

North Carolina Libraries

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Report from the President

[Photo: Eunice Query]

In this, my last report, I should like to thank specifically the members of the Executive Board for their faithful and devoted service and for their support in what, to me, has been a trying experience. Also, the section and committee chairmen and members for the work they have done: some outstanding achievements have been accomplished. To Mell Busbin, editor of North Carolina Libraries, a very special "thank-you" for his very fine contribution as editor of our official journal.

Since the last issue of North Carolina Libraries came out, our association has suffered a grievous loss in the death of David Vaughan, the treasurer. Those of us on the Executive Board who had worked closely with David miss him sorely—his pleasing personality, his strength of character, his devotion to duty, and his expert handling of his office.

The Executive Board asked Richard Barker, the successful candidate for the office of treasurer for the next biennium, to finish David's unexpired term. Richard, who is librarian of Belk Library, Appalachian State University, graciously consented. He has been ably and willingly assisted by Leonard Johnson, a former treasurer of the association, and by the staff of the Greensboro Public Library. To all of these people we wish to express our gratitude publicly.

Finally, a reminder of the date of the biennial convention, November 3-6, to be held in Winston-Salem at the Convention Center. Elizabeth Copeland has prepared an excellent program, following a new plan, with plenty of time for visiting exhibits and local libraries. You should have received by this time information from Lucy Bradshaw, local arrangements chairman, information about housing, etc. Arial Stephens has guided us all well as general conference

chairman and Carlton West is arranging for a whole host of excellent exhibits. We appreciate the hard work of all of these committees. You will receive in the mail, also, a month before convention time, copies of two proposed constitutional amendments. Please read these carefully and be ready to vote on them at the business meeting Nov. 4. If you know anyone who has not received his membership card, tell him to contact Richard Barker. Thank you.

Building School Media Collections

Institute for Training in Librarianship

Mary Frances K. Johnson

"Emergence of new media formats . . . proliferation of materials . . . new marketing approaches . . . time pressures . . . curriculum demands . . . changes in state and federal funding . . . these and other forces make the selection of materials in print and audiovisual forms both more critically important and more complex. The Institute on Building School Media Collections offers opportunity for thirty-five practicing school librarians and school library supervisors to extend and upgrade their competencies in selection of instructional materials."

So went the proposal for an Institute for Training in Librarianship, to be funded under the Higher Education Act of 1965, Title II-B, prepared by the Library Education/Instructional Media program, School of Education, University of North Carolina at Greensboro, in the fall of 1969. Spring 1970 brought notification of the grant award for the Institute, designed to help participants accomplish the following objectives: (1) to develop increased knowledge and understanding of trends in curriculum and instruction and their implications for school media collections; (2) to become better informed about content and format factors influencing students' preferences in materials; (3) to develop competency in use of criteria, selection tools, and processes for evaluation and acquisition of materials; (4) to extend their knowledge of currently available materials and media formats, with emphasis on materials in critical areas; and (5) to gain competence in defining and administering effective selection policies and procedures.

Participants were recruited during the fall of 1970, with fourteen hundred mailings to schools, school systems, and other "contacts" within the stipulated geographic area to be served (roughly, a 100-mile radius of Greensboro). The thirty-five participants selected represented twenty North Carolina and six Virginia school systems, and included elementary, middle, junior high, and senior high school media specialists as well as one school library supervisor.

The Institute met for ten all-day (Saturday) sessions, beginning February 20 and ending May 1, 1971. Mrs. Mary Frances K. Johnson of the University of North Carolina at Greensboro (UNC-G) served as director. Cora Paul Bomar, UNC-G, and Mrs. Pauline Myrick, Director of Educational Media, Moore County Schools, served as study group leaders. Visiting lecturers for Institute sessions included Mary V. Gaver (Rutgers University); Mrs. Alice Rusk (Baltimore, Maryland, City Schools); Mae Graham (Maryland State Department of Education); J. W. Carruth (North Carolina State Department of Public Instruction); Dr. Richard L. Darling (Columbia University); and Virginia H. Mathews (National Book Committee). UNC-G lecturers and staff included Dr. Marian P. Franklin, Dr. Dwight L. Clark, III, and Lou Bradley of the School of Education; Dr. W. Hugh Hagaman, Michael Molenda, and M. Sangster Parrott of the Library Education/Instructional Media faculty; Mrs. Ellen Day and Mrs. Dorothy Rhame of the Center for Instructional Media.

