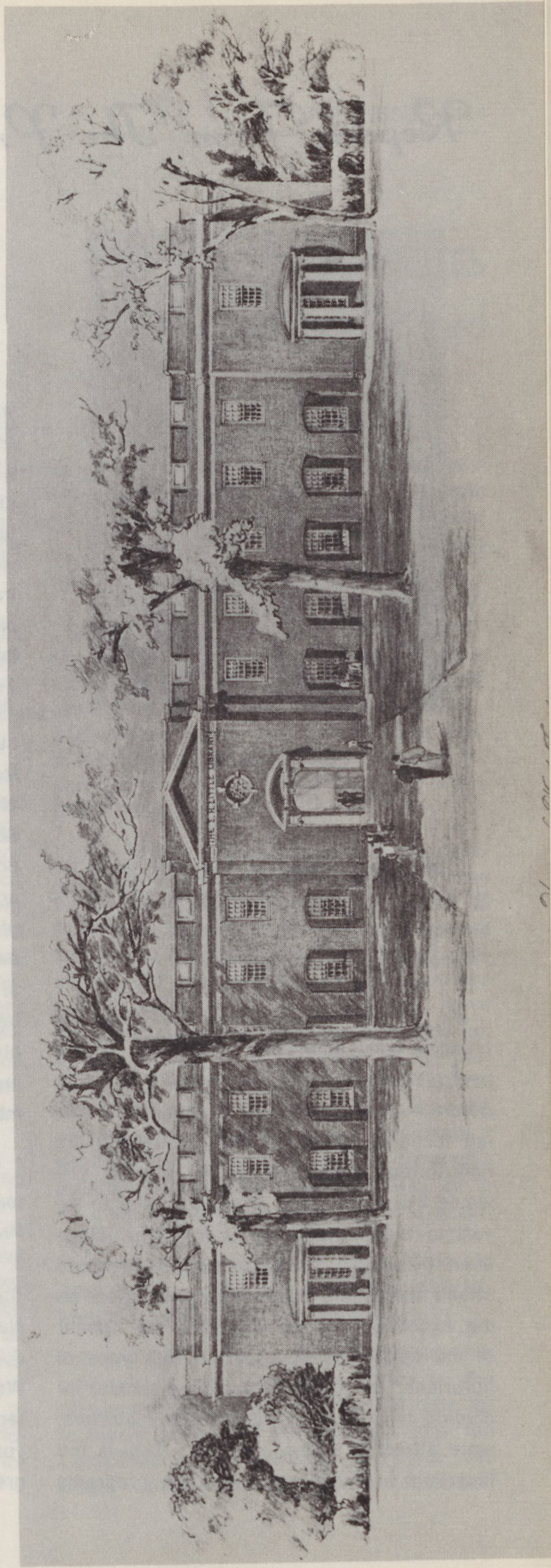


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Cover designed by Dottie Goodman



Report From The President



EUNICE QUERY

I bade you adieu in the last issue of NORTH CAROLINA LIBRARIES but Mell Busbin tells me that you are due one more "message" or report from me.

By the time you receive this issue the biennial convention will be a thing of the past. You will know how you like Winston-Salem — the Convention Center and housing facilities; whether or not you liked the new format of the convention; whether you would like to continue or would prefer to revert to the former type of meeting. However, those of you who were privileged to attend the whole convention will agree on the excellence of the program, the appeal of the speakers and topics to all types of librarians. In addition many lay people, including teachers and school administrators, were attracted to the program. This is the first time in my memory that our programs

were of distinct value to people outside librarianship. In this way they proved to be a good vehicle of public relations for our association. I trust that you had the opportunity to thank Elizabeth Copeland for providing such an outstanding program. We trust, also, that you will go forward with plans in your own communities to implement the Right-to-Read movement.

We wish to express to Mr. Joseph Ruzicka the appreciation of the entire association for the support he and his company have given through the years — the Ruzicka Scholarship, the printing of the convention programs, and most of all for the printing and mailing of the journal. With this issue of NORTH CAROLINA LIBRARIES we are on our own, which makes us very conscious of what this support has meant. We extend best wishes and moral support to Mell Busbin in his dual role as editor and business manager. We encourage the aid of the membership in seeking financial support.

To our new officers — Elizabeth Copeland, President; Gene Lanier, First Vice-President and President Elect; Mrs. Marion J. Phillips, Second Vice-President; Richard Barker, Treasurer; Gary Barefoot, Secretary; Neal Austin, ALA Representative; Leonard Johnson, SELA Representative; Catherine Weir and Kenneth Brown, Directors — I extend best wishes and a helping hand. May you have no broken down computers nor green flags in your future!

MINUTES NCLA Executive Board

August 14, 1971

The Executive Board of the North Carolina Library Association met at the Administration Building of the Greensboro Public Schools on Saturday, August 14, 1971, with Eunice Query, President, presiding. Attending the meeting were: Mell Busbin, Richard Barker, Leonard Johnson, Mrs. Jo Ann Bell, I. T. Littleton, William Powell and Rebecca Ballentine.

Miss Query read a letter from Elizabeth Copeland in which she expressed appreciation for flowers sent to her from the Board and reported that she is progressing steadily since recent surgery.

A letter from Faye Byrd of Wilkes Community College to Miss Query requesting that James Larkin Pearson, North Carolina's Poet Laureate, be recognized on some occasion during the 1971 NCLA Conference was read to the Board. Board members agreed that this would be appropriate and suggested that Miss Query invite Mr. Pearson to attend the convention. Since Mrs. Byrd had suggested that Mr. Pearson might be available to autograph copies of his new collection of poems, Miss Query was asked to look into the matter of whether he expects to sell copies of his book during the conference.

The problem of obtaining duplicating services for the Raleigh NCLA office will present itself if NCBL moves out of its quarters now shared by the NCLA executive secretary. Miss Query said she had talked with Vera Melton at the Department of Community Colleges and that they would be willing to do duplicating jobs for NCLA at a nominal cost if paper is provided and if the work can be scheduled well enough in advance. Miss Query stated that the Handbook is in Mrs. Allen's hands to prepare for duplicating.

A motion to appoint Richard Barker to fill the unexpired term of NCLA treasurer was made by I. T. Littleton, seconded by William Powell, and passed unanimously. Appreciation was expressed by Board members both to Mr. Barker and to Leonard Johnson for carrying on the work of treasurer since David Vaughan's death.

Miss Query distributed copies of a second letter from Evelyn Parks, librarian of the Central North Carolina Regional Library at Burlington, in which she calls for a new election of NCLA officers. In a general discussion of the problem, Board members agreed that computer difficulties may have accounted for some instances of ballots not being received; however, many of the persons who have complained about not receiving ballots on time are persons who did not renew their memberships by the April 1 deadline. According to David Vaughan's records, ballots were mailed on May 26 to all members in good standing. The Board asked Miss Query to again reply to Miss Parks to explain that the Board finds no irregularities in the procedure that was followed in conducting the election.

Mr. Barker suggested that membership renewals be made every two years on the off-election year and that a cut-off date for renewals might be incorporated into the Constitution. Miss Query said that she would consult an attorney to determine

whether a date for renewal period could be included in the Constitution before referring this to the Committee on Constitution and Codes. She also agreed to ask for legal advice concerning the NCLA election in the event that an attempt is made by any member to call for a second election. Board members agreed with Miss Query that a parliamentarian be appointed for the 1971 convention; several persons were suggested for her consideration.

Miss Query said that she has asked the Nominating Committee to recount the ballots since there are differences in some counts made by Mrs. Allen and the Nominating Committee. There may be a tie for one of the offices, in which case the decision will be made by casting lots according to the Constitution. A motion was made by Rebecca Ballentine that ballots received after the July 1 deadline not be counted. The motion was seconded by Dr. Littleton and passed unanimously.

Mr. Johnson suggested that guidelines, perhaps in the form of a calendar of duties, be made for officers and committees concerned with membership renewal and election dates. Mr. Barker felt that membership cards should be dated in the future. There was general agreement that such measures should be undertaken.

In the matter of a scholarship fund in memory of David Vaughan, Board members voted unanimously that contributions in David's memory be made to the existing scholarship fund rather than establishing a separate fund which might prove difficult to maintain over the years. The motion was made by Dr. Littleton and seconded by Mr. Barker. Contributions may be sent to the NCLA Treasurer.

Miss Query reported that Miss Dorothy Deininger, Rutgers University, would like to identify the number and location of library assistant positions in North Carolina wherein persons occupying such positions have undergraduate or graduate degrees in special areas, but not in library science.

Miss Query opined, and the Board agreed, that Miss Deininger's request suggests a possible project for the NCLA Education for Librarianship Committee. There was also a request from Mary Jo Lynch of the ALA Committee on Instruction in the Use of Libraries for displays of media used in an innovative way in instruction. This, too, is to be referred to the Education for Librarianship Committee.

Miss Query asked for discussion of the Tentative Interlibrary Loan Code for North Carolina Libraries which has been proposed by the NCLA Resources Committee Special Task Force. Board members felt that the adoption of a Code should be taken under advisement by the North Carolina Libraries Services Network Committee, which is soon to be appointed.

Upon motion by Mr. Powell, the Board voted unanimously to decline to consider the interlibrary loan code as NCLA business. Dr. Littleton moved that the matter be referred to the Library Services Network Committee as soon as it is named. The motion passed unanimously.

A letter to Miss Query from Joseph Ruzicka, Inc. stated that they regret the necessity of withdrawing their publishing, printing and mailing services on a cost-free basis for *North Carolina Libraries*. Mell Busbin, journal editor, suggested that NCLA proceed on an experimental advertising basis for the next two issues. He pointed out the necessity for having a business manager if the journal continues as an advertiser-supported publication. Mr. Busbin stated that he had recently sent a message to Elizabeth Copeland via Miss Query stating his wish to resign as editor, but that Miss Copeland replied with the request that he consider continuing as editor. After some discussion, Mr. Powell made a motion to appoint Mr. Busbin editor-business manager for the next two issues of *North Carolina Libraries* with the authority to solicit advertisers. The motion passed unanimously. Dr. Littleton moved that NCLA absorb any losses that may occur in

the publication of the next two issues of the journal. The motion was approved unanimously.

Mr. Barker distributed copies of the auditor's report for the six-month period ended June 30, 1971. Dr. Littleton suggested that the audit expense be taken from the checking account and entered as an item from the general fund rather than taken from the treasurer's budget. Upon a motion by Dr. Littleton, the Board voted unanimously to accept the auditor's report. It was agreed that under normal conditions, an audit need not be made again for two years, or until the end of the 1972 calendar year.

The Board discussed the matter of Mrs. Evalyn Allen's letter of resignation and her more recent offer to continue in the job of executive secretary after September 1 provided that her salary could be increased from \$165 to \$200 per month. Miss Query read a letter from Hector MacLean, Chairman of North Carolinians for Better Libraries, stating that the future of their organization is uncertain at this point. Since NCBL has shared office space with NCLA, it will become necessary for NCLA to make other office arrangements when NCBL moves out, according to Miss Query. Other office space is available in the same office building, but the Association's expenses would be some thirty dollars more per month. Another factor for Board consideration is the fact that Mrs. Allen needs to be bonded again on September 1 if she continues in this position.

The Board decided to discuss the location of NCLA Headquarters before making a decision as to Mrs. Allen's continued employment or termination. Members were in general agreement that there are advantages in having a headquarters office with a permanent address; however, there are geographical problems and time lags due to the fact that much of the mail received centrally must be parceled out to the appropriate officers in various locations over

the state. Miss Query said that Miss Copeland plans to hire local secretarial assistance to do much of her office work when she becomes president. Both Miss Query and Mr. Barker felt that they could hire local secretarial assistance at Boone and find office space on the Appalachian State University campus for the worker without having to pay rent. Miss Query reminded the Board that NCBL has leased the present office in Raleigh through December and that we may be obligated to share the rent if they fulfill the lease agreement.

In view of the geographical problems which cause delays in communications, and due to the uncertainty of NCLA's financial commitment to the publication of the next two issues of *North Carolina Libraries*, a motion was made by Dr. Littleton, seconded by Miss Ballentine and passed unanimously by the Board, that NCLA move its headquarters office to Boone for the time being, effective September first. It was the expressed feeling of Board members that funds allocated for secretarial assistance should be available to the president and treasurer for the hiring of local personnel rather than maintaining a permanently located headquarters office, and that this arrangement would be more convenient as well as more economical.

Based upon the Board's decision to decentralize the secretarial office, a motion was made by Mr. Powell and seconded by Mrs. Bell to accept Mrs. Allen's resignation effective September 1. The motion passed unanimously. Miss Query said that she would write to Mrs. Allen immediately.

Since no further business was presented for discussion, the meeting was adjourned at approximately 1:30 p.m.

