or 29. It is recommended that a plan be designed, a calendar be established, and budgetary support be given to the development of a readily accessible data base of State-wide library collection holdings as an early step toward improving service to the users of the senior college libraries.

Data on Types of Materials Held in the Library Collections

Any plan to improve services to users of college libraries should en-

compass the user's needs for information from various types of materials and forms of media. In Tables XV through XVII are recorded data on the holdings of senior college libraries in these various types and forms.

A summary of the total number of serials, periodicals, and newspaper titles received by the senior college libraries during 1975 appears in Table XV. The variance among the collections, taking the 29 institutions as a total or in sub-groups, differs little from that already seen. For the group as a whole, the number of serials received range from 185 to 3,749; periodical titles received from 174 to 3,749; and newspaper titles received from 4 to 43. Within the sub-groups the ranges for serials are: public senior colleges, from 978 to 3,749; four-year branches of USC, from 650 (an approximate figure) to 870; private senior colleges, from 185 to 1,682. Within the sub-groups the ranges for periodical titles are: public senior colleges, from 665 to 3,749; four-year branches of USC, from 416 to 698; private senior colleges, from 174 to 1,349. Within the sub-groups the ranges for newspaper titles are: public senior colleges, from 14 to 43; four-year branches of USC, from 15 to 35 (an approximate number); private senior colleges, from 4 to 43. The same problems in determining commonality of holdings exist here as have appeared before, except that the number of items is of a more manageable size than is the case with monographs. Progress in comparison of periodicals lists is now underway in some groupings of institutions, e.g., in the Spartanburg area, in the Charleston area, the Microfilm Catalog and Shelf List Project of the State Library and USC at Columbia, and the four-year branches of USC. It is recommended that support and encouragement be given to State-wide development of serials listings in accessible form.

Site visits and data gathered by questionnaire indicate that only the public senior colleges have built resources in microform. Those data are given in Table XVI. Only one four-year branch of USC and two private senior colleges show more than the lowest number held among the public senior colleges. Use of microforms may provide a cost-effective way of building collection resources.

Although the profession has not agreed on the numerical relationship to be expected between the print and non-print holdings in a college collection, there is common acceptance of the need to collect information for today's user in all forms. In Table XVII there is provided a summary of non-print holdings for all 29 senior college libraries. Except in the usual forms of audio

recordings, filmstrips and slides, collections are generally small. Outstanding otherwise are the video tape collections being developed at two of the public senior colleges and the manuscript collections, one each at a public and a private senior college. Administrative patterns and building designs vary across the State as the non-print resources begin to grow. Two recommendations are in order as these collections develop from the embryo stage. The first is that planning begin immediately to design an accessible State-wide union list in non-print media in order to make early use of shared cataloging data and bibliographic control to avoid unnecessary duplication. The second is that all institutions adopt the definition of college library collections as stated in the commentary on Standard 2 in the ACRL Standards for College Libraries,¹⁶ and develop collections which "require that regardless of format, all kinds of recorded information needed for academic purposes by an institution be selected, acquired, organized, stored, and delivered for use within the library."¹⁷

Review of Collection Use as Related to Collection Growth

Use of the collection, or more specifically, circulation of books, generally is considered a meaningful measurement to determine how well a collection is meeting the needs of the users. The number indicating total circulation of books is decreasing in value for this purpose, but a summary of these data over a five-year period is recorded in Table XVIII. The figures become significant whenever marked changes occur from one year to the next or as a pattern over the five years. These changing patterns usually reflect the occupancy of a new building, enrollment changes, different ways of recording circulation statistics, different educational programs, restructured loan periods and procedures, or growth of the collection. Detailed interpretation can be meaningful to each institution.

The size of the collection correlates closely with use and should be reflected in use of materials from other libraries by interlibrary loan. In Tables XIX through XXIII are presented figures on circulation during the five-year period, 1971-75. Each table provides a total and a detail on interlibrary loans, volumes added to the collection annually, total circulation, and details for general and reserve. One observation can be made with reasonable assurance. The larger the collection and the greater the circulation of the on-site collection, the larger the number of interlibrary loan trans-

actions. This is negated to some degree when a collection has a subject specialization and has materials which are not readily available elsewhere.

Interlibrary loan data are valuable for detailed analysis as long-range planning progresses. Study reveals two facts that are meaningful. Within each sub-grouping of institutions, both the total number of interlibrary loans made and the number of libraries making them has increased during the five-year period. It is recommended that a specific study of the use of interlibrary loans be conducted on a State-wide basis. This study should focus on such information as what kinds of materials are being loaned, to whom and from whom; what factors have contributed to the progressive increase over the period from 1971-75; what special cooperating agreements are in operation now, what steps should be taken to share resources in a cooperative pattern effectively without creating unreimbursed costs to any library either in money or kind; and what bibliographic access to collection holdings would be most effective in expediting the sharing of resources.

Presentation of Budgetary Support

The determination of how much budgetary support will be required is critical to any consideration of improving library resources and information services. More often than not the initiative to develop coordinated planning, interaction of services, or sharing of information and materials has originated with hopeful, but misinformed, administrators who thought that the immediate costs to the institution would be reduced. This is never possible. The best to be hoped for is a long-range saving over future cost increases or the elimination of unnecessary, or repetitive, processes which may free both people and money for deployment to other services; or the eventual purchasing of more with less through the economy effected by acquiring and producing in wholesale quantities. In the economics of libraries, as in society as a whole, the value which one receives is that quality for which one pays. Improvement of services and the sharing of resources will require staff time in planning and operational costs in implementation before any project can develop.

Administrators and funding authorities can be frustrated by the seemingly endless needs of libraries. What is the solution when respectable maintenance amounts are expended year after year and slight progress is made toward meeting national standards? In Table XXIV are provided the data on total annual library

Table XV

Numbers of Serial and Newspaper Titles Received

	Serial Titles	Periodical Titles	Newspaper Titles
Public Senior Colleges			
The Citadel	1,396	1,378	14
College of Charleston	1,864	1,843	24
Francis Marion College	1,523	1,107	24
Lander College	978	821	17
South Carolina State College	1,089	665	30
Winthrop College	3,749	3,749	43
Four-Year Branches, USC			
USC-Aiken	695	416	15
USC-Coastal Carolina	650*	650	35*
USC-Spartanburg	870	698	19
Private Senior Colleges			
Allen University	469	348	30
Baptist College	829	829	14
Benedict College	1,050	575	37
Bob Jones University	430	430	10
Central Wesleyan College	365	365	12
Claflin College	562	440	21
Coker College	239	236	10
Columbia Bible College	386	386	4
Columbia College	864	863	18
Converse College	440	420	16
Erskine College	762	688	20
Furman University	1,682	1,394	14
Limestone College	452	323	10
Lutheran Theo. Seminary	526	504	4
Morris College	185	174	10
Newberry College	818	640	15
Presbyterian College	882	640	19
Southern Methodist College	nr	nr	nr
Voorhees College	587	564	15
Wofford College	715	705	18

* Estimated

nr - not reported

Table XVI
Microform Holdings

	Total Number	Newspaper Titles Received in Microform
Public Senior Colleges		
The Citadel	118,523	2
College of Charleston	137,097	7
Francis Marion College	30,207	5
Lander College	20,215	2
South Carolina State College	94,255	5
Winthrop College	285,529	22
Four-Year Branches, USC		
USC-Aiken	4,818	1
USC-Coastal Carolina	4,292	2
USC-Spartanburg	30,553	1
Private Senior Colleges		
Allen University	1,202	2
Baptist College	2,309	2
Benedict College	4,412	3
Bob Jones University	17,234	1
Central Wesleyan College	165	0
Claflin College	3,372	4
Coker College	66	1
Columbia Bible College	0	0
Columbia College	6,462	2
Converse College	56	10
Erskine College	57	2
Furman University	53,071	3
Limestone College	335	1
Lutheran Theo. Seminary	6,108	nr
Morris College	47	0
Newberry College	4,483	2
Presbyterian College	90	2
Southern Methodist College	nr	nr
Voorhees College	20,245	6
Wofford College	9,820	3

nr - not reported

Table XVII
Print and Non-Print Holdings

	Print				Non-Print							
	Volumes	Motion Pictures	Video Tapes	Audio Recordings	Film Strips	Slides	Overhead Transp.	Maps Charts	Prints	Mixed Media Kits	Manusc.	Other
Public Senior Colleges												
The Citadel	175,269	0	0	0	0	0	0	0	0	0	0	0
College of Charleston	157,038	61	490	3,529	35	nr	0	0	0	0	nr	0
Francis Marion College	123,874	6	nr	49	nr	nr	nr	nr	nr	nr	3	nr
Lander College	79,481	20	850	300	200	3,000	0	50	0	90	0	0
South Carolina State College	273,431	0	0	184	35	112	0	35	0	0	0	nr
Winthrop College	307,497	0	0	759	0	1,376	0	347	0	1	50,000	23,023
Four-Year Branches, USC												
USC-Aiken	29,358	0	0	410	0	0	0	93	766	0	0	0
USC-Coastal Carolina	42,307	0	0	75	0	0	0	0	0	0	0	0
USC-Spartanburg	45,157	0	0	0	0	0	0	50	0	0	0	0
Private Senior Colleges												
Allen University	49,005	35	4	315	440	66	981	20	0	0	0	0
Baptist College	82,688	19	0	2,862	402	823	48	213	0	0	0	0
Benedict College	97,962	225	nr	477	200	150	50	nr	nr	nr	nr	1,250
Bob Jones University	152,562	0	0	5,026	0	0	0	0	0	0	0	nr
Central Wesleyan College	38,044	0	0	925	75	508	0	1	0	15	0	0
Claflin College	67,033	1	nr	349	52	613	nr	nr	nr	20	nr	90
Coker College	57,617	1	0	835	5	3	0	0	0	4	0	768
Columbia Bible College	40,385	0	0	1,813	140	24	102	131	1,151	149	0	nr
Columbia College	101,833	17	nr	4,459	712	3,393	nr	nr	nr	22	nr	9,404
Converse College	99,632	0	0	4,618	0	0	0	47	0	51	nr	nr
Erskine College	97,019	26	nr	686	118	nr	nr	nr	nr	36	nr	nr
Furman University	240,658	nr	nr	1,075	46	188	nr	nr	nr	28	13,000	130
Limestone College	48,421	0	0	1,760	372	119	0	nr	0	0	0	6,091
Lutheran Theo. Seminary	56,774	15	nr	50	100	400	nr	nr	nr	nr	nr	nr
Morris College	21,732	3	57	237	266	nr	nr	1	nr	69	nr	93
Newberry College	65,000	0	19	1,197	186	1,800	168	110	0	197	0	118
Presbyterian College	82,751	0	3	1,500	35	0	nr	10	30	15	0	250
Southern Methodist College	10,000	nr	nr	nr	nr	nr	nr	nr	nr	nr	nr	nr
Voorhees College	77,051	34	nr	189	83	761	nr	nr	nr	19	35	13
College	144,822	0	0	0	0	0	0	212	0	0	0	0

65

expenditures for 1971-75, and in Table XXV are given the number of volumes added annually to the book collection of each college. The five-year average is also shown in the latter. Totals in each table, taken independently, may seem substantial, especially when compared with other college expenditures. But it has been shown earlier that much progress remains to be made if national standards are to be met fully.

A comparison of the figures in Tables XXIV and XXV shows that increased dollars spent in 1974-75 resulted in an increase in volumes added to the collection over the number added during the preceding year at only one of the public senior colleges. Of the 15 private senior colleges which increased 1974-75 expenditures over those of 1973-74, only eight also increased the number of volumes added to the book collection. (An examination of the data for the four-year branches leads to a different interpretation which will be discussed later.)

Many factors affect the ratio between increases in total annual expenditures for the library and increases in number of volumes added to the book collection. An important one is the increase in costs of library materials. These prices are rising at a faster rate than those of other goods and services in higher education. The average price of the hard-cover trade-technical book rose in 1975 over 1974 from \$14.09 to \$16.19, a total of 23.9 points on the price index scale.¹⁸ For serial services the increase was from \$109.31 to \$118.03, a price index scale increase of 12.1 points.¹⁹ Mass market paperback books kept pace, increasing from \$1.28 to \$1.46, a total of 22.8 price index points.²⁰ Highest of all was the increase in trade and higher-priced paperbacks, moving from \$4.38 to \$5.24, or a total increase of 26.5 on the price index scale.²¹

Another factor which affects the ratio between increases in expenditures and number of volumes added is the specific percentage breakdown within the library budget. In Table XXVI are given the expenditures by category for each of the senior college libraries reporting. In Table XXVII these dollar amounts are converted into percentages. With few exceptions, in libraries of South Carolina's senior colleges the expenditures for materials are roughly the same as those for salaries. If a greater expenditure occurs, it is likely to be for materials. Data gathered from the 1973 survey of libraries in the southeast by the Southeastern Library Association indicates that these academic libraries, on the average, allocated 52 percent of their budgets to salaries

Table XVIII

Total Annual Circulation of Books

	1970-71	1971-72	1972-73	1973-74	1974-75
Public Senior Colleges					
The Citadel	39,420	40,402	35,904	34,167	36,305
College of Charleston	nr	9,757	24,727	43,696	59,461
Francis Marion College	7,538	16,677	18,118	26,634	32,245
Lander College	nr	nr	nr	nr	nr
South Carolina State College	50,364	49,944	50,754	45,435	49,998
Winthrop College	71,480	76,927	71,094	74,034	64,471
Four-Year Branches, USC					
USC-Aiken	7,072	7,816	16,900	28,431	32,850
USC-Coastal Carolina	nr	nr	9,309	15,400	18,192
USC-Spartanburg	8,803	8,212	11,181	14,246	17,948
Private Senior Colleges					
Allen University	5,855	4,161	3,902	7,325	7,923
Baptist College	29,938	29,827	25,587	35,671	58,175
Benedict College	36,786	38,841	29,435	25,269	18,649
Bob Jones University	nr	nr	nr	nr	nr
Central Wesleyan College	nr	28,215	27,740	24,548	nr
Claflin College	6,769	11,968	13,812	14,810	14,508
Coker College	22,294	19,697	19,296	21,717	nr
Columbia Bible College	31,146	39,201	36,728	46,816	53,353
Columbia College	37,174	37,691	41,017	35,910	31,732
Converse College	41,577	27,584	28,954	28,801	28,356
Erskine College	nr	nr	nr	nr	nr
Furman University	69,728	74,011	67,924	65,166	64,505
Limestone College	19,945	26,413	29,486	27,205	16,486
Lutheran Theo. Seminary	nr	nr	nr	nr	nr
Morris College	20,872	20,983	20,159	16,891	24,401
Newberry College	19,649	21,631	25,775	24,555	21,962
Presbyterian College	32,646	36,670	35,032	36,708	31,877
Southern Methodist College	nr	nr	nr	nr	nr
Voorhees College	6,925	6,895	11,438	11,865	13,411
Wofford College	18,604	19,759	20,915	21,277	22,868

nr - not reported

Table XIX

Interlibrary Loans, Books Added, and Circulation, 1970-71

Public Senior Colleges	Interlibrary Loans			New Books Added	Total Book Cir.	Gen. Book Cir.	Reserve Book Cir.
	Total	Borrowed	Loaned				
The Citadel	134	118	16	8,214	39,420	nr	nr
College of Charleston	nr	nr	nr	2,992	nr	5,971	nr
Francis Marion College	5	5	0	13,773	7,538	7,168	370
Lander College	5	5	0	4,227	nr	15,472	nr
South Carolina State College	293	152	141	6,717	50,364	46,168	4,196
Winthrop College	664	531	133	21,055	71,480	67,393	4,087
Four-Year Branches, USC							
USC-Aiken	nr	nr	nr	1,637	7,072	6,747	325
USC-Coastal Carolina	nr	nr	nr	1,979	nr	3,142	nr
USC-Spartanburg	50	50	50	2,732	8,803	5,883	2,920
Private Senior Colleges							
Allen University	nr	nr	nr	3,897	5,855	4,625	1,230
Baptist College	27	27	0	5,735	29,938	24,638	5,300
Benedict College	7	5	2	4,900	36,786	30,500	6,286
Bob Jones University	36	20	16	4,504	nr	69,590	nr
Central Wesleyan College	nr	nr	nr	2,122	nr	nr	nr
Claflin College	40	9	31	11,040	6,769	6,178	591
Coker College	38	nr	nr	3,079	22,294	21,525	769
Columbia Bible College	nr	nr	nr	1,214	31,146	nr	nr
Columbia College	132	42	90	11,130	37,174	28,711	8,463
Converse College	274	212	62	4,062	41,577	38,043	3,534
Erskine College	nr	nr	nr	4,067	nr	nr	nr
Furman University	291	178	113	13,781	69,728	50,025	19,703
Limestone College	nr	nr	nr	2,657	19,945	17,779	2,166
Lutheran Theol. Seminary	nr	nr	nr	1,882	nr	nr	nr
Morris College	0	0	0	2,238	20,872	17,618	3,254
Newberry College	35	33	2	4,368	19,649	15,879	3,770
Presbyterian College	102	92	10	5,884	32,646	25,402	7,244
Southern Methodist College	nr	nr	nr	nr	nr	nr	nr
Voorhees College	7	4	3	3,729	6,925	6,252	673
Wofford College	140	125	15	5,725	18,604	13,288	5,316

nr - not reported

Table XX

Interlibrary Loans, Books Added, and Circulation, 1971-72

Public Senior Colleges	Interlibrary Loans			New Books Added	Total Book Cir.	Gen. Book Cir.	Reserve Book Cir.
	Total	Borrowed	Loaned				
The Citadel	183	170	13	11,696	40,402	nr	nr
College of Charleston	nr	nr	nr	38,217	9,757	8,523	1,234
Francis Marion College	18	18	0	27,814	16,677	15,295	1,382
Lander College	4	4	0	5,825	nr	14,698	nr
South Carolina State College	268	150	118	7,136	49,944	45,512	4,432
Winthrop College	1,008	862	146	30,371	76,927	74,011	2,916
Four-Year Branches, USC							
USC-Aiken	nr	nr	nr	2,317	7,816	7,316	500
USC-Coastal Carolina	nr	nr	nr	1,632	nr	5,465	nr
USC-Spartanburg	65	64	1	4,870	8,212	4,880	3,332
Private Senior Colleges							
Allen University	nr	nr	nr	3,763	4,161	3,127	1,034
Baptist College	29	29	0	5,279	29,827	26,486	3,341
Benedict College	8	6	2	6,245	38,841	30,165	8,676
Bob Jones University	18	11	7	4,235	nr	77,464	nr
Central Wesleyan College	nr	nr	nr	2,425	28,215	27,617	598
Claflin College	43	14	29	4,705	11,968	10,124	1,844
Coker College	54	nr	nr	2,006	19,679	19,286	393
Columbia Bible College	nr	nr	nr	3,347	39,201	nr	nr
Columbia College	128	64	64	8,038	37,691	29,470	8,221
Converse College	176	111	65	3,140	27,584	25,175	2,409
Erskine College	nr	nr	nr	3,200	nr	nr	nr
Furman University	255	166	89	9,704	74,011	52,680	21,331
Limestone College	nr	nr	nr	1,262	26,413	20,778	5,637
Lutheran Theo. Seminary	nr	nr	nr	2,419	nr	nr	nr
Morris College	0	0	0	2,274	20,983	20,739	244
Newberry College	48	45	3	4,882	21,631	17,394	4,237
Presbyterian College	65	50	15	6,345	36,670	28,797	7,873
Southern Methodist College	nr	nr	nr	nr	nr	nr	nr
Voorhees College	5	2	3	4,458	6,895	6,121	774
Wofford College	220	158	62	7,467	19,759	14,636	5,123

nr - not reported

Table XXI

Interlibrary Loans, Books Added, and Circulation, 1972-73

Public Senior Colleges	Interlibrary Loans			New Books Added	Total Book Cir.	Gen. Book Cir.	Reserve Book Cir.
	Total	Borrowed	Loaned				
The Citadel	221	204	17	10,395	35,904	nr	nr
College of Charleston	229	216	13	27,321	24,727	20,413	4,314
Francis Marion College	79	77	2	15,307	18,118	17,094	1,024
Lander College	14	14	0	4,863	nr	15,786	nr
South Carolina State College	489	201	288	14,807	50,754	47,321	3,433
Winthrop College	888	762	126	21,070	71,094	68,569	2,525
Four-Year Branches, USC							
USC-Aiken	26	26	0	3,331	16,900	14,707	2,193
USC-Coastal Carolina	25	25	0	3,890	9,309	8,179	1,129
USC-Spartanburg	30	30	0	6,061	11,181	5,426	5,755
Private Senior Colleges							
Allen University	nr	nr	nr	1,859	3,902	2,981	921
Baptist College	21	21	0	5,686	25,587	21,680	3,907
Benedict College	9	6	3	4,249	29,435	24,931	4,504
Bob Jones University	29	15	14	5,275	nr	84,010	nr
Central Wesleyan College	3	2	1	3,618	27,740	nr	nr
Claflin College	52	18	34	6,887	11,812	10,127	3,685
Coker College	34	nr	nr	2,614	19,296	19,120	176
Columbia Bible College	nr	nr	nr	2,682	36,728	18,756	17,972
Columbia College	70	36	34	5,406	41,017	32,365	8,652
Converse College	214	135	79	2,259	28,954	25,975	2,979
Erskine College	nr	nr	nr	3,317	nr	nr	nr
Furman University	250	98	152	11,037	67,924	51,391	16,533
Limestone College	63	52	11	1,558	29,486	22,597	6,889
Lutheran Theo. Seminary	nr	nr	nr	3,353	nr	nr	nr
Morris College	0	0	0	333	20,159	19,461	698
Newberry College	108	92	16	2,243	25,775	21,120	4,655
Presbyterian College	64	49	15	5,682	35,032	28,059	6,973
Southern Methodist College	nr	nr	nr	nr	nr	nr	nr
Voorhees College	4	4	0	908	11,438	9,853	1,585
Wofford College	117	80	37	5,912	20,915	15,984	4,931

nr - not reported

Table XXII

Interlibrary Loans, Books Added, and Circulation, 1973-74

Public Senior Colleges	Interlibrary Loans			New Books Added	Total Book Cir.	Gen. Book Cir.	Reserve Book Cir.
	Total	Borrowed	Loaned				
The Citadel	177	145	32	13,681	34,167	nr	nr
College of Charleston	228	214	14	28,017	43,696	32,177	11,519
Francis Marion College	101	99	2	28,437	26,634	24,544	2,090
Lander College	22	22	0	19,884	nr	15,448	nr
South Carolina State College	392	129	263	19,636	45,435	42,684	2,751
Winthrop College	777	613	164	19,552	74,034	70,544	3,490
Four-Year Branches, USC							
USC-Aiken	24	24	0	1,910	28,431	26,231	2,200
USC-Coastal Carolina	41	41	0	6,926	15,400	13,756	1,644
USC-Spartanburg	125	125	0	4,494	14,246	9,468	4,778
Private Senior Colleges							
Allen University	nr	nr	nr	3,822	7,325	5,935	1,390
Baptist College	28	19	9	6,801	35,671	27,250	8,421
Benedict College	11	7	4	50,000	25,263	21,428	3,841
Bob Jones University	46	13	33	5,105	nr	89,448	nr
Central Wesleyan College	91	89	2	3,586	24,548	nr	nr
Classin College	58	16	42	3,912	14,810	12,764	2,046
Coker College	76	nr	nr	3,039	21,717	21,485	232
Columbia Bible College	42	15	27	1,914	46,816	21,984	24,832
Columbia College	90	51	39	6,638	35,910	29,177	6,733
Converse College	155	120	35	2,680	28,801	25,539	3,263
Erskine College	nr	nr	nr	4,363	nr	nr	nr
Furman University	373	236	137	9,962	65,166	49,944	15,222
Limestone College	27	23	4	1,536	27,205	20,263	6,942
Lutheran Theo. Seminary	nr	nr	nr	2,040	nr	nr	nr
Morris College	0	0	0	2,015	16,891	16,568	323
Newberry College	128	106	22	3,874	24,555	21,280	3,275
Presbyterian College	68	44	10	5,032	36,708	28,975	7,733
Southern Methodist College	nr	nr	nr	nr	nr	nr	nr
Voorhees College	2	2	0	3,951	11,865	10,192	1,673
Wofford College	173	121	52	8,055	21,277	16,361	4,916

nr - not reported

Table XXIII

Interlibrary Loans, Books Added, and Circulation, 1974-75

Public Senior Colleges	Interlibrary Loans			New Books Added	Total Coll.	Total Book Cir.	Gen. Book Cir.	Reserve Book Cir.
	Total	Borrowed	Loaned					
The Citadel	159	135	24	28,958	175,269	36,305	nr	nr
College of Charleston	403	392	11	22,571	157,038	59,461	46,158	13,303
Francis Marion College	209	185	24	20,934	123,874	32,245	28,990	3,255
Lander College	64	64	0	10,012	79,481	nr	16,137	nr
South Carolina State College	471	75	396	17,933	273,431	49,998	45,741	4,257
Winthrop College	1,201	1,074	127	19,044	307,497	64,471	62,069	2,402
Four-Year Branches, USC								
USC-Aiken	6	6	0	6,938	29,358	32,850	29,352	3,498
USC-Coastal Carolina	83	83	0	6,183	42,307	18,192	16,247	1,945
USC-Spartanburg	91	91	0	11,649	45,157	17,948	11,520	6,428
Private Senior Colleges								
Allen University	nr	nr	nr	2,994	49,005	7,923	6,951	972
Baptist College	59	40	19	5,313	82,688	58,175	44,420	13,755
Benedict College	19	9	10	21,820	97,962	18,649	16,338	2,311
Bob Jones University	55	26	29	4,694	152,562	nr	81,088	nr
Central Wesleyan College	6	3	3	2,247	38,044	nr	14,712	nr
Claflin College	63	22	41	6,379	67,033	14,508	11,872	2,632
Coker College	107	nr	nr	1,869	57,617	nr	15,358	nr
Columbia Bible College	23	19	4	1,868	40,385	53,353	26,062	27,291
Columbia College	89	39	50	10,117	101,833	31,732	25,468	6,264
Converse College	520	463	57	3,180	99,632	28,356	24,082	4,274
Erskine College	nr	nr	nr	5,253	97,019	nr	nr	nr
Furman University	281	192	89	11,634	240,658	64,505	50,283	14,222
Limestone College	115	114	1	1,080	48,421	16,486	12,976	3,510
Lutheran Theo. Seminary	nr	nr	nr	3,579	56,774	nr	nr	nr
Morris College	1	0	1	3,594	21,732	24,401	24,003	398
Newberry College	133	101	32	3,968	65,000	21,962	19,614	2,348
Presbyterian College	54	46	8	5,426	82,751	31,877	24,868	7,009
Southern Methodist College	nr	nr	nr	nr	nr	nr	nr	nr
Voorhees College	4	nr	nr	5,601	77,051	13,411	11,295	2,116
Wofford College	217	136	81	6,407	144,822	22,868	17,359	5,509

nr - not reported

Table XXIV

Total Annual Library Expenditures, 1970-75*

	1970-71	1971-72	1972-73	1973-74	1974-75
Public Senior Colleges					
The Citadel	\$185,657	\$213,815	\$275,602	\$307,284	\$340,677
College of Charleston	58,855	414,663	454,660	714,387	696,679
Francis Marion College	255,965	321,552	335,825	364,236	521,839
Lander College	56,580	56,481	60,013	185,257	285,946
South Carolina State College	184,172	219,610	320,445	376,256	400,608
Winthrop College	452,428	574,093	476,184	522,130	630,426
Four-Year Branches, USC					
USC-Aiken	\$ 27,684	\$ 41,080	\$102,206	\$ 59,315	\$125,367
USC-Coastal Carolina	27,200	30,000	49,732	198,666	86,039
USC-Spartanburg	35,231	69,711	82,823	81,258	122,430
Private Senior Colleges					
Allen University	\$ 58,689	\$ 53,804	\$ 46,220	\$ 76,192	\$ 90,466
Baptist College	134,337	140,440	167,817	210,302	252,232
Benedict College	113,640	141,926	84,641	338,461	524,084
Bob Jones University	nr	nr	nr	nr	nr
Central Wesleyan College	42,552	45,937	48,956	56,793	60,129
Claflin College	114,404	133,754	154,121	140,516	207,497
Coker College	50,789	50,504	51,058	63,207	71,684
Columbia Bible College	27,946	33,482	38,865	55,340	54,151
Columbia College	166,207	150,537	143,699	142,626	152,510
Converse College	112,485	113,225	128,600	138,048	148,825
Erskine College	59,445	77,848	80,213	93,716	93,320
Furman University	280,807	276,063	305,586	345,033	352,037
Limestone College	44,006	43,820	43,172	54,186	40,156
Lutheran Theo. Seminary	30,650	39,382	38,926	51,383	75,950
Morris College	46,594	37,618	22,994	40,830	46,456
Newberry College	75,041	76,526	67,892	92,108	138,437
Presbyterian College	102,294	122,890	124,972	130,181	146,273
Southern Methodist College	nr	nr	nr	nr	nr
Voorhees College	88,238	99,008	97,110	106,949	130,026
Wofford College	135,730	136,130	151,937	158,185	174,423