At the opening session on February 20, Mary Gaver presented a keynote lecture on bases for building school media collections, in which she emphasized that collections and programs are two sides of one coin: the building of these must go hand in hand. School media collections, she stated, must support what Edgar Dale has called “the new literacy”—the ability to communicate through each of three modes: print, audio, and video. Collections must also support the new concept of use, i.e., that materials are intended primarily for individual use rather than for teacher presentation purposes. Collections that offer all media formats are essential to helping schools break away from a print bias, from the false assumption that everyone has “primacy” in learning by the reading of print. Here Miss Gaver quoted Neil Postman's statement that “the electric plug is causing all hell to break loose—while schools are still pushing the old technology.”

Responsibilities of the school media specialist in building collections, as identified by Miss Gaver, include the following functions. First, taking leadership in determining and anticipating the needs of students and teachers (rather than to “only stand and wait”). Second, “reading”—by which is meant reading, listening, viewing—continuously in order to develop and maintain competency in selection—an indispensable base achieved by planned approaches. Minimum approaches, Miss Gaver suggested, include in-depth exploration of materials in special areas of content or form, selected on the basis of personal interests—or even of disinterest; and multimedia comparative reviewing of materials. Third, coordinating the development of a written selection policy at the school building level.

Mrs. Alice Rusk, guest lecturer on March 6, discussed the building of collections that are responsive to student populations served, exploring with the group dimensions of relevance in materials, with emphasis on the selection of multiethnic media. Guidelines offered by Mrs. Rusk included the following points. (1) Be a good listener to teachers, for nothing quite takes the place of front-line experience to keep up with “where it's at.” (2) Ensure the participation of those whom the selection process serves. (3) Evaluate materials for—whether or not about—multiethnic groups, and remember that provision of multiethnic materials must not be limited to materials about groups in “our” community: world understanding is sought. (4) Pay attention to social, economic, and cultural forces affecting the children of minority ethnic groups. (5) Cultivate the perspective that “different is different,” rather than the view that different means inferior or superior. (6) Recognize the basic, common emotional needs of all children. (7) Support new curriculum emphases. (8) Apply sound criteria in evaluating multiethnic materials, emphasizing sound characterization, credible plot, themes based in contemporary sociological forces. (9) Recognize and respond to students' current interests. (10) Follow up selection by interpreting materials and their uses.

[Photo: Mary V. Gaver, Rutgers University]

[Photo: J. W. Carruth, State Department of Public Instruction]

Mary Gaver returned to the Institute on March 20 to discuss elements of the selection policy document, guidelines for its development, means to safeguard intellectual freedom, and the formulation of policies for critical areas of the collection.

Mae Graham, visiting lecturer on March 27 on long-range planning for school media collections, discussed the implications of Planning, Programming, Budgeting Systems (PPBS) for the school media center collection and its development, and led participants in the identification of objectives for collections and myths that must be dispelled in order to reach objectives. Among the myths tackled by Miss Graham were: (1) the concept of a “balanced” collection in terms of a stipulated distribution of materials among classifications, (2) the acceptance of numbers (of items per pupil) as guarantees that a collection meets users' needs, (3) higher status for the

user of print, (4) higher status for the user of hardback books, (5) the need for separate shelving of print and audiovisual materials, and (6) the view of individual schools' collections as being self-sufficient.

J. W. Carruth, on April 3, discussed the roles of local, state, and federal funds in the development of school media collections and reviewed trends and changes in funding at each of these levels. Also on April 3, Dwight Clark analyzed approaches to curriculum—traditional, structural, behavioral, and environmental—and analyzed each in terms of objectives, emphases, organizational patterns, materials needed, and type of library program fostered.

[Photo: Ellen W. Day (UNC-G); Richard L. Darling (Columbia University); Dorothy Rhame (UNC-G)]

Richard Darling, guest lecturer on April 17, discussed system-level and system-wide approaches used in the evaluation of materials, identifying the following as important areas of system-level support to individual schools in selection of media: (1) providing an examination center for new media, (2) providing inservice education to staff (teachers, media specialists, administrators, consultants) in the evaluation and use of media, (3) serving as a clearinghouse for information on new materials, and (4) disseminating the results of review and evaluation efforts.

Virginia Mathews, who spoke to the Institute on the Right to Read Effort, timed her visit on April 24 to coincide with National Library Week, for which she is director, and arrived direct from the International Reading Association conference in Atlantic City, where she had given the premiere presentation of the new sound filmstrip set, "Sound and Light for the Right to Read." Her discussion gave participants new awareness of the purposes, approaches, and emphases of this national effort—including roles and responsibilities of school librarians, and the contributions being made by volunteers working in schools and media centers.