Respectfully submitted,

Rebecca Ballentine, Secretary

Approved:

Eunice Query, President

This issue carries some papers based upon talks given during a workshop, "Reference Services for the Seventies — North Carolina Public Libraries," sponsored by the In-Service Training and Printed Resources Committees of the Public Libraries Section, NCLA, and the North Carolina State Library. It was held in Greensboro, North Carolina, May 25-27, 1971. Thanks are due Irene Hester who assumed the responsibility for rounding up copies of the talks printed here.

EDITOR

Future Reference

PHILIP S. OGILVIE,

State Librarian of North Carolina

Being a keynote speaker I know I should have come here with a very formal speech full of all kinds of statistics, many syllabled words and complicated sentences that would really and truly leave something for posterity, but I don't want to speak formally. Besides that I was told before I came in that we were going to tape this for posterity. Then, in the next breath, I heard that one reason we are taping it is for George Linder who couldn't be here today. What kind of inspiration is there when an old man like him can be identified as part of posterity?

What I want to talk about here is the future of reference in an informal but serious way because reference is the future of libraries. In other words I'm turning it around. You are aware, as am I, of the trends throughout not only North Carolina but the nation. Circulation in many places has leveled off. In some places it is making only small progress so far as increased numbers in spite of the fact that more and more of the population can read on a higher level. It's because of the fact that television

and the paperback racks in stores have become the sources for many of their entertainment and recreational reading.

There was a time when the average public library in North Carolina had as its major concern the distribution and circulation of recreational materials. The best sellers, the mysteries, the light romances, etc., were the materials that really circulated. They brought many people into the library. It was customary to see people come in with an armload of books and cause for concern if they didn't go out with an arm full of books. But, there have been some changes made. Since World War II, and particularly since the 60's, you've seen more and more public libraries joining the academic and special libraries as informational libraries. I say "informational" because "reference" has many connotations and what we're talking about here is information. Provision of information is the thing that has grown more and more to be public library business. And, who needs that information? Anybody who has a use for it. You have the businessman who comes in seeking population

data. You have college and high school students coming in using the public library for reference. You have your community college and technical institute people who go to school on a part-time basis 30-40 miles from your library. They attend a class and return immediately to your community to go back to a job. Then, they seek out your library late in the afternoon, or early in the evening, or maybe the subsequent morning and ask you to help them with their work, which is as it should be. The tax-supported public library is there to serve anybody who needs the help.

The point is that the public library is in the information business in a very real sense, but not everyone understands that fact. I spent the whole day yesterday discussing with top people in North Carolina government a draft report for planning for managerial and technical assistance to business, commerce and industry in North Carolina. The first meeting of that group took place in March. So far as I know no public library and no one at the State Library even knew that meeting took place. It was called, took place, a lot of discussion went on, and only when it was all over did Bill Lowe from the North Carolina State University staff call and ask why the State Library was not represented. Then, two or three days later Darlene Ball, Information Specialist at Burlington Industries here at Greensboro, called and asked the same question. In the meanwhile we called the State Planning Division of the Administration Department of State Government and asked why we were not involved. They seemed as surprised as we that we had been overlooked. And yet this is not new. Anyone who has been around the State Library knows how often libraries of all kinds get overlooked. The people involved here are people much involved in enticing industry into this state and in the general development of the entire state. They seek to make North Carolina move forward by providing to industry that may be enticed into this state help with information and by providing to industry already here programs to help their people grow on the job.

Here again we are talking of community colleges. They are involved along with libraries because, as you know, wherever one can get 10 people together for a kind of training in managerial development or whatever, the community college program will provide a course and will use part-time people from the industry itself to give this course. Then, local libraries assist both faculty and students which is good. It's the kind of service we want. It's teamwork that is the key to North Carolina's future. The first resource that the local man would turn to or should turn to for information is the nearest library. For example, if you were running a small operation up in my old county of Hertford with perhaps 60 employees, and you recognized a void in their background — something they need to help them understand the nature of your work and theirs a little better — it would seem to me the natural thing to seek out the local public library and through that library seek information from elsewhere in the state about programs to help develop staff, about scientific and technical information to help you improve techniques of production, etc. This information potential exists in all 100 counties. There certainly should have been an awareness of it. And yet, libraries were overlooked.

I know that I sound like I'm finding fault, but what I'm trying to do is point out to you that somehow our image as the primary information resource in the state and county has not gone across to enough people even to this day. Someone asked me only recently how much our information network is really used. He grew up in eastern North Carolina, familiar with libraries. His mother was a part of the Woman's Club that sponsored the library and he knew that library and how it was used. As a child he went hand in his mother's hand to borrow children's books and she went to borrow books, largely fiction, that were available for her. To him this was what a library meant. It was a cultural asset in the community — cultural in the tea and mink senses of the word. When people thought

of financing it, they thought of financing a community luxury because the things of culture, particularly when money is tight, are thought of by too many of those people who control the money as luxury items. They don't see it as a necessary information source in the local community, but the future of libraries now depends very much upon more people seeing the library as that link between the known and the unknown as that means of getting to resources, as that location of the second chance for the high school dropout or for the man who has an outdated skill, whom automation has put on the shelf and who needs first of all to identify a new skill for which he may qualify, and then to find out where to pursue it. This has to be and has actually become the primary picture of the local public library.

This is the challenge that we face when we talk now about reference. It's the challenge that the State Librarian and any member of his staff involved with the Legislature has to keep talking about. You can't sell legislators libraries as just sources of reading materials anymore. They want to see an absolute necessity being supported, and they can't identify the old type public library as a necessity.

I'm talking about a job to be done which is really the greater of our jobs, namely, the provision of information, of tying the local citizen to all the information resources of our entire state. Now local government, too, is hesitant about supporting libraries in the old concept. Some of you have reported to me, or to Elaine, in just the last three or four weeks, difficulty. Money is getting tight on the local level, and people are saying they can't go beyond what they did last year. If state aid rules and regulations would permit it, there are even a few who would cut back just a little bit if they could because they've got other things they want to support. This is not saying they are arbitrarily choosing sides and saying we'll support sanitation this year and libraries next year and so on. It's not saying that after the garbage collection the li-

braries come next, as we sometimes say in desperation. They've got a lot of things to do with their money, and they have done pretty well by libraries. Local support of public libraries increased about a million dollars last year — which is not insignificant. We managed to get a million and a half for this biennium in state aid — which also is not insignificant. We hope for and work towards a 50-50 state and local support of library service and we are making good progress towards it.

As for what will happen with the Federal dollar that goes into libraries, your guess is as good as mine. The Library Services and Construction Act as amended got through Congress last December 7 and 12. It authorizes a lot of funds to keep up the library program, but it has redirected their use to some extent. Now, the House has gone beyond the administration budget and has recommended that we be supported federally at least on the level we were last year. The Senate will act on that and probably will support and possibly recommend increasing it. Then it'll be a question of when and if and how the money will be released. So we're still dealing with the unknown as far as the federal dollar is concerned. We have to look to our local budget and our state budget for basic support. We have to sell ourselves and realize that our future is in reference. It is in the information we give and the access we give the local citizens to the means he needs for self development for any necessity that occurs in his life. This means we have to build materials and personnel capable of doing these things. In some instances the high school counselors still call and say I have a quiet, refined, very nice student here who is a natural for librarianship and I'd like to send her in for an interview. I have never refused to interview one of those people although not one in four is really the kind of material we are looking for in a library. The facts are there is a no more giving a profession in modern society than librarianship. You pick your clergymen and your teachers and your librarians and you've

got the people who have to be totally and absolutely giving and beside that they have to stay a jump ahead of all the rest of the people in the world so that they'll be able to give people things they don't even know they need. And I mean that. There was a time when no librarian would presume to guide beyond the reference question. You got a question. You did your best to answer it. Then, you dropped it. You didn't find that there were two other choices, or three other ways of approaching this problem. Partly because you were too busy, but mostly because we were too busy, did we provide answers and neglect guidance. Now, the situation is changed. The person who comes now may start out with a simple question, but an alert reference information librarian points out many related facets if the circumstances seem to warrant it. We know the questioner's characteristics. He's an age and has an educational background, and his need arises from his being displaced by a machine. Our response must be: can we help find something to fill this void that he now feels — that sent him in here, or to meet his immediate needs? We begin to pursue that and come up with three possible answers. Or suppose we're dealing with a student, and we see that he's pursuing something down one line, and we know that twenty-nine other students in his class are likely to have the same assignment. What then? The librarian who is thoughtful, who knows the materials in the library, who knows something about the current carryings-on technically and scientifically, and so on, the moon probe, whatever, may be able to suggest a little different approach. I don't know that it's possible to come up with thirty different goals for these kids, but a teacher could be educated somewhat as a result of the work that you did with her students.

I guess I'm talking about every reference information librarian becoming something of a Sherlock Holmes in that you don't just look at what is on the surface, but you begin to pick up the pieces, and to make a much broader picture, to find all the possibilities

— like so many spokes in a palmetto fan, or something of the sort, and then you can assign each of these to somebody. This is an aside. Some years ago, in Roanoke — maybe David Vaughan remembers this — I had a reference librarian on the staff there who found that a new book on insects that we had bought just that year for \$14.00 had been circulated only four times when it was discovered some pictures were cut out of it. In fact all the colored illustrations were gone. This librarian went down the list of person who had borrowed the book. One was a high school student. She called Jefferson High School and asked the biology teacher if she had assigned any papers on this particular subject since the date the book was first checked out. The teacher had. She asked if the person identified as a student were in her class. Yes. How was the paper illustrated? It seems that that paper had earned an A plus and was exceptionally well illustrated. Sure enough the illustrative material was out of our book. Whereupon, we confronted the parent of that high school junior. He was most cooperative. We Sherlocked it right on to his home, and when his young daughter came in from school, gave her the book and the paper. Yes, he bought the book and told her she was to keep it on her desk until she got married.

Of course, this is not the kind of sleuthing I want you to do, but that just came to me as I remember calling that lady a real Sherlock. It got to her that someone had dared to mutilate a new book, an expensive book. She pursued that loss like I wish all of us would pursue information for patrons.

Some of my best friends are reference librarians, as they say, and you are among them. Let me, in talking about this future of reference, also talk about the kind of financing we face right now, as far as reference service, information service, goes in North Carolina. I'm very carefully avoiding talking to you about In-WATS and TWX and the Interlibrary Loan procedure, because a young lady is going to follow me and do that. I think you want to know what the

status is for this kind of business right now. You know about the recommendations of the Advisory Budget Commission. Well, let's go further back than that. Back in the summer of 1969 we began to talk, the State Library Board and I, about the development of this Network which is important to North Carolina, which started at the State Library in 1968 as the In-WATS line and was open only to public libraries. It's gone on as you know. Well, we put \$273,030 for network development through June, 1973, in the planned budget and the State Library Board approved it, tentatively, in November of '69. In January of 1970 the budget went in to the State Budget Division. We requested \$273,030 for the expansion of the network, the resources network, on the concept that every resource in this state should be available to everybody in the State who can prove a need for it. Everytime you have a legitimate need, wherever you are, you should be able to get to the material if it's in this state. And of course, as we at the State Library say, if it isn't and your need is great enough, we'll go anywhere possible for it. We don't like to close any door and, thanks be to God, we seldom do. I know we have to close some, but you who work with our In-WATS and our regular reference staff know that closing doors on anybody is the hardest thing they do. They don't just go the second mile, they keep going until they almost fall in their tracks. This is the way it has to be with a good reference librarian. But let's get back to the budget now. The Advisory Budget Commission came to Raleigh for July 1st and 2nd, 1970, to talk to 20, or was it 25, agency heads about planning for the decade of the 70's. So I talked to them about your needs as far as the Network is concerned. Then in October, or late September, 1970, I appeared again before them in behalf of the budget itself. We couldn't talk money in July — we talked about what the network meant and who it was for and the fact that it was for necessary information and how we'd tie all things together and avoid unnecessary duplication, even in academic libraries which have to have big broad collections. We called it sharing of resources — sharing

from one end of North Carolina to the other. The Advisory Budget Commission and legislators liked this kind of thing. And, because we believe in it, it's easy to sell it to them. They recognize that this is what the future of our state is built on. Yes, no little portion of the future of our state is built on good information service and on access to every resource we have, and this, because it belongs to all of us, is no reason it should not be paid for by all of us through our taxes. When we came to them in the fall they were ready for questions they picked up in July. We pointed out that a man doesn't need tomorrow what he may need today to make a business decision. He needs it as quickly as he can get it, and this is what it's all about. The \$273,030 was recommended by the Advisory Budget Commission and it is in the budget at this point. The "B" budget has been approved through a sub committee, and is now before the Appropriations Committee. I presume that this recommendation is safe.