* Source: South Carolina College Library Resources Survey.

nr - not reported

Table XXV

Number of Volumes Added Annually
1970-75

	1970- 71	1971- 72	1972- 73	1973- 74	1974- 75	Five Year Average
Public Senior Colleges						
The Citadel	8,214	11,696	10,395	13,681	28,968	14,591
College of Charleston	2,992	38,217	27,321	28,017	22,571	23,824
Francis Marion College	13,773	27,814	15,307	28,437	20,934	21,253
Lander College	4,227	5,825	4,863	19,884	10,012	8,962
South Carolina State College	6,717	7,136	14,807	19,636	17,933	13,246
Winthrop College	21,055	30,371	21,070	19,552	19,044	22,219
Four-Year Branches, USC						
USC-Aiken	1,637	2,317	3,331	1,910	6,938	3,227
USC-Coastal Carolina	1,979	1,632	3,890	6,926	6,183	4,122
USC-Spartanburg	2,732	4,870	6,061	4,494	11,649	5,961
Private Senior Colleges						
Allen University	3,897	3,763	1,859	3,822	2,994	3,267
Baptist College	5,735	5,279	5,686	6,801	5,313	5,763
Benedict College	4,900	6,245	4,249	50,000	21,820	17,443
Bob Jones University	4,504	4,235	5,275	5,105	4,694	4,759
Central Wesleyan College	2,122	2,425	3,618	3,586	2,247	2,800
Claflin College	11,040	4,705	6,887	3,912	6,379	6,585
Coker College	3,079	2,006	2,614	3,039	1,869	2,521
Columbia Bible College	1,214	3,347	2,682	1,914	1,868	2,205
Columbia College	11,130	8,038	5,406	6,638	10,117	8,266
Converse College	4,062	3,140	2,259	2,680	3,180	3,064
Erskine College	4,067	3,200	3,317	4,368	5,253	4,041
Furman University	13,781	9,704	11,037	9,962	11,634	11,223
Limestone College	2,657	1,262	1,558	1,536	1,080	1,617
Lutheran Theo. Seminary	1,882	2,419	3,353	2,040	3,579	2,655
Morris College	2,238	2,274	333	2,015	3,594	2,091
Newberry College	4,368	4,882	2,243	3,874	3,968	3,867
Presbyterian College	5,884	6,345	5,682	5,032	5,426	5,674
Southern Methodist College	nr	nr	nr	nr	nr	nr
Voorhees College	3,729	4,458	908	3,951	5,601	3,729
Wofford College	5,725	7,467	5,912	8,055	6,407	6,713

nr - not reported

Table XXVI

Library Expenditures by Category, 1974-75*

	Salaries and Wages	Supplies and Materials Including Binding	Equipment	Other	Total
Public Senior Colleges					
The Citadel	\$160,872	\$156,260	\$13,119	\$ 7,050	\$337,301
College of Charleston	315,332	345,761	41,660	34,805	737,558
Francis Marion College	193,873	301,839	13,805	33,842	543,359
Lander College	92,460	169,620	10,084	13,776	285,940
South Carolina State College	172,998	211,046	18,248	18,081	420,373
Winthrop College	312,432	233,549	60,813	27,867	634,661
Four-Year Branches, USC					
USC-Aiken	\$ 46,075	\$ 74,770	\$ 6,187	\$ 602	\$127,634
USC-Coastal Carolina	53,596	36,452	4,513	936	95,497
USC-Spartanburg	35,912	81,318	5,900	2,322	123,322
Private Senior Colleges					
Allen University	\$ 34,122	\$ 57,600	\$ 700	\$ 1,700	\$ 94,122
Baptist College	141,726	83,329	15,000	12,176	252,231
Benedict College	153,603	232,734	127,101	5,646	524,084
Bob Jones University	96,155	49,880	7,663	0	153,698
Central Wesleyan College	32,685	24,397	1,486	1,564	60,129
Clafin College	115,860	107,511	5,491	8,086	236,948
Coker College	45,395	21,619	1,390	3,280	71,684
Columbia Bible College	41,000	10,488	547	2,117	54,152
Columbia College	80,584	66,204	4,742	5,215	156,745
Converse College	91,840	44,600	6,450	1,600	144,490
Erskine College	52,504	40,362	214	4,478	97,558
Furman University	179,860	163,891	586	5,421	349,758
Limestone College	25,304	13,807	409	1,480	41,000
Lutheran Theo. Seminary	32,992	24,753	1,119	0	58,864
Morris College	62,003	20,673	697	108	83,481
Newberry College	69,250	43,761	17,672	6,219	136,902
Presbyterian College	78,141	67,952	1,976	8,904	156,973
Southern Methodist College	nr	nr	nr	nr	nr
Voorhees College	55,771	50,086	0	3,625	109,482
Wofford College	108,299	59,173	0	6,951	174,423

* Source: College and University Libraries, Fall, 1975, HEGIS and LIBGIS Supplemental Data
nr - not reported

Table XXVII

Percentage Expenditures by Category, 1974-75

	Salaries and Wages	Supplies and Materials Including Binding	Equipment	Other
Public Senior Colleges				
The Citadel	48.0%	46.0%	4.0%	2.0%
College of Charleston	43.0	47.0	5.0	5.0
Francis Marion College	36.0	56.0	2.0	6.0
Lander College	32.0	59.0	4.0	5.0
South Carolina State College	41.0	51.0	4.0	4.0
Winthrop College	49.0	37.0	10.0	4.0
Four-Year Branches, USC				
USC-Aiken	36.0%	8.5%	5.0%	0.5%
USC-Coastal Carolina	56.0	38.0	5.0	1.0
USC-Spartanburg	29.0	65.0	4.0	2.0
Private Senior Colleges				
Allen University	36.0%	61.0%	1.0%	2.0%
Baptist College	56.0	33.0	6.0	5.0
Benedict College	30.0	45.0	24.0	1.0
Bob Jones University	63.0	32.0	5.0	0.0
Central Wesleyan College	54.0	41.0	2.0	3.0
Claflin College	49.0	46.0	2.0	3.0
Coker College	63.0	30.0	2.0	5.0
Columbia Bible College	76.0	19.0	1.0	4.0
Columbia College	52.0	42.0	3.0	3.0
Converse College	64.0	31.0	4.0	1.0
Erskine College	53.8	41.0	0.2	5.0
Furman University	51.0	46.8	0.2	2.0
Limestone College	62.0	33.0	1.0	4.0
Lutheran Theo. Seminary	56.0	42.0	2.0	0.0
Morris College	74.0	24.9	1.0	0.1
Newberry College	51.0	32.0	13.0	4.0
Presbyterian College	50.0	43.0	1.0	6.0
Southern Methodist College	nr	nr	nr	nr
Voorhees College	51.0	46.0	0.0	3.0
Wofford College	62.0	34.0	0.0	4.0

nr - not reported

and wages while expending 40 percent on building the collection.²² Improvement of services and resources may require an adjustment in percentage allocation since the profession generally has found that "depending upon local factors, between 35 and 45 percent of the library's budget is normally allocated to the purchase of materials, and between 50 and 60 percent is expended for personnel."²³

This review of expenditures for senior college libraries over the 1971-75 period in South Carolina would be incomplete without special mention of the four-year branches of USC. A comparison of expenditures for libraries at these branches with those reported by the six other public and the 20 private senior colleges highlights the amounts of money which are required to support adequate library services at the senior college level. The survey team is aware of the fact that these branches are developing from two-year regional campuses to four-year branches. Full college services, including those of the library, cannot be expected to be provided overnight, nor without adequate financial support.

It is recommended that funds be provided in addition to the on-going annual budgets to raise all six public senior colleges and the four-year branches of USC to the level of meeting the ACRL Formulae A, B, and C on a time table which can be agreed upon by all participants involved in the decision-making process.

It is recommended that the Commission on Higher Education, in consultation with the public senior colleges, decide the appropriate letter grade defined by Formulae A, B, and C in the ACRL Standards which each should attain, and develop an appropriate time table for each to attain the desired goal, due regard being given in each case to the provision of appropriate financial support. It is further recommended that the Commission and the institutions involved give first priority in this matter to bringing holdings at the four-year branches of USC to a minimum grade level of C (65% of what the Standard requires).

It is recommended that budgetary support be developed through the Commission on Higher Education or the State Library, to allow for planning and implementing programs at the State-wide level which will improve bibliographic control and access to resources and information. It is recommended that the College of Librarianship at the University of South Carolina and the State professional associations conduct a program of staff development for

librarians and library administrators to improve their competency for determining cost effectiveness by use of cost accounting. The combination of raising quality of services with fiscal responsibility should result in an investment for continuing support.

Special Resources and Collections

Perhaps nothing is so vital to the improvement of resource use among senior college libraries as an inventory of those titles and materials which collectively may be called "Special Collections." This need was apparent in South Carolina wherever site visits provided the opportunity to explore the quality and quantity of the senior college library collections. So uniquely different and varied are these collections that the usual summary inventory by name of institution and subject specialization would have limited value in this report. The majority of the titles would require complete bibliographic identification.

When considering the additional costs which are involved in preserving and making available such special collections, the decision to be made is whether or not the college budget can support the activities which are required. No library should be encouraged to develop scholarly, rare collections independent of the institution's purpose, but care should be taken to support whatever collections any may already own. Many of the academic libraries in South Carolina have unusual titles which have been a part of their collections since the early days of an institution's development. These contribute to the educational heritage and environment of scholarship which are important in establishing pride in the individual identity of a college. Much of the value of these materials presently is lost because of the lack of bibliographic control, and even of staff support, to prepare them for sharing with others.

It is recommended that exploration begin as soon as possible to determine the best plan for preserving and restoring the collections which should remain at the point of location and to seek funding sufficiently stable to develop bibliographic records and access for these contributions of scholarship which are a part of South Carolina.

CONCLUSIONS

There are many positive factors to be found in the senior college libraries in the State. They are generally housed in good buildings which are workable

and aesthetically designed. For the type and size of most of the collections, the selection has been good and the foundation is therefore strong on which to build. Staff members are capable, professionally involved and open-minded. Rich in its academic heritage, contemporary in its public library structure, and strong in its special library resources, the State of South Carolina has an opportunity to plan and to develop an integrated library program for all of the State. The seizing of that opportunity will require leadership, interaction, cooperation, and budgetary support.

Some of the necessary cooperative efforts are already being tested. Librarians in Spartanburg representing public and private colleges, a public technical college, the county library, the public schools, and an industrial library are working together to share information on holdings, to share access to computerized search services, and to make access easy to information which may be available in one library but not in another.

An exciting development is also underway in Charleston. Librarians from all types of libraries are coordinating their charging systems with a single type of borrower's ID card. This activity is supported by various union lists of holdings and by plans for other cooperative projects.

The number of library memberships in SOLINET is increasing. This is providing a growing capability for sharing information on current acquisitions. With State-wide planning, a program for sharing compatible lists of current and retrospective holdings is possible in the near future.

These projects give evidence of the efforts librarians in the State are making to find workable solutions to meet the needs of the user and to improve library services. An imaginative look into the future makes the challenges seem less formidable.

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- ²The South Carolina Commission on Higher Education, Goals for Higher Education to 1980, Vol. 1 (Columbia, January, 1972), pp. VIII-IX.
- ³South Carolina State Program for Library Development, 1972-77. (Columbia, South Carolina State Library, 1972).
- ⁴South Carolina Commission on Higher Education, Goals for Higher Education to 1980, Vol. 1 and 2 (Columbia, January, 1972).
- ⁵Standards for College Libraries. (Chicago: The Association of College and Research Libraries, 1975) see Appendix.
- ⁶Ibid, p. 3.
- ⁷Ibid, pp. 4, 7, and 10.
- ⁸Ibid, p. 7.
- ⁹South Carolina Commission on Higher Education, Goals for Higher Education to 1980, Summary. (Columbia, January, 1972), p. 15.
- ¹⁰Standards..., op. cit., p. 5.
- ¹¹Reader's Guide..., op. cit.
- ¹²Choice..., op. cit.
- ¹³Reference Books..., op. cit.
- ¹⁴BCL..., op. cit.
- ¹⁵Farber..., op. cit.
- ¹⁶Standards..., op. cit., p. 4.
- ¹⁷Standards..., op. cit., p. 5.

¹⁸The Bowker Annual of Library & Book Trade Information, 21st edition, 1976. (New York: R. R. Bowker Company, 1976), p. 206.

¹⁹Ibid., p. 205.

²⁰Ibid., p. 207.

²¹Ibid., p. 208.

²²This information is based on a preliminary draft manuscript of the survey report. The complete report is to be published in August, 1976, by the University of Alabama Press.

²³Standards..., op. cit., p. 12.

²⁴Data for statistical tables were obtained from the South Carolina College Library Resources Survey Form, High Education General Information Survey, (LIBGIS I Supplement) College and University Libraries, Fall 1975, and by the staff of the South Carolina Commission on Higher Education. Some differences in data occur because of differences in institutional reports.

CHAPTER IV

TWO-YEAR POSTSECONDARY EDUCATIONAL INSTITUTIONS*

Introduction

The two-year postsecondary educational institution is a comparatively young phenomenon in education, indigenous to the United States. It is in itself an example of change in higher education. Its original role of providing young people with the first two years of college work near their homes has greatly expanded. The two-year institution seeks to meet the educational, social, and cultural needs of the total community. Today its predominant form is a tax-supported public institution.

Change is frequently said to be the hallmark of the two-year postsecondary institution and, as B. Lamar Johnson reported, the two-year institution is often referred to as "the most dynamic unity of American education."² Louis Shores found that this climate of change exists because the two-year institution is "the most flexible and receptive of all higher education institutions" and it tends to be "less restrained by the forms of the past."³

The Carnegie Commission on Higher Education found that "the most striking recent structural development in higher education in the United States has been the phenomenal growth of community colleges."⁴ The Carnegie Commission also estimated that the 1970 two-year institution enrollment of approximately two million students, making up 30 percent of the total undergraduate enrollment, will double by 1980. This increased enrollment will then represent approximately 40 percent of the total undergraduate enrollment in the United States.

Johnson identified four factors currently producing the "change condition" in two-year postsecondary institutions. The first element is rapid growth -- experienced and projected. The second factor providing a climate for change in the two-year institution, isolated by Johnson, is the pressure for efficiency

* By W. Christian Sizemore

from outside and within the college. The third element that Johnson found is a tendency for improvement through innovation and experimentation. Freedom from restrictive tradition affording an opportunity for leadership with imagination is the fourth factor contributing to the "change condition."⁵

It is for these reasons that the two-year postsecondary institution has been characterized as epitomizing change and innovation. Many look to the two-year institution as the vehicle for improvement in education. Lyle Spencer, at a recent national seminar, stated that "The junior colleges seem to me to offer our best chance to stimulate genuinely fresh investigations, and then to do something about the answers."⁶

This same optimism does not always carry over to all components of the institution. Norman Tanis asserted that "Few generalizations can be made about the junior college library and its librarians, and even fewer can be made about how these librarians can best be prepared for their profession."⁷ The Executive Director of the American Association of Community and Junior Colleges, Edmund J. Gleazer, Jr., has stated that "Of all aspects of junior college development, less attention has been given to the junior college library than to any part of the instructional program."⁸

Increasing attention now appears to be directed toward the role of the library of the two-year institution.⁹ One result of this focus is the development of new standards or guidelines for two-year college library learning resource centers.¹⁰ These new standards, developed by the American Association of Community and Junior Colleges and the Association of College and Research Libraries of the American Library Association, emphasize the need for redefinition and clarification of the role of the library and specify that these guidelines should be revised annually. The new standards recognize that the library of the two-year institution should provide innovative leadership to assist the institution in meeting its objectives. To this end the standards outline functions which construct the role of the library. These functions are described in relation to the objectives, organization and administration, budget, staff and facilities, services, and cooperative activities of the library.¹¹

"Junior and community colleges constitute one of the more dynamic sectors in American higher education largely because of the increasing number of students in attendance and because of the number of new institutions established annually. A statement describing adequate learning resources and services has been difficult to formulate for these institutions because of such factors as the widely

diversified purposes and sizes of the institution, private and public; the high proportion of commuting students; the comprehensiveness of the curricula; the willingness of administrators to experiment unhampered by tradition; and the heterogeneity of background among those enrolled."¹² This introductory statement from the 1972 American Library Association standards aptly characterizes the situation in South Carolina two-year postsecondary institutions.

There are 28 two-year postsecondary institutions in South Carolina, with the oldest established 85 years ago and the most established in 1974. Five of these schools are two-year regional campuses of the University of South Carolina. There are 16 technical colleges and centers operated under the control of the State Board of Technical and Comprehensive Education; two have two campuses, making a total of 18 technical institution libraries. There are five private junior colleges.

The survey team visited 22 of the 28 campuses. These included all but one of the USC regional campuses, 15 of the 18 technical institutions' campuses, and three of the five private junior colleges.

The 1975 full-time equivalent degree credit enrollment at the five USC regional campuses totaled 1,699. By institution, and excluding Midlands, this ranged from a low of 234 at Salkehatchie to a high of 516 at Lancaster. Curricula at the USC regional campuses tend to be primarily liberal arts transfer-oriented.

The technical institutions enrolled 22,670 full-time equivalent degree credit* students, ranging from 339 at Williamsburg to 3,926 at Greenville. Many technical institutions offer general arts and sciences credit in addition to the 155 technical certificate and associate degree programs, ranging from air conditioning to watchmaking.¹³

The five private junior colleges enrolled 3,382 full-time equivalent degree credit students, with a low of 152 at Clinton Junior College to a high of 1,197 at Anderson College. The private junior college curricula tend to be transfer-oriented. A few career programs, however, are being added in the areas of law enforcement, early childhood education, and middle management training.

Of the total of 27,751 FTE degree credit students enrolled in two-year postsecondary institutions, six percent are at the University of South Carolina regional campuses, 82 percent are in the technical institutions and 12 percent are in the private junior colleges.

*"Full-Time Equivalent" students are not defined in the same ways by the SBTCE and by the junior colleges and universities.

Table XXVIII

Two-Year Institutions: Enrollment and Faculty, 1975

	Date of Founding	Full Time Equivalent Enrollment (Degree Credit)	Faculty (Headcount)
<u>USC Regional Campuses</u>			
* USC-Beaufort	1959	257	NR
* USC-Lancaster	1959	516	56
* USC-Salkahatchie	1965	234	25
* USC-Sumter	1965	437	34
USC-Union	1965	255	24
<u>Technical Education Centers & Colleges</u>			
* Aiken Tech. Ed. Cnt.	1972	471	128
* Beaufort Tech. Ed. Cnt.	1968	482	76
Chesterfield-Marlboro Tech. Coll.	1968	583	32
Denmark Tech. Ed. Cent.	1969	687	39
* Florence-Darlington Tech. Coll.	1967	1,516	70
* Greenville Tech. Coll.	1962	3,926	160
* Horry-Georgetown Tech. Coll.	1966	692	32
Midlands Technical College			
* Beltline Campus	1963	2,002	119
* Airport Campus	1974	1,335	151
* Orangeburg-Calhoun Tech. Coll.	1968	1,191	134
* Piedmont Tech. Coll.	1966	1,230	145
* Spartanburg Tech. Coll.	1961	1,159	191
* Sumter Area Tech. Coll.	1962	815	NR
* Tri-County Tech. Coll.	1963	1,927	100
Trident Technical College			
* North Campus	1964	2,484	199
* Palmer Campus	1965	372	76
Williamsburg Tech. Voc. & Adult Education Center	1969	333	42
* York Tech. Coll.	1964	965	102
<u>Private Junior Colleges</u>			
* Anderson College	1911	1,197	56
Clinton Junior College	1930	152	NR
Friendship Junior College	1891	293	NR
* North Greenville College	1892	613	30
* Spartanburg Methodist College	1911	1,127	57

NR - Not Reported

* Indicates an institution visited by a survey team member

Resources

A tabulation of the resources of the institutions supplying information about their libraries indicates that these 27 libraries held 487,896 volumes.¹⁴ Individual library holdings ranged from 3,761 to 34,681. Adding the non-print media, these 27 libraries held 574,040 total items, ranging from 4,274 to 47,288. The average total collection was 21,261 items. The non-print media constitute 15 percent of the total holdings, with the majority of the non-print media held by the technical institutions.

On the average, the two-year postsecondary libraries added 1,838 volumes in 1975. By institution, these additions ranged from a low of 208 to a high of 4,046. The number of volumes added over the 1971-75 period by each library averaged 1,707, with extremes of 789 to 3,453. The average annual rate of additions increased 11 percent, from 1,633 volumes to 1,838 volumes during the 1971 to 1975 period.

The tabulation in Table XXXI indicates that the average number of serial titles held by the two-year postsecondary libraries was 280, ranging from a low of 110 to a high of 526. On the average, these libraries subscribe to 14 newspapers, ranging from 7 to 30. Only 12 libraries report currently receiving newspapers on microfilm. Of these 12, three receive two titles and one receives four. Thirteen receive no newspapers on microfilm and three failed to report.

On the average, the two-year postsecondary libraries provided 27 volumes per FTE degree credit student. This ratio ranged from a low of 8 to a high of 89. The median number of volumes per student was 16. Twenty libraries fell below the South Carolina average of 27 volumes per student. The latest "College and University Library Statistics" reports that for 1974 the average number of volumes per student in all colleges and universities in the United States was 51.7.¹⁶ The 1975 South Carolina tabulation reveals that only 5 two-year institutions met or exceeded the national average. It should be noted, however, that the 51.7 national average includes four-year as well as two-year institutions and that the five institutions in the State which exceed the national average have comparatively low enrollments. Three of these enroll fewer than 300 FTE students.

Four libraries reported that they had specialized collections. An evaluation of these collections, all in technical institutions, indicates that they

Table XXIX

Library Resources in Two-Year Institutions, 1975

	Volumes	Motion Pictures	Video Tapes	Audio Recordings	Filmstrips	Slides	Overhead Transparencies	Maps and Charts	Prints	Mixed Media Kits	O Kits	Total Items
USC Regional Campuses												
USC-Beaufort	20,877	0	0	0	0	0	0	0	0	0	0	20,877
USC-Lancaster	28,731	0	6	400	8	0	0	0	0	82	0	29,221
USC-Salkahatchie	20,845	4	0	180	0	0	0	0	0	0	0	21,029
USC-Sumter	32,147	0	0	552	0	0	0	0	0	0	144	32,843
USC-Union	20,502	0	0	300	5	4,000	50	0	0	3	0	24,860
Technical Education Centers & Colleges												
Aiken Tech. Ed. Cnt.	3,856	81	15	34	5	0	205	12	0	65	0	4,272
Beaufort Tech. Ed. Cnt.	3,761	108	26	62	92	1,937	974	5	0	1	0	6,966
Chesterfield-Marlboro Tech. Coll.	12,165	8	10	170	42	500	75	25	6	56	0	13,057
Denmark Tech. Ed. Cnt.	10,136	0	0	0	625	420	45	30	0	40	0	11,296
Florence-Darlington Tech. Coll.	24,285	5	50	750	184	500	350	0	0	10	0	26,134
Greenville Tech. Coll.	34,681	21	45	1,325	895	9,500	600	16	120	0	25	47,228
Horry-Georgetown Tech. Coll.	18,559	30	10	256	287	2,650	1,566	0	0	34	68	18,380
Midlands Technical College												
Beltline Campus	24,151	3	1	19	10	100	1	50	0	0	3	24,338
Airport Campus	16,703	94	2	335	705	838	193	2	0	2	0	18,874
Orangeburg-Calhoun Tech. Coll.	18,445	149	0	890	1,296	10,922	2,237	6	0	9	0	33,954
Piedmont Tech. Coll.	13,041	0	40	1,128	180	79	67	0	0	120	0	14,655
Spartanburg Tech. Coll.	15,464	113	0	50	0	0	0	0	0	3	0	15,630
Sumter Area Tech. Coll.	14,271	297	9	734	966	2,080	366	20	31	67	18	18,859
Tri-County Tech. Coll.	17,476	79	10	255	114	350	250	22	31	25	23	18,631
Trident Technical College												
North Campus	22,949	41	0	282	90	6,997	652	111	18	313	122	31,585
Palmer Campus	15,794	29	0	1,594	229	2,731	178	12	20	141	253	20,951
Williamsburg Tech. Voc. & Adult Education Center	4,420	62	26	313	1,202	0	105	0	0	209	0	6,337
York Tech. Coll.	13,550	62	56	1,256	554	2,576	1,195	148	0	0	0	19,397
Private Junior Colleges												
Anderson College	20,014	0	0	50	0	0	0	0	0	0	0	20,064
Clinton Junior College	NR	--	--	--	--	--	--	--	--	--	--	NR
Friendship Junior College	10,170	4	0	225	132	42	0	0	0	0	0	10,574
North Greenville College	30,628	0	2	1,686	633	3,653	224	50	300	15	180	37,369
Spartanburg Methodist College	25,275	1	0	897	330	100	0	0	26	0	0	26,629
Mean Collection Total Items - 21,261												
NR - Not Reported												

Table XXX

Volumes Added, Two-Year Institutions, 1970-75

	1970-71	1971-72	1972-73	1973-74	1974-75	Average Volumes Added Per Year
USC Regional Campuses						
USC-Beaufort	NR	NR	NR	NR	2,527	NR
USC-Lancaster	1,368	2,400	1,574	2,859	2,996	2,239
USC-Salkahatchie	NR	1,452	2,345	3,041	3,361	2,550
USC-Sumter	210	967	750	1,107	911	789
USC-Union	511	959	1,027	669	1,974	1,028
Technical Education Centers & Colleges						
Aiken Tech. Ed. Cnt.	NA	NA	2,075	320	1,461	1,285
Beaufort Tech. Ed. Cnt.	NA	-0-	1,105	1,207	1,712	1,006
Chesterfield-Marlboro Tech. Coll.	5,250	1,893	1,968	1,208	1,229	2,310
Denmark Tech. Ed. Cent.	106	254	231	2,003	2,421	1,003
Florence-Darlington Tech. Coll.	2,900	1,055	2,138	2,639	1,612	2,069
Greenville Tech. Coll.	2,443	2,569	4,115	5,545	2,593	3,453
Harry-Goodtown Tech. Coll.	1,425	3,930	1,464	1,519	1,406	1,949
Midlands Technical College						
Bellevue Campus	639	891	2,575	2,085	1,412	1,520
Airport Campus	NA	NA	NA	NA	1,003	1,003
Orangeburg-Calhoun Tech. Coll.	2,591	2,556	2,696	2,372	2,082	2,459
Pawson Tech. Coll.	1,272	1,803	1,872	1,936	2,079	1,792
Spartanburg Tech. Coll.	2,400	1,935	1,463	1,896	1,629	1,864
Sumter Area Tech. Coll.	672	1,337	1,189	2,066	722	1,217
Tri-County Tech. Coll.	2,159	3,422	2,345	1,997	1,849	2,354
Trident Technical College						
North Campus	3,275	3,930	2,504	1,253	4,046	3,002
Palmer Campus	1,010	1,239	1,646	1,007	1,828	1,346
Williamsburg Tech. Voc. & Adult Education Center	-0-	-0-	1,540	-0-	2,495	807
York Tech. Coll.	1,944	1,676	2,100	1,054	674	1,490
Private Junior Colleges						
Anderson College	1,739	866	1,262	1,475	2,545	1,577
Clinton Junior College	NR	NR	NR	NR	NR	NR
Friendship Junior College	NR	NR	NR	NR	208	NR
North Greenville College	1,186	1,312	1,930	1,973	1,780	1,636
Spartanburg Methodist College	1,197	584	759	959	1,076	915
Mean Volumes Added	1,633	1,618	1,778	1,757	1,838	1,707

NR - Not Reported
NA - Not Available

Table XXXI

Serials in Two-Year Institutions, 1975

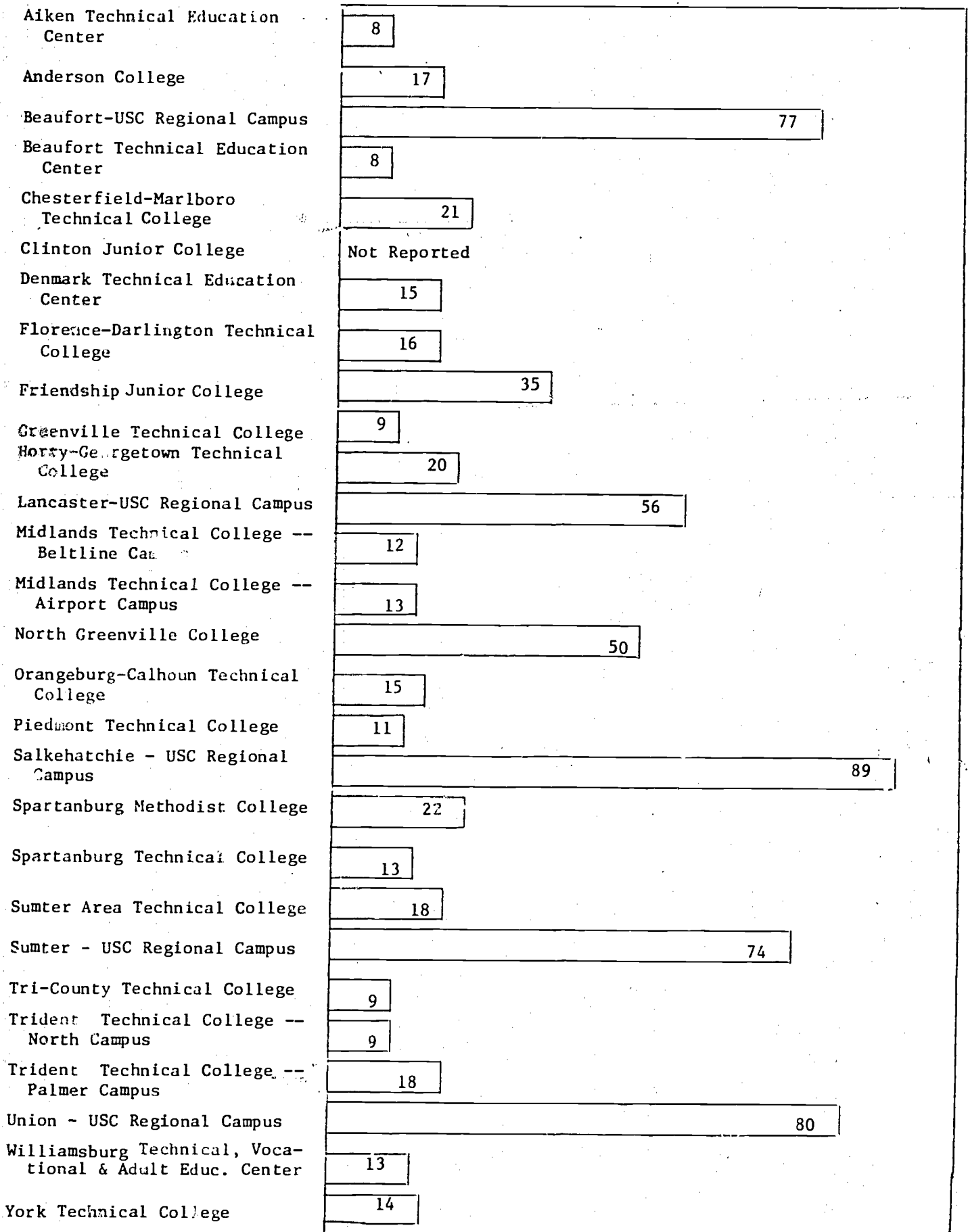
	Current Serial Titles	Newspaper Titles	Newspaper Titles On Microfilm
<u>USC Regional Campuses</u>			
USC-Beaufort	NR	NR	NR
USC-Lancaster	425	14	1
USC-Salkahatchie	232	13	1
USC-Sumter	408	19	1
USC-Union	156	8	0
<u>Technical Education Centers & Colleges</u>			
Aiken Tech. Ed. Cnt.	300	9	0
Beaufort Tech. Ed. Cnt.	198	9	0
Chesterfield-Marlboro Tech. Coll.	175	12	4
Denmark Tech. Ed. Cent.	110	8	0
Florence-Darlington Tech. Coll.	351	16	2
Greenville Tech. Coll.	500	13	2
Horry-Georgetown Tech. Coll.	264	14	0
Midlands Technical College			
Beltline Campus	352	10	1
Airport Campus	240	15	2
Orangeburg-Calhoun Tech. Coll.	240	7	0
Piedmont Tech. Coll.	234	19	1
Spartanburg Tech. Coll.	289	18	0
Sumter Area Tech. Coll.	300	14	1
Tri-County Tech. Coll.	370	24	0
Trident Technical College			
North Campus	526	30	0
Palmer Campus	259	14	0
Williamsburg Tech. Voc. & Adult Education Center	144	12	0
York Tech. Coll.	214	14	0
<u>Private Junior Colleges</u>			
Anderson College	216	12	0
Clinton Junior College	NR	NR	NR
Friendship Junior College	NR	NR	NR
North Greenville College	288	12	1
Spartanburg Methodist College	197	11	1

Average number of serial titles - 280

Average number of newspaper titles - 14

NR - Not Reported

Number of Volumes Per Full-Time Equivalent Student in
Two-Year Institutions, 1975



are not unusual with regard to their size or depth, but these collections do provide necessary and adequate support for specialized programs within the institution, e.g., in textiles and management.