In addition to large-group presentations by visiting lecturers and local staff, the Institute programming included work in study groups in which participants were assisted in drafting a selection policy for their individual schools; choice of interest group sessions on such topics as approaches in reading instruction, selection of microforms, film evaluation, and selection of audiovisual equipment; and independent study (too little time for the latter, in most opinions!). At the final session on May 1, subgroups from the three study groups shared recommendations from areas of their special investigation, which included guidelines for reevaluation of existing collections, uses of paperbacks, meeting the needs of slow/reliant readers, ways for involving teachers and students in selection, meeting problems of curriculum change, and promoting materials by means of interest centers.

Tape recordings of large-group lectures and selected interest group presentations have been placed in the audio tape library, Division of Educational Media, State Department of Public Instruction, Raleigh, from which copies may be obtained (by purchase or by supplying blank tapes for duplication).

Evaluations made by participants and staff support the conclusion that the Institute was a profitable experience for all concerned. Each participant went away with a draft selection policy for his/her school in hand, together with guidelines for ways of working with other school and school system personnel for review/revision/adoption of the policy. Contributions to each of the other program objectives were recognized. Other benefits emphasized by participants were the stimulus provided by visiting lecturers and, most of all, the opportunity for sustained interaction with other practitioners. In short, the Institute proved to be worth the investment of ten full Saturdays last spring—and a fall reunion of the group is being planned.

Study Groups of Institute for Training in Librarianship

[Photo: Study Group I — Miss Bomar, Leader (group photo)]

[Photo: Study Group II — Mrs. Johnson, Leader (group photo)]

[Photo: Study Group III — Mrs. Myrick, Leader (group photo)]

NCL APLS AV Committee Film Evaluation Workshop

by ACI Films, Inc.

Date: Wednesday, November 3, 1971. Place: Auditorium, Forsyth County Public Library, 660 West 5th Street, Winston-Salem

Emily Jones, Executive Director, Educational Film Library Association for more than twenty years and presently a consultant with ACI Films, Inc., will lead discussion on the use and evaluation of various films in public libraries and other types of libraries. Miss Jones is an extremely knowledgeable and effective speaker. Her invaluable contribution and devotion to all aspects of the non-theatrical film are well known throughout the country. Many of ACI's new films are award winners and will be included in the screenings as well as some new releases. Also included in the program will be evaluation of films in the Starting to Read series in super 8mm optical sound cartridge format. Stelios Roccas, gifted film maker and President of ACI Films, will be guest speaker at the luncheon.

Come one! Come all! Members of all types of libraries are invited. Let's all learn together!

Time	Event
9:00– 9:55 a.m.	Refreshments (Pick up luncheon tickets at hospitality desk)
10:00–10:30 a.m.	Welcome: Jeannette Trotter, Chairman, AV Committee Keynote: Emily Jones
10:30–12:00 noon	Screening and Discussion
12:15– 1:45 p.m.	Lunch (Hilton Inn Restaurant) Guest Speaker: Stelios Roccas
2:00– 4:30 p.m.	Screening and Discussion (continued)

Parking area at back of Benton Convention Center, 5th and Cherry Streets, within walking distance of library.

Registration (no fee) limited to 100. Preregistration required. Tickets for luncheon are \$3.75 each, including tax and tip.

Sponsored by NCLA, Public Libraries Section, Audiovisual Committee. Conducted by ACI Films.

[The original page includes a registration form requesting Name(s), Affiliation, and Address, for use with luncheon reservations. Luncheon tickets were \$3.75, payable by check to Jeannette Trotter, to be returned to her before October 20. Mail to: Miss Jeanette Trotter, Chairman, AV Committee, Public Libraries Section, NCLA, Forsyth County Public Library, 660 West 5th Street, Winston-Salem, North Carolina 27101.]

North Carolina Library Association Biennial Conference

November 3 – November 6, 1971 Winston-Salem, North Carolina Convention Center

Wednesday, November 3, 1971

Time	Event
10 a.m. to 3 p.m.	Film Evaluation Workshop . . . Public Library conducted by ACI Films Sponsored by NCLA Public Libraries Section, Audio-Visual Committee
3 p.m. to 4 p.m.	Film showing
6:30 p.m.	Executive Board dinner meeting . . . Holiday Inn North (old and new boards) Presiding: Miss Eunice Query, President