The Advisory Budget Commission did not recommend an increase in state aid. We requested three million dollars. That increase in state aid is also essential to the support of the Network. I mean to the support of our resources, our building of resources, and our exchanging of them so that the whole thing has to be spelled out again to the legislature. There was a hearing, six weeks ago. They listened, but it was obviously a negative situation. There were two very outstanding young legislators there — one from Randolph County and one from Brunswick or Columbus, he represents two—who asked the right kind of questions. I mean they were men who had used libraries, who had an idea what this was all about, what sharing is all about. In spite of that, I could see that we had lost the battle as far as state aid was concerned. So within two weeks, as luck would have it, and I guess a lot of hard work, some legislators who are good friends of libraries, managed to get us a second hearing before the sub-committee. There may be a few other instances of that this go-around, I don't know. So far as I know, that is the only second

hearing that has been granted, and it was for 7:45 in the morning, squeezed into a busy schedule for these legislators on the sub subcommittee, and remember I'm saying 2 subs there, of the subcommittee on General Government and Transportation. We spent the time talking about state aid, and they voted in my presence, I'm glad to say, which is the first time that's happened, and they voted for one-fourth of the amount we had requested which was the most they could do, and which means a total of \$750,000 increase in state aid for the biennium. It went from the sub subcommittee through the subcommittee with flying colors, and is now before the Joint Appropriations Committee. Yes, we have made it all the way to the Appropriations Committee with \$273,000+ for development of our resources network and with \$750,000 for increased state aid to public libraries plus some \$200,000 plus in state salaries for federal salaries that have to be assumed.

This money is also a part of the reference future. It's part of what you need to be interested in because we will not give good reference service in the future without this kind of financial support and back-up. Let me summarize just briefly what I've said to you. First of all, reference is our future. This is where our strength lies in getting support, not only fiscal support, but in getting support of the people. They know that they can find a substitute for some of our old services by watching TV, although they don't have a choice of which mystery they'll watch. There are some substitutes but they cannot substitute for a reference need of the moment.

The other point I want to make is that we need to make our information role more known simply because things that happen such as the meeting that went on all day yesterday didn't take into consideration that the State Library and public libraries and for that matter the academic libraries in this state are involved in planning for managerial and technical assistance to business, commerce and industry in North Carolina.

They didn't see us as part of or one of the links in this chain. It is tragic that this is still happening. We had to ask for an invitation to a meeting dealing with provision of information — information as it applies on the local level. Keep this thought in mind when you think of what kind of service you have to give, and what kind of image you have to create. Also, keep in mind the fact that you can suggest beyond the initial question when it comes from a student, that you are now in a position to actually guide people in their educational development.

Finally, take pride in the fact that you are among the most important people in this state. Yes, I really mean that because the future of North Carolina depends on the availability of information, on the availability of people dedicated to its dissemination, alert to every possibility of disseminating it, and willing to go that second mile to see that whatever is needed is done. Don't, as you meditate, retreat and think together on reference for these two and a half days, miss getting the whole picture and the part you play in it. You didn't come to praise yourselves — or get your halos on too tight, I know that, but I came to make them just as tight as I could, because I see you as perhaps the biggest single group in North Carolina to get the job done that has to be done in this state. The job really is a reference job, it's an information job and unless it's done progress won't be made.

Of course, it will be done in some degree other than by libraries and we want to be part of that team and let them be part of our team when it is done by others. Let's remember that no amount of that can replace us. We look to the computer, microfilm, to all these new reference aids that are coming up that you'll be hearing about the next couple of days. Always it's the dedicated reference librarian who holds the key. You are the key, and I close my comments to you on this note and that makes this the keynote address without all the formality that you wanted in a statistical extravaganza that wouldn't be typical of Phil Ogilvie under any circumstances as you all know.

"North Carolina Public Library Reference Services And The State Library"

MRS. VIRGINIA GIBSON

Interlibrary Loan Librarian, North Carolina State Library

Reference work as we know it today is a comparatively new thing; librarians have been helping readers locate materials in one way or another ever since there have been libraries but not the way we do it. There was no mention of reader's assistance or reference work as late as 1853 when the Conference of Librarians assembled in New York City. But when the first Conference of the American Library Association met in 1876, the librarian of the Worcester Free Public Library, Samuel Green, presented a paper arguing that librarians should begin to establish a closer relationship between themselves and their readers — a more personal contact — in order to give better individual service to the people who used their libraries. His ideas were adapted by others in the library profession and from then on, very slowly, evolved our modern reference services.

Reference work has many definitions. It has been defined as "personal assistance given by the librarian to individual readers in pursuit of information" or simply finding information somebody has asked for. There is a theory that reference work cannot be taught because it is actually an art, and just as in painting or in music, some people have a natural talent for it. True or not, a good reference librarian must know where to go for information in every part of the library and out of it.

At the State Library, North Carolina has one of the best Genealogy Research Collections in the Southeastern United States. Mrs. Margaret Price, a specialist in genealogical research, maintains the collection and answers all genealogy reference questions we receive by mail or by telephone or by the people who come to the library. Answers to telephone and mail requests have to be limited to a cursory search for

information because of the nature of this type of research. You can't trace a family history while a patron waits on the telephone and you should not be expected to give a complete answer by letter to a question which may take months of research. Some people, many of them from other states, come to Raleigh and spend their entire vacations doing genealogical research in the State Library and Archives. The summer months are Mrs. Price's busiest of the whole year.

This collection is made up of printed genealogical materials predominately of the Southern States, strong in North Carolina family and county histories. Original records in manuscript form are preserved by the State Department of Archives and History — but these records are only for North Carolina counties. We also have microfilm of all the *available* U. S. Census records from 1790 to 1880 for 23 Eastern Seaboard States.

None of the genealogy collection, including microfilm, is available for interlibrary loan — standard procedures for most libraries — but anyone is welcome to come to the library to use the material and services provided for their research.

The State Library is a selective depository for federal documents and the official depository for all North Carolina state documents — that is, the *Official* publications of all the state agencies. Mrs. Josephine Walker and her staff are responsible for providing information requested by other state agencies and for legislators every two years when the legislature is in session in Raleigh. Very often this includes making bibliographies of current documents on a particular subject — like "drug abuse." Usually these must be done quickly if they are to be of use when debates on the sub-

ject are already in progress over at the State House.

In addition to serving state agencies and legislators many of our reference questions from IN-WATS are referred to the documents librarians for an answer. We have a very liberal policy for loaning documents and mail them to the libraries whenever possible.

The State Library Documents Department is also responsible for publishing the *North Carolina Publications; a Checklist of Official State Publications*, a bibliography of state documents arranged by the issuing agency. This is mailed out to libraries in the state as well as our Selective List of Federal and state documents.

Microfilm and microfiche readers are located in our documents area and our newspapers on microfilm are checked out through this department. The State Library is one of a few libraries in the state which will lend North Carolina Newspapers on microfilm so we receive many requests from libraries all over the United States for these. We do not own all of the microfilm for those North Carolina newspapers which were microfilmed by the Department of Archives and History but we do keep adding those which are requested the most often. One exception to this lending policy is the *Raleigh News and Observer* which is a part of the genealogy collection and used at the library all the time. Articles from this newspaper, or any of the others, are available by a printout from our microfilm reader for just 10c a print. This process is more expensive than xerox so we do not give the 5 free prints which we would do by xeroxing.

Our general reference department is responsible for helping personnel of other state agencies with their research problems and state employees may check out materials directly from the library. Anyone may use our reference services and our book collection but the general public in Raleigh and the students who use the library can only check out materials through an interlibrary loan request from their public library or their school library.

In addition to these services, Mrs.

Ophelia Irving and her staff maintain the reference collection by keeping up with new material being published and ordering new editions of older materials. They supervise the indexing of the *Raleigh News and Observer* and the addition of clippings to our verticle file of North Caroliniana.

Mr. David Bevan is the head of the Reference Department. We have 19 people working in the department, 9 of these are Professional Librarians.

Interlibrary loans used to be processed by personnel in the General Reference Department. But after we added IN-WATS Reference, and since these two are so closely related, we combined IN-WATS and Interlibrary Loans to form another branch of our reference services, of which I am the head. We take care of all the interlibrary loan requests which are mailed to us on the printed forms and we also borrow books for state employees from other libraries. Last year we borrowed over 200 books for other state agencies and personnel.

Since the present organization of the State Library was approved by the General Assembly of 1955, one of the most important functions of the library has been its assistance to public libraries in locating materials for interlibrary loans. The North Carolina Union Catalog at Chapel Hill and the *accessibility* of the catalog through the Interlibrary Center there, makes it much simpler for North Carolina libraries to find books and materials than it is for some other states. Telephone and teletype service between the State Library and the Interlibrary Center make it possible to get the information ever faster. But the communications between the State Library and other libraries in the past had to be written and mailed.

Then, in 1968 the availability of funds under Title 3 of the National Library Services and Construction Act allowed the Library to move another step forward by establishing direct telephone service between the State Library and other libraries all over North Carolina.

We began our Inward Wide Area Telephone Service (IN-WATS) on February the first 1968 when 70 county and regional pub-

lic libraries were given the number. At first some librarians were a little bit hesitant about picking up the telephone to call long distance to Raleigh unless they had a really serious reference problem. We only averaged 15 calls a day that year but we really gave *great* service because there was time to look through everything in the library to find the answers to questions — or so it seems now. The idea of calling the State Library for reference or for book titles caught on, though and more libraries were given the number and as a result in 1969 we were receiving an average of 32 calls a day, more than double the number for 1968.

In 1969 we added all of the four year colleges and universities in North Carolina to the WATS line. But the increase in our number of calls was *not* due to the fact that these academic libraries were given access to the line, they only used it 274 times while public libraries used it for 5,472 calls. Over 3,000 of these requests were for specific book titles for interlibrary loans and almost that many were requests for reference assistance. Our statistics for 1969 are not accurate because the State Library was in the process of moving to a new building for the whole of February. We actually stopped service only long enough for telephone men to unhook the equipment, move it and hook it up again — an hour or two at the most. But it was impossible to keep account of our transactions and we finally stopped trying.

At first the majority of requests from academic libraries were for locations of materials from the North Carolina Union Catalog. Before, they usually sent typed interlibrary loan requests directly to the University Library at Chapel Hill without being sure that the book was actually located there. But by calling IN-WATS now they know *before* an interlibrary loan request is made where the book is located. Sometimes we even have the books they need in our collection and can send them out immediately. In 1970 calls from colleges and university libraries increased to 452. Many of these were for reference assistance as well as for locations of titles. Some of the academic librarians have not used the

WATS line at all but the majority *have* used it and some of them call in regularly.

Last year 13 special libraries were added to our WATS line. Since then 2 more have asked for the number and have been added to the list. Last year was a busy one; calls increased to an average of 35 a day — over 7,000 from public libraries, almost 500 from academic libraries and 109 from special libraries. We took down 10,748 authors' names and the titles of their books for either an interlibrary loan or for a location if we didn't own the book. We took 3,592 requests for reference information.

In addition to these telephone requests, our department processed over 7,000 interlibrary loan requests received by mail and mailed out a total of 11,278 books.

This brings my report up to date to the first four months of 1971; we've already had almost as many calls as we had for the whole first year the service began and are averaging about 40 calls a day.

The only additional personnel we have had in IN-WATS since 1968 has been one person for half a day to return calls with information to libraries.

It has been said that if you look in just one book to answer a question this is reference, in two books it is search, but if you look in three books its research. If we could use these as the criteria, almost all of our calls could be described as reference, at least, because even requests for authors and titles often have to be checked in one of our bibliographic sources. After we have searched our own catalog for titles, for those which we don't have we must have complete information before we can ask the Union Catalog for locations. If *Books in Print* gives an author's last name but just initials for his first and middle names we have to supply the missing names. It is almost a waste of time to ask for locations on a book by C. Jones or by D. E. Smith, if BIP enters a title under an author's name but the Library of Congress enters it under an association; we must see that the correct entry is sent when locations are needed. The Union Catalog is made up of main entries *only* so if we send them an incorrect entry for locations there is no way to double

check by title entries. This is why we spend time checking and verifying before our list goes to the Union Catalog every day, and this is why we ask librarians to give us as complete information as possible when requesting titles. Not many public libraries have the *Library of Congress Catalogs* to check in, but the majority do have the *Cumulative Book Index* which usually follows the Library of Congress entry. It helps us at IN-WATS if you can give complete author's names, titles, publishers and dates for the titles you request.

What about our reference questions?

Sometimes, it's difficult to extract from a patron exactly what he does want but every scrap of information you can get helps us, especially since we have no direct contact with the patron. And patrons are not always reliable sources of information. We had a request for a title, *Passim*, by a well-known author. We didn't have it in our collection and had never heard of it; a bibliography of his works didn't help find it either. Suddenly it came to us; we called the librarian to ask if the patron's reference came from a footnote in another book. It did; *Passim* is used to indicate that a word or passage occurred frequently in the work cited.