The AAJC-ACRL standards contain the warning that, "Although the diversity among the institutional patterns makes the establishment of generally applicable guidelines difficult, all two-year institutions need qualitative recommendations based on professional expertise and successful practices in leading institutions which can be used for self-evaluation and projective planning."¹⁷ Clark and Hirschman also point out that in order to determine the degree to which libraries meet the standards that the new standards "need to be translated into measurable criteria and quantitative averages for groups of institutions."¹⁸ Measurable criteria which can be used for comparative purposes have been reported for Ohio,¹⁹ California,²⁰ Illinois,²¹ and Washington.²²

The Illinois standards for two-year institutions call for a basic collection of 30,000 volumes. Only three South Carolina libraries meet or exceed this standard. The 1973 Ohio survey revealed that the average collection in that State was 20,382 volumes. Again, only three South Carolina two-year libraries exceed this average, and, for comparison, the 1975 average South Carolina collection was 18,070 volumes.

On the average, the Ohio two-year libraries added 3,336 volumes in 1973. In 1975, the South Carolina two-year libraries added an average of 1,778 volumes. The range of annual additions for Ohio was from 1,000 to 9,315 and the corresponding South Carolina range was from 208 to 4,046. Twenty of the South Carolina two-year libraries fall below the corresponding average in Ohio of 24 volumes per FTE student.

The Illinois standards specify a minimum basic number of 300 serial titles in each library. The California standards call for a basic minimum of 300 titles plus an additional 1.3 titles for each FTE faculty member and an additional four titles for each subject field in the curriculum. The Ohio survey indicated that each library averaged 520 serial titles. Nine of the South Carolina libraries meet or exceed the Illinois and California standards. Only one South Carolina library exceeds the Ohio average of 520 titles. The Ohio average of 11.5 newspaper titles is exceeded by the South Carolina average of 14, and 18 South Carolina libraries exceed the Ohio average, with only seven reporting South Carolina libraries falling below the Ohio average.

There are strong basic collections at Florence-Darlington Technical Education Center, Greenville Technical College, Midlands (Beltline) Technical College, USC regional campuses at Lancaster and at Sumter, and at North Greenville College. An analysis of the survey tabulations and the on-site evaluations of the survey team discloses weaknesses, however, in many reference collections. For example, the Airport campus of Midlands Technical College offers programs in horticulture technology and turf maintenance, but the library has only eight books under the "Horticulture" heading in the catalog.

The serial collections are weak in many institutions. Sixteen of the reporting libraries fail to meet the basic test of 300 titles and half fail to meet the South Carolina average. In addition to the shortage of basic titles, there is a concomitant deficiency of retrospective back files of serials. For example, the Palmer campus of Trident Technical College keeps back issues of periodicals for only two years and there is no binding of serials.

Basic Reference and Serial Collections

The quality of collections is difficult to measure, but there are a number of standard lists that are recognized as good measuring devices. Each institution was asked to compare its holdings with the titles in the Reader's Guide to Periodical Literature, the Choice Opening Day Collection, and the American Library Association Reference Books for Small and Medium Sized Libraries. The technical education institutions were asked to also check the titles in Applied Science and Technology Index, Mapp's Books for Occupational Education Programs, and Pirie's Books for Junior College Libraries. The six technical institutions offering programs leading to the Associate in Arts or Associate in Science degrees, private junior colleges and the University of South Carolina regional campuses, were asked to check Farber's Classified List of Periodicals for the College Library and the Pirie list.

The Choice Opening Day Collection is a recognized list of basic reference books that should be available in every college library the day it opens. It has also been proposed that a reasonable standard for two-year academic libraries is the inclusion of most of the titles indexed in Reader's Guide.²³

Of the 23 reporting libraries only seven held 50 percent or more of the 155 basic periodical titles indexed in Reader's Guide. No library held as many as 75 percent of the titles. The percentage of titles held by any one

ranged from 16 percent to 71 percent.

Eleven libraries failed to report checking the Choice list and, of the 17 reporting, only two held 50 percent or more of the titles; one library did report a strong 76 percent of the Choice titles. Most, however, reported collections with approximately one-fourth of the Choice Opening Day Collection.

Again, only 17 libraries reported checking holdings for the 770 titles in Reference Books for Small and Medium Sized Libraries. Of these not one held as many as 50 percent and most averaged 25 to 30 percent.

Fifteen libraries reported holdings listed in Pirie's Books for Junior College Libraries, which includes 19,651 titles. The results by institution ranged from 98 to 7,063 titles with the highest being 36 percent. Of the 15 reporting, only two libraries held more than 25 percent of the titles in Pirie.

Ten of the 18 technical institutions reported periodical titles indexed in Applied Science and Technology Index. No library held as many as 25 percent of the 227 titles.

Half of the technical institutions reported titles held in Mapp's Books for Occupational Education Programs. Of these, one exceeded 25 percent, with a range from one percent to 26 percent.

Eighteen institutions offer traditional college lower-division programs. In Table XXXV are detailed their holdings of titles in Farber's Classified List of Periodicals for the College Library. Only half made this comparison. Of these, no library held as many as 25 percent of the 1,048 titles. The range was from a low of seven percent to a high of 23 percent.

The analysis of the basic reference collections and reports from the on-site visits shows that the provision of basic reference services is definitely handicapped by the failure of many libraries to provide the primary reference materials which are essential to the support of their instructional programs.

Financial Support

Tables XXXVI-XXXVII indicate a wide variety in the patterns of support for two-year libraries. Overall support has risen slowly but steadily. The 1975 expenditure per FTE student ranged from \$29.13 to \$208.08. The average 1975 expenditure per FTE student was \$78.38 and the median expenditure was \$60.92 per FTE student. The \$78.38 average expenditure compares with the 1974 United States average of \$101.47 per student for college and university libraries.²⁴ Seventeen institutions fall below the South Carolina \$78.38 average. Some of

Table XXXIII
Reference and Periodical Titles Held by Two-Year Institutions, 1975

	Reader's Guide Titles Held	% of Reader's Guide Titles Held	Choice Opening Day Titles Held	% Choice Titles Held	Reference Books for Small and Medium Sized Libraries Titles Held	% Reference Books Titles Held	Pirie Titles Held	% Pirie Titles Held
<u>USC Regional Campuses</u>								
USC-Beaufort	77	50	929	51%	NR	--	NR	--
USC-Lancaster	85	55	574	32	184	24	4,625	24
USC-Salkahatchie	82	53	NR	--	NR	--	NR	--
USC-Sumter	109	70	1,375	76	265	34	7,063	36
USC-Union	69	45	779	43	NR	--	NR	--
<u>Technical Education Centers & Colleges</u>								
Aiken Tech. Ed. Cnt.	NR	--	NR	--	NR	--	NR	--
Beaufort Tech. Ed. Cnt.	57	37	122	7	173	22	NR	--
Chesterfield-Marlboro Tech. Coll.	48	31	392	22	149	19	NR	--
Denmark Tech. Ed. Cent.	110	71	NR	--	NR	--	1,030	5
Florence-Darlington Tech. Coll.	70	45	452	25	208	27	NR	--
Greenville Tech. Coll.	87	56	NR	--	NR	--	5,143	26
Horry-Georgetown Tech. Coll.	55	35	NR	--	284	37	NR	--
Midlands Technical College								
Beltline Campus	70	45	701	39	357	46	4,406	22
Airport Campus	60	39	NR	--	181	24	NR	--
Orangeburg-Calhoun Tech. Coll.	25	16	490	27	277	36	842	4
Piedmont Tech. Coll.	62	40	NR	--	NR	--	NR	--
Spartanburg Tech. Coll.	54	35	522	29	228	30	1,616	8
Sumter Area Tech. Coll.	40	26	112	6	NR	--	736	4
Tri-County Tech. Coll.	101	65	448	25	217	28	2,225	11
Trident Technical College								
North Campus	76	49	420	23	199	26	1,976	10
Palmer Campus	51	33	414	23	206	27	760	4
Williamsburg Tech. Voc. & Adult Education Center	32	21	NR	--	150	19	98	1
York Tech. Coll.	58	37	411	23	279	36	1,558	8
<u>Private Junior Colleges</u>								
Anderson College	67	43	730	40	242	31	3,526	18
Clinton Junior College	NR	--	NR	--	NR	--	NR	--
Friendship Junior College	NR	--	NR	--	NR	--	NR	--
North Greenville College	47	30	489	27	239	31	4,053	21
Spartanburg Methodist College	74	48	NR	--	NR	--	NR	--

NR - Not Reported

James W. Pirie, Books for Junior College Libraries.

Table XXXIV

Basic Technical Titles Held By Technical Education Institutions, 1975

	<u>Applied Science & Technology Index Titles Held (227)</u>	<u>Percentage of Applied Science & Technology Titles Held</u>	<u>Mapp Titles Held (9,000)</u>	<u>Percentage of Mapp Titles Held</u>
Aiken Tech. Ed. Cnt.	NR	--%	NR	--%
Beaufort Tech. Ed. Cnt.	NR	--	NR	--
Chesterfield-Marlboro Tech. Coll.	15	7	NR	--
Denmark Tech. Ed. Cnt.	NR	--	NR	--
Florence-Darlington Tech. Coll.	49	22	NR	--
Greenville Tech. Coll.	NR	--	NR	--
Horry-Georgetown Tech. Coll.	NR	--	NR	--
Midlands Technical College				
Beltline Campus	41	18	1,684	19
Airport Campus	NR	--	298	3
Orangeburg-Calhoun Tech. Coll.	28	12	2,368	26
Piedmont Tech. Coll.	17	7	NR	--
Spartanburg Tech. Coll.	39	17	2,139	24
Sumter Area Tech. Coll.	NR	--	1,222	14
Tri-County Tech. Coll.	28	12	1,586	18
Trident Technical College				
North Campus	38	17	NR	--
Palmer Campus	NR	--	91	1
Williamsburg Tech. Voc. & Adult Ed. Cnt.	8	4	115	1
York Tech. Coll.	30	13	417	5

Edward Mapp, Books for Occupational Education Programs, Bowker, 1971.

NR - Not Reported.

Table XXXV

Titles in Periodicals¹ Held by Two-Year Institutions Offering
College Transfer Programs, 1975

	Farber Titles Held (1,048)	Percentage Farber Titles Held
<u>USC Regional Campuses</u>		
USC-Beaufort	NR	--%
USC-Lancaster	238	23
USC-Salkehatchie	NR	--
USC-Sumter	231	22
USC-Union	NR	--
<u>Technical Education Centers & Colleges</u>		
Chesterfield-Marlboro Tech. Coll.	NR	--
Greenville Tech. Coll.	200	19
Midlands Technical College		
Beltline Campus	NR	--
Airport Campus	NR	--
Tri-County Tech. Coll.	78	7
Trident Technical College		
North Campus	153	15
Palmer Campus	150	14
York Tech. Coll.	86	8
<u>Private Junior Colleges</u>		
Anderson College	100	10
Clinton Junior College	NR	--
Friendship Junior College	NR	--
North Greenville College	123	12
Spartanburg Methodist College	NR	--

¹ Evan Farber, Classified List of Periodicals for the College Library, 5th ed., Faxon, 1972.

the above-average expenditures reflect relatively low enrollments at some private junior colleges and at the University of South Carolina regional campuses.

Like total expenditures, the annual expenditures for books, periodicals, media, and binding has risen slowly but steadily. In 1975 expenditure per FTE student for materials ranged from \$7.56 to \$89.41. The average expenditure per student for library materials was \$32.47 and the median expenditure was \$24.55 per student. Sixteen institutions fall below the South Carolina average of \$32.47 per student.

Although comparable information is not available for the technical institutions and private junior colleges, the University of South Carolina regional campuses spent two percent of their educational and general funds for libraries in 1974.²⁵ This compares with the 1974 national average of 4.7 percent for all colleges and universities²⁶ and the five percent minimum formerly recommended by ACRL standards.

Staff

Quality and size of staff form a major criterion in assessing the strength of library services. Information gathered during the on-site visits indicated extensive turnover in professional staff. Nearly half of the libraries are staffed by only one professional. In addition, many libraries have insufficient clerical help. For example, five libraries have no clerical staff and two libraries operate with less than one FTE clerical position.

The average professional staff member in South Carolina two-year libraries serves 448 students. In thirteen the ratio of students to staff is larger than this average figure. Canadian academic librarians have adopted a ratio of one professional staff member for each 300 students.²⁷ Eighteen libraries in the State fail to meet this suggested ratio. The 1960 ACRL standards called for two professionals and two clerks for a two-year library with a collection of 20,000 volumes serving 500 students. By these standards 23 libraries are markedly understaffed in one or both areas. The staffing formula adopted by two-year institutions in the State of Washington requires a minimum of three professionals, with one additional professional staff member to be added for each 500 students beyond the initial 500. It further establishes a ratio of one professional to each two clerical positions. No South Carolina two-year library meets this standard.

Table XXXVI

Total Annual Library Expenditures By Two-Year Institutions

	1970-71	1971-72	1972-73	1973-74	1974-75	Average Expenditures Per FTE Students, 1974-75
USC Regional Campuses						
USC-Beaufort	\$ NR	\$ NR	\$ NR	\$ NR	\$ 38,616	\$150.26
USC-Lancaster	NR	45,509	44,134	37,849	45,849	88.85
USC-Salkahatchie	15,914	21,376	27,379	42,707	48,690	208.08
USC-Sumter	36,528	37,405	37,228	53,083	65,642	150.21
USC-Union	13,173	14,933	19,317	33,318	29,810	116.90
Technical Education Centers & Colleges						
Aiken Tech. Ed. Cnt.	NA	NA	27,850	32,955	32,385	68.76
Beaufort Tech. Ed. Cnt.	-0-	-0-	8,520	48,345	60,494	125.51
Chesterfield-Marlboro Tech. Coll.	NR	29,963	31,806	34,352	49,191	84.38
Denmark Tech. Ed. Cent.	NR	NR	NR	-0-	34,278	49.90
Florence-Darlington Tech. Coll.	20,095	40,812	34,200	38,308	57,563	37.97
Greenville Tech. Coll.	63,138	85,500	91,539	115,286	137,932	35.13
Horry-Georgetown Tech. Coll.	35,154	43,769	37,903	52,438	52,840	76.36
Midlands Technical College						
Beltline Campus	46,960	50,394	84,146	73,320	80,842	40.38
Airport Campus	NA	NA	NA	NA	60,069	45.00
Orangeburg-Calhoun Tech. Coll.	41,119	57,590	68,471	78,073	120,466	101.15
Piedmont Tech. Coll.	34,660	32,896	42,498	54,190	50,690	41.21
Spartanburg Tech. Coll.	43,083	50,154	39,151	49,152	59,802	51.60
Sumter Area Tech. Coll.	33,783	29,683	34,104	35,307	49,653	60.92
Tri-County Tech. Coll.	25,900	31,302	29,226	41,254	56,138	29.13
Trident Technical College						
North Campus	48,876	53,260	56,081	73,337	131,711	53.02
Palmer Campus	23,749	20,259	25,862	35,700	50,456	57.86
Williamsburg Tech. Voc. & Adult Education Center	5,259	16,138	26,701	21,938	45,856	137.71
York Tech. Coll.	56,974	27,736	50,485	73,798	52,186	54.08
Private Junior Colleges						
Anderson College	37,076	35,309	37,701	45,414	55,911	46.71
Clinton Junior College	NR	NR	NR	NR	12,250	80.59
Friendship Junior College	NR	NR	NR	NR	26,802	91.47
North Greenville College	41,587	40,525	39,939	42,929	47,715	77.84
Spartanburg Methodist College	36,467	23,493	25,355	33,351	37,977	33.70
Average 1975 Expenditure Per FTE Student						\$ 78.38
Median 1975 Expenditure Per FTE Student						60.92

NR - Not Reported
NA - Not Available

Table XXXVII

Annual Expenditures for Books, Periodicals, Media, and Binding
By Two-Year Institutions

	1970-71	1971-72	1972-73	1973-74	1974-75	Average Ex- penditure per FTE Students, 1974-75
USC Regional Campuses						
USC-Beaufort	\$ NR	\$ NR	\$ NR	\$ NR	\$15,734	\$61.22
USC-Lancaster	NR	24,993	17,950	17,704	19,475	37.74
USC-Salkahatchie	6,856	9,732	12,596	26,060	20,923	89.41
USC-Sumter	10,199	11,847	10,192	18,483	22,712	51.97
USC-Union	6,911	6,597	6,045	20,009	15,034	58.96
Technical Education Centers & Colleges						
Aiken Tech. Ed. Cnt.	NA	NA	21,010	13,159	23,000	48.83
Beaufort Tech. Ed. Cnt.	NA	NA	8,520	17,096	20,364	42.25
Chesterfield-Marlboro Tech. Coll.	30,082	21,005	18,915	20,452	21,137	36.26
Denmark Tech. Ed. Cent.	NR	NR	NR	NR	24,538	35.72
Florence-Darlington Tech. Coll.	NR	NR	6,619	6,672	21,077	13.90
Greenville Tech. Coll.	27,579	43,622	50,265	29,155	29,683	7.56
Horry-Georgetown Tech. Coll.	25,109	28,544	19,054	27,853	26,335	38.06
Midlands Technical College						
Beltline Campus	13,419	9,972	39,502	20,916	21,931	10.95
Airport Campus	NA	NA	NA	NA	21,037	15.76
Orangeburg-Calhoun Tech. Coll.	16,347	31,184	35,975	27,854	29,235	24.55
Piedmont Tech. Coll.	26,666	21,243	26,041	17,040	14,520	11.80
Spartanburg Tech. Coll.	24,515	29,072	15,138	25,000	31,329	27.03
Sumter Area Tech. Coll.	NR	16,379	16,850	16,704	16,197	19.87
Tri-County Tech. Coll.	14,210	26,916	12,722	22,369	18,495	9.60
Trident Technical College						
North Campus	24,988	26,850	27,924	30,100	39,101	15.74
Palmer Campus	12,831	14,010	18,345	15,281	28,438	32.61
Williamsburg Tech. Voc. & Adult Education Center	-0-	7,638	16,747	13,887	15,676	47.08
York Tech. Coll.	45,505	16,517	21,632	20,798	24,462	25.35
Private Junior Colleges						
Anderson College	11,862	8,423	10,338	15,572	22,182	18.43
Clinton Junior College	NR	NR	NR	NR	1,250	8.22
Friendship Junior College	NR	NR	NR	NR	7,661	26.15
North Greenville College	10,832	11,052	12,189	14,448	13,671	22.30
Spartanburg Methodist College	8,072	5,480	6,513	13,904	14,873	13.20
	Average Expenditure Per FTE Student					\$32.47
	Median Expenditure Per FTE Student					24.55

NR - Not Reported
NA - Not Available

Most of the librarians interviewed by the survey team called attention to the high quality of staff effort in assessing the strengths of their own libraries. The evaluation of the survey team members supports this conclusion. The trend of high turnover in professional staff appears to have been arrested and the present staff members are performing Herculean tasks under adverse conditions, especially in view of the general lack of clerical and other assistants. Many librarians are also assigned teaching or administrative duties outside the library, in some cases where by reasonable standards the library is already understaffed. One librarian, who has no professional or clerical assistance, also teaches remedial English. Another librarian serves as a counselor and Dean of Students. Services, the processing of materials, and morale suffer as a result of such widespread understaffing.

Additional staff development funds for professional conferences, workshops, travel, and educational leave are also needed in most libraries.

Use of the Libraries

Although the inability of librarians at a number of institutions to provide circulation records hinders a complete evaluation, there is a pattern of heavy use of the materials. The ratio between general circulation and reserve items is good. There have been a number of items in library literature indicating that two-year libraries have tended to be very narrowly textbook-reserve material-oriented. This was not a problem in the South Carolina libraries.

Only one institution was heavily involved in borrowing and lending items through inter-library loans. Librarians at the USC regional campuses indicated dissatisfaction and confusion with the current procedures for inter-library loans with the University of South Carolina main campus.

Of the 27 reporting libraries, all are open at least 60 hours, five days per week. Three libraries are open seven days per week. The average is five and one-half days of service per week. On the average, these libraries are open 65 hours a week, ranging from 60 to 78 hours; 15 provide no weekend service.

Borrowing policies are very liberal, with students, faculty, staff, and community patrons having easy access to materials. Those librarians interviewed by the survey team expressed satisfaction with these liberal borrowing policies and identified this approach as a definite strength and asset. This is a reflection of flexibility, freedom, and innovation. This is also one aspect of the two-year institutions' goal of meeting the educational, social, and cul-

Table XXXVIII

Ratio of Enrollment to Professional Library Staff,
Two-Year Institutions, 1975

	Full-Time Equivalent Enrollment (Degree Credit)	FTE Professional Library Staff	Number of Students Per Professional Staff Member
<u>USC Regional Campuses</u>			
USC-Beaufort	257	1.0	257
USC-Lancaster	516	1.0	516
USC-Salkahatchie	234	1.0	234
USC-Sumter	437	1.0	437
USC-Union	255	1.0	255
<u>Technical Education Centers & Colleges</u>			
Aiken Tech. Ed. Cnt.	471	2.8	168
Beaufort Tech. Ed. Cnt.	482	2.5	193
Chesterfield-Marlboro Tech. Coll.	583	2.5	233
Denmark Tech. Ed. Cent.	687	1.0	687
Florence-Darlington Tech. Coll.	1,516	2.8	541
Greenville Tech. Coll.	3,926	5.5	714
Horry-Georgetown Tech. Coll.	692	2.0	346
Midlands Technical College			
Beltline Campus	2,002	5.0	400
Airport Campus	1,335	1.0	1,335
Orangeburg-Calhoun Tech. Coll.	1,191	3.5	340
Piedmont Tech. Coll.	1,230	1.7	724
Spartanburg Tech. Coll.	1,159	1.0	1,159
Sumter Area Tech. Coll.	815	1.0	815
Tri-County Tech. Coll.	1,927	2.6	741
Trident Technical College			
North Campus	2,484	4.0	621
Palmer Campus	872	2.0	436
Williamsburg Tech. Voc. & Adult Education Center	333	4.0	83
York Tech. Coll.	965	5.0	193
<u>Private Junior Colleges</u>			
Anderson College	1,197	2.0	599
Clinton Junior College	152	1.0	152
Friendship Junior College	293	2.0	147
North Greenville College	613	1.0	613
Spartanburg Methodist College	1,127	1.0	1,127

Average number of students per professional staff member state-wide = 448

Table XXXIX

Ratio of Clerical to Professional Staff, and Hours of Student Assistance,
in Two-Year Institutions, 1975

	FTE Clerical Staff	FTE Professional Staff	Ratio of Clerical to Professional Staff*	Hours of Student Assistance
<u>USC Regional Campuses</u>				
USC-Beaufort	0.5	1.0	0.5	NR
USC-Lancaster	1.0	1.0	1.0	NR
USC-Salkahatchie	0.0	1.0	0.0	NR
USC-Sumter	3.0	1.0	3.0	NR
USC-Union	0.5	1.0	0.5	NR
<u>Technical Education Centers & Colleges</u>				
Alken Tech. Ed. Cnt.	2.0	2.8	0.7	800
Beaufort Tech. Ed. Cnt.	2.0	2.5	0.8	198
Chesterfield-Marlboro Tech. Coll.	0.0	2.5	0.0	500
Denmark Tech. Ed. Cent.	0.0	1.0	0.0	75
Florence-Darlington Tech. Coll.	6.0	2.8	2.1	3,826
Greenville Tech. Coll.	5.0	5.5	0.9	1,440
Horry-Georgetown Tech. Coll.	1.0	2.0	0.5	NR
Midlands Technical College				
Beltline Campus	4.0	5.0	0.8	**
Airport Campus	0.0	1.0	0.0	**
Orangeburg-Calhoun Tech. Coll.	4.0	3.5	1.1	6,455
Piedmont Tech. Coll.	1.4	1.7	0.8	2,160
Spartanburg Tech. Coll.	2.0	1.0	2.0	NR
Sumter Area Tech. Coll.	1.5	1.0	1.5	3,120
Tri-County Tech. Coll.	3.0	2.6	1.2	NR
Trident Technical College				
North Campus	5.0	4.0	1.3	5,000
Palmer Campus	1.0	2.0	0.5	9,360
Williamsburg Tech. Voc. & Adult Education Center	1.5	4.0	0.4	NR
York Tech. Coll.	1.0	5.0	0.2	4,091
<u>Private Junior Colleges</u>				
Anderson College	2.0	2.0	1.0	1,667
Clinton Junior College	2.0	1.0	2.0	NR
Friendship Junior College	0.0	2.0	0.0	NR
North Greenville College	3.0	1.0	3.0	3,171
Spartanburg Methodist College	1.5	1.0	1.5	5,522

* This column is computed on the first two columns exclusive of the full-time equivalent of student assistance in the last column.

** Total of 5,496 hours reported for both Midlands campuses

NR - Not Reported

tural needs of the total community.