Thursday, November 4, 1971

Time	Event
8:30 a.m.–p.m.	Conference registration . . . Convention Center
9:30 a.m.	Formal opening of exhibits . . . Exhibit Hall Presiding: Miss Eunice Query, President and Mr. Carlton West, Chairman of Exhibits
10:00 a.m.	First General Session Presiding: Miss Eunice Query, President Welcome—Dr. Franklin R. Shirley, Mayor of Winston-Salem Greetings From SELA—Mr. Porter Kellam, President Greetings From ALA— Introduction of Speaker Speaker—Dr. Daniel Fader, Associate Professor of English, University of Michigan and author of <i>Hooked on Books</i> Topic: "The Naked Children"
12:00 Noon	North Carolina Association of School Librarians Business session Presiding—Mrs. Pauline F. Myrick, President
12:00 Noon	Resources and Technical Services Section Luncheon meeting Presiding—Mrs. Ruth R. Prince, President
2:00 p.m.	Junior College Libraries Section Business session Presiding—Mr. John M. Johnson, President
3:00 p.m.	Education for Librarianship Committee Informal discussion Presiding—Miss Helen Hagan, Chairman Subject: "Programs for Continuing Education"

Time	Event
8:00 p.m.	Second General Session Presiding—Miss Eunice Query, President National Library Week Presentations Election Report—Chairman, Nominating Committee SELA Report—Mr. Leonard Johnson Joseph Ruzicka Scholarship—Mr. Joseph Ruzicka NCLA Scholarship—Miss Mildred Mullis, Chairman, NCLA Scholarship Committee North Carolina Libraries Report—Mr. Mell Busbin, Editor Business Announcements

Friday, November 5, 1971

Time	Event
8:30 a.m.	Conference registration . . . Convention Center
8:30 a.m.–p.m.	Beta Phi Mu breakfast Presiding—Mr. Herbert Poole, President Epsilon Chapter Speaker
10:00 a.m.	Third General Session Presiding—Miss Eunice Query, President Introduction of Speaker—Mr. Philip Ogilvie, State Librarian Speaker—The Honorable Nick Galifianakis, Member, United States House of Representatives Topic: "The Right to Read"
12:30 p.m.	Junior Members Roundtable Luncheon Presiding: Mrs. Eunice P. Drum, President
2:00 p.m.	College and University Section Business Meeting Presiding—Mr. Wendell Smiley, President
2:00 p.m.	Library Trustee Section Business meeting Presiding—Mrs. N. K. Dickerson, President
2:00 p.m.	Public Libraries Section Business meeting Presiding—Mr. Kenneth Brown, President
8:00 p.m.	Fourth General Session Banquet Presiding—Miss Eunice Query, President Invocation—The Reverend Richard N. Ottaway, Priest, Human Enterprises Institute

Time	Event
	Introduction of Present and New Executive Boards, Special Guests, Honorary Members Introduction of Speaker Speaker—Mr. Glen Rounds, Author, Illustrator Topic: "An Evening with Glen Rounds"

Saturday, November 6, 1971

Time	Event
8:30 a.m.	Conference Registration
10:00 a.m.	Fifth General Session Presiding—Miss Eunice Query, President Introduction of Speaker—Dr. Benjamin Powell, Librarian, Duke University Library Speaker—Mr. Quincy Mumford, Librarian of Congress Topic: "Libraries and the Right to Read" Resolutions Acceptance of Gavel Adjournment
12:00 Noon	Executive Board meeting

Important Notice: Those who pre-register will pay a \$5.00 fee; those who register at the conference will pay a \$10.00 fee.

Library Round-Up

Chapel Hill High School Library

Upon her retirement from the Chapel Hill High School where she served as librarian for more than 30 years, Mrs. Helen Peacock was recently cited in the *Durham Morning Herald* as being "one of the most competent, compassionate, and conscientious educators that Chapel Hill has ever known," by one of the Chapel Hill High School students.

Guilford College Libraries

The Guilford College Libraries announce the retirement of Dorothy Gilbert Thorne as Curator of the Guilford College Quaker Collection. Mrs. Thorne's retirement on May 31, 1971, concludes a career at Guilford College spanning more than forty-five years of service. The College has conferred upon her the permanent title of Curator Emeritus.

Treva Wilkerson Mathis, Associate Director of Libraries for the College, has been appointed to the position of Curator and will continue to serve simultaneously in her capacity as the Associate Director. Mrs. Mathis brings to this position excellent qualifications achieved through a succession of responsibilities, which include a bachelor's degree in library science and employment as Assistant Circulation Librarian, University of North Carolina at Greensboro, 1934–1945; Cataloger, Guilford College Libraries, 1950–64; Acting Librarian, Guilford College Libraries, 1954–1956, 1960–1966; and Associate Director of Libraries beginning 1966.

Tribute to David L. Vaughan (1934–71)

[Photo: portrait of David L. Vaughan, a young man wearing glasses and a suit and tie]

It was my privilege to know Dave Vaughan for 12 years, both as a student in library school and as a practicing librarian. He was dependable, honest, unaffected, and dedicated to the advancement of libraries throughout his brief career.