We don't keep a record of the exact number of reference questions we answer but it is amazing sometimes to look back through our work sheets. I took one week for a sampling and found that we answered 98% of the reference questions which were called in to us. In just one of those days we had 49 calls; 23 of them were reference calls. Just to see how we answered them and what resources we used, I listed them like this:

- 5 were referred to our documents librarians and answered by them
- 2 had to be answered by calling other state agencies in Raleigh
- 2 were answered by calls to other libraries in the state. One to Duke reference department and the other to Asheboro to inquire about a recording
- 2 were requests for certain articles from a newspaper and a periodical — these had to be searched and photocopied

1 was a personal answer from a staff member in Archives and History. None of us could translate a Latin Motto from a coat of arms. The Latin dictionary wasn't any help — Mr. Bloom in Archives majored in Latin studies and he translated it for us immediately.

3 requests were for criticisms of works on authors, books and articles from periodicals (term paper time)

1 was for an address

1 was a medical request to be sent to Duke Medical Library and

5 were for any books we happened to have in our own collection on various subjects

1 was a request from a businessman and was sent over to the D. H. Hill Library to their Technical Information Center for an answer.

This gives you an idea of some of the resources we can use to help answer your reference questions. Until now we have hesitated before calling the University libraries for detailed reference work for our public libraries. They are all very cooperative when we do call, but their first priority is to their own students and it is not fair to overload them with our problems. We will feel free to call on them in the near future, however.

Some of the questions we were *not* able to answer in that week's sampling were:

How do you build a ski-kite? Skiing is fairly new to North Carolina and even though we have bought many books on the subject recently, none of them gave us an answer — neither did *Popular Mechanics* or our indexes to handicrafts.

We never did really find a good answer to the question: what materials do you use for a drape and just what procedure is used in unveiling a portrait? The Art Museum Library didn't know either.

There wasn't any information in any of our material and the Public Health Library wasn't able to locate anything about a "new disease" which had just come out according to someone's patron.

Sometimes it's hard to tell where reference work ends and research begins but

(Continued on page 141)

Recent Developments In Audiovisual

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INTRODUCTION

The definitions of "audiovisual" and "recent" might both be debated, but I have eschewed philosophy and simply selected a few items from among many possibilities which seem to me to be "recent developments in audiovisual" of particular interest to librarians.

PART I — "GETTING IT ALL TOGETHER" — MULTI-MEDIA BIBLIOGRAPHIES

In the late nineteenth century librarians were always talking about the dream of a "Universal Catalog" which would record all of the significant books published anywhere in the world in one convenient, if presumably rather bulky, bibliography. The dream never came true, but perhaps the elaborately expanded *National Union Catalog* is approaching this ideal, and thus Washington has inherited the task of which in earlier years it was supposed that London, with its vast Empire, might more logically be the center.

On a much simpler level, audiovisual people have long envisioned some master bibliography which would bring together in one subject listing all of the great variety of audiovisual formats available on the market, at least in the United States. But for the most part, publishers have found it easier to specialize in one format or another.

Thus for films and filmstrips, we have the Library of Congress catalogs, the indexes from the National Information Center for Educational Media (NICEM), various lesser indexes published by the Educational Film Library Association (EFLA) and the recent "Serina" guides, from Alexandria, Virginia.

For microfilm there is the Library of Congress' *National Register of Microform Mas-*

ters, a major scholarly list supplemented again by indexes from such publishers as Microcard Editions and Scarecrow Press, as well as the lists available from the larger microfilm companies themselves, including University Microfilms (Xerox), Microphoto (Bell and Howell), Readex, and now several new firms providing whole libraries of materials for those who will buy their hardware.

For recordings, we have again the indispensable *Library of Congress Catalog; Music and Phonorecords*, which provides current lists fully cataloged and with meticulous subject indexing. There is also NICEM's new *Index to Educational Recordings*. On the more popular and familiar levels there are those old standbys, the *Schwann Catalog*, and the *Harrison Tape Catalog*.

The area of pictures is not very well covered with bibliographical aids as it is so huge a field. For reproductions of paintings, there are the splendid UNESCO *Catalogues*. There are also directories of picture sources, the best known probably being Miss Frankenberg's *Picture Sources*, published by Special Libraries Association. And we have indexes to pictures and illustrations in books and periodicals, published by H. W. Wilson and by Scarecrow Press, of varying degrees of completeness and usefulness.

For maps, probably the best current list is Part 6 of the *Catalog of Copyright Entries*, which should be supplemented, of course, by the catalogs of both the commercial and government map producing agencies.

But none of these sources "bring it all together," so to speak, and the seeker of a

multi-media approach to bibliography is frustrated by the necessity for consulting a bewildering variety of indexes. One attempt to solve this problem was tried in 1964 with disastrous results. This was the *Educational Media Index*, edited by a committee of the Educational Media Council, an impressive group made up of associations representing librarians, educators, communications people, and the like. This was probably the trouble — too many cooks. Had this index been published as its editors originally compiled it, it probably would have been an excellent multi-media bibliography. But differences with the publisher resulted in the removal of thousands of entries at the last moment, with no opportunity for re-editing, so that such subtleties as cross references and the like were completely upset. Nevertheless the set was published in fourteen volumes in a format which is attractive to all but those who have to use it. The *EMI* was to have had annual supplements, none of which were published, though likely most libraries paid for the set and the first promised supplement. I am told that getting refunds for that first annual volume which never appeared was a difficult task. But the *Educational Media Index* was a start in the right direction. It did index by subject a wide variety of non-book materials. And it is a place to start, at least, in compiling multi-media bibliographies.

An unfortunate side effect of the fiasco of the *EMI* was that it apparently frightened the H. W. Wilson Company, always a sensitive organization, into ceasing to publish the *Educational Film Guide* and the *Filmstrip Guide*, two old, reliable, sober, and well-compiled indexes, which while limited in coverage were at least dependable.

The next entry into the multi-media bibliography race was the National Information Center for Educational Media, the rather awe-inspiring title of an offshoot of the Television Department of the University of Southern California. This center had stored on computers an immense amount of descriptive cataloging for educational media in many formats. From these data banks they were able to print out catalogs of their own holdings, and to sell computerized cat-

aloging services to other audiovisual libraries. The catalog of the film collection of our own Audiovisual Bureau of the University of North Carolina at Chapel Hill is a print-out by title and subject using the NICEM system. The publisher of the *EMI* therefore next looked to NICEM to provide a multi-media list which would be more to its liking. This resulted in the publication of two separate indexes, to 16mm films and to 35mm filmstrips, in 1967 and 1968 respectively. In effect, these NICEM indexes merely took the place of the old Wilson indexes. They were not at this point multi-media in approach. The NICEM indexes soon changed publishers and in 1969 and 1970, the Bowker Company issued second editions of the film and filmstrip lists, and two new NICEM indexes covering 8mm motion cartridges, and overhead transparencies, both much needed.

As of 1971 the NICEM organization has seemingly given up working with traditional book publishers and is now issuing its own indexes in a greatly expanded series: indexes to 16mm motion pictures, and to 35mm filmstrips, both in their third editions; and to 8mm cartridges, and to overhead transparencies, both in second editions. To these four format listings, three new ones have been added in their first editions, indexes to educational records, to educational tape recordings, and to video tapes, giving us a total of seven single-media indexes, and apparently establishing a pattern of frequent, if not annual, revisions. In these seven areas, the *Library of Congress Catalog* provides coverage of only films, both 16mm and 8mm, filmstrips, and recordings.

While these individual indexes to various formats are extremely valuable, they do not constitute the single multi-media index which has been so long desired, and even originally intended by NICEM, although shelved as a set they certainly simplify the multi-media bibliographical approach. A master multi-media list has not been attempted yet, but in 1971 NICEM announced several volumes which indicate that something of the sort can be and probably will be done in the future.

The NICEM *Index to Producers and*

Distributors, first edition, 1971, apparently compiles into a single list all of the organizations whose products are in the format lists. NICEM is also beginning to publish multi-media lists on individual subjects, the first two being on the popular topics of "Ecology," and "Black Studies." Presumably, on a larger scale, the whole series of volumes could in the future may be printed out by their capable computers into one master multi-media list. The NICEM indexes are basically annotated lists by titles, with what appear to me to be somewhat inadequate, over-simplified subject indexes — which I fear when applied to a large quantity of material would prove too broad in their headings. However they are ideal for school people as they reflect curricular offerings.

The current major contestant for the title of multi-media bibliography is the *Learning Directory*, published by Westinghouse Learning Corporation in New York, and first issued for the year 1970-71 in seven volumes arranged alphabetically by subject. What Westinghouse has done is to gather the 1970-71 catalogs of a large number of companies supplying "media" to schools and colleges. This includes not only non-book media but books as well, mostly textbooks. (Literature is excluded.) It is therefore a very ambitious and truly multi-media list—but rigorously limited to "instructional," "learning," or "educational" materials. However, as many materials are listed for "college" and "adult" audiences, the definition of "learning" materials is vague.

The *Learning Directory* is a subject (topic) index to audiovisual (and textbook) catalogs. The materials themselves are not examined. Anyone who has ever dealt with producers' catalogs knows on what a shaky basis this impressive list is built. No subject heading list is used; instead subject headings are made up from the catalogs on the basis of titles or annotations. Once a phrase or series of words have been decided upon to describe the subject of an item, the computer prints out the item under *all* of the words. This results in a fabulous, but they claim convenient, duplication of entries. For example, librarians interested in United States history will find materials under the

following headings: *American History* — 35 pages; *History, American* — 22 pages; *United States History* — 32 pages; *History, U.S.* — 1 page; *History, United States* — $\frac{3}{4}$ page. They will also be astonished to find absolutely nothing under *United States — History*. There are no subject cross references.

The coverage is extensive: 200,000 items, i.e., book and non-book titles, are listed 600,000 times, an average of three subjects for each item; 225,000 subject headings are used. The format is 8½ by 11-inch pages in seven paper-bound volumes, printed mostly with one-line entries for each item, in close-packed rather fine print, the result looking something like a phone book. Each item is described by twelve terms: i.e., subject, grade level, medium, title, etc., including what we would call imprint, collation, price, and so on. Arrangement is first by subject, then under subject by grade level. These levels are taken from the producers' catalogs, but unfortunately a large amount of material has no grade level so that these items are at the end of the listings for each subject. Under grade level the material is next sub-divided by medium, arranged alphabetically, (i.e., Books, Films, Filmstrips, Records, etc.), and finally under medium by title. To the dismay of many who write or produce media for ego gratification, no provision is made for authors anywhere in the indexes.

The *Learning Directory* is without a doubt computer-produced, and is excellent proof that the computer cannot produce anything better than the catalogers put into it to begin with. However, it fills, as the reviewers say, a "long-felt need," and it is, on its scale, unique as the latest entry in the multi-media bibliography field.

PART II: "MORE AND MORE IN LESS AND LESS" — MICROFORMS

Current trends in microforms might be summed up in three statements: (1) A greater number of types of microforms are on the market, with the resulting need for a greater variety of expensive equipment; (2) Smaller and smaller images in the microforms make it possible to store more material in less space than ever before; (3)

There is increased use of the "package deal" whereby whole libraries are supplied rather than individual items.

To give some idea of the great variety of forms commonly available for libraries, let us review briefly the history of microforms. Microfilm first became widely used in libraries about 1928. It was 35mm in width and was most typically used for newspapers, at varying reduction ratios, often not less than 1/10th of the original size. As the mouldering heaps of newspapers in libraries were a major problem in preservation of vital source materials, librarians welcomed 35mm microfilm and soon it was widely used for other materials, such as rare and out-of-print books, manuscripts, and dissertations.

The Recordak Company, a division of Eastman Kodak, became probably the most famous name connected with microfilm, providing film, processing, cameras, and readers, many of which became virtually standard equipment in libraries. The familiar 100-ft. rolls of 35mm microfilm—of *The New York Times*, if nothing else—are common to all libraries today, and their usefulness, if not popularity, continues undiminished to the present. Vast amounts of material are available on conventional microfilm, and the presence of other forms does not seem to cause the original form to wither on the vine.

Equipment has been improved, in that readers are often electrically driven—rather than hand operated—which helps in the location of materials on long rolls. Reader-printers have been developed which make it possible to make an instantaneous print of whatever portion of the microfilm has been focussed on the screen. Still further developments have included the photography of "codes" on the film which make it possible to automate the operation of the reader in such a way that by dial access, for example, the proper frame is located with great speed. Microfilm may play a great role in that "library of the future" where whole collections may be recorded on some sort of microform, and the desired information rapidly retrieved through various automated and computerized devices.

Paralleling the use of 35mm microfilm in libraries was the use of 16mm microfilm in business institutions where the material microfilmed was typically smaller—correspondence, cancelled checks, and the like—rather than the pages of newspapers so typical of the library microfilm collection. It was from 16mm microfilm that the next development came.