Physical Facilities

The age, condition, and capacity of the library buildings are varied. Twelve buildings are near or past practical and theoretical capacity for books. Metcalf, a leading library building consultant, wisely pointed out that "No definite formula can be proposed to determine the percentage of undergraduates whom the library should be prepared to seat at one time."²⁸ The 1972 AACJC-ACRL standards reinforce this statement, and further warn that "flexibility and expansion are certain if adequate support and comprehensive services are provided."²⁹ Generally-accepted standards recommend that seating be provided for 20 to 40 percent of enrollment. In South Carolina, only six libraries provide seating for 20 percent or more of their enrollment. South Carolina two-year libraries, on the average, provide seating for 14.6 percent of enrollment, and half of them fall below this average.

Library Cooperation

Only four libraries responded affirmatively to the survey questions concerning cooperative projects. There is evidence of more informal cooperation among types of libraries. Two consortia were identified--the Waccamaw Regional Library Association and the Charleston Consortium. The former has no constitution, by-laws, or written objectives. The latter is an active group currently studying carrier service, a computerized circulation system, and other joint projects (see Chapter III). The members plan a joint library handbook, and have already identified areas of subject specialization in collection building. Both groups include two-year and four-year institutions. A union list of serials is being compiled of holdings at USC regional campuses by the librarians at USC-Spartanburg.

An obvious starting place for cooperative projects is between libraries of branch campuses of the same institutions. Librarians at Midlands-Beltline and Midlands-Airport, and at Trident-North and Trident-Palmer pointed out this need.

Growing enrollments are increasing the staffing problem, and many librarians at technical institutions recommended that centralized processing would permit better use of existing funds and staff at the local level. Centralized pro-

Table XL

Seating and Shelving Capacity in Two-Year Institutions, 1975

	Seating Capacity	FTE Enrollment ¹	Percentage that Can Be Seated	Linear Feet of Shelving Capacity	Volumes Held	Maximum Capacity ¹
USC Regional Campuses						
USC-Beaufort	20	257	8	3,100	20,877	21,700
USC-Lancaster	150	516	29	7,000	28,731	49,000
USC-Salkahatchie	48	234	21	2,548	20,845	17,836
USC-Sumter	125	437	29	4,410	32,147	30,870
USC-Union	54	255	21	3,033	20,502	21,231
Technical Education Centers & Colleges						
Aiken Tech. Ed. Cnt.	60	471	13	1,300	3,856	9,100
Beaufort Tech. Ed. Cnt.	178	482	27	828	3,761	5,796
Chesterfield-Marlboro Tech. Coll.	47	583	8	3,000	12,165	21,000
Denmark Tech. Ed. Cent.	120	687	17	3,500	10,136	24,500
Florence-Darlington Tech. Coll.	105	1,516	7	4,000	24,285	23,000
Greenville Tech. Coll.	400	3,926	10	10,409	34,681	72,863
Horry-Georgetown Tech. Coll.	106	692	15	2,310	13,559	16,170
Midlands Technical College						
Beltline Campus	120	2,002	6	4,751	24,151	33,257
Airport Campus	50	1,335	4	2,040	16,703	14,280
Orangeburg-Calhoun Tech. Coll.	201	1,191	17	7,578	18,445	53,046
Piedmont Tech. Coll.	125	1,230	10	5,368	13,041	37,576
Spartanburg Tech. Coll.	150	1,159	13	3,571	15,464	24,997
Sumter Area Tech. Coll.	125	815	15	1,872	14,271	13,104
Tri-County Tech. Coll.	90	1,927	5	NR	17,476	NR
Trident Technical College						
North Campus	225	2,484	9	3,132	22,949	21,924
Palmer Campus	65	872	7	1,590	15,794	11,130
Williamsburg Tech. Voc. & Adult Education Center	45	333	14	1,266	4,420	8,862
York Tech. Coll.	140	965	15	2,925	13,550	20,475
Private Junior Colleges						
Anderson College	176	1,197	15	4,415	20,014	30,905
Clinton Junior College	NR	152	NR	NR	NR	NR
Friendship Junior College	42	293	14	2,257	10,170	15,799
North Greenville College	180	613	29	7,272	30,628	50,904
Spartanburg Methodist College	170	1,127	15	4,551	25,275	31,857

Average Number of FTE Students per Seat - 9.2

¹Based on Wheeler and Githens' Formula of 125 Volumes Per Single-Faced Section for Average Working Capacity

NR - Not Reported

cessing is currently available to the USC regional campuses.

Consultants have recently proposed formal cooperative library projects in three different geographic areas within the State. In 1972, a team of four consultants, headed by Kenneth E. Toombs, evaluated the Friendship Junior College and Clinton Junior College libraries.³⁰ This group recommended that the two schools, located three miles apart in Rock Hill, "jointly build and operate a library."³¹ A study of "joint-use library and other possible areas of cooperation"³² among the Beaufort public library, the Beaufort Technical Education Center, and the USC-Beaufort libraries recommended "...the construction of a new central library to serve the students and faculty of the University of South Carolina Regional Campus and Beaufort Technical Education Center as well as the general public. This facility would be jointly owned and operated and probably should contain no fewer than 30,000 square feet. Clearly, this is an era when the dollars appropriated for library services should achieve much more effect, and professional librarians are generally agreed that this can be done through cooperative projects."³³ Edward G. Holley, consultant for study in Sumter, reported: "If ever two institutions could benefit from a joint library center, certainly the Sumter Area Technical College and the University of South Carolina at Sumter could. They exist on adjacent campuses, they have many complementary resources, and they both have good library staffs. There is no question that both libraries will reach the limit of their present space within the next five years and that they will need to expand. An ideal solution would be to combine the two libraries and their staffs and, therefore, to have more resources than would be possible with two separate libraries."³⁴

Although all three proposals would increase library resources, facilities, and services for all constituencies, no formal action has been taken in response to these recommendations.

Summary

South Carolina's two-year postsecondary librarians face a diversified and growing task. Immediate goals should be to build strong basic collections to support curricula offerings, to increase serial subscriptions, and to build up retrospective serial holdings.

The need for better bibliographical control is obvious. Many of the librarians expressed satisfaction that this survey forced them to check basic resources, but others are so understaffed that this basic task still has not

been done.

Professional and supportive staff should be provided for adequate service.

A number of library facilities need expansion or replacement.

In order to maximize resources, all practical cooperative efforts should be carefully studied. The proposals which have already been made for operation of joint libraries serving two or more institutions, or the general public, at Rock Hill, Beaufort, and Sumter are not radical or foreign.

Centralized processing would help alleviate severe personnel shortages.

A union catalog of serials for all two-year libraries and a union catalog of monographs for technical education would promote bibliographical control and aid inter-library loan.

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- ¹¹Ibid.
- ¹²Ibid., p. 1.

- ¹³South Carolina Commission on Higher Education, An Inventory of Academic Degree Programs in South Carolina, 1975. (Columbia: The Commission, 1975), pp. 46-76.
- ¹⁴See the survey instrument in Appendix A--for a definition of "volume".
- ¹⁵Serials include periodicals, annuals, newspapers, and irregular publications.
- ¹⁶Theodore Samore, "College and University Library Statistics," in The Bowker Annual of Library and Book Trade Information, 1975, ed. by Madeline Miele and Sarah Prakken (New York: Bowker, 1975), pp. 227-29.
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CHAPTER V

HEALTH SCIENCE LIBRARIES*

Introduction

With the passage of the Medical Library Assistance Act of 1965, health sciences libraries in the United States have undergone significant growth in collections, facilities, and staffs. Equally as important have been the changes occasioned by the establishment of the Regional Medical Library Program (RMLP) as a provision of this Act. At the head of the RMLP is the National Library of Medicine (NLM) as the major national resource. For administrative purposes of the 1965 Act, the nation is divided into eleven regions, with each region having a designated regional library which provides interlibrary loan, reference, consultation, and other services to those libraries within the states making up the region. The health sciences libraries in South Carolina are a part of the Southeastern Regional Medical Library Program. This nationwide network of health sciences libraries, with the NLM at the apex and with the libraries within each region working together to improve service to institutions and to individuals, provides the individual health sciences practitioner with a significantly greater opportunity of having his particular needs met.

The nature of the health sciences library collections and the demands put upon these collections make it reasonable to consider South Carolina health sciences libraries separately from the other academic libraries, although they constitute an important part of the academic library community and indeed are involved with general academic programs to a large degree.

There are two State-supported libraries in South Carolina associated with educational programs in the health professions. The Medical University of South Carolina, in Charleston, organized in 1824, is a well-established institution, which has undergone a decade of tremendous growth. The newly-established School of Medicine at the University of South Carolina in Columbia will enroll its first class in the fall semester, 1977. The libraries of these two insti-

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tutions and the services they offer are treated in this section of the report.

General survey questionnaires were sent to the two institutions, with one change in the information requested: in Item 12, two lists suitable for libraries in the health sciences were substituted for the information requested from the other types of libraries. All other information requested was standard. Visits were made to both institutions including interviews with staff members and tours of facilities.

The two health sciences libraries present quite a contrast, with one that has been serving the State for many years and one that will begin to offer public service in the fall of 1976. As a result this report cannot dwell on comparisons between these two libraries; indeed, the questionnaire results for the USC Medical Library are not particularly useful for the purposes of this survey. Thus the situation as it currently exists will be given with the reminder that the USC Medical Library is developing rapidly and will soon be able to assist MUSC in its service to libraries in other health-related institutions in South Carolina. Comparisons will be drawn between MUSC and neighboring health sciences libraries in the Southeast.

Development of MUSC Library in The Past Decade

It is important to take note of the rapid growth and development enjoyed by MUSC in the past decade. Central to this growth has been the availability Federal funds, including funds for the library from the Medical Library Assistance Act. In the following tables, comparative statistics are presented for 1964-65 and 1974-75 (where available) for the MUSC Library. (Data for 1964-65 were obtained from the Medical Library Association's survey of schools in the health sciences; data for 1974-75 were obtained from the survey questionnaire and from the HEGIS report submitted by MUSC.)

Collection growth is illustrated in the following table:

Collection Growth in the MUSC Library

	<u>Number of volumes added</u>	<u>Total Number of volumes</u>	<u>Number of serial titles</u>
1964-65	1,245	38,281	717
1974-75	6,706	102,826	2,281

Both the total number of volumes in the collection and the number of current serial titles have tripled in the past decade.

The MUSC Library was asked to determine how many of the titles currently indexed by INDEX MEDICUS are in the Library's serials collection. Of the 2,331 titles indexed in INDEX MEDICUS, the MUSC Library collection contains 1,253, or approximately 54 percent of the total. Those titles not covered are, for the most part, foreign titles.

The other bibliography which the Library was asked to compare its holdings against was MEDICAL REFERENCE WORKS, 1679-1966, and its supplements. Of the 3,979 titles in the publication, the MUSC Library numbers 1,201 in its collections, or 30 percent of the total. In the course of this comparison with MEDICAL REFERENCE WORKS, the Library staff discovered a number of items which were considered important for the collection, and these have been ordered. The staff comment on the titles not held in the collection was that the vast majority of those titles were items that the staff felt would be of dubious value to a collection the size of this one. These items included older materials, foreign language items, and titles similar in scope and content to titles presently in the collection.

Note should be made of the Library's non-print collection, the Learning Resource Center. The Center was established specifically for the development, evaluation, storage, and dissemination of self-instructional materials.¹ An additional floor containing 25,000 square feet is now under construction to house the Learning Resource Center. Active use of these instructional materials is made by MUSC students and faculty. In addition, the Library's Area Health Education Center program makes use of these materials.

Staff development is reflected in the following table:

Staff Members on the Professional and Non-Professional Staffs,

<u>MUSC Library</u>				
	<u>Total Staff</u>	<u>Number of Professional Staff</u>	<u>Number of Non-Professional Staff</u>	<u>Number of Hours of Student Aid</u>
1964-65	4.5	2.0	2.5	1,212
1974-75	31.1	10.6	20.5	5,000 (Est.)

Staff increases have been even more dramatic than collection growth in the past decade. The professional staff has increased five times and the non-professional staff eight times. Keeping pace with the full-time staff has been the increase

in the number of student assistant hours. Although the professional staff has grown considerably, it has been marked by a great degree of stability with a low rate of change. This is evident in the planning and the programs that the Library has been able to carry out.

An increased salary budget has kept pace with the staff increases as shown in the following table:

Salary Budgets, MUSC Library

	<u>Professional Salaries</u>	<u>Non-Professional Salaries</u>	<u>Total Salaries</u>	<u>Wages to Students and Hourly Assistants</u>
1964-65	\$ 11,970	\$ 8,610	\$ 20,580	\$ 661
1974-75	101,689	147,402	249,091	10,000 (Est.)

Not only has the number of staff members increased but the total salary budget has also increased significantly.

The materials budget, which is shown below, reflects the increase in total holdings:

Materials Budget, MUSC Library

	<u>Library Materials</u>	<u>Binding</u>	<u>Total</u>
1964-65	\$ 14,514	\$ 2,002	\$ 16,516
1974-75	174,081	14,153	188,234

The total operating budget of the library has gone from \$38,462 in 1964-65 to \$564,627 in 1974-75. The growth in the MUSC library was badly needed to enable the primary health sciences library in the State to reach the level of academic health sciences libraries in other states of the Southeast. (A later section of this report presents a comparison of the MUSC library with other State-supported health sciences libraries in the Southeast.) It should also be kept in mind that the library must maintain materials that are not strictly in the health sciences, and some funds for these materials are represented in the above figures.

Six Schools within the institution are served by the MUSC library: Allied Health, Pharmacy, Nursing, Medicine, Dental Medicine, and Graduate Studies. The total number of students and faculty served has seen a major increase in the past decade, as shown in the following table:

Students and Faculty Served by the MUSC Library

	<u>Total Students</u>	<u>Total Faculty</u>
1964-65	717	142
1974-75	2,216	713

The student body has tripled, and the number of faculty has increased by five times.

The services offered by the MUSC Library have expanded with the increase in users, staff, and budget. With the development of the Southeastern Regional Medical Library Program, MUSC has been designated as one of the nine resource libraries in the region with the tasks of "supporting information needs of basic units (i.e., hospitals) located within their geographic areas, and by supporting and participating in network developments."²

MEDLINE searching is provided not only for MUSC personnel and students but also for health practitioners in the State through the Library's Extension Division. This Division is intended "to provide information to individual health practitioners remote from medical libraries, and to provide consulting and supportive services to community hospitals."³

Closely connected with these services are those offered through the Area Health Education Centers which are based in community hospitals in Greenville, Spartanburg, Columbia, and Florence. These libraries, with MUSC, presently form a biomedical communications network for South Carolina which is intended "to provide continuing education for health professionals, as well as to provide residency programs and clinical instruction for students."⁴

In addition to these health-related activities, the MUSC Library is a part of the Charleston Consortium, which include The Citadel, Baptist College at Charleston, Trident Technical College, and the College of Charleston. Faculty and students of these institutions are accorded regular loan privileges.

The MUSC Library clearly is providing valuable State-wide services through its computerized searches, its document delivery, and through its programs to support State-wide systems for medical education, continuing medical education, and delivery of information to practitioners in rural areas.

USC School of Medicine Library

The newly-established USC School of Medicine will admit its first class,

32 students, in the fall semester of 1977. Until the School's quarters are built near the Veteran's Administration Hospital in Columbia, the School of Medicine will occupy Petigru Hall on the main campus of USC. The new building, which will contain 24,000 square feet for the Library, is scheduled for completion in early 1978.

Considerable attention has been given by the Library staff to the periodicals collection and to bibliographic materials for access to the periodicals. There are currently some 800 periodical titles under subscription, and it is planned that the past 10 years of each of these titles will be available in hard copy when the Library opens. Back files and titles no longer being published will be added gradually.

The primary mission of the Library will be to serve the School of Medicine. Since the School of Medicine library is at a distance from the main campus, certain materials in fields other than those directly related to medicine will need to be purchased. Access to materials for the present will be restricted to USC faculty and staff, medical students, and local physicians. The Schools of Nursing, Public Health, and Pharmacy will remain on the main campus of USC.

The library is a member of Columbia Medical Libraries, an informal association of medical and hospital libraries, which has been in existence since 1972. When the USC MEDLINE service becomes operational (September, 1976), the library will become the MEDLINE center for the Columbia Medical Libraries.

With a rapidly expanding collection and with new staff appointments, the USC School of Medicine library will provide an additional valuable resource for the State which will both supplement and complement the MUSC Library. Careful delineation of the future roles of both institutions is necessary to insure maximum service to the health sciences practitioners and libraries in South Carolina.

Comparison with Other Libraries in the Southeast

One means of measuring South Carolina's situation with regard to health sciences libraries is to compare the libraries in neighboring states with those in South Carolina. Since statistics are not all reported in the same manner and since local situations are not the same for all medical libraries, it is dangerous to draw too many detailed conclusions. Such a comparison is useful, however, in gauging the relative development of South Carolina health sciences libraries. Because the USC School of Medicine Library is only one year old,

such comparisons will be made only with the MUSC Library. (Figures based on HEALTH SCIENCES LIBRARIES, STATE-SUPPORTED, COMPARATIVE STATISTICS, 1975-76.)

Although volume count may reflect both microforms and hard copy, it is useful to see how State-supported Southeastern libraries rank in total volumes (books and periodicals). These figures are presented in the table below:

Library Holdings in Health Sciences Libraries in the Southeast.

	<u>Total Volumes</u>	<u>Rank</u>	<u>Journal Subscriptions</u>	<u>Rank</u>
U. of Alabama	133,520	4	2018	5
U. of Florida	145,000	3	2100	4
Medical College of Georgia	100,000	9	1500	7
U. of Kentucky	146,491	2	2163	3
Louisiana State U.	120,000	5	1640	6
U. of North Carolina	151,892	1	1248	9
Medical Univ. of S.C.	107,201	7	2315	1
U. of Tennessee	104,054	8	2185	2
U. of Virginia	111,203	6	1500	7

Of the nine Southeastern libraries which were included in the survey, MUSC ranks seventh in total volumes and first in journal subscriptions. The rank with regard to total volumes raises more concern when it is recognized that the Library must support a number in interdisciplinary programs in addition to those programs which are strictly in the health sciences. This factor may be assumed to account for MUSC's first place rank in total journal subscriptions. A number of titles which fall outside the health sciences must be held by MUSC since it, unlike some of the other institutions included, is not associated with a parent university. MUSC must be more self-reliant than some of the other institutions.

In the table following, the 1975-76 budget figures are shown for the same libraries. The budget figures reflect several statements which have been made earlier about MUSC. The high ranking for the materials budget may be explained in part by the higher number of journals to which MUSC subscribes-- a necessity for an institution that has no general library in the same institution. The serials budget consists of \$120,000.

Budget Figures for Health Sciences Libraries in the Southeast

	<u>Total Budget</u>	<u>Rank</u>	<u>Books and Journals</u>	<u>Rank</u>	<u>Salaries</u>	<u>Rank</u>
U. of Alabama	\$489,242	3	\$168,433	3	\$254,049	6
U. of Florida	478,220	4	146,055	4	291,351	4
Medical College of Georgia	410,000	6	125,000	7	240,000	8
U. of Kentucky	354,730	9	144,250	5	199,480	9
Louisiana State U.	393,817	7	124,973	8	235,119	7
U. of North Carolina	505,511	2	182,891	2	297,079	3
Medical Univ. of S.C.	572,326	1	195,879	1	298,426	2
U. of Tennessee	459,386	5	140,000	6	278,723	5
U. of Virginia	367,328	8	90,000	9	322,384	1

The salaries budget reflects the large number of staff members which MUSC has in clerical positions. The following table shows staff members in the various categories, with the rank of the salaries budget.

Staff Members in Health Sciences Libraries in the Southeast

	<u>Salary Budget Rank</u>	<u>Total Staff (No.)</u>	<u>Rank</u>	<u>Profession- al Staff (No.)</u>	<u>Clerical Staff (No.)</u>	<u>Hourly FTE</u>
U. of Alabama	6	33	3	10	20	3
U. of Florida	4	33.1	2	7	19	7.1
Medical College of Georgia	8	30	5	8 FTE	20 FTE	2
U. of Kentucky	9	28.7	7	9	14	5.7
Louisiana State U.	7	22+	9	7	15	NR
U. of North Carolina	3	29.5	6	10	17	2.5
Medical Univ. of S.C.	2	34.5	1	10	21	3.5
U. of Tennessee	5	32	4	12	18	2
U. of Virginia	1	26	8	8	16	2

With the exception of the University of Florida and possibly the Medical College of Georgia, MUSC employs more clerical and hourly staff than the other institutions. The total staff, which is the highest of the other Southeastern libraries, is consistent with its high salary budget rank.

The figures in these tables indicate that MUSC is receiving good support

for its collections, programs, and staff in relation to neighboring State-supported institutions. This must be tempered, however, with the realization that the Library at MUSC must be more self-sustaining than some of the other institutions included. Collections need to be increased so that research in the health sciences in South Carolina can progress. With participation in SERMLP, the collections of these neighboring and other institutions are available through inter-library loan. However, the State of South Carolina needs larger collections in the health sciences in order that the information needs of the State may be better met.

Recommendations

The recommendations given in this Chapter, with respect to health sciences libraries, are summarized below:

1. The continued support of both MUSC and USC is paramount to the continued availability of materials and services to the health sciences community in South Carolina.
2. An increase in collections is needed. The materials that are available seem adequate to basic research and teaching. However, rising costs of journals, which are higher in medicine and the sciences, threaten the materials budget. Library budgets for the South Carolina health sciences libraries should be increased annually to reflect these increases and to provide additional materials to assist in the improvement of medical education and research and to aid in an improved level of health information delivery for the State.
3. As collections and services increase, more personnel are needed at both the professional and non-professional levels. Staff budgets should be increased to reflect enlarged activity.
4. The nature of the health sciences libraries' needs makes it necessary that budgetary standards for support to continue to be developed separately from the other State-supported libraries.
5. Immediate State-wide planning is needed for the future utilization of the new USC School of Medicine Library in the State's biomedical communications network.

REFERENCES

¹Anne W. Kabler, "The Role of the Medical University of South Carolina Library in Statewide Information Dissemination." South Carolina Librarian 19 (Fall 1975): p. 13.

²Ibid., p. 11.

³Ibid., p. 12.

⁴Ibid.

CHAPTER VI

SOUTH CAROLINA'S PUBLIC LIBRARIES: THEIR RELATIONSHIP TO POSTSECONDARY EDUCATION*

Public libraries in South Carolina, like their counterparts in academic institutions, have come a long way in the past two decades. Thanks to the stimulus of federal funds in a variety of forms from the Library Services and Construction Act (first begun in 1956), to revenue sharing, and to CETA (Comprehensive Employment Training Assistance), the public library financial picture has improved considerably. Led by the South Carolina State Library, which itself built a new library building with federal and state funds, the public libraries are now striving to provide comprehensive library service for all South Carolina citizens. There are currently 35 county libraries, two municipal libraries, and four regional libraries, all served by a total of 120 professional librarians. Statistics taken from the latest Annual Report of the S. C. State Library reveal the dramatic change in the public libraries of the State during the past two decades (see Table XLI).

At the end of FY 1974-75, the public and State libraries reported that they had spent that year approximately \$7.2 million which included about \$1.5 million from revenue sharing and \$1.4 million from grants-in-aid. The State Library disbursed \$906,681 in the form of State aid, or 35 cents per capita. Most librarians believe that sum to be far from adequate.

Before looking at the individual public libraries, especially as their collections and services affect the local college student population in their localities, it is important to note the strong relationship most of these libraries have to the S. C. State Library. A state-wide network, facilitated by a microfilm catalog of the State Library's holdings deposited in 35 public libraries; IN-WATS telephone service to the State Library; and Area Reference Resource Centers in Charleston, Greenville, and Florence, have led to coordination of library resources in the State for better service to all citizens.

* By Dr. Edward G. Holley

Table XLI

STATISTICS OF S.C. PUBLIC LIBRARIES

	<u>1955-56</u>	<u>1974-75</u>
Total Bookstock	1,473,132	3,204,296
Total Circulation	5,318,682	6,882,746
Population	2,117,027	2,590,516
With public library service	1,663,552	2,584,835
Without public library service	453,475	5,681
Total Public Library Income	\$947,361	\$6,152,762

Source: S.C. State Library Annual Report, July 1, 1974-June 30, 1975.

Moreover, through funds from Title III of the Library Services and Construction Act, the State Library has microfilmed the catalogs of the University of South Carolina at Columbia and Clemson University so that it may more effectively utilize their unique resources for the good of all. The necessity for relying upon these strong research collections, which together total more than two million printed volumes and two and a half million manuscripts, can be seen in the following table which provides an analysis of the State Library's own collections.

Holdings of the S.C. State Library (1975)

Books	119,570
State documents	14,996
Federal documents	8,813
Microfilm (reels)	8,315
Microfiche	67,648

Source: S.C. State Library, Annual Report,
July 1, 1974-June 30, 1975.

Despite these limited resources (five public libraries in the State have larger collections of books), the State Library loaned 13,888 volumes during the year and served an important role as a switching center among the various libraries. Moreover, the State Library has made a valiant attempt to encourage stronger county library development through its Federal programs, especially the Book Collection Improvement Project,¹ the new contract with USC for film service for public and institutional libraries, its consultant service for library developments and public library construction, and its Checklist of South Carolina State Publications. Obviously a great deal has been accomplished through the creative use of balanced intergovernmental funding.

Having indicated these accomplishments, one should also note several desiderata of considerable importance for future library service in South Carolina:

1. There is no depository law for State documents, a matter of particular concern to academic libraries and to all citizens who require access to major documents issued by their State Government. In a state where a sense of heritage is as strong as it is in South Carolina, the absence of such a law seems unusual. At the very least there should be automatic distribution of State documents from all

departments through the State Library to all academic libraries in four-year institutions and to the major public libraries in the State.

2. There is no centralized technical processing center for public libraries, although there is a processing center for the two-year branches of the University of South Carolina. In 1975, public libraries added 231,888 volumes to their collections. Many of the smaller libraries added fewer than 5,000 volumes each. With the relatively small number of professional librarians in the State and with the State Library now a member of the Southeastern Library Network (SOLINET), the opportunity for significant savings as well as improved service through a centralized processing center could now be available. Small libraries undoubtedly spend too much time on this phase of library work. The inefficiency of each library cataloging and classifying its own books, mostly duplicates of what other libraries buy, is too well recognized in the professional literature to detail here. Such a center might also serve small college libraries, all on a contractual basis where the costs would be shared by those utilizing the service.
3. More vigorous development of the State-wide network to include academic as well as public libraries is needed. Although the Area Reference Research Centers include different types of libraries, the surveyors gained the impression that these centers are still in a rather primitive state of development. If resource sharing on a major scale is to be achieved, then considerable additional funds will have to be made available to promote such activity. The surveyors recommend that the study of cooperative programs like MINITEX in Minnesota or the State Information Network in North Carolina would be helpful. Bibliographic as well as physical access are important concerns in achieving the goal of comprehensive library service to all citizens. As the "Standards for South Carolina Public Libraries" Draft Revision, October, 1975, indicates, South Carolina lends itself comfortably to division into five or six regions focused on trading centers.² Larger units of service and stronger shared resources would improve the service to South Carolinians, provide more economical units, and provide citizens with a level of service small public

libraries cannot afford alone. Moving ahead on the solid base already established will require strong leadership both from the State Library and from the University of South Carolina at Columbia.

Public Libraries Serving Areas with Large Numbers of College Students

The main interest of the surveyors was the extent to which public libraries serve college students, what resources those libraries have available for such activity, and what cooperative arrangements already exist. The State Library identified ten public libraries whose resources and services seemed worthy of special attention. All ten were asked to complete the survey questionnaire and all were visited by the surveyors. Recognizing the differences between public libraries and academic libraries, the surveyors asked the public librarians to compare their holdings against standard lists more appropriate for their type of library. Although the response to Item 12 of the survey questionnaire (see Appendix A) can best be described as disappointing, the surveyors did gain much useful information from other parts of the questionnaire and from their personal visits. In addition, a second questionnaire, based on a pilot project conducted by the Spartanburg Public Library, elicited information on the users of each public library in an attempt to determine the proportion of college students among those users, and give some indication of the effectiveness of the services. In the following sections these data have been reduced to tables displaying student use of public libraries.

Users

Each library was asked to distribute a simple questionnaire to those users actually visiting the library on the two busiest hours of Monday or Wednesday, April 5 and 7 or 12 and 14. Spartanburg (which developed the pilot questionnaire) and Horry County did not participate, while the Charleston Public Library did not participate in April but did distribute the questionnaire in May when students from nearby colleges were on vacation. Although this last might have skewed the results, analyses were made both including and excluding Charleston data, and the differences were so minor that the final results given here include the Charleston figures in the overall results as well as separately.

Some of the data turned out not to be useful, especially those questions which dealt with the user's attitude toward the library, its collections, and

its staff. This confirms a conclusion from a recent master's paper completed by David Laizure at the University of North Carolina at Chapel Hill, in which it was reported that attitudinal studies do not provide much valuable information on library users.³ Presumably those who use libraries regularly are generally well satisfied with the collections and services they find there.