Three qualities were particularly conspicuous in Dave's life. These were:

(a) He was a lover of music, the most universal of all languages. Although he found secular music pleasing, sacred music was his forte. He demonstrated his talent as a vocalist on several occasions. Singing was indeed a soul-enriching experience for him.

(b) He was a voracious reader of both fiction and non-fiction. Several years ago, one of his goals was to read 100 books per year. Because of his own affinity for reading, he wanted books to be available to people in all walks and conditions of life; consequently, the development of additional branch libraries in Greensboro was a major concern of his.

(c) He unhesitatingly championed worthwhile social and political causes, regardless of their controversial nature. When a resolution opposing the speaker-ban law enacted by the 1963 North Carolina General Assembly was introduced at the N.C.L.A. conference that year, Dave was one of the first to support the resolution. He stood firm in his resistance to any action which curbed freedom of individual expression.

Tar Heel librarians have lost an invaluable friend in Dave Vaughan. We are immeasurably richer because of his labors in the library vineyard.

— Alva W. Stewart

American Library Association News

Host for the 1972 May Hill Arbuthnot Honor Lecture will be the Graduate Library School, University of Chicago, Illinois.

The lecture will be given in Chicago sometime during April, 1972, the date to be announced soon.

This lectureship is made possible by a grant from the Scott, Foresman and Company and is administered by the Children's Services Division of the American Library Association.

The lecturer for 1972 was announced earlier and is to be Mary Orvig, Director of the Swedish Institute for Children's Books and the compiler of a Swedish index of fairy tales and co-author of two Swedish texts on children's books: *Children and Books* and *Children's Literature in Sweden*. She has taken many exhibits on tour throughout Europe and has served as advisor to the International Youth Library in Munich.

Two more graduate programs of library education have been officially accredited by the American Library Association according to an announcement issued by the Association's Committee on Accreditation at the ALA Annual Conference in Dallas. The newly accredited programs are offered by the School of Library Science, University of Iowa, Iowa City (Frederick Wezeman, Director) and the Graduate Library School, University of Rhode Island, Kingston

(Edward J. Humeston, Jr., Dean). This brings the number of library schools offering programs accredited by the American Library Association to 55.

Included among those elected to the ALA Council for the term 1971–75, was Mrs. Annette Phinazee, Dean, School of Library Science, North Carolina Central University, Durham, North Carolina.

The term "runners-up," used to designate books cited with the annual Newbery and Caldecott Awards has been changed to "honor books" by action of the Board of Directors of the Children's Services Division, American Library Association.

Books will be referred to as Newbery Honor Book or Caldecott Honor Book.

Silver facsimile seals with the designation "Newbery Honor Book" and "Caldecott Honor Book" will be made available to publishers for use on book jackets just as there are gold facsimile seals of the medals presently available for the award winning titles.

The new terminology is retroactive—all titles formerly noted as runners-up can now be referred to as Newbery or Caldecott Honor Books.

New North Carolina Books

By William S. Powell

Bernice Kelly Harris, editor. *Strange Things Happen*. Murfreesboro: Johnson Publishing Company, 1971. 163 pp. \$4.95.

Today such terms as parapsychology and extra sensory perception are applied to what used to pass for ghost stories or simply as unexplainable coincidence. Mrs. Harris has collected a large number of electrifying little stories in this field. The first portion of her book consists of accounts written by members of the creative writing class at Chowan College and their friends; the second is made up of contributions by established North Carolina writers whose published works are in almost every library in the state. The incidents related are inexplicable. They are well written and entertaining.

F. Roy Johnson, collector and editor. *How and Why Stories in North Carolina Folklore*. Murfreesboro: Johnson Publishing Company, 1971. 112 pp. Illus. \$6.50.

This is a collection of traditional accounts which attempt to explain such things as why the "flounder" has two eyes on the same side, why cats have nine lives, how the turkey got his beard, why the bumblebee makes no honey, why the fig tree has no blossoms, and so on. These were collected from oral tradition in North Carolina and from early published works. For those who enjoy this kind of tale it's a varied collection.

Sarah McCulloh Lemmon. *North Carolina and the War of 1812*. Raleigh: State Department of Archives and History, 1971. 54 pp. Illus. Recording. 50¢ paper.