In 1939 Albert Boni, a well-known publisher, developed a variation on the microfilm idea which he patented under the name of Readex Microprint. Mr. Boni used 16mm microfilm of books and periodicals, cut into strips, with five exposures per strip, and mounted in a frame holding ten of these strips. This resulted in a format which could then be printed by a special, very accurate form of photo-offset printing onto cards, 6 by 9 inches in size, holding fifty exposures per card. As the typical exposure accommodated two pages of text, the typical card held one hundred pages. Microprint cards were made of very large collections, such as British parliamentary papers, United States government documents, early American newspapers, long runs of foreign periodicals, and whole libraries of books. They were packaged with between one and two hundred cards in neat, strong, uniform cardboard boxes about 6 by 9 inches in size, and an inch or so thick—in short, about the size of an octavo book. Librarians, who are thought to be wary of new formats, supposedly would accept Microprint because of its convenient method of filing on regular bookshelves—indeed possibly interfiled with books—a more congenial format than 35mm microfilm which requires special files and is not at all adapted to book shelving.

Of course, Readex Microprint cards could not be read on microfilm equipment, so the Readex Company also provided Readex Microprint readers. The company successfully chose for its process material apparently not available on microfilm, so that many, I suppose most, large libraries found themselves buying sets of Microprint cards and the readers to go with them, with the consequence that two microforms became established, at least in research libraries.

About a decade later, in 1948, Fremont

Rider, then the famous librarian of Wesleyan University Library, developed with Eastman Kodak Company a new microform. Mr. Rider was concerned about the information explosion, and a few years previously had written a landmark book on the subject, *The Scholar and the Future of the Research Library*. The outgrowth of his concern was his development of the Microcard. Mr. Rider borrowed from Boni the idea of an opaque card, rather than a film. However, being a librarian, he chose the familiar 3 by 5-inch card for his format, enabling librarians to store this new microform in regular card catalog file drawers. In fact, the ideal was to do away with the books and make the card catalog the whole library. When the patron located his book in the card catalog, he would literally find the whole book microfilmed onto the Microcards. These could be removed from the catalog, taken to a nearby reader—which of course the Microcard company furnished—and read, and then returned to the file. With the eventual development of the reader-printer, he could presumably not only enlarge the book, but print out the pages he needed.

Microcards were made from 16mm film, but they were reproduced photographically by contact printing from negatives, just like the black and white contact prints some of us can remember getting back from the drugstore. By contrast, Microprint cards were printed on printing presses. The typical Microcard held 36 to 48 exposures on one side. At first they were only printed on one side, with the result that they curled badly in the file drawers. Later they were processed on both sides, so that the kinks were removed and the capacity of the card doubled to 72 to 96 exposures per card, coming close to the capacity of a Microprint card, but in a smaller area. Unlike the Readex Company, the Microcard Company allowed its process to be used by several scholarly publishers, such as the Association of College and Research Libraries, and soon there was on the market a whole new selection of materials, including a considerable amount of original material not published in book form. Again this selection was apparently different enough from those

available on microfilm and Microprint so that larger libraries at least stocked-up on long runs of Microcards, and the equipment required to read them, thus a third microform became common in our libraries.

Close on the heels of Microcards came a new microform, the microfiche. This appears to have been developed in Holland in about 1950, and first used extensively in this country by the Atomic Energy Commission for the storage of scientific reports. The word microfiche is French, and translates as microcard, but as Microcard was already in use on the market, the term has been adopted without translation. You pronounce it, depending on your affinity for the French language, mee-cro-feesh; or in American, micro-fish; or more commonly via a sort of compromise Franco-American, micro-feesh. In our rushed society, the shortened forms, both "fish" and "feesh," are also widely understood.

Microfiche is essentially the same as a Microcard or even Microprint except that the micro images are printed on film sheets rather than opaque cards. While they are available in several sizes, the 3 by 5-inch and the 4 by 6-inch are the most prevalent, and of these the 4 by 6 size seems to be the commoner. They are stored in drawers, and kept for protection in paper envelopes. The typical format of 4 by 6 microfiche allows for either 6 rows of 6 frames each (36 exposures), or 7 rows of 7 frames each (49 exposures). Obviously, being translucent, only one side can be used. As each exposure generally accommodates two pages of print, the typical 4 by 6 microfiche results in 72 to 96 pages per "fiche."

While many companies make microfiche (including Microcard Company), the Micro-Photo Company—now a subdivision of Bell and Howell—seems to have taken a leading role in introducing microfiche to libraries. It was of course accompanied by the inevitable microfiche reader, and for a fourth time libraries have adapted themselves to a new microform and its attendant "hardware."

As Microcard, Microprint and microfiche all stem from 16mm microfilm originally, the degree of reduction in size is generally the

same—about 1/20th—and therefore readers have evolved which take all three of these microforms. However, as many libraries bought this equipment as each was developed, there is commonly to be found a reader or readers for each of these three forms, plus the old familiar microfilm reader, making a total of four types of readers.

Microprint and Microcards, because they are reproduced on cardboard rather than translucent film, are called micro-opaques. The lens which enlarges the image from these cards depends upon light reflected from the cardboard. Microfilm and microfiche, on the other hand, are reproduced on translucent film, and the light needed to illumine these microforms shines through the image itself. It is like the difference between the reflected light from the moon (Microcards and Microprint) and the direct light from the sun (microfilm and microfiche). This appears to be the Achilles heel of the micro-opaques, and I have been told for years that Microcards and Microprint will gradually be replaced by microfiche because the resulting image is clearer, brighter, capable of much greater enlargement, and better adapted for prints. However, so far as I am aware, both Microcard and Readex Microprint are still putting out the opaque product. Microcard does seem to be "phasing out" cards in favor of fiche, although much of its material is available in both forms. Suffice it to say that the fifth development in microform is an outgrowth of microfiche called popularly, "ultra microfiche."

Ultra microfiche, as the name implies, provides a standard microfiche with a much smaller micro image. The standard microfiche generally has a reduction of 1/20th of the original; ultra microfiche has a reduction of 1/150th of the original size. This means that while the capacity of standard 4 by 6 microfiche is about 96 pages, the same format in ultra microfiche can accommodate a little over 3,000 pages.

This development was first introduced to the general public in 1964 at the World's Fair in New York. The developer is the National Cash Register Company, which also owns the Microcard Company. The gimmick

of the NCR demonstration at the Fair was the *Bible*, Old and New Testaments, 1240 pages, complete on one square of ultra microfiche film, 2 by 2-inches in size. The process is copyrighted under the trademark, PCMI (Photo Chromic Micro Images), and results from the use of a dye rather than the traditional photographic chemicals which would be too "grainy" for such great enlargement. Ultraviolet light is used for the exposures, and the same light can be used to erase the images. However, it can be made permanent before distribution for library use to avoid accidental erasure. The ultra microfiches are covered with a tough plastic coating to minimize damage, and to prevent their being copied by contact printing.

The company is introducing ultra microfiche by way of package deals. Complete libraries of books are being offered in five areas: American civilization, Science and technology, Social sciences, Literature-Humanities, and Government publications. Each set or "library" contains 100 ultra microfiche transparencies, equal to about 700 books (roughly 300,000 pages). These are apparently "basic source" books in each area, selected by committees of experts and with reference to standard bibliographical aids. The five libraries cost approximately \$1,000 each, but when purchased together cost slightly less and two readers are included. Needless to say, these readers will introduce still another in the lineup of microreaders since at present, at least, they are not compatible with other microfiche readers.

Very similar to National Cash Register's offer is a competing development from Encyclopedia Britannica, the "Microbook Library Series." This uses a 3 by 5-inch microfiche with a reduction of up to 1/90th of the original and a capacity per fiche of 1,000 exposures, which should qualify it for the term "ultra microfiche," although the company does not use it. In this format EB offers a "Library of American Civilization," consisting of 12,000 of the "most significant" books on American culture published in the United States since 1914, together with an elaborate series of catalogs

and indexes, for just under \$20,000. Table readers, and "lap" readers are available at extra charge, and a reader-printer is promised. At this point, the "microbook" reader is not compatible with any other microfiche readers.

And so it goes with microforms. The librarian is offered more and more material in less and less space, but the library becomes cluttered with a bewildering variety of formats and machinery, and the cost is great. Standardization is tossed to the winds, and each company is a law unto itself. Nor is the end in sight. Laser beams and crystals promise even more fabulous reductions in size in the not too distant future. The cynical may well ask, do our libraries need all of these "significant books" of the past, or are many of them merely the titles that careful librarians have conscientiously weeded from their collections over the years? On the rare occasion when these little-used volumes are needed, might it not be cheaper to interloan or to purchase conventional microfilm copies, rather than to spend thousands of dollars to make them accessible in small libraries whose purposes are not and probably never will be scholarly. Our runaway technology provides the librarian with as many problems as it does solutions.

PART III: "SUPER LOOPS" — 8mm MOTION PICTURES

Motion pictures on 8mm film have been on the market for many years. Mostly for home use, they have recorded millions of growing babies and summer vacations. The 8mm film was an outgrowth of the 16mm motion picture. It enabled film makers to get twice as much on a 16mm film by photographing two parallel strips of motion picture frames side by side. In processing, the film was cut in two lengthwise and the halves spliced together end to end so that when a 50-foot roll of 16mm film was exposed in an 8mm camera, it became a 100-foot roll of 8mm motion picture.

These miniature movies had their shortcomings. The tiny picture on the film gave a small picture on the screen; and scratches, dust and other imperfections were even more noticeable than they were with 16mm.

It was definitely a "home movie" medium. But in the 1960's there was considerable interest in 8mm motion pictures as library materials. One reason was probably the aggressive marketing of 8mm versions of the old silent film classics—Chaplin, the Keystone cops, and the like—by Blackhawk Films of Davenport, Iowa. Some public libraries discovered that the appeal of these films was very strong, especially to disadvantaged children who are often lukewarm toward more conventional film fare offered by libraries. Many libraries tried 8mm film programs and the circulation of these films with varying success. There was even talk of an "8mm revolution" which would replace the old 16mm film libraries, but to date the latter have survived unscathed.

A second development in 8mm technology was the 8mm "loop" motion picture housed in a plastic cartridge, marketed vigorously by the Technicolor Corporation, a firm of English origins long famous for its color film. These "loop" films, as they were developed in the mid-60's, typically consisted of 50 feet of 8mm silent motion picture (generally in Technicolor, of course), running about four minutes or less, but with its end spliced to its beginning so that they could be played continuously. These loops of film were mounted in plastic cartridges and sold at a cost of about \$20 dollars. They were simply inserted in attractive, lightweight projectors and turned on. There was no "threading" and the films were "never touched by human hands."

Originally the device was marketed to industry for use in display advertising at booths at fairs, or in airports, and the like. But it soon caught on with educators and audiovisualists. Here at last was a motion picture packaged to do away with threading, and to allow the individual use of films at carrels in libraries. Loop films were an overnight success. Columbia University Teachers College even put out an 8mm loop newsletter on glossy paper; Ealing Film Company, a prestigious British firm, issued a brightly illustrated catalog of these film loops; and such major names in American educational films as Coronet, Bailey, Encyclopedia Britannica, and McGraw-Hill,

promptly followed suit. Thousands of these loops and their attendant projectors were sold, particularly to school libraries at a time when Federal funds were plentiful. The loops were generally sold in sets because in four minutes not much can be covered on a single film. Indeed, educators were quick to coin the word, "single concept films," to describe film loops—and just as quick to drop the term. Some film companies simply took their 20-minute films, cut them up into five 4-minute segments and resold them at \$20 dollars per segment.

No sooner had the first waves of 8mm loop films hit the library market when a third development in 8mm technology was announced: *super 8mm* motion picture film. These films were of course the same width, but by reducing the size of the sprocket holes, it was possible to enlarge the size of each picture by 50 percent. This allowed a somewhat larger and clearer picture to be shown on the screen. They were still very small, but by 8mm standards they were super movies. So all the 8mm loop films were reissued as super 8mm, with new projectors not compatible with the "old" regular 8mm projectors. As regular 8mm is being gradually "phased out," all of those loops and projectors so trustingly bought by libraries only a few years ago will have to be either traded in on super 8mm films and equipment or be retained to face a rapid obsolescence.

Furthermore, a natural outgrowth of the short, silent 8mm loop movies was the longer, sound 8mm loop movie. Here again Technicolor seems to have been in the lead. It has developed a super 8mm cartridge loop film which has an optical sound track photographed down one side of the film (just as most 16mm film has). The loop can project a sound motion picture up to 30 minutes long from a super 8mm sound loop projector. A number of well known educational film companies are also offering their educational films in this format. The sound loops are cheaper than 16mm film, but still quite expensive. A 10-minute sound color loop costs \$90; a 10-minute sound color 16mm film costs about \$120. Of course the great selling point is packaging, of not hav-

ing to handle loop film at all.