More than 70 percent of those who filled out the questionnaires distributed to users in South Carolina found the public library pleasant, the staff helpful, resources adequate, facilities comfortable, access easy, and rules reasonable. Who were these users, who seem so content with public library service, and how often do they use the library? The data are provided in Tables XLII and XLIII.

TABLE XLII

FREQUENCY OF USE OF PUBLIC LIBRARIES

	<u>Number of Responses</u>	<u>Percentage Using the Library Weekly</u>	<u>Monthly</u>	<u>Infrequently</u>
Abbeville-Greenwood	(144)	38.9	44.4	16.0
Anderson	(42)	66.7	28.6	4.8
Beaufort	(94)	61.7	30.9	7.4
Charleston (Main)	(169)	38.5	37.9	22.5
Charleston (Branch)	(114)	40.4	44.7	14.9
Florence	(60)	30.0	28.3	41.7
Greenville	(392)	33.2	40.8	25.3
Laurens	(46)	43.5	34.8	17.4
Richland	(143)	44.1	32.9	22.4
York	(45)	37.8	35.6	26.7
Overall	(1,249)	40.1	38.1	21.1
*Spartanburg (Earlier study)	(591)	38.4	45.8	15.8

*NOTE: Spartanburg distributed its questionnaire during an entire week and it is not included in the overall figures. Horry County did not participate and Abbeville-Greenwood was included at its request.

TABLE XLIII

PRIMARY USERS OF PUBLIC LIBRARIES

Library	Total Number	1 Ele-High Students	2 Fresh. Soph. Students	3 Junior Senior Students	4 Graduate Students	5 Technical Trade Stu.	6 Business Professional	7 Clerical Technical	8 Housewife	9 Other	College	Total
											Students Cols 2-4	All Students Cols 1-5
Abbeville-Greenwood	144	15.3%	3.5%	1.4%	1.4%	4.2%	23.6%	4.2%	37.5%	9.0%	6.3%	25.7%
Anderson	42	38.1	2.4	2.4	---	2.4	14.3	4.8	26.2	7.1	4.8	46.3
Beaufort	94	19.1	7.4	5.3	2.1	1.1	25.5	1.1	25.5	10.6	14.8	35.9
Charleston (Main)	169	41.4	4.1	1.2	7.1	2.4	24.9	3.6	5.9	8.9	12.4	56.5
Charleston (Branch)	114	57.0	4.4	4.4	8.8	1.8	7.9	4.4	7.9	3.5	17.6	76.3
Florence	60	38.3	10.0	5.0	---	8.3	11.7	3.3	20.0	3.3	15.0	61.7
Greenville	392	40.3	4.6	5.4	3.3	1.5	23.5	4.1	10.5	5.9	13.3	55.7
Horry (Did not participate)	---	---	---	---	---	---	---	---	---	---	---	---
Laurens	46	47.8	---	2.2	6.5	2.2	6.5	4.3	19.6	6.5	8.7	61.4
Richland (Main)	143	16.8	7.7	12.6	6.3	1.4	37.8	5.6	4.9	6.3	26.6	45.1
York	45	20.0	2.2	6.7	4.4	4.4	24.4	4.4	24.4	8.9	13.3	37.8
Overall	1,249	34.2	4.9	4.9	4.2	2.4	22.6	4.0	15.1	6.9	14.0	51.1
Spartanburg (Earlier)	591	25.4		College = 7.8		3.7	24.4	---	29.6	9.0	7.8	36.9

From the figures shown in Table XLII, the frequency of use of the public libraries seems to follow a consistent pattern. About 40 percent of the patrons use the library weekly, roughly the same percentage monthly, and 20 to 25 percent infrequently. Significant departures from this pattern appear at Anderson, Beaufort, and Florence. Those libraries might well want to conduct another survey or to look into the reasons why their users depart from the norm.

This analysis of users, which is the primary interest of the surveyors (Table XLIII), appears to confirm other studies of public library use. Heaviest users of the public library are students: one-third being elementary and high school students, another 14 percent being college and university students, with business and professional persons comprising almost one-fourth and housewives nearly one-fifth. There are interesting variations among the libraries but all student use (the sum of Columns 1-5) ranges from above 25 percent at Abbeville-Greenwood to above 61 percent at Florence and Laurens and an amazing 76 percent in the Charleston branches. Even if one assumes that students are more likely to fill out questionnaires than other patrons, the message is still clear: students of all kinds are among the heaviest users of public libraries. The Richland County Public Library has fewer elementary and high school students but 28 percent of its users are postsecondary students. Perhaps that is not so surprising when one remembers that the main library is located only four blocks from the campus of the State's largest university with its 20,000 students. Whether the opening of the new Central University Library at USC at Columbia will reduce the student population using the Richland County Public Library will be clear a year from now.

What may surprise some of the public librarians is not how many college students use their facilities but relatively how few. Granted, the data may not be as accurate or as sophisticated as everyone would like. Nonetheless, there is enough similarity in the figures in most of the columns of Table XLIII for the data to be taken seriously by those interested in the question of who uses public libraries in South Carolina. Detailed analyses have been supplied to each of the participating libraries so that each librarian can make whatever follow-up studies seem appropriate. Certainly in those libraries (Charleston-- both main and branches, Florence, Greenville, and Laurens) where students of all ages make up more than 50 percent of all users, there is a need to examine closely the library's programs to see if resources and services are being directed to fulfilling the needs of those students. Consideration should also be given

Table XLIV

PUBLIC LIBRARY USE, 1974-75

<u>LIBRARY</u>	<u>CIRCULATION</u>		<u>INTERLIBRARY LOANS</u>			<u>5 Year Average</u>
	<u>Total 1974-75</u>	<u>Average Last 5 Years</u>	<u>Borrowed</u>	<u>1974-75 Loaned</u>	<u>Total</u>	
Anderson	345,911	283,773	327	1	328	212
Beaufort	83,318	79,867	152	2	154	126
Charleston	717,998	720,736	319	10	329	357
Florence	216,642	206,142	997	1	998	456
Greenville	916,024	786,035	537	82	619	352
Horry	200,513	169,854	219	7	226	172
Laurens	111,788	87,752	256	0	256	192
Richland	731,504	677,183	777	16	793	NA
Spartanburg	518,538	476,182	219	5	224	145
York	219,125	171,172	195	122	317	155

NA - Not Available

to a determination of whether or not such heavy student use reflects inadequate school or college library collections and/or services.

Circulation statistics and interlibrary loan figures were also supplied by the public libraries as indicated in Table XLIV. Not surprisingly, all the public libraries borrow heavily (primarily from the State Library) and lend sparingly, reflecting the need for resources not present locally. What is surprising, in view of the State Library Network, is the fact that the total exchange is so small. Even Florence, the highest on the list, secures fewer than 1,000 volumes a year from elsewhere in the State. The data confirms an impression of the surveyors that bibliographic access is still a problem in South Carolina, with a need to identify specialized resources at various locations. It also led one surveyor to wonder if the librarians themselves didn't have too narrow a view of resource sharing since delivery service still depends primarily on the U.S. Postal Service.

Collections

How adequately do the public libraries meet the needs of college students, who make up one patron in seven? That is not an easy question to answer. In gross terms the major libraries have at least as many volumes as most four-year colleges. In Table XLV there is provided information on the ten libraries studied. Most of these libraries also have materials which four-year colleges would not have, e.g., children's books and popular adult books. They also often have better non-print materials than most colleges and some of the S.C. public libraries do have a sizeable number of audio recordings, maps, and prints.

In an attempt to measure the quality of the collections, the surveyors asked for information on the number of titles held which are listed in standard bibliographies. This is a fairly standard way of measuring collection strength; but this method of evaluation has not been extensively used in South Carolina. The data in Table XLVI are therefore incomplete. While this is unfortunate, the reluctance of librarians to do the time-consuming comparisons necessary to provide the information is understandable.

From the admittedly incomplete data in Table XLV it would appear that the public libraries subscribe to most of the titles listed in Reader's Guide and that they do fairly well on the Reference Books for Small and Medium Sized Libraries. Where there is a report on the basic titles needed for undergraduate

instruction they do less well, and even Greenville, in our opinion one of the strongest public libraries in the State, doesn't show up very well on Books for Public Libraries: Non-Fiction for Small Collections. In general the impression of the surveyors is that the public libraries have small but up-to-date reference collections, with some unusual sets in most places, and that they could well cooperate with local colleges in the purchase of important but rarely used reference sets. One of the problems, of course, is that the ordinary citizen may not know that there are other titles located elsewhere in the community and will not look in other locations. The publication of the Greenville Area Reference Resource Center's "Libraries and Information on Resources of Northwest South Carolina" is a good example of the kind of guide to area libraries which needs to be more widely available.

The two largest public libraries exist at opposite ends of the State. Charleston, as might be expected in that locality, has a wealth of historical, local, and State materials, only part of which are under bibliographical control. There are indexes to wills and local newspapers, and holdings of some federal census records. Particularly important is a local collection on Black history and culture as well as reference materials on the Low Country generally. Business and technology reference materials are well represented. The system also has a strong collection of ephemera, including 18,164 pamphlets and 64,448 clippings and other items on file. Charleston circulates talking books, large print books, 17,000 paperbacks, 3,400 mounted art prints, and 850 framed art reproductions.

Greenville, with the largest public library collection and an excellent new library building, has a reference collection which would do justice to a small university library. It includes foreign and specialized encyclopedias, numerous journals and newspapers on microfilm and a number of microform readers. There are printed catalogs of major research libraries, and a good collection of indexes and abstracting services. Recently acquired is the Library of American Civilization and the Library of English Literature on ultra-microfiche. The business and documents collections are reasonably strong, with 800 to 1,000 annual reports of businesses received regularly and 157 titles in the Business Periodicals Index. The South Carolina Historical Collection includes 5,608 volumes with another 1,464 volumes in the genealogical collection. Greenville does an unusually good job of publicizing its resources locally through a series of attractive brochures. Fifteen college libraries, seven public

TABLE XLV

RESOURCES OF PUBLIC LIBRARIES AS OF JUNE 30, 1975

Library	PRINTED MATERIALS				NON-PRINTED MATERIALS								
	Total No. of Vols.	Average Additions (Last 5 Years) 1970-75	Current Serial Titles	Current Newspaper Titles	Motion Pictures	Audio Recordings	Film Strips	Slides	Maps & Charts	Prints	Mixed Media Kits	Manuscripts	Other
Anderson County	120,550	7,638	211	11	---	1,591	10	---	100	36	---	--	---
Beaufort County	60,567	3,555	165	12	---	250	---	---	50	---	---	--	74 Microfilm
Charleston County	327,741	21,517	486	36	25	1,460	438	100	1,219	3,400	---	--	---
Florence County	97,679	5,588	787	17	---	1,222	292	---	42	125	---	--	223
Greenville County	377,864	29,020	1,576	49	610	8,568	124	115	58	527	200	1	336
Horry County	86,867	4,862	192	10	---	3,908	---	---	---	225	160	--	390 Cassette Microfilm
Laurens County	69,257	4,174	136	10	50	500	600	---	50	75	25	--	---
Richland County	247,638	21,417	1,110	30	---	---	---	---	568	448	---	--	---
Spartanburg County	190,375	11,165	337	21	100	3,000	75	---	10	200	---	--	---
York County	102,743	6,719	306	11	40	997	317	---	---	---	---	1	---
TOTALS	1,681,281	115,655	5,306	207	825	21,496	1,856	215	2,097	5,036	385	2	1,023

NOTES: Some of the figures in this table are estimates. Charleston also reports 5,206 reels of microfilm, 1,229 microfiche titles, 755 framed pictures, 18,164 pamphlets and 64,448 pieces in the vertical files.

Table XLVI

TITLES HELD: SELECTED STANDARD LISTS

<u>Public Library</u>	<u>Reader's Guide</u> (155)	<u>Choice Opening Day Collection</u> (1,818)	<u>Ref Books</u> (770)	<u>Public Library Non Fiction Books</u> (approx. 5000)	<u>Farber College Library Periodicals</u> (1,048)
Anderson County	155	NR	432	1,196	NR
Beaufort	108	495	NR	NR	NR
Charleston	155*	1,455*	578	4,750*	NR
Florence	NR	NR	NR	NR	NR
Greenville	155	564	652	1,859	273
Horry	NR	NR	NR	NR	NR
Laurens	85	NR	NR	NR	NR
Richland	155	NR	641	NR	NR
Spartanburg	147*	571	324*	3,300*	110
York	105	NR	NR	NR	NR

* Estimate

NR - Not Reported

SOURCES: Reader's Guide to Periodical Literature
Choice Opening Day Collection, 3rd ed., 1974.
Reference Books for Small and Medium Sized Libraries, 2nd ed., 1973.
Books for Public Libraries: Nonfiction for Small Collections, 2nd ed., 1975.
Farber, Evan, Classified List of Periodicals for the College Library,
5th ed., 1972.

libraries, and one newspaper library are included in the loose leaf directory of libraries and information resources in the ARRC. Still, its ARRC program appeared to one surveyor to be too low-key and to have little visibility. This reinforces what has been observed previously: that the State's network approach tends to be conventional rather than innovative.

In the middle of the State the Richland County Public Library, with the third largest public library collections, reported that it held 6,387 titles in the Essay and General Literature Index and 6,960 titles listed in the Public Library Catalog (excluding the 500 and 600 sections). The staff regularly compares holdings against a number of standard lists such as the Fiction Catalog, Short Story Index, Play Index, and Biography Index, but do not routinely count the number of titles held. Richland's South Carolina Collection numbers 2,120 volumes, plus a Daughters of the American Revolution Collection of 591 volumes and 524 rare books.

Laurens County reports 1,700 volumes in its South Carolina Historical Room and a recent gift of 1,544 volumes of reprints listed in several major indexing tools. Most public libraries have a small collection of South Carolina historical materials as well as local materials, usually newspapers or items written by local authors.

Financial Support

With limited financial support available for serving the diverse groups which make up the public library's users, there is decided concern over the stabilization of income. One public librarian noted that the public library has as its primary purpose service to the "out-of-school" adult or child and therefore it is impossible to tailor limited income to meet high school and college needs as well as those of the primary target group. Certainly this points up the necessity of all types of libraries cooperating more and making the most of scarce resources. This same librarian would recommend that formal cooperation should have funding attached, and that such funding should not be available except for two or more institutions. This may be a necessity if formal cooperation is to receive more than lip service.

Any objective assessment would lead one to conclude that, cooperation aside, public libraries are not generously supported in South Carolina. Overall per capita support for public libraries was \$2.38 in 1974-75, scarcely

adequate to provide good local library service even if sharing were more highly developed than it now is. Federal funds, either revenue sharing or emergency public service employee funds, are a weak reed on which to lean for permanent support. Nonetheless, the loss of such funds would be disastrous for a number of South Carolina public libraries. As indicated in Appendix F, special revenue sharing provided over \$1.5 million for South Carolina public libraries in 1974-75 while grants-in-aid totalled about as much. In Table XLVII are shown the total amount expended and the funds allocated for purchase of library materials in 1974-75. Totals range from just over \$100,000 for Laurens County to almost \$1.5 million dollars in Greenville. Given the funding pattern in the past with only 35 cents per capita in State aid, the public libraries have done exceedingly well. But one should remember that a number of these libraries support branches and bookmobiles as well as main libraries. If they are to continue to provide South Carolina citizens with reasonable library and information services and are to become resource centers for their areas of the State, additional funds must be sought, either from increased State or Federal aid. Cooperation works only when there is something to share. With inflationary costs and a stabilized budget the collections are apt to become static and historical rather than functional materials for today's needs. For that reason the warning in the "Standards for South Carolina Public Libraries" seems appropriate: "While South Carolina has made notable strides in public library development, no thoughtful assessment of the present state-wide situation can be complacent....Nowhere has there been sufficient money to meet national standards or rarely even the latest State standards....To create a formal framework for a regional system for the entire State would lend momentum to the development of regional systems and encourage smaller units to enter into cooperative arrangements. It would recognize the burden now carried by larger libraries and compensate them with additional state aid."⁴

As the analysis of the public library's users so well indicated, any future public library system must come to grips with the fact that such libraries do indeed serve students from the elementary school through graduate school. Academic libraries, which often have been closed to local residents, are urged to re-examine the service they can render to all those who can use their services. The public libraries must include the academic libraries in their planning for comprehensive State-wide service. Contractural arrangements

Table XLVII

EXPENDITURES BY PUBLIC LIBRARIES

<u>Library</u>	<u>Total Expenditures 1974-75</u>	<u>5 Year Average 1970-75</u>	<u>Materials Expenditures 1974-75</u>	<u>5 Year Average 1970-75</u>
Anderson County	\$234,915	\$248,202*	\$ 59,519	\$ 42,705
Beaufort	136,555	99,834	33,224	24,936
Charleston	855,353	664,395	211,697	149,763
Florence	243,310	211,364	55,288	44,494
Greenville	1,457,368	1,079,215	389,207	272,679
Horry	174,216	146,107	41,303	33,244
Laurens	109,334	81,133	22,667	18,866
Richland	776,195	643,277	141,865	128,547
Spartanburg	352,040	292,929	74,142	62,884
York	<u>237,330</u>	<u>158,225</u>	<u>59,804</u>	<u>37,667</u>
TOTALS	\$4,576,616	\$3,624,681	\$1,088,716	\$815,785

*NOTE: New building funds included (1971-72) makes this higher than it should be.

are likely to be a necessity under financial constraints and, if patterns elsewhere are any indication, will come with great difficulty. However, in the tradition of the American state university which has emphasized teaching, research, and public service, academic librarians should take the lead in ensuring that citizen and student alike (and they are often the same person) can use any library participating in a State-wide network with minimum restrictions.

CONCLUSIONS

In the decade immediately ahead there is a need to expand accessibility for all citizens to library resources at the same time that budgets are stabilizing. In a recent article Richard de Gennaro noted that "The traditional emphasis on developing large local research collections must be shifted toward developing excellent working collections and truly effective means of gaining access to needed research materials wherever they may be."⁵ If, as now seems likely, libraries will be forced to change their emphasis from buildings and ownership of collections to access to resources of their users, this will mean a decided change in the way all libraries operate.

The proposed standards for South Carolina public libraries have serious implications for academic libraries. No statewide plan for the public libraries should be developed without including the resources of the academic libraries. Funds are needed not only for strengthening the local public libraries but also for ensuring reasonable access, both bibliographical and physical, to all library resources supported by public funds. In each chapter of this survey, the need for bibliographical control and for better coordination of the State's library resources has been stressed. However heroic the efforts, some public and college libraries will simply never have the resources they need to serve their users well. Other alternatives will be necessary if those users are to be served at all.

In an earlier chapter a recommendation was made that funds be provided to assist the State's two general purpose universities to make their collections more easily accessible to other libraries and the South Carolina citizen generally. Important as that recommendation is, there is also a need for stronger development of the State Library's Area Reference Resource Centers concept. Better delivery service, a common borrower's card, development of regional bibliographical tools--all are needed as component parts of an expanded State network plan. Additional State aid, which is desperately needed by most libraries,

should be used to encourage network development and to assure the highest level of cooperative effort possible. Despite the excellent Book Collection Improvement Project, significant gaps in the holdings of many libraries still exist. As consideration is given to the filling of those gaps, the various local libraries, academic and public, need to consult with each other and share the cost of the more expensive items, for the good of their own users.

One mistake frequently made by those who advocate cooperative programs is the failure to assure adequate long-range funding. The history of librarianship in this country is full of examples of projects which began with enthusiasm, flourished with temporary funding, and declined when that funding was no longer available. The comments of one public librarian seem especially pertinent here: "I believe there should be formal cooperation with funding attached. The money should go for collections and staff but require the cooperation of different types of libraries. The application for funds should be made by two or more institutions. They should be unavailable for just one unless there is absolutely no possibility of cooperation, which is unlikely. Citizen and student alike must then be able to use any participating library with minimum restrictions." Both the South Carolina State Library and the South Carolina Commission on Higher Education should be provided funds to encourage cooperative projects which will last longer than the momentary enthusiasm of the librarians who are involved.

Finally, all libraries know too little about their collections, their users, and budget planning. The College of Librarianship at the University of South Carolina should be encouraged to help public and academic libraries conduct community surveys, analyze collections, and develop models for future planning. Workshops and other forms of continuing education are very much needed by all types of libraries in South Carolina. Such efforts should be cooperative ventures of the College of Librarianship, the State Library, and the South Carolina Library Association. Planning for the future will require the best talents of all South Carolina librarians but the potential for significant progress exists if a larger vision can be encouraged.

REFERENCES

¹An excellent description of how well the S. C. State Library has targetted its Federal funds can be found in South Carolina State Library Annual Program Library Services and Construction Act, 1975-1976 with FY 75 Equipment, 1975.

²"Standards for South Carolina Public Libraries," Draft Revision, October, 1975, p. [3].

³David H. Laizure, "User Studies and the Administration of the Academic Library," master's paper prepared for the School of Library Science, University of North Carolina at Chapel Hill, 1976.

⁴"Standards...", op. cit.

⁵Richard de Gennaro, "Austerity, Technology, and Resource Sharing: Research Libraries Face the Future," Library Journal, 100 (October 15, 1975), pp. 917-923. See also I. T. Littleton, "Comments on the Recommendations of the Southeastern States Cooperative Library Survey," unpublished paper, Atlanta, Georgia, September 19, 1975.

APPENDIX A

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

RUTLEDGE BUILDING

1429 SENATE STREET

COLUMBIA, S. C. 29201

HOWARD R. BOOZER
EXECUTIVE DIRECTOR

TELEPHONE
803 / 758-2407

November 6, 1975

Dear Librarian:

The questionnaire enclosed has been prepared as an essential first step in the study of library resources available to students in postsecondary educational institutions.

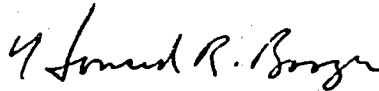
Please return the completed questionnaire by Monday, January 12, 1976, at the latest, to Dr. Frank E. Kinard, Assistant Director of the Commission, at the above address. If you have any questions, about either the questionnaire or the study itself, Dr. Kinard would be pleased to hear from you.

The study team, headed by Dr. Edward G. Holley, now plans to make its campus visits during the weeks of February 16, March 8 and March 22, of which the last is tentative. While it will not be possible for the team to visit all 58 campuses and all public libraries, a significant fraction of each will be asked to arrange such visits. We will be in touch with you later about that aspect of the study team's work.

Thanks in advance for your cooperation in this important study.

With best wishes, I am

Sincerely yours,



Howard R. Boozer

HRB:cmt

cc: Edward G. Holley
Johnnie E. Givens
Fred W. Roper
W. Christian Sizemore



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
RUTLEDGE BUILDING
1429 SENATE STREET
COLUMBIA, S. C. 29201

HOWARD R. BOOZER
EXECUTIVE DIRECTOR

TELEPHONE
803 / 758-2407

November 19, 1975

Dear Librarian:

On November 6, we mailed to you the questionnaire, which is an essential part of the survey to be undertaken by the study team of this Commission.

A few of you have now stated that you may not find it possible to complete checking your holdings against the bibliographic lists, specified in Item 12 of that questionnaire, by the due date of January 12.

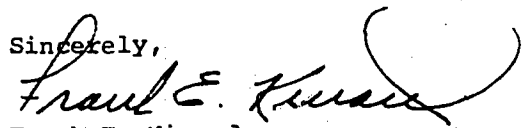
After consultation with Dr. Holley and the members of his study team, we offer the following suggestion:

If you are not able to complete Item 12 in its entirety by January 12, please complete at least Item 12A by that date and mail the questionnaire to me.

Following this, please complete Items 12B, 12C or 12D (as appropriate) and forward that information to me separately as soon as possible and not later than May 1, 1976.

We are sure you recognize the importance of the team's having the most complete picture possible of your resources prior to institutional visits and the drafting of their report. We, and they, also recognize the difficulty of checking the bibliographic listings and hope that this extension of time, if necessary in your case, will ease your task.

Sincerely,


Frank E. Kinard
Assistant Director

FEK:cmt

cc: Edward G. Holley
Johnnie E. Givens
Fred W. Roper
W. Christian Sizemore

SOUTH CAROLINA COLLEGE LIBRARY RESOURCES SURVEY

Sponsored by the South Carolina Commission on Higher Education

GENERAL INFORMATION

1. Name of Institution _____
2. Date of Founding _____
3. Total Faculty members (headcount) as of the fall term, 1975 _____
(NOTE: Enrollment data, types of programs, and library staff will be supplied from information already available to the Commission.)

THE COLLECTION

4. Number of volumes in the library cataloged or processed for use, as of June 30, 1975 _____
5. Number of volumes added during the preceding five years:
1970-71 _____ 1973-74 _____
1971-72 _____ 1974-75 _____
1972-73 _____

Definition: A "volume" is defined as a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise prepared for use. For purposes of this calculation microform holdings should be included by converting them to volume-equivalents. The number of volume-equivalents held in microform should be determined either by actual count or by an averaging formula which considers each reel of microform as one, and five pieces of any other microformat as one, volume-equivalent.

6. Number of the following non-print materials held as of June 30, 1975:

Motion Pictures _____	Maps and Charts _____
Video Tapes _____	Prints _____
Audio Recordings _____	Mixed Media Kits _____
Filmstrips _____	Manuscripts _____
Slides _____	Other _____
Overhead Transparencies _____	

6. Definition: Count each form of non-print media by piece-count, e.g., a set of 20 slides would be counted as 20 pieces. Exceptions are mixed media kits which are each counted as a single piece.
7. Number of current serial titles _____
(include periodicals, annuals, newspapers, irregular publications)
8. Number of current newspaper titles _____
9. Number of newspaper titles currently received on microfilm _____
10. Budget for serial publications, 1975-76 _____
11. Please describe, in one or two paragraphs, the adequacy of your collections for the present instructional programs of the institution. Indicate which departments are best served as well as those poorest served. (Attach separate sheets if necessary.)

12. Check the following standard lists and indicate the number of titles held (all respondents check titles in A; in addition, respondent should check titles as indicated for his specific type of institution):

A. For all institutions:

Reader's Guide to Periodical Literature, H. W. Wilson Co. _____
(use list in August, 1975, issue)

Choice Opening Day Collection, 3rd ed., ACRL, 1974. _____

Reference Books for Small and Medium Sized Libraries,
2nd ed., ALA, 1973. _____

B. For Technical Education Institutions:

Applied Science and Technology Index, H. W. Wilson Co.
(use list in September, 1975, issue) _____

Edward Mapp, Books for Occupational Education Programs,
Bowker, 1971. _____

James W. Pirie, Books for Junior College Libraries,
ALA, 1969. _____

C. For Two-Year and Junior Colleges, and U.S.C. Two-Year
Regional Campuses:

Evan Farber, Classified List of Periodicals for the
College Library, 5th ed., Faxon, 1972. _____

James W. Pirie, Books for Junior College Libraries,
ALA, 1969. _____

D. For Four-Year Colleges and Universities:

Books for College Libraries, 2nd ed., ALA, 1975.

Volume I Humanities _____

Volume II Language and Literature _____

Volume III History _____

Volume IV Social Science _____

Volume V Psychology, Science, Technology,
Bibliography _____

Total titles held in all five volumes _____

Evan Farber, Classified List of Periodicals for the
College Library, 5th ed., Faxon, 1972. _____

E. For public Libraries:

Books for Public Libraries: Non-Fiction for Small Collections, 2nd ed., Bowker, 1975. _____

Evan Farber, Classified List of Periodicals for the College Library, 5th ed., 1972. _____

13. List any other bibliographies you have checked recently with name of the bibliography and numbers of titles held, e.g., those institutions with master's programs in education should have checked Education Index, Burke and Burke, Documentation in Education, 2nd edition, Teachers College Press, 1967; those with business master's programs the Business Periodicals Index and Business Reference Sources, Harvard School of Business Administration, 1971; etc.

14. Do you have any specialized collections? _____ If so, indicate their size and depth.

15. Is the library a depository for federal documents? _____

16. Is the library a depository for maps (e.g. U.S. Geological Survey, Army Map Service)? _____

COOPERATIVE PROJECTS

17. Are you a member of a consortium? _____ If so, what other libraries are members? _____

18. Are your collections described in brochures or other descriptive printed materials? _____ If so, please submit a sample of each with the questionnaire.

19. Do you participate in union catalogs or union lists? _____
If so, specify which ones.

20. Is your library a participant in SOLINET? _____

FINANCIAL SUPPORT

(Please indicate all library expenditures for your campus.)

21. Total annual library expenditures for the last five years:

1970-71 _____	1973-74 _____
1971-72 _____	1974-75 _____
1972-73 _____	

22. Federal work-study funds available for the library during 1975-76
_____.

23. Annual expenditures for books, periodicals, binding, and non-print materials for the past five years:

1970-71 _____	1973-74 _____
1971-72 _____	1974-75 _____
1972-73 _____	

24. Has the library received any direct grants from foundations, governments, or private donors during the past five years? (Name sources and amounts)

USE OF THE LIBRARY

25. General circulation for the last five years:

1970-71 _____	1973-74 _____
1971-72 _____	1974-75 _____
1972-73 _____	

26. Reserve items circulated for the past five years:

1970-71 _____	1973-74 _____
1971-72 _____	1974-75 _____
1972-73 _____	

27. Inter-library loan transactions for the past five years:

	<u>Total</u>	<u>Borrowed</u>	<u>Loaned</u>
1970-71	_____	_____	_____
1971-72	_____	_____	_____
1972-73	_____	_____	_____
1973-74	_____	_____	_____
1974-75	_____	_____	_____

28. Indicate your library's policy on borrowing by different types of users by placing an X in each square which applies in the box below. (For example, if your policy permits regular loans to faculty, place an X in the uppermost left-hand square.)