The War of 1812, an unpopular affair in most quarters, has almost been overlooked by historians. Professor Lemmon, of the History Department of Meredith College, has taken a close look at this period in North Carolina, however, and produced an informative pamphlet which will instruct scholar and layman alike. She discusses politics and the war, the raising and supplying

of troops, the roles played by North Carolinians in the North along the Canadian border and at sea, along their coast, and under General Andrew Jackson against the Creek Indians in the South. Research in original records and in printed documents of the time has revealed many interesting facets of these trying times when the nation was at war with half-hearted support from the citizenry. Included with this pamphlet is a recording of the "General Calvin Jones Grand March" published about 1814 and named for a North Carolina officer. The North Carolina State University Band made the recording from the original sheet music preserved in the North Carolina Collection in Chapel Hill.

Alicia V. Linzey, and Donald W. Linzey. *Mammals of Great Smoky Mountains National Park.* Knoxville: The University of Tennessee Press, 1971. Illus. 114 pp. \$3.50 paper.

Similar guidebooks to birds, wildflowers, trees, and mushrooms of the Great Smoky Mountains have been published, and this new paperback in the same series maintains the same high standards. Like the others, this one should be in every library in the state. Mammals are listed by both popular and scientific name, described, and sightings or locations given. The food of the mammal, its habits, and in some cases the history of its location in the region are given. Sources for additional information are included and there is a lengthy bibliography. Photographs, a checklist of mammals, a list of localities referred to in the text, a glossary, and an index provide everything that the general reader as well as the reference librarian could possibly desire.

Memory F. Mitchell, editor. *Messages, Addresses, and Public Papers of Daniel Killian Moore, Governor of North Carolina, 1965–1969.* Raleigh: State Department of Archives and History for the Council of State, 1971. 875 pp. Apply.

For many years it has been customary for a selection of the papers of each governor to be compiled and published soon after he leaves office. These books have provided a readily available source for much detailed as well as general information about the various administrations. Biographical sketches of the governors by someone who knew them intimately have been included. This latest volume in the series sets a high standard of scholarly excellence for others which will surely follow. There are copies of Governor Moore's messages to the General Assembly, selection of public addresses and summaries of others, proclamations, statements, and a few articles which he wrote. An appendix listing persons appointed by Governor Moore to various boards and commissions and an index complete this volume.

Samuel Eliot Morison. *The European Discovery of America, The Northern Voyages, A.D. 500–1600.* New York: Oxford University Press, 1971. 712 pp. Illus. \$15.00.

For those who enjoy a good adventure book, this one is made to order. It is filled with adventure stories and those based on tradition are carefully identified as such, while those founded on fact are fully documented. All known voyages across the North Atlantic to the New World are related here, covering the period from about 500 until the time of the Lost Colony of Roanoke. Stories of early Irish, Norse, and Welsh expeditions introduce the subject, followed by well written accounts of such voyages as John Cabot's, which gave England her claim to the New World, of Verrazzano, who visited the coast of what is now North Carolina in 1524; Ayllon, who in 1526 attempted to settle the Carolina area for Spain; and after numerous others, concluding with the Roanoke ventures of 1584–87. Admiral Morison has visited the sites about which he writes, often also viewing the route and approaches from the air. His detailed research has presented new facts and tied the old together in a new way. His literary style is masterful and his knowledge of the subject astounding. These two features combine to produce a book that can hardly avoid being called a "classic." North Carolinians will find much of interest to them in it.

William S. Powell, James K. Huhta, and Thomas J. Farnham, editors. *The Regulators in North Carolina, A Documentary History, 1759–1776.* Raleigh: State Department of Archives and History, 1971. 626 pp. Illus. \$12.50.

This is a source book containing a complete record of the activity of the Regulators, a group of North Carolina frontiersmen who were dissatisfied with treatment they received at the hands of local officials. The documents are from a variety of printed and manuscript sources and are carefully transcribed. Useful for primary research on the subject, this book may also be read for pleasure as the story unfolds in the words of the participants. A section of "Identifications" provides facts on the people, places, and other subjects in the documents, while an index makes the contents readily available to those seeking specific information.

Allen W. Trelease. *White Terror, The Ku Klux Klan Conspiracy and Southern Reconstruction.* New York: Harper and Row, Publishers, 1971. 557 pp. Illus. \$15.00.

Professor Trelease, a graduate of the University of Illinois and of Harvard University, is a member of the faculty of the University of North Carolina at Greensboro. His interest in the Ku Klux Klan dates from 1962 when he became aware of Southern opposition to the civil rights movement. He saw parallels between what was occurring then and the events of Reconstruction "when," he writes, "a largely closed society in the Reconstruction South, [was] prepared to commit almost any action to preserve itself." In a carefully organized and scholarly manner he thoroughly explores the activities of the Klan throughout the South, citing hundreds of local, state, and regional events which expose every form of activity in which the Klan was engaged. Interesting details, reported in a very readable manner, will fascinate many readers. The period covered is from the beginnings of the Klan in Tennessee in 1866 to the conclusion of the arrests and prosecutions by the Federal government in the 1870's. Activity in North Carolina in 1869, 1870, and 1871 is fully covered in three chapters.