The inventive genius of American industry was, of course, not content to leave 8mm technology at this point. A second type of sound super 8mm film loop has been developed by the Fairchild Camera Company which has a sound track recorded on the film magnetically; that is, the film has a narrow band of iron oxide bonded to it on one side, just like the tape in a tape recorder. The magnetic sound track does have one advantage, that you can record your own sound on the film, erase and re-record—which you cannot do with an optical sound track.

The 8mm film loop has rapidly been accepted. NICEM provides a special index for them; the library of Congress catalog includes them along with 16mm motion pictures, so that LC cards are commonly available; and EFLA has published one or more indexes to 8mm films. The problem here as with so many other areas of audiovisual is the seemingly endless variety of formats of a single basic medium. In this case, 8mm motion pictures are today available in both regular and super sizes, in reel-to-reel, silent loops and two types of sound loops, each with its own model of equipment for the most part incompatible with other models. No wonder librarians are perplexed in the face of this clutter of materials and equipment, the frequent duplication of essentially the same subject matter in differing formats, and the complexities added to details of ordering, cataloging, classifying and shelving.

PART IV: "DO-IT-YOURSELF TV" — VIDEO CASSETTES

My last topic is video cassettes which have long been on the horizon—and largely still are. My information in this area tends to be second or third hand, but they are unquestionably a new development in audiovisual of great interest to libraries.

As I understand it, there are three video cassette devices which are incipient: The CBS-EVR system which is being widely advertised and is supposed to be in libraries in the spring of 1971; SONY's video cassettes, using video tape, to be introduced sometime in 1971; and RCA's Selectavision

—apparently still some years in the future.

Electronic Video Recording (EVR) was developed in 1968 by Dr. Peter C. Goldmark, President and Director of the Columbia Broadcasting System (CBS) research laboratories. He was also the scientist who developed the long-play microgroove record for CBS in 1948. EVR was released in the fall of 1970 for public view, and now in the spring of 1971 an extensive drive is being made by CBS and Motorola to introduce EVR to schools and public libraries. It is essentially a method of playing sound motion pictures through your home television set. This is accomplished by the use of a film cassette with magnetic sound tracks, designed to be used on a player which may be easily attached to any standard TV set, on which the sound and image appear on any channel which is not broadcasting.

The EVR film is an 8.75mm motion picture film. On this film is photographed a double row of black and white motion picture frames. The sound for each of these rows is recorded magnetically on narrow strips of iron oxide running along each margin of the film. Each cassette contains 750 feet of black and white film which plays for up to 50 minutes using both halves of the film. Color cassettes are also available, but on these the motion picture images occupy only one half of the film; the other half is used for "color coding," so that color EVR cassettes play for only 25 minutes. The film is sealed in 7-inch cassettes and is never handled by the user, and it has no sprocket holes, further minimizing the danger of damage.

The player transforms the visual images from the film and the sound track into electrical impulses which are fed into the TV set through terminals transforming them into an image on the picture tube and sound through the loud speaker. The film on the player may be rewound, slowed down, and will even show the pictures *frame by frame*. This last feature has peculiar significance to libraries because if books were photographed on this film page by page, (essentially a form of microfilm), and were then shown on the TV screen, they could be

read before the TV set by simply pressing a button when you were ready to turn the page. Each cassette has a capacity of 180,000 individual frames or pictures. It has been pointed out that this number of pages would be the equivalent of 500 novels of 50,000 words, or about 350 pages each on one EVR cassette. If this ever develops, and libraries start loaning *books* on EVR cassettes, it will be necessary to extend the loan time well beyond the traditional two weeks!

CBS does not manufacture the EVR players. These will be made by numerous manufacturers, of which Motorola appears to be first on the market with a player retailing at \$795. The players are themselves only a temporary expedient; in the future television sets will come with a cassette attachment built in so that the separate player will not be necessary. The film is processed by CBS and they are aggressively endeavoring to build up a library of films available so that there will be a demand for players on the part of schools and the general public.

Recent advertisements from CBS indicate that mostly "sponsored" or "free" films have been released for EVR cassettes. U.S. government films from a variety of sources, including the U.S. Information Agency, are also available. Perhaps the best known educational film company participating is Bailey Films, which is not surprising as it is owned by CBS. Whether this fare will prove attractive enough to many people to persuade them to buy the expensive "players" is problematical, but the potential is great, *if* it works. Some 95 percent of American homes have TV sets. Obviously CBS hopes by inventing this method of showing films on home TV sets to sell millions of cassettes and indirectly millions of players. To this end CBS has made a great play to get public libraries to stock these cassettes and at least one player. Presumably the idea is to provide convenient non-commercial free demonstrations for the public. If the cassettes are available at your friendly branch library for free loan, hopefully you will buy a player, and video cassettes will repeat the success of the photo-

graph record industry, with which CBS is thoroughly familiar. As of recent date the company announced that it had persuaded over 100 public libraries in the United States to install players and stock a collection of the cassettes. In preparation for this talk, I wrote to a friend in Virginia who is librarian of one of those 100 libraries to ask how the EVR project was coming. As of May 19, 1971, she wrote that neither the 100 cassettes (\$2,653.65) nor the teleplayer (\$695.00) had been received, but that they were ready for them, having purchased a "lovely color TV set" with 25-inch screen. When they are received they will be used only in the library on the library's equipment. This policy will be reconsidered when enough library users have players to create a demand for home use of the cassettes.

This is by no means the end of the video cassette story, of course. Both SONY and AVCO have announced video tape cassettes which sound like much more versatile devices, as not only will it be possible to play pre-recorded video tapes, but also to buy blank cassettes on which you may record your own favorite TV programs from your set for future replay. RCA's proposed "Selectavision" employs very advanced technology and is apparently some years away.

And so with video cassettes the librarian is once again faced with the same problem we have seen in the case of microforms and 8mm motion pictures. Within a space of three years or so he is to be confronted with three different types of video cassettes, each with its expensive and incompatible adaptors or players. In my opinion three types of video cassettes in three years is two types too many. Something of the same situation occurred when color TV was first announced. Various companies proposed differing types of equipment, but in that case the federal government required that whatever systems were adopted they must be compatible with one another and with black and white television sets then in use. Unfortunately controls of this sort no longer seem to be operative, and it is highly unlikely that the United States government in its present incarnation will act on behalf of

libraries or the public to curb the technological excesses of industry. Much is heard in library circles about applying "sanctions" in various areas. I wish A.L.A. carried enough weight to apply sanctions against new inventions and to keep them out of libraries until the competing manufacturers had decided upon optimum specifications and from them established national uniform standards. Technological change is inevitable, but its growth could be more rationally controlled.

CONCLUSION

Libraries today, particularly public libraries, face many problems. Income from various sources, especially federal, is declining. In some instances, numbers of registered borrowers, circulation of books, and other traditional indicators of library well-being are also declining. It is often difficult to pass bond issues and other legislation in favor of libraries. The pace of modern life—our "life style"—often seems hostile to essentially contemplative, quiet and sedentary pursuits such as reading. The impact of aural stimuli as heard on all sides in the blaring of radios, record players and tape recorders; and the even greater distractions of pictorial communication combined with the aural, as seen in movies and television, may be making strong inroads on the use made of the traditional book-centered library. In the past we used to say that the hurdle presented by equipment and machines inhibited the use of audiovisual media, but today perhaps that is true only for the librarians, while young library patrons and potential patrons are no longer cowed by equipment, indeed may even prefer their information mechanically shown, or read to them. And indeed with self-threading projectors and cassettes of all sorts, the operation of equipment is becoming more of a push button matter, hardly more difficult than putting on one's reading glasses.

The library and librarianship would appear to have two alternatives with which to face the future. One is to accept the role of the library as an institution specializing in the book, and a few other closely related formats, such as microforms. The librarian in this philosophy is looked upon as a

book specialist, dealing in manual processes largely, and in direct contact with the patrons as counselor and guide. Book collections would not be allowed to grow so large that the librarian could not personally know them and guide their users. The emphasis would be humanistic, personal—not mechanistic. Nor is this point of view to be derided. Indeed history has shown the library world—despite manifestoes, standards, and conferences to the contrary—to, in fact, tend very strongly in this direction. Books have a long head start over other media, they are often beautiful, regarded with great affection, and are packaged for optimum ease of use. They have dominated libraries and scholarship for centuries, and it is likely that the role of the book for the foreseeable future will continue to be “basic” (as A.L.A. used to say) in many areas of communication, and that the traditional library has a secure, if perhaps less dominant, future in the realm of communication. Some are quite willing to stay with the book and let other professions and institutions take on the computers and audiovisual materials.

The alternative philosophy does not deride the book, nor (except for a small but vocal lunatic fringe) foresee the end of the book-centered library. But it feels that the

library must change with the times. If it is to maintain its position in society, the library as an institution must integrate its collections to recognize the values of all media, and incorporate virtues of each to strengthen the whole. Adherents of this philosophy feel that if libraries and librarianship come to mean only book collections and bookmanship, the prestige and role of the profession we hold so dear can only gradually diminish in scope and influence. I think one branch of our profession, the school librarians, are perhaps beginning to see what I mean by this statement.

I am a “book librarian” and proud of it, but I adopt the second of these two philosophies because I feel in the long run it will be the best for the profession. I expect that most of us here are in this same boat, because it is this type of librarian who attends workshops and institutes. It is certainly the more difficult of the two choices, in the face of declining revenues and prestige, to advocate launching out into the unfamiliar, changing and expensive world of modern technology. At this point no one can say which way the library profession will go. Let us hope that whichever way is chosen, it will lead to an expanded role for librarianship in the future.

Notes

A listing of the more important books and commercial concerns mentioned.

PART I

Harrison Tape Catalog. N.Y., M. and N. Harrison. Bi-monthly since 1955.

Learning Directory. N.Y., Westinghouse Learning Corp. Annual since 1970-71.

The NICEM indexes. These are now published by NICEM, University of Southern California, Los Angeles.

Index to 16mm Educational Films. 3d ed. 1971.

Index to 35mm Filmstrips. 3d ed. 1971.

Index to Educational Video Tapes. 1971.

Index to Educational Audio Tapes. 1971.

Index to Educational Records. 1971.

Index to 8mm Cartridges. 2d ed. 1971.

Index to Producers and Distributors. 1971.

Index to Ecology; Multimedia. 1971.

Index to Educational Overhead Transparencies. 2d ed. 1971.

Index to Black History and Studies; Multimedia. 1971.

Schwann Catalog. Boston, W. Schwann, Inc. Monthly since 1948.

The "Serina" guides are published by the Serina Press, in Alexandria, Virginia. They are all to 16mm motion pictures and include the following:

Guide to Films about Famous People. 1969.

Guide to Foreign-Government Films. 1969/70.

Guide to Government Loan Films. 1969/70.

Guide to Military Loan Films. 1969/70.

Guide to State Loan Films. 1969/70.

Special Libraries Ass'n. Picture Division. *Picture Sources.* C. G. Frankenberg, ed. 2d ed. N.Y., 1964.

UNESCO. *Catalogue of Colour Reproductions of Paintings Prior to 1860.* (1968) and *Catalogue of Colour Reproductions of Paintings; 1860 to 1969.* (1969) N.Y., Columbia Univ. Press. Frequent editions.

U.S. Library of Congress. *National Register of Microform Masters.* Washington, D.C. Since 1965. A supplement to the *National Union Catalog.*

U.S. Library of Congress. Catalog Division. *Library of Congress Catalog: Motion Pictures and Filmstrips.* Washington, D.C. Quarterly with annual and quinquennial cumulations since 1953.

U.S. Library of Congress. Catalog Division. *Library of Congress Catalog: Music and Phonorecords.* Washington. Semi-annual with annual and quinquennial cumulations since 1953.

U.S. Library of Congress. Copyright Office. *Catalog of Copyright Entries. Part 6. Maps and Atlases.* Washington, D.C. Semi-annual.

PART II

Library Resources, Inc. (Encyclopedia Britannica) 201 E. Ohio St., Chicago, Ill. ("Micro-book Library Series")

Micro Photo (Bell and Howell), 1700 Shaw Ave., Cleveland, Ohio, 44112.

Microcard Editions (NCR), 901 26th St., NW, Washington, D.C., 20037.

PCMI-NCR (Ultramicrofiche), Main and K Sts., Dayton, Ohio 45409.

Readex Microprint, 5 Union Square, New York, N.Y., 10003.

University Microfilms (Xerox), Ann Arbor, Michigan, 48106.

PART III

Blackhawk Films (Eastin-Phelan Corp.), Davenport, Iowa, 52808.

Fairchild Camera Corp., 75 Mall Drive, Commack, N.Y., 11725.

Kone, G.A. *8mm Film Directory, 1969-70.* N.Y., Educational Film Library Ass'n., 1969.

Limbacher, J. L. *Directory of 8mm and 16mm Feature Films.* N.Y., Educational Film Library Ass'n., 1968.