	Regular Loan	External Loan	Building Use Only	Inter- Library Loan	Policy Prohibits Use
Faculty of the Institution					
Students of the Institution					
Faculty of other Institutions					
Students of other Institutions					
Other Adults					
High School Students					
Elementary School Students					
School Teachers					

PHYSICAL FACILITIES

29. Is there a separate building for the library? _____
30. Is the building air-conditioned? _____
31. Age of main building? _____ (yrs.) Have there been additions? _____
When? _____
32. Number of seats for readers. _____
33. What future plans have been made for library space?

34. Number of items of equipment available for users:

Motion Picture Projectors _____

Video Tape Decks _____

Slide Projectors _____

Filmstrip Projectors _____

Overhead Projectors _____

Audio Tape Recorders _____

Record Players _____

Microform Readers _____

Microform Printers _____

Calculators _____

Typewriters _____

Photocopy Machines _____

ADMINISTRATION

35. To whom does the librarian report? (Title) _____

36. List the departmental libraries, resources, and title of position to which each reports:

Library

Resources

To Whom Reports

37. Does the library have a statement of defined purposes and objectives?

_____ If so, please attach a copy to this questionnaire.

38. Which classification scheme do you use, Dewey or L.C.? _____

39. Are you a member of a processing center? _____

40. If you have recommendations on state-wide planning for libraries, the team will be happy to receive them (attach separate sheets as necessary).

41. Please feel free to add any other comments on your library's staff, resources, or services which may be helpful to the consultant team.

Name of Person Completing Questionnaire

Title

Date

APPENDIX B



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

RUTLEDGE BUILDING
1429 SENATE STREET
COLUMBIA, S. C. 29201

HOWARD R. BOGZER
EXECUTIVE DIRECTOR

TELEPHONE
803 / 758-2407

April 1, 1976

TO: Librarians at the Public Libraries of Abbeville-Greenwood, Beaufort,
Florence, Greenville, Laurens, and Richland Counties

FROM: Frank E. Kinard *FEK*

STUDENT USER SURVEY

In accord with your responses to Dr. Holley's memorandum of March 8, I enclose _____ copies of the User Survey from which you have agreed to make available to your patrons. The results will be useful to our Commission study of library resources, and will be shared with you.

Please distribute these questionnaires to your patrons during the busiest two hours on Monday and Wednesday, either April 5 and 7 or April 12 and 14, whichever is more convenient for you. Ask patrons to check the questionnaire and deposit each completed questionnaire in a box as each patron leaves the building. Distribute the questionnaires to patrons only in the main library.

Please return all completed questionnaires to me by April 16, at the latest.

In addition to those listed above, public libraries in Anderson and in Rock Hill will participate, but have made their own arrangements for reproducing the forms. The Charleston and Horry County Libraries declined to participate.

/cmt

Enclosure

cc: Anderson County Library
York County Library
Dr. Edward G. Holley
Miss Johnnie E. Givens
Dr. Fred W. Roper
Dr. W. Christian Sizemore

Please take 5 minutes to tell us your feelings about the library. Drop the completed questionnaire in the box at the check-out desk.

Check the appropriate line(s) below:

1. I use the public library
 weekly (4 or 5 times per month)
 monthly (1 to 3 times per month)
 infrequently (less than 1 time per month)

2. I am a/an
 elementary or high school student
 college freshmen or sophomore
 college junior or senior
 graduate student
 technical, trade, business school student
 business or professional person
 clerical or technical person
 housewife
 other

3. I am most likely to use the public library for: (put "1" for most probable use, "2" for second most probable use, etc.)
 recreation and entertainment
 education (in connection with schoolwork)
 information not related to schoolwork
 other (Describe: _____)

For the remaining questions, student respondents are requested to rate both the public library and the library at their academic institution. Non-students should rate the public library only.

4. I find the atmosphere of the library to be:

Public		Academic
<input type="checkbox"/>	pleasant	<input type="checkbox"/>
<input type="checkbox"/>	satisfactory	<input type="checkbox"/>
<input type="checkbox"/>	dull	<input type="checkbox"/>
<input type="checkbox"/>	inappropriate (describe below)	<input type="checkbox"/>

5. I find the staff to be:

Public		Academic
<input type="checkbox"/>	very helpful	<input type="checkbox"/>
<input type="checkbox"/>	moderately helpful	<input type="checkbox"/>
<input type="checkbox"/>	of little help	<input type="checkbox"/>
<input type="checkbox"/>	too rushed or busy to help	<input type="checkbox"/>

6. I find the resources (books, magazines, etc.) to be:

Public

adequate
inadequate

Academic

7. I find the facilities (chairs, tables, lighting, etc.) to be:

Public

uncomfortable
comfortable
inappropriate (explain)

Academic

8. I find that the arrangement of materials and resources make them:

Public

easy to locate and use
hard to locate and use

Academic

9. I find the rules and policies of the library to be:

Public

too restrictive
reasonable
not restrictive enough

Academic

10. When I come to the library looking for something:

Public

I never seem to find it
I seldom seem to find it
I usually seem to find it
I always seem to find it

Academic

11. Considering the distance to travel, available transportation, hours of opening, etc., I find the library:

Public

very convenient to use
moderately convenient to use
not very convenient to use

Academic

12. I find the resources in the following fields are adequate (mark "A") or inadequate (mark "I") for my needs:

Public

humanities and history
social sciences
sciences

Academic

Please write any comments or suggestions below, or use the back of this sheet.
Thank you very much for your thoughts and your time.

APPENDIX C

LIST OF LIBRARIES VISITED BY THE SURVEY TEAM

Public Universities

Clemson University
University of South Carolina-Columbia
Medical University of South Carolina

Public Senior Colleges

The Citadel
College of Charleston
Francis Marion College
Lander College
South Carolina State College
USC-Aiken
USC-Coastal Carolina
USC-Spartanburg
Winthrop College

Public Two-Year Colleges

USC Regional Campuses

Allendale
Beaufort
Lancaster
Sumter

Technical Education Centers and Colleges

Aiken Technical Education Center
Beaufort Technical Education Center
Florence-Darlington Technical College
Greenville Technical College
Horry-Georgetown Technical College
Midlands Technical College
 Airport Campus
 Beltline Campus
Orangeburg-Calhoun Technical College
Piedmont Technical College
Spartanburg Technical College
Sumter Area Technical College
Tri-County Technical College
Trident Technical College
 North Campus
 Palmer Campus
York Technical College

Private Senior Colleges

Allen University
Baptist College
Benedict College
Bob Jones University
Claflin College
Columbia College
Converse College
Furman University
Presbyterian College
Wofford College

Private Junior Colleges

Anderson College
North Greenville College
Spartanburg Methodist College

Public Libraries

Abbeville-Greenwood Regional
Anderson County
Beaufort County
Charleston County
Florence County
Greenville County
Horry County
Laurens County
Richland County
Spartanburg County
York County

Special-Purpose Libraries

Deering-Milliken Research Corporation
South Carolina State Library

APPENDIX D

STATISTICS OF SOUTHERN COLLEGE AND UNIVERSITY LIBRARIES 1974-1975

INSTITUTION	Volumes in Library June 30, 1975 ¹	Expended for Books, Periodicals and Binding ²	Expended for Salaries Exclusive of Student Help	Expended for Student Help	Total Library Expenditures Unrestricted & Restricted Funds ³	Total Library Expenditures Unrestricted Funds Only	Ratio of Lib. Expenditures to Total Exp. of Institution ⁴	Library Positions		Enrollment Fall Term 1974	
								Profess.	Clerical & Sub-Prof.	Resident Undergrad.	Graduate Students
Alabama, University of	1,051,205	611,845	802,694	89,000	1,629,974	—	—	39	59	11,868	2,829 ⁵
Arkansas, University of	746,998	661,703	581,858	96,384	1,339,945	1,296,402	6.4	26	45	9,208	1,976
Auburn University	783,515	620,035	685,812	47,820	1,494,573 ⁶	1,475,154	3.46	27	52	14,229	1,784
Baylor University	751,968	523,786	398,545	143,470	1,188,496	1,066,248	6.98	21.5	32.1	7,632	690
Clemson University	576,323	764,776	554,181	36,702	1,436,547	1,424,313	—	17	53	8,171	1,592
Duke University	2,622,167	1,472,993	2,103,808	181,583	4,039,865	—	—	83.8	144.5	5,574	3,349
Emory University	1,150,251	983,831	1,172,177 ⁶	127,495	2,422,176 ⁶	2,083,109 ⁶	7.29	49.5	76.0	6,044 ⁷	851 ⁸
Florida State University ⁹	1,126,075	1,111,371	1,363,858	158,578	2,860,834	2,843,802	5.0	57.5	91.5	16,564	4,222
Florida, University of	1,756,441	1,087,037	2,119,204	194,954	3,573,409	3,463,293	2.24	82 ¹⁰	147.5 ¹¹	21,935 ¹²	4,353
Georgia Institute of Technology	820,269	552,468	679,127	66,849	1,495,607	1,495,607	3.02	30.5	46.0	6,837	1,368
Georgia State University	512,866	918,505	718,266	130,220	1,912,172	1,912,172	5	25	60	12,146	6,756
Georgia, University of	1,522,682	1,824,892	1,777,334	160,313	4,052,412	3,969,812	3.8	71.8	171	17,385	3,848
Houston, University of	1,192,582 ¹³	2,092,561	1,283,451	234,010	3,647,159	3,580,814	—	48	102	25,643	4,353
Joint University Libraries	1,301,631	1,056,633	1,098,539	184,196	3,048,336	2,353,562	—	55	98	5,916	2,087
Kentucky, University of	1,284,529	873,804	1,204,016	197,267	2,440,860	2,298,862	3.0	55	97	15,809	4,253
Louisiana State University ¹⁴	1,538,247	912,688	1,249,809	134,637	2,499,409	2,458,830	5.42	51	66.5	19,695	4,672
Louisville, University of	932,187	570,445	896,459	85,911	1,828,243	1,741,015	4.17	40.8	62.5	9,133	4,900
Loyola University, N. O.	970,885	111,160	136,396	2,705	279,004	274,804	3.0	7	15	3,417	1,074
Maryland, University of	1,105,473	1,627,133	2,473,250	303,600	5,142,505	—	circa 4	82.5	163.5	27,130	7,537
Miami, University of	1,118,457	728,955	1,318,607	99,201	2,342,639	2,207,925	4.2	48	93	13,820	4,009 ¹⁵
Mississippi State University	518,425	420,802	391,093	66,392	913,943	913,943	1.7 ¹⁶	25	22	8,828	1,623
Mississippi, University of	1,103,284 ¹⁷	175,178	288,088	78,235	596,415	596,415	3.8	19	16	6,338	1,534
New Orleans, University of	392,031	352,000	465,085	55,961	907,569	778,276	5.76	20.3	32.7	11,031	1,307
North Carolina State University	692,566	733,677	915,095	110,084	2,022,562	1,779,565	2.2	25	83	14,186	3,285
North Carolina, University of	2,125,640	1,442,734	2,334,551	203,666	4,626,324	4,263,539	2.7	63.25	137.50	16,139	3,813
North Carolina Univ. at Greensboro	596,528	364,720	572,206	77,209	1,185,391	1,145,357	6.2	20.6	38	6,331	2,428
North Texas State University	844,133	534,299	768,732	114,310	1,552,536	1,490,565	5.42	28	62	11,787	5,091
Oklahoma State University	1,141,018	538,785	685,578	156,201	1,414,542	1,410,307	4.77	33	52	45,739	3,483
Oklahoma, University of	1,285,949	865,755	930,136	153,416	2,099,461	2,007,317	4.64	43	84	15,070 ¹⁸	6,042 ¹⁹
Rice University	875,877	597,829	705,960	37,371	1,497,438	1,493,138	5.7	27.8	57.0	2,631	805
South Carolina, University of	1,597,305	1,643,242	1,404,306	318,674	3,606,493	3,606,493	5.6	61	120	21,850	7,560
South Florida, University of	461,606	560,181	908,008	48,059	1,579,067	1,579,067	4.15	29.5	71.5	17,134	2,100
Southern Methodist University	1,363,028	930,091	592,474	112,605	1,698,278	1,204,783	4.87	32.7	33.5	6,375	3,704
Southwestern University, La.	365,005 ²⁰	344,245	461,982 ²⁰	72,768	953,837	881,068	5.99	16	27	10,690	1,109
Tennessee, University of	1,229,423	1,231,497	1,421,492	122,826	3,087,288	3,044,882	5.6	50	138	21,665	5,313
Texas A&M University	926,882 ²¹	879,024	1,071,170	183,303	2,430,522	2,275,024	4.96 ²²	38	98	17,315	4,148
Texas Christian University	1,159,469	360,213	308,406	65,734	822,665	799,870	4.8	18.4	27.7	4,025	1,206
Texas Tech University	1,240,461	706,812	837,426	186,006	1,730,244	1,730,244	5.24	39.0	48.5	18,703	2,783
Texas, University of	3,729,151	1,795,833	2,671,316	550,577	6,403,149	5,403,149	6	121	240	34,785	8,604
Texas Woman's University	346,170	268,652	212,620	31,512	611,072	611,072	4.6	10	14.5	5,631	3,041
Trinity University	567,900	324,391	355,452	21,110	822,428	760,629	8.13	15	35	2,706	708
Tulane University	1,217,667	652,668	975,720	111,188	1,857,184	1,790,260	8.7	40	82.75	5,583	3,465
Virginia Polytechnic Inst. & State U.	927,383 ²³	1,552,696	1,075,117	92,291	2,841,639	2,841,639	7.6	46	83	15,076	2,894
Virginia, University of	2,006,454	1,997,754	2,693,793	216,156	4,715,484	4,432,280	5.4	72	174	9,358	5,024
Wake Forest University	608,733	697,976	528,654	82,865	1,494,017	1,472,480	5.5	24	40	2,958	1,362
Washington and Lee University	265,319	177,095	163,167	15,239	—	384,608	6.06	5.6	10	1,350 ²⁴	242 ²⁴
West Florida, University of	205,516	313,474	344,965	18,969	700,635	700,635	5.6	14	24	4,123	783
West Virginia, University of	814,322	818,812	727,700	69,800	1,824,628	—	3.9	31	65	14,109	6,031
William & Mary College	621,201	476,915	536,315	88,009	1,192,006	1,155,280	7.55	18	46	4,261	1,130
Winthrop College	353,977	193,982	247,038	25,394	634,661	630,426	7.4	11	15.1	2,808	1,157

Source: Louisiana State University Library, 1975.

NOTES

- ¹A volume was defined as a physical unit of any printed, type-written, mimeographed, or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or made ready for use. Includes bound periodicals and government documents. Excludes microforms.
- ²Total Library Expenditures includes all funds expended from restricted funds (gift and grant monies) as well as unrestricted funds (state appropriated and self-generated income).
- ³Only the total of the college and university's unrestricted funds (state appropriated and self-generated income) was used to compute the Ratio of Library Expenditures to Total Expenditure of Institution.
- ⁴Includes law school enrollment (464).
- ⁵Includes \$3,000 for printing costs of *Alabama Academy of Science Journal*.
- ⁶Includes Fringe benefits totaling \$104, 960.
- ⁷Includes part-time students and professional school students totaling 2,548.
- ⁸Includes part-time students.
- ⁹Figures include Law, Library School, Development Research School Libraries, and the main library (Strozier).
- ¹⁰Includes 2 professional on grants.
- ¹¹Includes 16 clerical and sub-professional on grants.
- ¹²Includes 634 special students.
- ¹³Volumes in Library, August 31, 1975.
- ¹⁴Baton Rouge campus. Includes Law Library.
- ¹⁵Includes 1,144 Law Students, 554 Medical Students, and 2,311 Graduate Students.
- ¹⁶1.7% including expenditures for the Agricultural Experiment Station and Extension Service; 2.4% excluding expenditures for the Agricultural Experiment Station and Extension Service.
- ¹⁷Figure represents pieces of material, not volumes.
- ¹⁸Enrollment—Spring term 1975.
- ¹⁹Excludes uncataloged government documents.
- ²⁰Includes fringe benefits amounting to 7%.
- ²¹Estimated figure.
- ²²Includes cataloged microforms.
- ²³Full-time equivalent.
- ²⁴Includes Law Students. Full-time Equivalent.

APPENDIX E

SOUTH CAROLINA COLLEGES AND UNIVERSITIES
ANNUAL LIBRARY STATISTICS, 1974-75 Fiscal Year

FOUR YEAR COLLEGES AND UNIVERSITIES	OPERATING EXPENSES 1974-75				LIBRARY COLLECTIONS				PERSONNEL (Full-Time Equivalent)			Total Enrollment
	Grand Total	Salaries & Wages	Books & Other Library Materials	Binding	Total Volumes	Volumes Added	Volumes Withdrawn	Professional	Non-Professional	Number of Hours of Student Assistance		
Allen University	\$ 90,466.00	\$ 30,466.00	\$ 57,000.00	\$ 3,000.00	48,876	2,654	98	12	3	6,400	538	
Baptist College at Charleston	252,231.65	128,123.12	69,112.42	2,400.00	66,142	5,313	593	12	12	10,970	2,301	
Benedict College	366,841.00	123,082.00	241,177.00	2,602.00	82,201	11,201	1,000	5	5	16,405	1,603	
Bob Jones University(a)	121,053.53	78,053.53	42,556.00	2,614.00	149,039	4,694	460	12	12	25,062.5	5,048	
Central Wesleyan College	80,129.00	32,815.00	23,142.00	2,424.00	38,044	3,247	43	4	4	3,288	.....
Citadel(b)	340,677.00	160,895.00	153,614.00	5,811.00	254,834	108,700	842	5	10	.....	.....
Clafin College	207,908.62	79,913.82	105,534.63	3,075.55	78,883	5,900	25	4	6.5	10,800	1,181	
Clemson University	1,436,547.00	590,883.00	715,237.00	52,103.00	578,333	33,446	1,227	17	53	17,477	9,783	
Coker College	61,876.00	30,113.00	21,205.00	413.00	57,617	1,869	2,425	1	3	2,875	604	
College of Charleston(c)	695,801.00	274,453.00	313,259.00	14,888.00	157,038	23,542	63	9.5	22.8	20,568	3,517.9	
Columbia Bible College	59,394.00	43,327.00	11,402.00	1,300.00	42,199	1,964	753	3.6	3.6	4,242	822	
Columbia College	150,872.00	65,137.00	52,309.00	7,777.00	101,833	10,687	2,017	3	3	5,930	1,381	
Converse College	148,725.00	78,340.00	44,525.00	4,250.00	97,359	3,150	41	3.3	6	4,382	1,487	
Erskine College	93,839.23	41,460.00	45,339.33	1,171.49	7,019	5,253	192	12	4.5	5,191	735	
Francis Marion College	521,839.40	155,163.73	304,505.49	8,933.88	123,874	20,934	26	12	12	10,561	1,807	
Furman University	344,792.00	164,147.00	147,230.00	11,729.00	230,923	8,509	2,252	8	9.6	11,404	7,671	
Lander College	257,803.72	92,460.89	163,742.94	1,599.89	83,965	10,012	4	4	6	5,883	1,189	
Limestone College	46,430.00	26,950.00	12,699.21	104.47	48,093	327	95	1.2	1.2	2,371	567	
Lutheran Theol. Sem. Seminary	50,993.39	29,339.87	22,973.31	2,898.51	54,649	3,579	None	10.5	1	800	118	
Medical University of S. C.	522,636.00	263,442.00	178,694.00	20,000.00	102,826	6,706	149	2.5	20.5	4,000	.....
Morris College(d)	83,481.00	43,225.00	19,673.00	1,000.00	31,732	1,441	None	2.5	1.5	2,818	916	
Newberry College	136,767.00	69,050.00	38,476.00	2,640.00	61,374	3,723	4,416	4	4	3,750	849	
Presbyterian College	146,273.00	71,045.00	64,676.00	3,276.00	82,452	8,499	346	9.0	5.0	3,318	842	
S. C. State College	400,607.83	153,233.48	199,969.55	11,076.48	170,242	17,933	.....	17	16	18,550	2,735.2
S. C. State University	3,606,493.00	1,723,070.00	1,562,527.00	80,415.00	1,597,305	128,216	805	50	120	153,243	.....
Union College	125,309.00	59,213.00	65,000.00	846.00	77,031	2,096	55	5	5	8,788	1,172	
Winthrop College	630,426.00	312,432.00	218,539.00	10,776.00	238,917	11,359	322	11	16	13,940	4,437	
Wofford College(f)	174,423.00	108,299.00	52,443.00	6,728.00	131,763	6,407	3,170	5	5	7,578	995	
JUNIOR COLLEGES												
Anderson Junior College	55,911.00	28,515.00	21,499.00	683.00	19,830	2,345	891	2	2	1,667	1,168	
Clinton Junior College	No Report Received	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Friendship Junior College	No Report Received	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
N. Greenville Junior College	47,314.33	30,339.14	14,160.64	1,907.11	30,283	1,727	57	1	2.5	3,171	1,052	
Southern Methodist College	No Report Received	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Spartanburg Methodist College	41,016.91	20,369.82	13,651.72	779.71	25,225	1,076	209	1	5	2,500	.....
TECHNICAL EDUCATION CENTERS												
Aiken	52,000.00	28,000.00	24,000.00	None	4,919	1,028	None	1	4	800	2,371	
Chesterfield-Marlboro	44,303.43	21,617.71	20,112.78	None	11,794	1,060	4	1	1.5	500	.....
Florence-Darlington	57,576.00	32,460.00	25,116.00	None	24,703	1,108	109	2	2	3,828	2,339	
Greenville	175,798.00	93,434.00	31,263.00	193.00	28,550	2,692	90	3.5	7	2,400	6,626	
Horry-Georgetown	52,840.40	28,504.98	26,335.42	None	13,559	1,203	28	2	1	1,789	1,700	
Midlands-Airport Campus	39,459.00	31,315.00	28,524.00	None	16,531	1,003	2,826	3	2	900	7,192	
Midlands-Beltline Campus	80,842.00	58,911.00	21,931.00	None	24,371	1,632	353	3.5	3.5	3,940	3,030	
Orangeburg-Calhoun	93,040.00	57,418.00	29,008.00	112.00	18,445	2,171	89	2	1.6	6,453	4,680	
Piedmont	52,981.96	29,309.75	23,672.21	None	13,547	2,079	35	1	1	2,160	8,380	
Spartanburg	59,802.00	25,972.00	31,329.00	.....	15,830	1,629	.....	1	2	740	1,864
Sumter	44,131.00	20,038.00	24,093.00	.....	14,000	1,500	.....	1	2	4,680	865
Tri-County	47,940.00	29,440.00	18,425.00	75.00	17,476	1,849	.....	2.5	2	1,800	.....
Trident-North Campus	136,460.00	83,960.00	40,255.00	None	20,730	4,046	60	2	3	4,320	4,400	
Trident-Palmer Campus	50,456.00	22,018.00	28,438.00	.....	14,494	1,828	14	2	1	9,360	1,700
York	38,859.00	16,632.00	20,227.00	None	13,550	674	140	1.2	1	4,091	3,274	

(a) Includes Music Library.

(b) Includes Chemistry Dept. Library.

(c) Includes Grace Marine Biological Laboratory Library and Towell Learning Resources Center.

(d) Includes The Learning Resource Center and Wilson-Booker Science Library.

(e) Includes Aiken County Regional Campus, Aiken; Beaufort Regional Campus, Beaufort; Coastal Carolina Regional Campus, Conway; Lancaster Regional Campus, Lancaster; Salkehatchie Regional Campus, Allendale; Spartanburg Regional Campus, Spartanburg; Sumter Regional Campus, Sumter; Union Regional Campus, Union.

(f) Includes Chemistry Library and Psychology Library.

Source: South Carolina State Library, Sixth Annual Report, July 1, 1974-June 30, 1975.

OPERATING EXPENDITURES 1974-75

	Population of Area Taxed for Support 1970 Census	Total	Salaries	Books & Periodicals	Audio-visual Materials
Regional Libraries					
Abbeville-Greenwood	70,798	\$ 152,138.83	\$ 97,145.23	\$ 19,200.00	3,414.12
Aiken-Bamberg-Barnwell-Edgefield	139,841	312,335.98	183,682.75	78,460.00	5,328.07
Allendale-Hampton-Jasper	37,455	49,891.23	28,228.08	10,585.00	
Newberry-Saluda	43,801	78,895.05	39,623.52	20,373.43	5,091.61
County Libraries 100,000 & over					
Anderson County Library	105,474	234,914.50	126,959.02		2,937.28
Charleston County Library	247,650	855,353.14	486,326.22	21,000.00	
Greenville County Library	240,546	1,457,388.00	739,840.00	389,207.00	
Richland County Library	233,868	776,194.88	458,145.53	186,075.03	5,115.96
Spartanburg County Library	173,724	351,851.05	199,221.35	70,225.68	4,158.89
County Libraries 50,000 - 100,000					
Beaufort County Library	51,136	136,771.86	80,404.57	27,195.12	6,098.55
Berkeley County Library	56,199	90,452.94	56,680.01	20,834.80	
Darlington County Library	53,442	160,490.67	82,016.04	25,306.04	2,388.79
Florence County Library	89,636	242,680.10	122,682.71	55,288.49	9,087.48
Horry County Memorial Library	69,992	174,215.79	111,981.19	34,264.70	7,038.06
Lexington County Circulating Library	89,012	156,858.43	99,873.57	22,589.07	
Orangeburg County Free Library	69,789	107,951.68	61,144.42	30,310.54	531.10
Pickens County Library	58,958	131,948.55	70,507.96	27,359.97	401.96
Sumter County Library	79,425	206,747.14	93,534.60	61,415.13	2,075.43
York County Library	85,216	237,330.23	120,511.94	55,500.40	4,703.24
County Libraries 25,000 - 50,000					
Cherokee County Public Library	36,791	126,816.16	59,248.23	19,891.00	6,438.65
Chester County Free Public Library	29,811	71,545.52	37,800.32	18,202.45	1,819.34
Chesterfield County Library	33,667	53,715.79	27,282.67	12,255.74	1,253.94
Clarendon County Library	25,604	9,359.56			
Colleton County Memorial Library	27,822	69,634.13	40,629.00	16,621.06	4,034.83
Dillon County Library	28,838	53,509.95	24,609.29	15,587.42	815.00
Dorchester County Library	32,276	35,134.28	17,268.00	8,593.72	1,239.22
Georgetown County Memorial Library	33,500	135,317.06	38,366.72	24,130.86	1,666.45
Kershaw County Library	34,727	111,061.78	49,188.50	24,052.51	349.00
Lancaster County Library	43,328	103,966.81	47,305.80	26,417.56	4,910.00
Laurens County Library	49,713	109,333.97	67,594.18	22,437.81	182.72
Marion County Library	30,270	99,699.16	51,394.02	25,557.27	
Marlboro County Public Library	27,151	40,723.52	23,815.68	13,113.87	505.09
Oconee County Library	40,728	86,170.10	51,312.00	24,336.68	1,639.48
Union County Library	29,230	47,621.15	25,297.42	8,898.37	225.62
Williamsburg County Library	34,243	22,511.52	6,744.78	6,932.63	137.92
County Libraries 25,000 & under					
Calhoun County Public Library	10,780	29,359.84	13,973.40	6,912.95	532.37
Fairfield County Library	19,999	42,960.08	30,812.64	10,292.16	1,318.61
Lee County Public Library	18,323	19,166.38	9,933.00	6,415.05	
McCormick County Library	8,629	10,096.23	4,232.98	2,534.25	
Municipal & Township Libraries					
Chapin Memorial Library	12,899	38,080.41	22,165.00	12,849.07	
Timrod Library (Summerville)	NO REPORT RECEIVED				
South Carolina State Library			736,211.00	97,276.00	
TOTALS		\$ 7,229,769.13	\$ 4,633,913.84	\$ 1,813,094.95	\$ 84,843.88

* All 1974-75 statistics based on 1970 Census.
 ** Grants-in-Aid figures may vary from that shown on local reports because of date of receipt of funds. Includes '73, '74 and '75 funds. No grant from Clarendon served by Sumter.
 † Total LSCA Income, including grants to libraries. County libraries income is from local support only. (Exclusive of operation Revenue Sharing)

Source: South Carolina State Library, Sixth Annual Report, July 1, 1974-June 30, 1975.