Nell Wise Wechter. *Swamp Girl.* Winston-Salem: John F. Blair, Publisher, 1971. 214 pp. Illus. \$3.95.

Intended for the teenager, *Swamp Girl* is a realistically-written story of a girl in coastal North Carolina. Bears in pear trees to be returned to the swamp, crabs in the sound to be caught, historic sites to visit, and above all a lost treasure to be found are among the things which occupy Casey Ann Kirsten's time. The language, the places described, and the events all ring true, and the story holds one's interest. Library copies will be out more often than on the shelf, and it will make a nice book for a birthday or Christmas present.

Goings-On at ALA's Office of Intellectual Freedom

STATEMENT ON LABELING

An Interpretation of the LIBRARY BILL OF RIGHTS

Because labeling violates the spirit of the LIBRARY BILL OF RIGHTS, the American Library Association opposes the technique of labeling as a means or predisposing readers against library materials for the following reasons:

1. Labeling is an attempt to prejudice the reader, and as such it is a censor's tool.
2. Although some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association must oppose the establishment of such criteria.

3. Libraries do not advocate the ideas found in their collections. The presence of a magazine or book in a library does not indicate an endorsement of its contents by the library.

4. No one person should take the responsibility of labeling publications. No sizable group of persons would be likely to agree either on the types of material which should be labeled or the sources of information which should be regarded with suspicion. As a practical consideration, a librarian who labels a book or magazine might be sued for libel.

5. If materials are labeled to pacify one group, there is no excuse for refusing to label any item in the library's collection. Because authoritarians tend to suppress ideas and attempt to coerce individuals to conform to a specific ideology, the American Library Association opposes such efforts which aim at closing any path to knowledge.

Adopted July 13, 1951

Amended June 25, 1971, by the ALA Council.

INTELLECTUAL FREEDOM STATEMENT

An Interpretation of the LIBRARY BILL OF RIGHTS

The heritage of free men is ours. In the Bill of Rights to the United States Constitution, the founders of our nation proclaimed certain fundamental freedoms to be essential to our form of government. Primary among these is the freedom of expression, specifically the right to publish diverse opinions and the right to unrestricted access to those opinions. As citizens committed to the full and free use of all communications media and as professional persons responsible for making the content of those media accessible to all without prejudice, we, the undersigned, wish to assert the public interest in the preservation of freedom of expression.

Through continuing judicial interpretations of the First Amendment to the United States Constitution, full freedom of expression has been guaranteed. Every American who aspires to the success of our experiment in democracy—who has faith in the political and social integrity of free men—must stand firm on those Constitutional guarantees of essential rights. Such Americans can be expected to fulfill the responsibilities implicit in those rights.

We, therefore, affirm these propositions:

1. We will make available to everyone who needs or desires them the widest possible diversity of views and modes of expression, including those which are strange, unorthodox or unpopular.

Creative thought is, by its nature, new. New ideas are always different and, to some people, distressing and even threatening. The creator of every new idea is likely to be regarded as unconventional—occasionally heretical—until his idea is first examined, then refined, then tested in its political, social or moral applications. The characteristic ability of our governmental system to adapt to necessary change is vastly strengthened by the option of the people to choose freely from among conflicting opinions. To stifle non-conformist ideas at their inception would be to end the democratic process. Only through continuous weighing and selection from among opposing views can free individuals obtain the strength needed for intelligent, constructive decisions and actions. In short, we need to understand not only what we believe, but why we believe as we do.

2. We need not endorse every idea contained in the materials we produce and make available.

We serve the educational process by disseminating the knowledge and wisdom required for the growth of the mind and the expansion of learning. For us to employ our own political, moral, or esthetic views as standards for determining what materials are published or circulated conflicts

with the public interest. We cannot foster true education by imposing on others the structure and content of our own opinions. We must preserve and enhance the people's right to a broader range of ideas than those held by any librarian or publisher or church or government. We hold that it is wrong to limit any person to those ideas and that information another believes to be true, good, and proper.

3. We regard as irrelevant to the acceptance and distribution of any creative work the personal history or political affiliations of the author or others responsible for it or its publication.

A work of art must be judged solely on its own merits. Creativity cannot flourish if its appraisal and acceptance by the community is influenced by the political views or private lives of the artists or the creators. A society that allows blacklists to be compiled and used to silence writers and artists cannot exist as a free society.