Technicolor, Educational Division, 299 Kalmus Dr., Costa Mesa, Calif., 92627.

PART IV

CBS-Electronic Video Recording Division, 51 W. 52nd St., New York, N.Y., 10019.

Special Library Collection Named for Appalachian's Librarian Emeritus — Leonard Eury



William Leonard Eury standing beside the portrait that was unveiled at the dedication ceremonies of the William Leonard Eury Appalachian Collection on Sunday, October 17, 1971.

Mr. Eury joined the library staff at Appalachian State University in 1929, and was named head librarian in 1945. While he was at Appalachian the library grew from a collection of about 10,000 volumes to more than 200,000 volumes at the time of his retirement in June 1970. The physical facilities grew from a two-room area located on the third floor of the old administration building to the present \$2 million building completed in 1968. In 1929 the library staff was composed of two full-time members and one student assistant. Today the library employs a staff of 20 professional members, 19 non-professionals, and approximately 100 student assistants.

Mr. Eury was born in Gastonia, North Carolina, October 16, 1904. He received the B.A. degree from Duke University in 1926, the B.S. in L.S. from George Peabody College in 1937, and the M.S. in L.S. from George Peabody College in 1951. He served with the United States Army Air Force during World War II.

Mr. Eury holds membership in many professional organizations, including the American Library Association, Southeastern Library Association, and North Carolina Library Association. He has served on many committees of the North Carolina Library Association. He served as president of the local chapter of Phi Delta Kappa 1961-1962.

William Leonard Eury will be remembered as a devoted friend and librarian to Appalachian State University, and to the library profession. He now lives with his sisters at Highacre, Box 793, Bessemer City, North Carolina 28016.



ECU Student Wins Ruzicka Scholarship

It was announced this week that a graduate student in the Department of Library Science at East Carolina University is to be the recipient this year of the Ruzicka Scholarship, awarded each year by Mr. Joseph V. Ruzicka, Jr. and Ruzicka, Incorporated.

Mrs. Kathryn Pritchard Briley of Greenville received the B.S. degree in Early Childhood Education from East Carolina in 1971. After graduation she began working toward certification in library science and has now been accepted into the graduate program.

She is a native of Pasquotank County and the daughter of Mr. & Mrs. S. R. Pritchard of

Elizabeth City. A kindergarten teacher, Mrs. Briley now resides in Greenville with her husband, H. J. Briley, and her daughter, Anne Marie.

Presentation of the scholarship will be made at the North Carolina Library Association Conference in November in Winston-Salem.

In Memoriam

Margaret Birdsong Price

June 3, 1903 - September 6, 1971

It has been said of Margaret Birdsong Price that people, past and present, were her passion. Which is not to say that she suffered because of the demands they made of her, but is to say rather that she loved people — family, friends, co-workers and general public — extravagantly, never counting the cost of serving them despite the grudging reciprocity of some of them. Certainly the staff of the North Carolina State Library will attest to that, for they have experienced the generosity of spirit of this Raleigh native and granddaughter of a former State Librarian who devoted more than 44 years of her life to the service of her fellows as a member of that staff.

Margaret Price's special service during much of her career at the State Library was in the area of genealogical research. In fact she qualified as an expert in that field at the time of her death, but she was no less alive to the present or interested in the future because of her preoccupations with the past. At home with the gentle zephyrs of tradition, she nevertheless embraced with enthusiasm the gales of change leaning into them with the gusto of one who enjoyed life as it was at a particular time and welcomed progress at all times. Because of this she felt a special affinity for the authors of change, the truly young and

the young at heart, and she exercised supportive diplomacy in behalf of these prophets of progress when they engaged in forays against the *status quo*. She was fond of saying that she believed deeply in their right and their obligation to probe, to question, and even to shock in order to provoke the powers that be to re-evaluate a policy or practice and perhaps inspire them to initiate desirable changes.

Some of us at the State Library affectionately referred to Margaret Price as the Queen Mother. We sought her wise counsel at times, accepted it unsolicited at other times and counted ourselves fortunate to have her as friend and advisor at all times. She was a good listener and an intuitive observer who called a spade a spade. She was particularly sensitive to those for whom rank, race or religion was a problem and was quick to note manifestations of prejudice, however slight, lest they grow to proportions that could destroy team spirit and undermine performance.

Margaret Price has deserved all the glowing tributes paid her, but librarians find none of them really adequate. Our sense of loss is surpassed only by our intense gratitude for having had the privilege of experiencing her friendship. Please God, our memories of her will challenge us to greater generosity and perhaps lead us to a greatness akin to hers — a credit to her family, her friends and God.

Philip S. Ogilvie

E. H. Little Gives Second \$500,000 For Davidson's New \$4 Million Library

E. H. Little of New York, a native of Mecklenburg County, N. C., and former president and board chairman of Colgate-Palmolive, has given Davidson College a second \$500,000 challenge contribution for the college's new \$4 million library named in his honor.

In 1969 the college claimed Little's first challenge gift of \$500,000 after raising \$1,500,000 in matching funds. Now the college will be seeking to raise that amount again to match Little's second challenge gift by the time the library is completed in 1974.

"Initially Davidson was thinking in terms of a library of 60,000 square feet at a cost of \$2 million," explained College President Samuel R. Spencer, Jr. "As long-range plans for the college developed, it became clear that future needs demanded a structure of 100,000 square square feet, estimated to cost about \$4 million.

"The E. H. Little Library (pictured on page 112) will be our most important building since Chambers (the main classroom building) was constructed in the late 1920's," the president continued.

"Mr. Little's gracious willingness to start us so magnificently on the final phase of fund-raising is thoroughly characteristic of him. Because of his vision and generosity, Davidson will have a library second to none."

Spencer announced the gift at a joint meeting on campus of trustees, faculty, staff and students October 21, 1971. The group had gathered to hear the presentations of the library planning committee, architects and a landscape designer concerning the appearance and functions of the new library.

Plans call for the building to extend 276 feet from north to south and to contain 100,000 square feet of floor space. It will be located east of the main classroom building, Chambers, on the site presently occupied by the College Union. The two buildings will thus form an academic center for the campus.

The library will be three stories high, with

the top two stories visible from the front and all three visible from the rear. It will be built on land sloping eastward so that the main floor will be in the center, on ground level when entered from the main entrance on the side nearest Chambers Building.

The brick exterior will have both Georgian and neoclassical architectural features, described by library officials as "simple but elegant, and entirely harmonious with other campus buildings."

A prominent feature of the front will be an arcade along the main floor, formed by an extension of the top floor 15 feet further forward.

On each half of the front side will be five arches, each revealing a window 15 feet behind it on the main floor. The top floor will have a matching row of windows, but they will not be recessed. The far ends of the front will be extended slightly forward, each with a covered porch and columns on the ground level.

Reference Services

(Continued from page 126)

with our limited time and staff we are not able to handle detailed research questions. We *do* always try to find books and periodicals which will help your patrons with their subjects without actually doing the research for them. I'm sure we haven't always satisfied all of your people with our answers, but we have tried. Mrs. Doris Frazier and Mrs. Becky Danninger are our two professional reference librarians who work full time at the IN-WATS; I am their substitute at lunch break and fill in when either of them is absent. But we all work together when its necessary and sometimes three heads are better than one.

North Carolina Library Education News



1st Alumni Day — September 25, 1971
30th Anniversary Celebration
(NCCU)



1971-72 Carnegie and office of Education Fellows, Early Childhood
Library Specialist Program
(NCCU)

NORTH CAROLINA CENTRAL UNIVERSITY

School of Library Science

The Fall semester opened on September 2 with an enrollment of full-time graduate students which more than doubled that of 1970-71. The following persons joined the Faculty: Mrs. Louise H. Graves is an Assistant Professor with the B.L.S. and M.S. in L.S. degrees and a C.A.S. from the University of Illinois. She was formerly a librarian in a Cleveland public school and she has extensive teaching experience. Miss Judith Ganson is an instructor with the M.S. in L.S. degree from the University of Illinois. She was head of the Cataloging Department, Florida Atlantic University prior to her appointment. Mrs. Alice Richmond, a 1971 graduate of the U.N.C. Chapel Hill School of Library Science, became Librarian on September 1. Mrs. Helen Peacock returned to the School on August 9 as a part-time, temporary assistant to the Dean.

Twelve students received awards. Office of Education Institute for Public Librarians in Service to Young Children participants are: Mrs. Martha Boone, Miss Rubestene Fisher, Mrs. Dorothy Johnson, Mrs. Sandra Roberson, Miss Kay Shepherd. Carnegie fellows are Mrs. Jacqueline Burnette, Mrs. Priscilla Hoover, Mrs. Olivia Richardson, and Mrs. Lillian White. Miss Charlotte Alston and Mrs. Amy Henderson received graduate assistantships.

The Early Childhood Library Specialist Program was launched effectively by the director, Mrs. Tommie A. Young. Mrs. Young visited early learning agencies in New York City and in California, and established this School's center during the summer. Twelve students are enrolled in the program. The Institute Advisory Committee which consists of Mr. Phillip Ogilvie, State Librarian, Mrs. Elizabeth Frasier, Lecturer, U.N.C. Chapel Hill, and Faculty members Young, Pope, and Phinazee met twice during the summer.

Participants in the African-American Materials project (Alabama — Mrs. Annie King, Tuskegee Institute; Georgia — Mr. Casper Jordan, Atlanta University; North Carolina

— Miss Pennie Perry, NCCU; South Carolina — Miss Barbara Williams, South Carolina State College; Tennessee — Dr. Jessie Smith, Fisk University; and Virginia — Mr. Fritz Malval, Hampton Institute) completed plans for this project in Durham on August 21-23. Consultants to the group were: Mr. Winston Broadfoot, Duke; Dr. William Farri-son, NCCU; Mr. Wayne Mann, Western Michigan University; Mrs. Dorothy Porter, Howard University; and Dr. Mattie Russell, Duke. Miss Geraldine O. Matthews, who is a graduate of the Atlanta University School of Library Service and former Decimal Classification Specialist, Library of Congress, is Associate Director of the Project.

Over one hundred alumni and friends celebrated the School's thirtieth anniversary and first Alumni Day on September 25. After open house, discussion groups, and a luncheon, the alumni decided to organize, and Mrs. Ann M. Jenkins was elected President. Plans are to complete organization in the spring and meet annually in the fall.

Progress is being made toward the 2.2 million dollar renovation of the James E. Shepard Memorial Library which will include expanded quarters for the School.

Two undergraduate and two graduate students have been elected to the School's 1971-72 Student-Faculty Committee. The School will also have its first representative (Mrs. Martha Boone) on the University's Administrative Council; a position which is shared in alternate years with a Law School representative.

Dean Annette Phinazee attended a meeting of representatives from the Subcommittee on Negro Research Libraries and the Association of Research Libraries in August, and a U. S. Office of Education Leadership Training Institute in October; both were convened in Washington.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

School of Library Science

The School of Library Science of the University of North Carolina at Chapel Hill be-

gan its 41st year with 165 students — the quota assigned to the School by the Graduate School of the University. Thirty states and four foreign countries are represented by these students. Besides these 165 Library School students, — more than 100 students of the School of Education are taught the children's literature courses required for teachers.

Dr. Edward G. Holley, who will become Dean of the School on January 1, 1972, has made several visits to the School during the Fall semester.

Fred W. Roper, A.B., M.S. in L.S., University of North Carolina, who has just completed the work for the Ph.D. degree in Library Science from Indiana University, joined the School as a permanent member of the faculty with the rank of Assistant Professor beginning August 1, 1971. Mr. Roper has had a variety of teaching experience in the School of Library Science as a visiting lecturer and at Indiana University. In addition he has had experience as Biomedical Machine Methods Librarian, UCLA Biomedical Library; Research Associate Institute for Library Research, UCLA; and as Head, Public Services Division, Chicago State College Library, Chicago, Ill. He is the author of a number of professional articles. At the present time he is a member of the Committee on Continuing Education of the Medical Library Association. In this capacity he is responsible for arranging regional presentations of continuing education courses in medical librarianship.

The School is again fortunate in having Warren Bird, Assistant Professor of Medical Literature and Associate Director, Duke University Medical Center Library, serving as a Visiting Assistant Professor for the School. He is teaching one section of the course, *Organization and Operation of Library Services*.

During the Spring Semester of 1972 Miss Frances Hall will offer a new course, *Legal Bibliography*. This course is an introduction to the literature of Anglo-American jurisprudence. It augments the curriculum in law librarianship which the School has had since 1958.

John Heyer assumed his duties as li-

brarian of the School's Library on July 1, 1971. He succeeds Mrs. Leslie Trainer who is now Personnel Librarian for the University Libraries. Mr. Heyer is a graduate of the University of California at Berkeley having received his master's in library science in June. He also has a master's degree in History from Stanford University.