APPENDIX F

SOUTH CAROLINA PUBLIC LIBRARIES
ANNUAL LIBRARY STATISTICS, 1974-75, Fiscal Year

BOOKSTOCK									
Other Operating Expenses	Capital Outlay	Income 1974-75 Total Budget	Tax Rate Mills	**Grants-In-Aid	Revenue Sharing (Special)	Total Volumes	Volumes Added	Newspapers	Periodicals
28,929.17	\$ 13,371.90	\$ 114,438.83	2	\$ 27,748.15	\$ 86,000.00	106,639	3,668	5	142
40,828.12	6,010.36	229,201.66		91,938.51	11,769.00	146,979	11,084	19	325
10,877.33		34,461.27		15,617.75		52,181	1,672	5	45
13,806.47		54,040.68		18,943.81		517.60	2,245	6	109
43,354.85	5,081.62	190,937.40	2	55,904.31	61,000.00	120,550	11,725	11	228
86,412.92	70,916.92	673,776.92		154,890.16		327,741	20,669	33	486
288,446.00	39,875.00	1,143,586.30		197,043.63		311,175	37,424	3	1,232
113,319.96	13,538.40	683,752.90	4	197,924.46		247,638	20,751	31	680
78,172.13	2,075.00	267,662.56	1	93,716.49	180,487.00	190,375	13,678	21	337
16,453.43	6,689.99	112,295.42		21,162.26	260,634.00	60,567	4,293	12	153
12,738.13		64,037.77		25,867.13		42,943	3,392	4	124
51,777.20		121,777.11		22,387.95		106,859	3,763	24	277
55,821.42		167,217.72		62,139.64	540,588.00	97,679	6,347	17	267
20,931.54		126,811.34		41,211.66	26,053.47	86,867	4,814	16	284
24,095.79		111,464.29		36,475.17	2,105.00	109,139	5,969	6	162
15,956.32		77,810.11		27,983.39	15,951.00	45,874	4,715	5	87
33,396.93	277.73			27,371.59	15,200.00	53,535	4,243	8	169
49,721.98		153,070.56		47,750.68		64,660	7,086	15	184
45,131.80	11,882.85	176,448.54		66,653.11		101,954	9,130	11	268
20,841.44	20,199.44		1	19,451.15		62,449	3,224	7	153
13,723.11		49,084.30	2.75	1,969.45		39,322	2,657	9	127
10,428.67	2,494.77	36,936.34		15,983.63	5,932.08	28,200	3,298	8	64
9,359.56		8,206.00		8,961.40		63,700	7,086	15	184
7,349.14		53,551.63		13,151.42		47,851	4,229	6	68
5,725.91	6,971.33	35,000.00		18,927.21		46,093	2,299	6	136
6,815.43	1,217.91	22,768.05		11,303.60	12,000.00	24,689	1,225	3	37
5,933.89	65,219.14	118,582.80		14,791.15	59,375.80	43,082	4,894	10	116
11,027.04	26,444.46	90,456.84		17,013.07		70,960	3,554	11	120
25,332.72		72,921.66		22,791.28	5,000.00	47,236	4,147	4	130
11,890.83	7,225.43	79,266.02		20,230.46		69,257	4,455	8	118
14,214.86	8,533.01	78,124.75	3	12,276.56	72.55	27,592	3,876	10	121
2,427.43	861.45	28,050.00		15,728.34		30,038	2,100	7	77
8,881.94		65,411.39		10,253.45	31,500.00	66,491	4,313	5	114
13,201.74		37,152.76	3.50	11,985.05		22,694	2,102	5	100
8,696.19		11,850.00				18,112	830	5	43
7,537.94	404.08	23,438.74		6,312.22		39,558	1,406	6	50
8,516.23	2,020.44	32,361.00	3	3,652.57	178,000.00	27,814	1,351	4	89
2,820.33		12,733.00		6,433.33	3,500.00	18,632	921	2	49
3,329.00		5,661.98		4,434.25		6,617	686	1	20
3,066.34		37,525.50				21,749	1,882	10	69
		40,064.00				119,570			1,254
220,091.53	\$ 311,311.93	\$ 6,141,539.86		\$ 1,414,880.85	\$ 1,505,967.90	3,204,396	231,888	436	8,608

tion Grants included.



REGISTERED USERS		CIRCULATION		INTERLIBRARY LOANS					
Total	Juvenile	Total	Juvenile	Loan Period (Days)	Volumes Lent	Volumes Borrowed	Reference & Reading Aid Transactions	Number of Branches	Bookmobiles Operated
2,071	906	201,078	84,480	14	2	95			
42,564		454,745	183,285	23	8	459	2,617	4	1
7,900	3,700	44,147	19,829	14		1,500	450	10	1
9,987	3,094	131,378	45,815	14	12	124	5,384	2	1
20,680	6,204	345,911	147,729	14	1	327	3,517	7	1
71,622		717,998	311,844	28	10	319	68,202	3	2
		916,021		28	88	497	72,607	8	6
18,778	3,729	731,504	281,166	21	16	777	15,112	6	2
42,349	19,313	518,538	244,630	28	5	219	4,120	3	2
13,463		83,318	25,165	14	2	152		1	1
2,896	984	107,968	35,501	14		144		1	1
20,401	8,979	151,174	69,053	14	2	371	6,220	3	1
30,308	15,503	216,642	89,761	14	1	808	22,571	4	2
19,781		186,965	48,079	21	7	219	5,956	4	1
43,370	23,265	199,278	90,126	14	3	52	8,641	4	1
14,500	3,431	139,380	49,687	14		317		2	1
22,189	9,981	174,614	55,020	28	5	544	10,200	4	1
14,982	4,287	171,045	60,217	14				4	1
13,238	4,755	219,125	94,469	14	122	195	5,947		1
8,782		115,802	40,162	14	27	211	2,850	1	1
7,303	2,962	77,548	33,365	14	15	332	3,301	1	1
7,432	2,930	41,900	14,317	14		823		2	
632	215	19,935	7,397	14	6	421	2,912		
6,845	3,004	93,570	34,416	14		141	4,202		1
19,529	12,559	51,094	14,379	21		367		2	1
5,168	3,092	36,796	15,924	14		363	6,771		1
3,557		60,094	25,173	14		557		2	1
7,417		110,453	31,058	14	5	493		1	1
11,147	3,890	101,496	38,557	14		173		1	1
18,139		111,788	54,601	14		256		2	1
7,021		81,803	22,731	14	1	28	313	2	1
5,657	1,078	62,238	25,935	14		144		2	1
5,313		109,263	30,041	28	20	145	5,255	1	1
3,936	1,337	30,926	8,231	28	1	107		3	1
4,087	2,081	17,578	6,016	14		142			1
2,372	1,135	40,234	21,768	14	4	198	205	1	1
4,464	2,440	42,110	11,113	14		322	979	1	1
3,941		34,570	9,461	14		43			1
989	476	4,462	1,937	14		108	620		
8,802		76,528	14,846	28					
531,443	135,349	26,346	2,322,646		13,888		7,001		
		6,882,746			14,246	11,949	255,744	78	42

1975 OPENING FALL ENROLLMENTS

(Source: "Opening Fall Enrollment",
Higher Education General Information Survey, USOE)

Institution	Undergraduate		Graduate & 1st Professional		Total ⁹	
	FT ¹	HC ²	FT	HC	FT	HC
Public Senior						
The Citadel	2,083	2,411	-0-	921	2,083	3,352
Clemson	5,255	5,576	517	2,565	9,109	11,213
College of Charleston	3,464	5,031	17	325	3,477	5,359
Francis Marion	1,691	2,133	10	185	1,730	2,651
Lander	1,315	1,661	-0-	-0-	1,315	1,661
Medical University of S. C. ⁴	582	928	913	940	1,795	1,868
S. C. State	2,672	2,744	157	616	2,997	3,519
U. S. C. - Main Campus	12,185	11,679	2,277	8,353	15,533	23,101
U. S. C. - Aiken	916	1,316	18	-0-	918	1,318
U. S. C. - Coastal Carolina	1,111	1,448	9	-0-	1,137	1,471
U. S. C. - Spartanburg	1,140	1,784	-0-	-0-	1,212	1,886
Winthrop	2,363	2,766	390	1,157	2,561	3,957
Subtotal Public Senior	38,077	45,177	5,407	15,268	47,767	61,359
Regional Campuses (U. S. C.)						
Allendale	186	295	-0-	-0-	186	295
Beaufort	159	353			201	365
Lancaster	398	749			414	765
Midlands	932	1,275			937	1,280
Sumter	381	531			392	542
Union	203	285			212	292
Subtotal—U. S. C. Regional	2,259	3,186	-0-	-0-	2,342	3,379
Technical Education Institutions⁵						
Aiken	325	706			325	706
Beaufort	258	588			258	588
Chesterfield-Marlboro	623	673			623	673
Denmark	152	182			152	182
Florence-Darlington	1,269	1,961			1,269	1,961
Greenville	5,157	7,211			5,157	7,211
Horry-Georgetown	542	629			542	629
Midlands	2,735	4,224			2,735	4,224
Orangeburg-Calhoun	409	1,019			409	1,019
Piedmont	547	1,062			547	1,062
Spartanburg	539	855			539	855
Sumter	295	367			295	367
Tri-County	1,409	1,975			1,409	1,975
Trident	2,237	3,771			2,237	3,771
Williamburg	25	39			25	39
York	718	986			718	986
Subtotal (Technical Education Institutions)	15,040	26,248	-0-	-0-	15,040	26,248
Subtotal Public	56,406	75,211	5,407	15,268	61,149	91,146
Private Senior						
Allen	696	606	-0-	-0-	691	697
Baptist	1,297	2,204	-0-	-0-	1,297	2,540
Benedict	1,615	1,626	-0-	-0-	1,615	1,626
Bob Jones	3,767	3,545	108	183	3,902	4,193
Central Wesleyan	316	369	-0-	-0-	318	386
Clavin	902	923	-0-	-0-	903	923
Coker	403	521	-0-	-0-	404	535
Columbia Bible	569	391	110	145	640	739
Columbia College	783	515	-0-	1	786	689
Converse	717	726	32	79	719	822
Erskine	710	727	30	40	740	771
Furman	2,027	2,269	15	316	2,069	2,583
Limestone	464	575	-0-	-0-	465	597
Lutheran Theological	-0-	-0-	123	149	123	156
Morris	515	517	-0-	-0-	561	573
Newberry	529	838	-0-	-0-	830	856
Presbyterian	526	828	-0-	-0-	828	850
Southern Methodist	69	76	-0-	-0-	69	76
Voorhees	1,037	1,014	-0-	-0-	1,011	1,018
Wofford	944	961	-0-	-0-	946	979
Subtotal Private Senior	17,671	20,036	421	916	19,020	21,790
Junior Colleges						
Anderson	1,063	1,231	-0-	-0-	1,063	1,231
Clinton	194	196			196	198
Friendship	292	294			292	294
North Greenville	535	596			535	598
Spartanburg Methodist	922	1,121			922	1,161
Subtotal Private Junior	3,030	3,470	-0-	-0-	3,030	3,492
Subtotal Private	20,701	23,509	421	916	22,050	25,282
TOTAL ALL INSTITUTIONS	79,107	96,720	5,828	16,184	86,199	116,406

¹ Full Time Students² Student Headcount³ The totals shown may also include unclassified students not otherwise appearing in any of the previous columns.⁴ Excludes 34 Honorarys and Residents.⁵ Enrollment in programs from which significant credit can be transferred to baccalaureate degree programs.

**TECHNICAL EDUCATION INSTITUTIONS OPENING ENROLLMENTS
FALL, 1975**

(Source: "Opening Fall Enrollment",
Higher Education General Information Survey, USOE)

Technical Education Institution	Degree Credit		Non-Degree Credit		Total ¹	
	FT	HC	FT	HC	FT	HC
Aiken	325	706	233	392	558	1,098
Beaufort	256	564	297	532	553	1,120
Chesterfield-Marlboro	623	673	135	143	758	815
Denmark	182	182	691	691	873	873
Florence-Darlington	1,269	1,961	553	553	1,822	2,568
Greenville	5,187	7,211	335	470	5,522	7,641
Horry-Georgetown	542	629	400	544	942	1,073
Midlands	2,735	4,224	695	1,171	3,630	5,395
Orangeburg-Calhoun	809	1,019	547	601	1,386	1,620
Piedmont	887	1,062	709	840	1,596	1,902
Spartanburg	539	855	659	1,047	1,198	1,902
Sumter	295	367	254	405	579	772
Tri-County	1,400	1,975	366	575	1,775	2,550
Trident	2,237	3,771	668	1,253	2,905	5,024
Wilkesburg	25	39	173	559	198	597
York	718	986	552	648	1,270	1,634
TOTAL	15,040	26,245	7,537	10,337	25,577	36,585

¹ Figures for these institutions include only those students enrolled in regular curricular programs. Not included are enrollments in Special Schools, Federal Manpower Programs, four sub-contracted Secondary Vocational Education Programs, Personal Interest courses, courses for Occupational Advancement, Basic Studies, and G. E. D.

APPENDIX H

Location of Postsecondary Educational Institutions
in South Carolina

PUBLIC INSTITUTIONS

SENIOR COLLEGES AND UNIVERSITIES

- 1--The Citadel
- 2--Clemson University
- 3--College of Charleston
- 4--Francis Marion College
- 5--Lander College
- 6--Medical University
- 7--South Carolina State College
- 8--University of South Carolina
- 9--Winthrop College

- 28--Piedmont Technical College
- 29--Spartanburg Technical College
- 30--Sumter Area Technical College
- 31--Tri-County Technical College
- 32--Trident Technical College
 - 32. 1--North Campus
 - 32. 2--Palmer Campus
- 33--Williamsburg Vocational, Technical,
and Adult Education Center
- 34--York Technical College

REGIONAL CAMPUSES OF U. S. C.

- 10--Aiken*
- 11--Allendale
- 12--Beaufort
- 13--Coastal Carolina*
- 14--Lancaster
- 15--Midlands
- 16--Spartanburg*
- 17--Sumter
- 18--Union

PRIVATE INSTITUTIONS

SENIOR COLLEGES AND UNIVERSITIES

- 35--Allen University
- 36--Baptist College
- 37--Benedict College
- 38--Bob Jones University
- 39--Central Wesleyan College
- 40--Claflin College
- 41--Coker College
- 42--Columbia Bible College
- 43--Columbia College
- 44--Converse College
- 45--Erskine College
- 46--Furman University
- 47--Limestone College
- 48--Lutheran Theological Seminary
- 49--Morris College
- 50--Newberry College
- 51--Presbyterian College
- 52--Southern Methodist College
- 53--Voorhees College
- 54--Wofford College

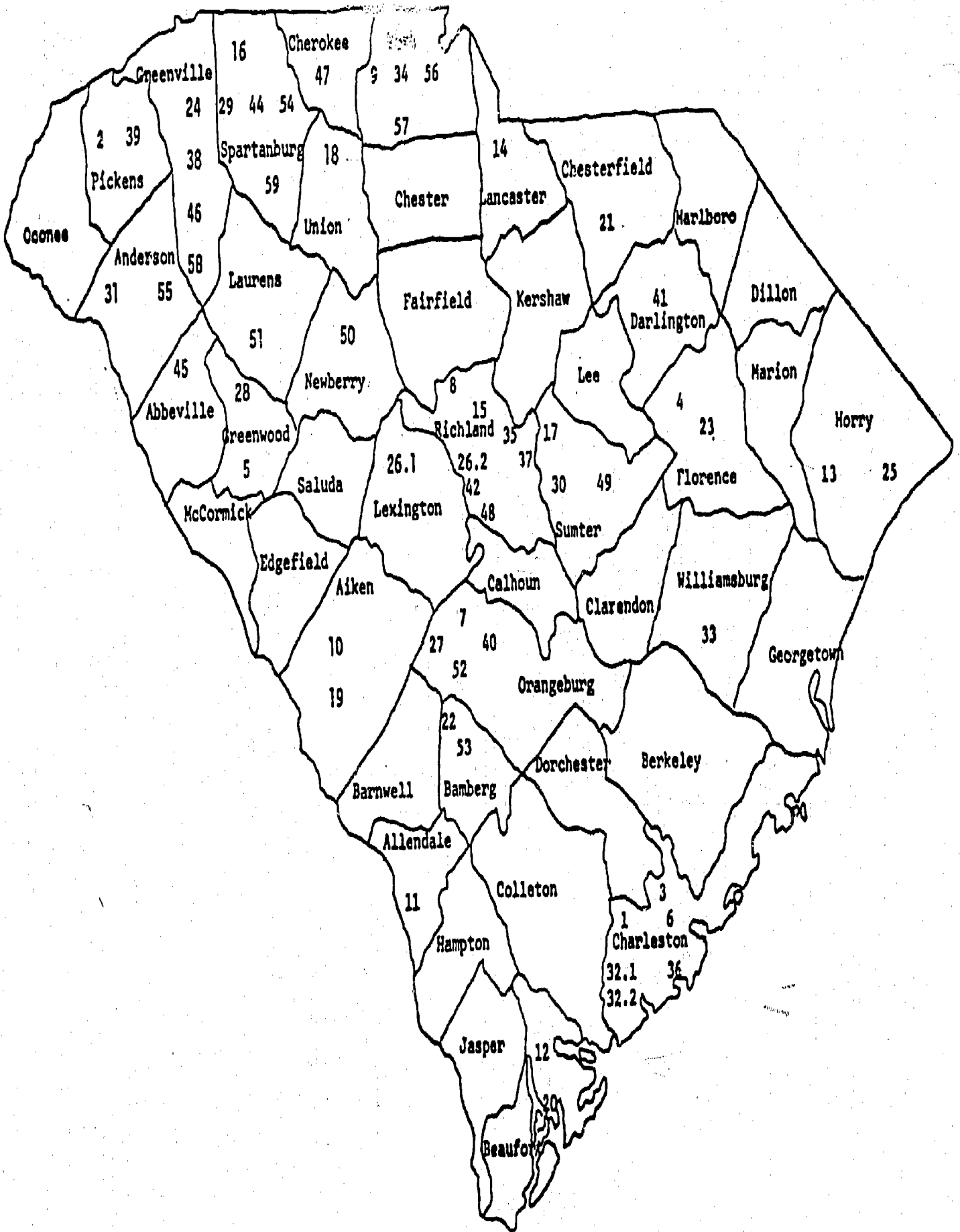
TECHNICAL EDUCATION CENTERS
AND COLLEGES

- 19--Aiken TEC
- 20--Beaufort TEC
- 21--Chesterfield-Marlboro
Technical College
- 22--Denmark TEC
- 23--Florence-Darlington
Technical College
- 24--Greenville Technical
College
- 25--Horry-Georgetown
Technical College
- 26--Midlands Technical College
 - 26. 1--Airport Campus
 - 26. 2--Beltline Campus
- 27--Orangeburg-Calhoun
Technical College

JUNIOR COLLEGES

- 55--Anderson College
- 56--Clinton Junior College
- 57--Friendship Junior College
- 58--North Greenville College
- 59--Spartanburg Methodist College

* Indicates a four-year regional
campus of U. S. C.



Standards for College Libraries

Approved as policy by the Board of Directors of the Association of College and Research Libraries, on July 3, 1975. These Standards supersede and replace the 1959 "Standards for College Libraries" (College & Research Libraries, July 1959, p.274-80).

Introduction

Since the beginning of colleges libraries have been considered an essential part of advanced learning. Their role has ever been to provide access to the human records needed by members of the higher education community for the successful pursuit of academic programs. Total fulfillment of this role, however, is an ideal which has never been and probably never will be attained. Libraries can therefore be judged only by the degree to which they approach this ideal. Expectations moreover of the degree of total success that they should attain are widely various, differing from institution to institution, from individual to individual, from constituency to constituency. It is this diversity of expectations that prompts the need for standards.

The Standards hereinafter presented do not prescribe this unattainable ideal. They rather describe a realistic set of conditions which, if fulfilled, will provide an adequate library program in a college. They attempt to synthesize and articulate the aggregate experience and judgment of the academic library profession as to adequacy in library resources, services, and facilities for a college community. They are intended to apply to libraries serving academic programs at the bachelors and masters degree levels. They may be applied also to libraries serving universities which grant fewer than ten doctoral degrees per year.* They are not designed for use in two-year colleges, larger universities, independent professional schools, specialized programs or other atypical institutions.

These Standards are organized on the basis of the major functions and components of library organization and services and are arranged as follows:

1. Objectives
2. Collections
3. Organization of Materials
4. Staff
5. Delivery of Service

* Specifically these Standards address themselves to institutions defined by the Carnegie Commission on Higher Education as Liberal Arts Colleges I and II and Comprehensive Universities and Colleges I and II, in *A Classification of Institutions of Higher Education* (Berkeley, Cal., 1973).

6. Facilities
7. Administration
8. Budget

A brief explanatory exegesis is appended to each Standard, citing the reasons for its inclusion and providing suggestions and comments upon its implementation. Complete background considerations for these commentaries may be found in the literature of librarianship.

There are a number of additional areas wherein standards are felt to be desirable when it is possible to prepare them, but for which no consensus among librarians is apparent at this time. These include measures of library effectiveness and productivity, the requisite extent and configuration of non-print resources and services, and methods for program evaluation. Research and experimentation should make it possible, however, to prepare standards for them at some future time.

STANDARD I: OBJECTIVES OF THE LIBRARY

1. *The college library shall develop an explicit statement of its objectives in accord with the goals and purposes of the college.*
 - 1.1 *The development of library objectives shall be the responsibility of the library staff, in consultation with students, members of the teaching faculty, and administrative officers.*
 - 1.2 *The statement of library objectives shall be reviewed periodically and revised as needed.*

Commentary on Standard I

The administration and faculty of every college have a responsibility to examine from time to time their education programs and to define the purposes and goals of the institution. Members of the library faculty share in this exercise, and they have thereafter the responsibility to promote library service consistent with institutional aims and methods. Successful fulfillment of this latter responsibility can best be attained when a clear and explicit statement of derivative library objectives is prepared and promulgated so that all members of the college community can understand and evaluate the appropriateness and effectiveness of library activities.

Preparation of library objectives is an obligation of the library faculty with the assistance of the rest of the library staff. In this effort, however, the library should seek in a formal or structured way the advice and guidance of students, of members of the teaching faculty, and of administrative officers. Library objectives

should be kept current through periodic review and revision as needed.

In preparing its statement of objectives, the library staff should consider the evolution in recent decades of new roles for the American college library. Although the college library continues as in the past to serve as the repository for the printed information needed by its patrons, its resources have now been extended to embrace new forms of recorded information, and its proper purpose has been enlarged through changes in the scope of the curriculum and by new concepts of instruction. Thus it now serves also as a complementary academic capability which affords to students the opportunity to augment their classroom experience with an independent avenue for learning beyond the course offerings of the institution. Even this instructional objective of the library, however, must be conceived and formulated within the overall academic purpose of the college.

STANDARD 2:
THE COLLECTIONS

- 2 *The library's collections shall comprise all corpuses of recorded information owned by the college for educational, inspirational, and recreational purposes, including multi-dimensional, aural, pictorial, and print materials.*

2.1 *The library shall provide quickly a high percentage of such materials needed by its patrons.*

2.1.1 *The amount of print materials to be thus provided shall be determined by a formula (See Formula A) which takes into account the nature and extent of the academic program of the institution, its enrollment, and the size of its teaching faculty.*

Commentary on Standard 2

The records of intellectual endeavor appear in a wide range of formats. Books represent extended reports of scholarly investigation, compilations of findings, creative works, and summaries prepared for educational purposes. The journal has become the common medium for scientific communication and usually represents more recent information. Scientific reports in near-print form are becoming an even faster means of research communication. Documents represent compilations of information prepared by governmental agencies, and newspapers contain the systematic recording of daily activities throughout the world.

Many kinds of communication can be better and sometimes faster accomplished through such non-print media as films, slides, tapes, radio and television recordings, and realia. Mi-

FORMULA A—

The formula for calculating the number of relevant print volumes (or microform volume-equivalents) to which the library should provide prompt access is as follows (to be calculated cumulatively):

1. Basic Collection	85,000 vols.
2. Allowance per FTE Faculty Member	100 vols.
3. Allowance per FTE Student	15 vols.
4. Allowance per Undergraduate Major or Minor Field*	350 vols.
5. Allowance per Masters Field, When No Higher Degree is Offered in the Field*	6,000 vols.
6. Allowance per Masters Field, When a Higher Degree is Offered in the Field*	3,000 vols.
7. Allowance per 6th-year Specialist Degree Field*	6,000 vols.
8. Allowance per Doctoral Field*	25,000 vols.

A "volume" is defined as a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or otherwise prepared for use. For purposes of this calculation microform holdings should be included by converting them to volume-equivalents. The number of volume-equivalents held in microform should be determined either by actual count or by an averaging formula which considers each reel of microform as one, and five pieces of any other microformat as one volume-equivalent.

Libraries which can provide promptly 100 percent as many volumes or volume-equivalents as are called for in this formula shall, in the matter of quantity, be graded A. From 80-99 percent shall be graded B; from 65-79 percent shall be graded C; and from 50-64 percent shall be graded D.

* See Appendix I, "List of Fields."

crophotography is an accepted means of compacting many kinds of records for preservation and storage. Recorded information may also come in the form of manuscripts, archives, and machine-readable data bases. Each medium of communication provides unique dimensions for the transmission of information, and each tends to complement the others.

This inherent unity of recorded information, and the fundamental commonality of its social utility, require that regardless of format, all kinds of recorded information needed for academic purposes by an institution be selected, acquired, organized, stored, and delivered for use within the library. In this way the institution's information resources can best be articulated and balanced for the greatest benefit of the entire community.

It is less important that a college hold legal title to the quantity of library materials called for in Formula A than it be able to supply the amount quickly—say within fifteen minutes—as by contract with an adjacent institution or by some other means. An institution which arranges to meet all or part of its library responsibilities in this way, however, must take care that in doing so it not create superfluous or unreimbursed costs for another institution and that the materials so made available are relevant to its own students' needs.

...Since a library book collection once developed, and then allowed to languish, loses its utility very rapidly, continuity of collection development is essential. Experience has shown that even after collections have attained sizes required by this Standard, they can seldom retain their requisite utility without sustaining annual gross growth rates, before withdrawals, of at least five percent.

Higher education has thus far had too little experience with non-print library materials to permit tenable generalizations to be made about their quantitative requirements. Since consensus has not yet been attained among educators as to the range, extent, and configuration of non-print services which it is appropriate for college libraries to offer, no generally applicable formulas are possible here. It is assumed, however, that every college library should have non-print resources appropriate to institutional needs.

The goal of college library collection development should be quality rather than quantity. A collection may be said to have quality for its purpose only to the degree that it possesses a portion of the bibliography of each discipline taught, appropriate in quantity both to the level at which each is taught and to the number of students and faculty members who use it. Quality and quantity are separable only in theory; it is possible to have quantity without quality; it is not possible to have quality without quan-

tity defined in relation to the purposes of the institution. No easily applicable criteria have been developed, however, for measuring quality in library collections.

The best way to assure quality in a college library collection is to gain it at point of input. Thus rigorous discrimination in the selection of materials to be added to the library's holdings, whether as purchases or gifts, is of considerable importance. Care should be exerted to select a substantial portion of the titles listed in the standard, scholarly bibliographies reflecting the curriculum areas of the college and supporting general fields of knowledge. A number of such subjects lists for college libraries have been prepared by learned associations. Among general bibliographies *Books for College Libraries* is useful especially for purposes of identifying important retrospective titles. For current additions, provision should be made to acquire a majority of the significant new publications reviewed in *Choice*. Generous attention should be given also to standard works of reference and to bibliographical tools which provide access to the broad range of scholarly sources as listed in Winchell's *Guide to Reference Books*. Institutional needs vary so widely for periodical holdings that quantitative standards cannot be written for them at this time, but in general it is good practice for a library to own any title that is needed more than six times per year. Several good handlists have been prepared of periodical titles appropriate for college collections.

College library collections should be evaluated continuously against standard bibliographies and against records of their use, for purposes both of adding to the collections and identifying titles for prompt withdrawal once they have outlived their usefulness to the college program. No book should be retained in a college library for which a clear purpose is not evident in terms of the institution's current or anticipated academic program; when such clear purpose is lacking, a book should be retired from the collections.

Although in the last analysis the library staff must be responsible for the scope and content of the collections, it can best fulfill this responsibility with substantial help and consultation from the teaching faculty and from students. Of greatest benefit to the library is continuing faculty assistance in defining the literature requirements of the courses in the curriculum, definitions which should take the form of written selection policies. In addition, members of the teaching faculty may participate in the selection of individual titles to be obtained. If this latter activity, however, is carried out largely by the library, then the teaching faculty should review the books acquired both for their appropriateness and the quality of their contents.

STANDARD 3:

ORGANIZATION OF MATERIALS

- 3 *Library collections shall be organized by nationally approved conventions and arranged for efficient retrieval at time of need.*
- 3.1 *There shall be a union catalog of the library's holdings that permits identification of items, regardless of format, by author, title, and subject.*
- 3.1.1 *The catalog may be developed either by a single library or jointly among several libraries.*
- 3.1.2 *The catalog shall be in a format that can be consulted by a number of people concurrently and at time of need.*
- 3.1.3 *In addition to the catalog there shall also be requisite subordinate files, such as serial records, shelf lists, authority files, and indexes to nonmonographic materials.*
- 3.2 *Except for certain categories of material which are for convenience best segregated by form, library materials shall be arranged on the shelves by subject.*
- 3.2.1 *Patrons shall have direct access to library materials on the shelves.*

Commentary on Standard 3

The acquisition alone of library materials comprises only part of the task of providing access to them. Collections must be indexed and systematically arranged on the shelves before their efficient identification and retrieval at time of need, which is an important test of a good library, can be assured. For most library materials this indexing can best be accomplished through the development of a union catalog with items entered in accord with established national or international bibliographical conventions, such as rules for entry, descriptive cataloging, filing, classification, and subject headings.

Opportunities of several kinds exist for the cooperative development of the library's catalog, through which economy can be gained in its preparation. These include the use of centralized cataloging by the Library of Congress and the joint compilation of catalogs by a number of libraries. Joint catalogs can take the form of card files, book catalogs, or computer files. Catalogs jointly developed, regardless of format, can satisfy this Standard provided that they can be consulted—under author, title, or subject—by a number of library patrons concurrently at their time of need. Catalogs should be subject to continual editing to keep them abreast of modern terminology, current technology, and contemporary practice.

Proper organization of the collections will also require the maintenance of a number of

subordinate files, such as authority files and shelf lists, and of complementary catalogs, such as serial records. Information contained in these files should also be available to library users. In addition, some library materials such as journals, documents, and microforms are often indexed centrally by commercial or quasi-commercial agencies, and in such cases access should be provided to those indexes as needed, whether they be in published or computer-based format.

Materials should be arranged on the shelves by subject matter so that related information can be consulted together. Some kinds of materials, however, such as maps, microforms, and non-print holdings, may be awkward to integrate physically because of form and may be segregated from the main collection. Other materials, such as rarities and manuscripts or archives, may be segregated for purposes of security. Materials in exceptionally active use, such as bibliographies, works of reference, and assigned readings, may be kept separate to facilitate access to them. Except in such cases, however, the bulk of the collections should be classified and shelved by subject in open stack areas so as to permit and encourage browsing.

STANDARD 4:

STAFF

- 4 *The library staff shall be of adequate size and quality to meet agreed-upon objectives.*
- 4.1 *The staff shall comprise qualified librarians, skilled supportive personnel, and part-time assistants serving on an hourly basis.*
- 4.2 *The marks of a librarian shall include a graduate library degree from an ALA-accredited program, responsibility for duties of a professional nature, and participation in professional library affairs beyond the local campus.*
- 4.2.1 *The librarians of a college shall be organized as an academic department—or, in the case of a university, as a school—and shall administer themselves in accord with ACRL "Standards for Faculty Status for College and University Librarians" (See Appendix II).*
- 4.3 *The number of librarians required shall be determined by a formula (Formula B, below) which takes into account the enrollment of the college and the size and growth rate of the collections.*
- 4.3.1 *There shall be an appropriate balance of effort among librarians, supportive personnel, and part-time assistants, so that every staff member is employed as nearly as possible commensurate with his library training, experience, and capability.*

4.4 *Library policies and procedures concerning staff shall be in accord with sound personnel management practice.*

Commentary on Standard 4

The college library will need a staff comprising librarians, supportive personnel, and part-time assistants to carry out its stated objectives. The librarian has acquired through training in a graduate library school an understanding of the principles and theories of selection, acquisition, organization, interpretation, and administration of library resources. Supportive staff members have normally received specialized or on-the-job training for particular assignments within the library; such assignments can range in complexity from relatively routine or business functions to highly technical activities often requiring university degrees in fields other than librarianship. Well managed college libraries also utilize some part-time assistants, many of whom are students. Although they must often perform repetitive and more perfunctory work, given good training and adequate experience such assistants can often perform at relatively skilled levels and constitute an important segment of the library team.

Work assignments, both to these several levels and to individuals, should be carefully conceived and allocated so that all members of the library staff are employed as nearly as possible commensurate with their library training, experience, and capability. This will mean that the librarians will seldom comprise more than 25-35 percent of the total FTE library staff.

The librarians of a college comprise the faculty of the library and should organize and administer themselves as any other departmental faculty in the college (or in the case of the university, the library faculty is equivalent to a school faculty, and should govern itself accordingly). In either case, however, the status, responsibilities, perquisites, and governance of the library faculty shall be fully recognized and supported by the parent institution, and it shall

function in accord with the ACRL "Standards for Faculty Status for College and University Librarians."

The staff represents one of the library's most important assets in support of the instructional program of the college. Careful attention is therefore required to proper personnel management policies and procedures. Whether administered centrally for the college as a whole or separately within the library, these policies and practices must be based upon sound, contemporary management understanding consistent with the goals and purposes of the institution. This will mean that:

1. Recruitment methods should be based upon a careful definition of positions to be filled, utilization of a wide range of sources, qualifications based upon job requirements, and objective evaluation of credentials.

2. Written procedures should be followed in matters of appointment, promotion, tenure, dismissal, and appeal.

3. Every staff member should be informed in writing as to the scope of his responsibilities and the individual to whom he is responsible.

4. Classification and pay plans should give recognition to the nature of the duties performed, training and experience required, and rates of pay and benefits of other positions requiring equivalent background.

5. There should be provided a structured program for the orientation and training of new staff members and opportunities for the continuing education of existing staff.

6. Supervisory staff should be selected on the basis of job knowledge and human relations skills and provide training in these responsibilities as needed.

7. Systems should be maintained for periodic review of employee performance and for recognition of achievement.

8. Career opportunities and counseling should be made available to library staff members at all levels and in all departments.

FORMULA B—

The number of librarians required by the college shall be computed as follows (to be calculated cumulatively):

For each 500, or fraction thereof, FTE students up to 10,000	1 librarian
For each 1,000 or fraction thereof, FTE students above 10,000	1 librarian
For each 100,000 volumes, or fraction thereof, in the collection	1 librarian
For each 5,000 volumes, or fraction thereof, added per year	1 librarian

Libraries which provide 100 percent of these formula requirements can, when they are supported by sufficient other staff members, consider themselves at the A level in terms of staff size; those that provide 75-99 percent of these requirements may rate themselves as B; those with 55-74 percent of requirements qualify for a C; and those with 40-54 percent of requirements warrant a D.

STANDARD 5:
DELIVERY OF SERVICE

- 5 The college library shall establish and maintain a range and quality of services that will promote the academic program of the institution and encourage optimal library use.
- 5.1 Proper service shall include: the provision of continuing instruction to patrons in the effective exploitation of libraries; the guidance of patrons to the library materials they need; and the provision of information to patrons as appropriate.
- 5.2 Library materials shall be circulated to qualified patrons under equitable policies and for as long periods as possible without jeopardizing their availability to others.
 - 5.2.1 The availability of reading materials shall be extended wherever possible by the provision of inexpensive means of photocopying.
 - 5.2.2 The quality of the collections available locally to patrons shall be enhanced through the use of "National Interlibrary Loan Code 1968" (See Appendix II) and other cooperative agreements which provide reciprocal access to multi-library resources.
- 5.3 The hours of public access to the materials on the shelves, to the study facilities of the library, and to the library staff, shall be consistent with reasonable demand, both during the normal study week and during weekends and vacation periods.
- 5.4 Where academic programs are offered away from a campus, library services shall be provided in accord with ACRL's "Guidelines for Library Services to Extension Students" (See Appendix II).

Commentary on Standard 5

The primary purpose of college library service is to promote the academic program of the parent institution. The successful fulfillment of this purpose will require that librarians work closely with teaching faculty to gain an intimate knowledge of their educational objectives and methods and to impart to them an understanding of the services which the library can render. Both skill in library use and ease of access to materials can encourage library use, but the major stimulus for students to use the library has always been, and likely always will be, the instructional methods used in the classroom. Thus close cooperation between librarians and classroom instructors is essential.

Such cooperation does not come about fortuitously; it must be a planned and structured activity, and it must be assiduously sought. It

will require not only that librarians participate in the academic planning councils of the institution but also that they assist teaching faculty in appraising the actual and potential library resources available, work closely with them in developing library services for new courses and new pedagogical techniques, and keep them informed of new library capabilities.

A key service of a college library is the introduction and interpretation of library materials to patrons. This activity takes several forms. The first form is instruction in bibliography and in the use of information tools. It will also familiarize patrons with the physical facilities of the library, its services and collections, and the policies and conditions which govern their use. Bibliographic instruction and orientation may be given at many levels of sophistication and may use a variety of instructional methods and materials, including course-related instruction, separate courses with or without credit, group or individualized instruction, utilizing print or non-print materials.

The second basic form which interpretation will take is conventional reference work where in individual patrons are guided by librarians in their appraisal of the range and extent of the library resources available to them for learning and research, in the most effective marshalling of that material, and in the optimal utilization of libraries. Most library interpretative work is of this kind.

The third major genre of library interpretation is the delivery of information itself. Although obviously inappropriate in the case of student searches which are purposeful segments of classroom assignments, the actual delivery of information—as distinct from guidance to it—is a reasonable library service in almost all other conceivable situations.

As regards the circulation of library materials, the general trend in recent years has been toward longer loan periods, but these periods must be determined by local conditions which will include size of the collections, the number of copies of a book held, and the extent of the user community. Circulation should be for as long periods as are reasonable without jeopardizing access to materials by other qualified patrons. This overall goal may prompt some institutions to establish variant or unique loan periods for different titles or classes of titles. Whatever loan policy is used, however, it should be equitably and uniformly administered to all qualified categories of patrons.

Locally-held library resources should be extended and enhanced in every way possible for the benefit of library patrons. Both the quantity and the accessibility of reading materials can be extended through the provision of inexpensive means of photocopying within the laws regarding copyright. Local resources should

and be extended through the provision and encouragement of reciprocal arrangements with other libraries as through the "National Interlibrary Loan Code 1968" and joint-access consortia. Beyond its own local constituency every library also has a responsibility to make its holdings available to other students and scholars in at least three ways—in-house consultation, photocopy, and through interlibrary loan.

The number of hours per week that library services should be available will vary, depending on such factors as whether the college is in an urban or rural setting, teaching methods used, conditions in the dormitories, and whether the student body is primarily resident or commuting. In any case, library scheduling should be responsive to reasonable local need, not only during term-time week-days but also on weekends, and, especially where graduate work is offered, during vacation periods. In many institutions readers may need access to study facilities and to the collections during more hours of the week than they require the personal services of librarians. The public's need for access to librarians may range upward to one hundred hours per week, whereas around-the-clock access to the library's collections and/or facilities may in some cases be warranted.

Special library problems exist for colleges that provide off-campus instructional programs. Students in such programs must be provided with library services in accord with ACRL's "Guidelines for Library Services to Extension Students." These Guidelines require that such services be financed on a regular basis, that a librarian be specifically charged with the delivery of such services, that the library implications of such programs be considered before program approval, and that courses so taught encourage library use. Such services, which are especially important at the graduate level, must be furnished despite their obvious logistical problems.

STANDARD 6: FACILITIES

- 6 *The college shall provide a library building containing secure facilities for housing its resources, adequate space for administration of those resources by staff, and comfortable quarters and furnishings for their utilization by patrons.*
- 6.1 *The size of the library building shall be determined by a formula (See Formula C) which takes into account the enrollment of the college, the extent and nature of its collections, and the size of its staff.*
- 6.2 *The shape of the library building and the internal distribution of its facilities and services shall be determined by function.*

6.3 *Except in unusual circumstances, the college library's collections and services shall be administered within a single structure.*

Commentary on Standard 6

Successful library service presupposes an adequate library building. Although the type of building provided will depend upon the character and the aims of the institution, it should in all cases present secure facilities for housing the library's resources, sufficient space for their administration by staff, and comfortable quarters and furnishings for their utilization by the public, all integrated into a functional and esthetic whole. The college library building should represent a conscious planning effort, involving the librarian, the college administration, and the architect, with the librarian responsible for the preparation of the building program. The needs of handicapped patrons should receive special attention in the designing of the library building.

Many factors will enter into a determination of the quality of a library building. They will include such esthetic considerations as its location on the campus, the grace with which it relates to its site and to neighboring structures, and the degree to which it contributes esthetically to the desired ambience of the campus. They will also include such internal characteristics as the diversity and appropriateness of its accommodations and furnishings, the functional distribution and interrelationships of its spaces, and the simplicity and economy with which it can be utilized by patrons and operated by staff. They will include moreover such physical characteristics as the adequacy of its acoustical treatment and lighting, the effectiveness of its heating and cooling plant, and the selection of its movable equipment.

Decentralized library facilities in a college have some virtues, and they present some difficulties. Primary among their virtues is their adjacency to the laboratories and offices of some teaching faculty members within their service purview. Primary among their weaknesses are their fragmentation of unity of knowledge, their relative isolation from library users (other than aforementioned faculty), the fact that they can seldom command the attention of qualified staff over either long hours during a week or over a sustained period of time, and the excessive costs of creating duplicate catalogs, periodical lists, circulation services, and attendant study facilities. Where decentralized library facilities are being considered, these costs and benefits must be carefully compared. In general, experience has shown that except where long distances are involved, decentralized library facilities are at the present time un-

likely to be in the best pedagogical or economic interests of a college.

STANDARD 7:
ADMINISTRATION

- 7 The college library shall be administered in a manner which permits and encourages the fullest and most effective use of available library resources.
- 7.1 The statutory or legal foundation for the library's activities shall be recognized in writing.
- 7.2 The college librarian shall be a member of the library faculty and shall report to the president or the chief academic officer of the institution.
- 7.2.1 The responsibilities and authority of the college librarian and procedures for his appointment shall be defined in writing.
- 7.3 There shall be a standing advisory committee comprising students and members of the teaching faculty which shall serve

as the main channel of formal communication between the library and its user community.

- 7.4 The library shall maintain written policies and procedure manuals covering internal library governance and operational activities.
- 7.4.1 The library shall maintain a systematic and continuous program for evaluating its performance and for identifying needed improvements.
- 7.4.2 The library shall develop statistics not only for purposes of planning and control but also to aid in the preparation of reports designed to inform its publics of its accomplishments and problems.
- 7.5 The library shall develop, seek out, and utilize cooperative programs for purposes of either reducing its operating costs or enhancing its services, so long as such programs create no unreimbursed or unreciprocated costs for other libraries or organizations.

FORMULA C—

The size of the college library building shall be calculated on the basis of a formula which takes into consideration the size of the student body, requisite administrative space, and the number of physical volumes held in the collections. In the absence of consensus among librarians and other educators as to the range of non-book services which it is appropriate for libraries to offer, no generally applicable formulas have been developed for calculating space for them. Thus, space required for a college library's non-book services and materials must be added to the following calculations:

- a. *Space for readers.* The seating requirement for the library of a college wherein less than fifty percent of the FTE enrollment resides on campus shall be one for each five FTE students; the seating requirement for the typical residential college library shall be one for each four FTE students; and the seating requirements for the library in the strong, liberal arts, honors-oriented colleges shall be one for each three FTE students. In any case, each library seat shall be assumed to require twenty-five square feet of floor space.

- b. *Space for books.* Space required for books depends in part upon the overall size of the book collection, and is calculated cumulatively as follows:

	<u>Square Feet/Volume</u>
For the first 150,000 volumes	0.10
For the next 150,000 volumes	0.09
For the next 300,000 volumes	0.08
For holdings above 600,000 volumes	0.07

- c. *Space for administration.* Space required for such library administrative activities as acquisition, cataloging, staff offices, catalogs, and files shall be one-fourth of the sum of the spaces needed for readers and books as calculated under (a) and (b) above.

This tripartite formula indicates the net assignable area necessary for all library services except for non-book services. (For definition of "net assignable area" see "The Measurement and Comparison of Physical Facilities for Libraries," produced by ALA's Library Administration Division. See Appendix II.) Libraries which provide 100 percent as much net assignable area as is called for by the formula shall qualify for an A rating as regards quantity; 75-99 percent shall warrant a B; 60-74 percent shall be due a C; and 50-59 percent shall warrant a D.

- 7.6 *The library shall be administered in accord with the spirit of the ALA "Library Bill of Rights." (See Appendix II.)*

Commentary on Standard 7

Much of the commentary on general administration of the college library is gathered under the several other Standards. Matters of personnel administration, for example, are discussed under Standard 4, and fiscal administration is glossed under Standard 8. Some important aspects of library management, however, must be considered apart from the other Standards.

Primary among administrative considerations which are not part of other Standards is the matter of the responsibilities and authority both of the library as an organization and of the college librarian as a college officer. No clear set of library objectives, no tenable program of collection development, no defensible library personnel policy can be developed unless there is first an articulated and widespread understanding within the college as to the statutory, legal or other basis under which the library is to function. This may be a college bylaw, or a trustee minute, or a public law which shows the responsibility and flow of authority under which the library is empowered to act. There must also be a derivative document defining the responsibility and authority vested in the office of the college librarian. This document may also be statutorily based and should spell out, in addition to the scope and nature of his duties and powers, the procedures for his appointment and the focus of his reporting responsibility. Experience has shown that, for the closest coordination of library activities with the instructional program, the college librarian should report either to the president or to the chief officer in charge of the academic affairs of the institution.

Although the successful college library must strive for excellence in all of its communications, especially those of an informal nature, it must also have the benefit of an advisory committee representing its user community. This committee—of which the college librarian should be an *ex officio* member—should serve as the main channel of formal communication between the library and its publics and should be used to convey both an awareness to the library of its patrons' concerns, perceptions, and needs, and an understanding to patrons of the library's capabilities and problems. The charge to the committee should be specific, and it should be in writing.

Many of the precepts of college library administration are the same as those for the administration of any other similar enterprise. The writing down of policies and the preparation of procedures manuals, for example, are re-

quired for best management of any organization so as to assure uniformity and consistency of action, to aid in training of staff, and to contribute to public understanding. Likewise sound public relations are essential to almost any successful service organization. Although often observed in their omission, structured programs of performance evaluation and quality control are equally necessary. All of these administrative practices are important in a well managed library.

Some interlibrary cooperative efforts have tended in local libraries to enhance the quality of service or reduce operating costs. Labor-sharing, for example, through cooperative processing programs has been beneficial to many libraries, and participation in the pooled ownership of seldom-used materials has relieved pressure on some campuses for such materials to be collected locally. The potential values of meaningful cooperation among libraries are sufficient to require that libraries actively search out and avail themselves of cooperative programs that will work in their interests. Care should be taken, however, to assure that a recipient library reimburse, either in money or in kind, the full costs of any other institution that supplies its service, unless of course the supplying institution is specifically charged and funded so to make its service available.

College libraries should be impervious to the pressures or efforts of any special interest group or individuals to shape their collections and services in accord with special pleadings. This principle, first postulated by the American Library Association in 1939 as the "Library Bill of Rights," should govern the administration of every college library and be given the full protection of all parent institutions.

STANDARD 8:

BUDGET

- 8 *The college librarian shall have the responsibility for preparing, defending, and administering the library budget in accord with agreed-upon objectives.*
- 8.1 *The amount of the library appropriation shall express a relationship to the total institutional budget for educational and general purposes.*
- 8.2 *The librarian shall have sole authority to apportion funds and initiate expenditures within the library approved budget, in accord with institutional policy.*
- 8.3 *The library shall maintain such internal accounts as are necessary for approving its invoices for payment, monitoring its encumbrances, and evaluating the flow of its expenditures.*

Commentary on Standard 8

The library budget is a function of program planning and tends to define the library's objec-

tives in fiscal terms and for a stated interval of time. Once agreed to by the college administration, the objectives formulated under Standard I should constitute the base upon which the library's budget is developed. The degree to which the college is able to fund the library in accord with its objectives is reflected in the relationship of the library appropriation to the total educational and general budget of the college. Experience has shown that library budgets, exclusive of capital costs and the costs of physical maintenance, which fall below six percent of the college's total educational and general expenditures are seldom able to sustain the range of library programs required by the institution. This percentage moreover will run considerably higher during periods when the library is attempting to overcome past deficiencies, to raise its "grade" on collections and staff as defined elsewhere in these Standards, or to meet the information needs of new academic programs.

The adoption of formulas for preparation of budget estimates and for prediction of library expenditures over periods of time are relatively common, especially among public institutions. Since such formulas can often provide a gross approximation of needs, they are useful for purposes of long-range planning, but they frequently fail to take into account local cost variables, and they are seldom able to respond promptly to unanticipated market inflation or changes in enrollment. Thus they should not be used, except as indicators, in definitive budget development.

Among the variables which should be considered in estimating a library's budget requirements are the following:

1. The scope, nature, and level of the college curriculum;
2. Instructional tools used, especially as they relate to independent study;
3. The adequacy of existing collections and the publishing rate in fields pertinent to the curriculum;
4. The size, or anticipated size, of the student body and teaching faculty;
5. The adequacy and availability of other library resources in the locality to which the library has contracted access;
6. The range of services offered by the library, the number of service points maintained, the number of hours per week that service is provided, etc.;
7. The extent to which the library already meets the Standards defined in these pages.

Procedures for the preparation and defense of budget estimates, policies on budget approval, and regulations concerning accounting and expenditures may vary from one institution or jurisdiction to another, and the college librarian must know and conform to local practice. In any circumstance, however, sound prac-

tices of planning and control require that the librarian have sole responsibility and authority for the allocation—and within college limits, the reallocation—of the library budget and the initiation of expenditures against it. Budgeting upon local factors, between 35 and 45 percent of the library's budget is normally allocated to the purchase of materials, and between 50 and 60 percent is expended for personnel.

The preparation of budget estimates may be made on the basis of past expenditures and anticipated needs, comparison with similar libraries, or statistical norms and standards. More sophisticated techniques for detailed analysis of costs by library productivity, function, or program—as distinct from items of expenditure—have been attempted in some libraries. Such procedures require that the library develop quantitative methods by which to prepare estimates, analyze performance, and determine the relative priority of services rendered. Although this kind of budgeting, once refined, may lead to more effective fiscal control and greater accountability, libraries generally have thus far had too limited experience with program budgeting or input-output analysis to permit their widespread adoption at this time.

APPENDIX I

List of Fields

(Count each line as one program)

Advertising
 Afro-American/Black Studies
 Agriculture & Natural Resources
 Agricultural Biology
 Agricultural Business
 Agricultural Chemistry
 Agricultural Economics
 Agricultural Education
 Agricultural Engineering:
 See Engineering
 Agriculture
 Agronomy
 Animal Science
 Crop Science: See Agronomy
 Dairy Science
 Fisheries
 Food Industries
 Forestry
 Fruit Science and Industry
 International Agriculture
 Mechanized Agriculture
 National Resources Management
 Ornamental Horticulture
 Poultry Industry
 Range Management
 Soil Science
 Veterinary, Pre-
 Watershed Management
 Wildlife Management
 American Studies
 Anthropology
 Architecture (See also City Plg.; Engr.; Land-
 scape Arch)

Art
 Art History
 Asian Studies (See also East Asian)
 Astronomy
 Behavioral Sciences
 Bilingual Studies
 Biochemistry
 Biology, Biological Sciences (See also Botany, Microbiology, etc.)
 Biology and Mathematics
 Black Studies: See Afro-American
 Botany
 Business Administration
 Accounting
 Business Administration
 Business Economics
 Business Education
 Business, Special Interest
 Business Statistics
 Data Processing
 Finance
 Hotel and Restaurant Management
 Industrial Relations
 Information Systems: Listed alphabetically under "I"
 Insurance
 International (World) Business Management (Business)
 Marketing (Management)
 Office Administration
 Operations Research (Management Science)
 Personnel Management
 Production/Operations Management
 Public Relations
 Quantitative Methods
 Real Estate
 Secretarial Studies
 Transportation Management
 Cell Biology
 Chemical Physics
 Chemistry
 Chinese
 City/Regional/Urban Planning
 Classics
 Communications
 Communicative Disorders
 See Speech Pathology
 Comparative Literature
 Computer Science
 Corrections: See Criminal Justice
 Creative Writing
 Crime, Law and Society
 Criminalistics (Forensic Science)
 Criminal Justice Administration
 Criminal Justice—Corrections
 Criminal Justice—Security
 Criminology
 Cybernetic Systems
 Dance
 Dietetics and Food Administration
 Drama (Theater Arts)
 Earth Sciences
 East Asian Studies
 Ecology/Environmental Biology
 (See also Environmental Studies)
 Economics

Education
 Adult Secondary
 Child Development
 Counseling/Guidance
 Curriculum and Instruction
 Culturally Disadvantaged
 Deaf
 Education
 Educational Administration
 Educational Foundations and Theory
 Educational Psychology
 Educational Research
 Educational Supervision
 Elementary Education
 Gifted
 Health and Safety
 Instructional Media (Audio-Visual)
 Learning Disabilities (Handicapped)
 Mentally Retarded
 Orthopedically Handicapped
 Reading Instruction
 School Psychology: See Psychology
 Secondary Education
 Special Education
 Special Education Supervision
 Special Interest
 Visually Handicapped
 Visually Handicapped: Orientation and Mobility
 Engineering
 Aeronautical Engineering, Aerospace and Maintenance
 Aeronautics (Operations)
 Agricultural
 Air Conditioning, Air Pollution: See Environmental Engineering
 Architectural
 Biomedical Engineering
 Chemical
 Civil
 Computer
 Construction
 Electrical
 Electrical/Electronic
 Electronic
 Engineering
 Engineering Mechanics
 Engineering Mathematics
 Engineering Science
 Engineering Technology
 Environmental
 Environmental Resources
 Industrial Administration
 Industrial Engineering
 Measurement Science
 Mechanical
 Metallurgical
 Nuclear
 Ocean
 Structural
 Surveying and Photogrammetry
 Systems
 Transportation
 Water Pollution: See Environmental
 Water Resources

English
 English as a Second Language
 Entomology
 Environmental Studies
 Ethnic Studies (See also Afro-American and Mexican-American)
 European Studies
 Expressive Arts: See Fine and Creative Arts
 Film
 Fine and Creative Arts
 Foods and Nutrition: See Dietetics
 French
 Genetics
 Geography
 Geology
 German
 Government: See Political Science
 Government—Journalism
 Graphic Communications (Printing)
 Graphic Design
 Health and Safety: See Education
 Health, Public (Environmental)
 Health Science
 History
 Home Economics
 Hotel Management: See Business
 Humanities
 Human Development
 Human Services
 Hutchins School
 India Studies
 Industrial Arts
 Industrial Design
 Industrial Technology
 Information Systems
 Interior Design
 International Relations
 Italian
 Japanese
 Journalism (see also Communications)
 Landscape Architecture
 Language Arts
 Latin American Studies
 Law Enforcement: See Criminal Justice
 Liberal Studies
 Library Science
 Linguistics
 Literature (See also English)
 Marine Biology
 Marriage and Family Counseling
 Mass Communications: See Communications
 Mathematics
 Mathematics, Applied
 Medical Biology: See Medical Laboratory Technology
 Medical Laboratory Technology (Clinical Science)
 Meteorology
 Mexican-American/La Raza Studies
 Microbiology
 Music Education
 Music (Liberal Arts)
 Music (Performing)
 Natural Resources: See Agriculture
 Natural Science
 Nursing (See also Health Sciences)
 Occupational Therapy
 Oceanography
 Park Administration
 Philosophy
 Philosophy and Religion
 Physical Education (Men)
 (Women)
 Physical Science
 Physical Therapy
 Physics
 Physiology
 Police Science: See Criminal Justice
 Political Science
 Psychology
 Clinical
 College Teaching
 Developmental
 Educational: See Education
 Industrial
 Physiological
 Psychology
 Research
 School
 Social
 Public Administration
 Public Relations: See Business category or Communications degrees
 Radiological and Health Physics
 Radio—Television (Telecommunications)
 Recreation Administration
 Rehabilitation Counseling
 Religious Studies
 Russian
 Russian Area Studies
 Social Sciences (See also Anthropology, Sociology, etc.)
 Social Welfare and Services
 Sociology
 Spanish
 Special Major
 Speech and Drama
 Speech Communication
 Speech Pathology and Audiology
 Communicative Disorders
 Statistics
 Theater Arts: See Drama
 Urban Planning: See City Planning
 Urban Studies
 Vocational Education
 Zoology

APPENDIX II
Other Works Cited

- "[ACRL] Standards for Faculty Status for College and University Librarians." *College and Research Libraries News* (September 1972), 33:210-12.
- "[ACRL] Guidelines for Library Services to Extension Students." *ALA Bulletin* (January 1967), 61:50-55.
- "The Measurement and Comparison of Physical Facilities for Libraries"; typescript. Chicago: American Library Association, Library Administration Division, 1969. 17pp.
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The "Standards for College Libraries" were first prepared by a committee of ACRL and promulgated in 1959. The present 1977 revision was prepared by the ACRL Ad Hoc Committee to Revise the 1959 Standards. Members were Johnnie Civens, Austin Peay State University (Chairman); David Kaser, Graduate Library School, Indiana University (Project Director and Editor); Arthur Monke, Bowdoin College; David L. Perkins, California State University, Northridge; James W. Pirie, Lewis & Clark College; Jasper G. Schad, Wichita State University; and Herman L. Totten, School of Librarianship, University of Oregon.

The effort was supported by a J. Morris Jones—World Book Encyclopedia—ALA Goals Award.

Copies of these Standards are available, upon request, from the ACRL Office, 50 E. Huron St., Chicago, IL 60611.