The School was very pleased to receive a Wilson Scholarship Grant last spring for use as The H. W. Wilson Scholarships. The first award was granted for 1971-72 to Mrs. Jessica Fearington Bonin of Winston-Salem, North Carolina, who began work toward the M.S. in L.S. degree this fall.

EAST CAROLINA UNIVERSITY

Department of Library Science

Summer school enrollments were larger than anticipated with the short-term workshops being most popular. These included intensive study in media for children, government publications, educational television, and production of instructional media. Full-term courses were also well attended. Faculty members not teaching were involved in consultant work and visits to libraries around the country.

Fall quarter begun with a number of new offerings both in library science and educational media. *Theory of Educational Communications* and *Instructional Development in Educational Communications* are among the new courses. Faculty members are experimenting with a number of different approaches in the classroom including team teaching, socio-dramas, case studies, and computer work.

Faculty members, in addition to classroom teaching, have been appointed or elected to a number of committee assignments involving them in the administration of the university. Among their responsibilities are Faculty Senate, Computer Users Advisory Committee, General College, Placement Service Liaison, Advisory Committee for Special Projects, College of Arts and Sciences Curriculum Committee, Library

Committee, Due Process Committee, Faculty Club, Credit Union Credit Committee, Advisory Committee for Instructional Media Program, President's Advisory Council, Academic Council, Graduate Council, and Graduate Council Curriculum Committee. Many of them hold key positions on these committees and councils assuring good representation for the department.

A number of faculty members and students attended and participated in the North Carolina Library Association Conference in Winston-Salem in November.

The local chapter of Alpha Beta Alpha, national undergraduate library science fraternity, is making plans for the fall and winter. They are currently working jointly with the Psi Chi psychology fraternity in the organization of their departmental library. Other plans include a cookout for new students, a homecoming float, and a trip to the District of Columbia libraries.

A cooperative program involving ten local administrative units and the Department of Library Science at East Carolina University is being planned by representatives from each unit working with Emily S. Boyce of the Library Science Department. The program for training college graduates as media specialists is funded under the Education Professions Development Act under a contractual agreement with the Division of Educational Media and the Division of Staff Development, North Carolina State Department of Public Instruction.

A maximum of ten applicants will be selected for participation in the program, which will provide intensive full-time training on the University campus from November 29-May 28, and continuing in-service education during the 1972-1973 school year while trainees are employed as school media specialists.

Tuition and registration fees will be paid by the project, and each trainee will receive a stipend of \$35.00 per week for 24 weeks.

To be eligible for participation in the program applicants:

1. Must hold a bachelor's degree from an accredited college or university.
2. Must meet standards for admission to graduate study, including a) satisfactory academic record b) acceptable score(s) on qualifying test(s): Miller Analogies Test; Graduate Record Examination, and/or National Teacher Examination.
3. Must be available for full-time study at East Carolina University for the period of November 29, 1971—May 28, 1972.
4. Must be available for employment as a school media specialist in a public or private school for the 1972-73 school year.
5. Must not have been employed as teachers, school librarians or media specialists, or as school aides for at least *one semester* preceding the training program.
6. Must not have been employed as substitute teachers over *50 per cent* of the school year immediately preceding the training program.

Representatives involved in the project are: Bob Sigmon, Director of Secondary Education, Greenville City Schools; Mrs. Sophia W. Critcher, General Supervisor, Martin County Board of Education; Mrs. Edna Earl Baker, Director of Instruction, Pitt County Board of Education; Mr. Joe Kornegay, Assistant Superintendent, Washington City Schools; Mrs. Marie Morrow, Resource Coordinator, Beaufort County Schools; Mrs. Clara Stewart, General Supervisor, Tarboro City Schools; Mrs. Rose Wooten, Edgecombe County Schools; Mrs. Edith C. Wiley, Supervisor of Media Services, Lenoir County Schools; The Rocky Mount City Schools, and The Greene County Schools.

For information write:

Miss Emily S. Boyce
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Department of Library Science
East Carolina University
Greenville, North Carolina 27834

WESTERN CAROLINA UNIVERSITY

Department of Educational Media

The department has a new curriculum in Educational Media that will be completely implemented in January, 1972. The program is designed with enough flexibility to meet the demands of those who expect to work in media programs, even those whose interests and needs vary widely. In the new program, all students are enrolled in a basic core in Educational Media; then, an area of specialization is chosen from among Library Science, Educational Communications or Audiovisual Education. Facilities used by those in the media program are excellent. A modern, spacious professional library, an audiovisual center and radio-television studio provide settings for students in the media program to gain valuable experiences. The department is presently composed of four full-time faculty members.

A successful summer program has been completed with record enrollment in regular courses and workshops. All members of the regular faculty taught both sessions of summer school.

On October 21, 1971, the Department of Educational Media was host to the annual meeting of the Western District North Carolina High School Library Association. A presentation called "The Metamorphosis of the Student Through Multi-Media Learning" was presented.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Library Education/Instructional Media Program

Thirty students completed master's degree requirements in 1970-71 (September-August).

Twelve courses will be offered in the spring semester, 1972, including three new courses: Bibliography and Literature of the Social Sciences, Design and Production of Instructional Materials: Still Photography, and Instructional Television. Courses offered in the 1971 Summer Session in a

special short-term (three-week) format attracted maximum enrollments, with numbers of prospective students turned away. Plans are being made to extend such continuing education offerings in the summer of 1972.

An inservice education (non-university credit) workshop on "The Supporting Role of the School Media Program in Curriculum and Organizational Change in the Greensboro Public Schools" initiates a new dimension to the library/media educational opportunities offered at UNC-G. The workshop, designed to help practicing media specialists assume a leadership role in supporting the extensive organizational changes in the Greensboro schools, was cooperatively planned and implemented by the Greensboro Public Schools and the UNC-G Library Education/Instructional Media staff. Eighteen school media specialists elected to participate in the ten workshop sessions, October 18-December 13, and on completion of the workshop each participant earned two units of credit toward North Carolina certificate renewal.

The workshop sessions, except for two field trips, were held on Mondays from 3:00-6:30 p.m. in the UNC-G Center for Instructional Media. Cora Paul Bomar, Assistant Professor, served as director of the workshop. Consultants from the Greensboro Public Schools, UNC-G faculty, and from the Division of Educational Media of the State Department of Public Instruction participated in workshop sessions. The resources of the Center for Instructional Media were used extensively by workshop staff and participants.

Teacher education programs of the University of North Carolina at Greensboro are being reevaluated in the fall of 1971, with a joint review by visiting teams from NCATE (National Council for Accreditation of Teacher Education) and the State Department of Public Instruction on November 1-3.

Michael H. Molenda completed requirements in August for the Ph.D. degree in Instructional Communications from Syracuse University. His dissertation, "The Relationship of Sociodemographic Characteristics and Opinions to Political Participation in a

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New North Carolina Books

By

William S. Powell

JOYCE PROCTOR BEAMAN. *Broken Acres*. Winston-Salem: John F. Blair, Publisher, 1971. 145pp. Illus. 3.95.

Mrs. Beaman, librarian at Saratoga Central High School in Wilson County, has written an interesting and believable account of a 12-year-old girl's summer on a local tobacco farm. Accurate description, believable situations, and realistic conversation combined with a story which moves from one highlight to another, provide a book that will entertain and for young people not acquainted with life on an Eastern North Carolina tobacco farm, it will also be educational. Blacks and whites work and play together and share a common destiny and mutual concern for each other — something which has existed in this part of North Carolina for generations but is little understood outside the region.

The bold wood-cuts (or are they linoleum?) are too crude to illustrate the story and do not even decorate the book. The vivid imagination of young people who read the book will conjure up more adequate mental images; these "illustrations" should have been rejected.

ROSS E. HUTCHINS. *Hidden Valley of the Smokies, with a Naturalist in the Great Smoky Mountains*. New York: Dodd, Mead & Company, 1971. 214pp. Illus. 6.50.

Dr. Hutchins, resident of Mississippi and former director of the State Plant Board and Professor of Entomology at Mississippi State University, has explored a hidden valley in the heart of the Great Smoky Mountains along Little River which rises on the northern side of Silers Bald. An expert nature photographer, his combined skills have enabled him to produce a scholarly, readable and attractive book which will appeal to young and old as well as to the amateur and authority on mountain botany, zoology, history and lore. Writing in an informal, chatty style arranged like a journal, Dr. Hutchins takes his reader along numerous trails and shows him in words and pictures the wonders of this isolated and undisturbed area. Flowering plants and trees, ferns, mosses, butterflies, ants, deer, chipmunks, snakes, and other forms of wildlife are presented. The author's delightful style and his impressive range of knowledge in many fields have produced a book to read for pleasure and to use for reference.

BRUCE ROBERTS. *The Carolina Gold Rush*. Charlotte: McNally and Loftin, Publishers, 1971. 80pp. Illus. 4.50.

Before the California gold rush of 1849 North Carolina was the nation's leading gold-producing state. The Carolina gold rush began after a 17-pound nugget was found in Cabarrus County in 1799 by a farmer's son. From then until the 1940's gold was mined in North Carolina and a United States mint even operated in Charlotte at one time to coin some of the gold into money. The facts about numerous mines which operated in both Carolinas is told here in word and picture and there is an adequate bibliography for additional reading. A recent map of the gold producing region gives the exact location of the most productive mines. It is difficult to believe that the resources of this book will not provide all of the information anyone might require on the subject.

GLEN ROUNDS. *Once We Had a Horse*. New York: Holiday House, 1971. Unpaged. Illus. 3.95.

From his present home in the Sandhills, Glen Rounds recalls an interesting summer from his childhood in South Dakota when a gentle cow pony, too old to work on the range, was put to work keeping the grass cropped around the house. One morning a cowboy casually lifted him and his sister onto the horse's back and gave them a taste of horse-back riding. This little book in easy words and appealing pictures tells of the summer activities when two children learned to mount and stay mounted on a patient old horse.

HERBERT SNIPES TURNER. *The Dreamer, Archibald DeBow Murphey*. Verona, Va.: McClure Printing Company, 1971. 259pp. Illus. 7.95.

Dr. Turner, a native of the Hawfields community in Alamance County, is a retired member of the faculty of Mary Baldwin College who lives in Staunton, Virginia. This carefully researched and well written book is the result of nearly a lifetime of interest in Archibald DeBow Murphey (1777-1832), one of North Carolina's foremost boosters of all times. Murphey's ideals and dreams for the state, his public addresses and publications, and his generosity with his own funds to advance the cause of an improved state came to naught during his own life, but they reached fruition in after years. It was on the plans first set forth so clearly by Murphey that constitutional reform made possible a better government for the state. His plans for transportation and education brought the state to a position of national eminence by the time of the Civil War and were the basis on which the modern systems were established. His hope for improved health for the state's people and his ambition for a detailed history of North Carolina eventually became realities. In these and in other areas Murphey was a prophet who pointed the way to greatness for the state, but who saw none of them realized during his own life.

This is a biography which should be in every library in North Carolina: public, school, college and university. No collection in North Caroliniana will be complete without it, and no Tar Heel truly conversant with the history of his state who does not know of Murphey's contributions.

Library Education News

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Professional Association," analyzes characteristics of the membership of the Association for Educational Communications and Technology.

Mary Frances K. Johnson's fall schedule included trips to Chicago for a meeting of ALA divisional journal editors with the ALA Publishing Board (October 25), and for the fall meeting of the AASL Board of Directors, November 5-6. On September 27, she served as speaker for the regional meeting of school librarians, Virginia Education Association, in Roanoke, and she will serve this fall as consultant to the Tennessee Technological University year-long institute on "Improved Use of the Media Center in Reading Instruction," an HEA, II-B institute for training in librarianship. Mrs. Johnson

contributed the article on school libraries for a symposium, "Libraries Look to the State Agency," published in the July-August issue of *American Libraries*, and an article on "The Home's Job in Reading for Primary Children," commissioned by the National Reading Center for a summer-fall newspaper article series.

Correction

Gremlins apparently attacked one line of type in the last paragraph of the UNC-G section, "Library Education News," in the Summer 1971 issue. The first two sentences should have read as follows:

The Report of the University Ad Hoc Committee on Instructional Media was submitted to Chancellor James S. Ferguson on July 1, 1971. This sixty-three page report is a comprehensive account of the work of a University committee over a period of a year and a half.

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MRS. ILA T. JUSTICE

Associate Professor of Library Science

Appalachian State University

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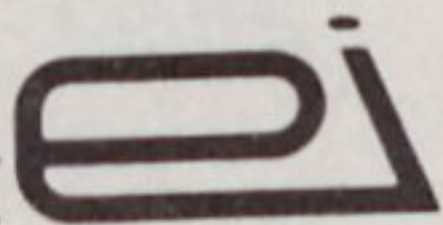
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A meeting of the editorial board of *N. C. Libraries* will be called in the early part of 1972 to consider a possible change in format and new financial arrangements. Suggestions from the membership may be mailed to the editor.

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Editor