4. With every available legal means, we will challenge laws or governmental action restricting or prohibiting the publication of certain materials or limiting free access to such materials.

Our society has no place for legislative efforts to coerce the taste of its members, to restrict adults to reading matter deemed suitable only for children, or to inhibit the efforts of creative persons in their attempts to achieve artistic perfection. When we prevent serious artists from dealing with truth as they see it, we stifle creative endeavor at its source. Those who direct and control the intellectual development of our children—parents, teachers, religious leaders, scientists, philosophers, statesmen—must assume the responsibility for preparing young people to cope with life as it is and to face the diversity of experience to which they will be exposed as they mature. This is an affirmative responsibility that cannot be discharged easily, certainly not with the added burden of curtailing one's access to art, literature, and opinion. Tastes differ. Taste, like morality, cannot be controlled by government, for governmental action, devised to suit the demands of one group, thereby limits the freedom of all others.

5. We oppose labeling any work of literature or art, or any persons responsible for its creation, as subversive, dangerous, or otherwise undesirable.

Labeling attempts to predispose users of the various media of communication, and to ultimately close off a path to knowledge. Labeling rests on the assumption that persons exist who have a special wisdom, and who, therefore, can be permitted to determine what will have good and bad effects on other people. But freedom of expression rests on the premise of ideas vying in the open marketplace for acceptance, change, or rejection by individuals. Free men choose this path.

6. We, as guardians of intellectual freedom, oppose and will resist every encroachment upon that freedom by individuals or groups, private or official.

It is inevitable in the give-and-take of the democratic process that the political, moral and esthetic preferences of a person or group will conflict occasionally with those of others. A fundamental premise of our free society is that each citizen is privileged to decide those opinions to which he will adhere or which he will recommend to the members of a privately organized group or association. But no private group may usurp the law and impose its own political or moral concepts upon the general public. Freedom cannot be accorded only to selected groups for it is then transmuted into privilege and unwarranted license.

7. Both as citizens and professionals, we will strive by all legitimate means open to us to be relieved of the threat of personal, economic, and legal reprisals resulting from our support and defense of the principles of intellectual freedom.

Those who refuse to compromise their ideals in support of intellectual freedom have often suffered dismissals from employment, forced resignations, boycotts of products and establishments, and other invidious forms of punishment.

We perceive the admirable, often lonely, refusal to succumb to threats of punitive action as the highest form of true professionalism: dedication to the cause of intellectual freedom and the preservation of vital human and civil liberties.

In our various capacities, we will actively resist incursions against the full exercise of our professional responsibility for creating and maintaining an intellectual environment which fosters unrestrained creative endeavor and true freedom of choice and access for all members of the community.

We state these propositions with conviction, not as easy generalizations. We advance a noble claim for the value of ideas, freely expressed, as embodied in books and other kinds of communications. We do this in our belief that a free intellectual climate fosters creative endeavors capable of enormous variety, beauty, and usefulness, and thus worthy of support and preservation. We recognize that application of these propositions may encourage the dissemination of ideas and forms of expression that will be frightening or abhorrent to some. We believe that what people read, view, and hear is a critically important issue. We recognize, too, that ideas can be dangerous. It may be, however, that they are effectually dangerous only when opposing ideas are suppressed. Freedom, in its many facets, is a precarious course. We espouse it heartily.

Adopted by the ALA Council, June 25, 1971

Endorsed by the Freedom to Read Foundation, Board of Trustees

June 18, 1971

ADVISORY STATEMENT concerning RESTRICTED CIRCULATION OF LIBRARY MATERIALS

An Interpretation of the LIBRARY BILL OF RIGHTS

Restricting circulation of certain titles and certain classes of library materials is a practice common to many libraries in the United States. Collections of these materials are referred to by a variety of names such as "closed shelf", "locked case", "adults only", or "restricted shelf" collections.

Three reasons generally advanced to justify restricted circulation are: (1) It provides a refuge for materials that belong in the collection but which may be considered "objectionable" by some library patrons; (2) It provides a means for controlling distribution of materials which allegedly should not be read by those who are not "prepared" for such materials by experience, education, or age; (3) It provides a means to protect certain materials from theft and mutilation.

Though widely used—and often practical—restricted circulation of library materials is in opposition to the principles of intellectual freedom. While the limitation differs from direct censorship activities, such as removal of library materials or refusal to purchase certain publications, it nonetheless constitutes censorship, albeit a subtle form. As a form of censorship, restricted circulation violates the spirit of the LIBRARY BILL OF RIGHTS in the following ways:

1. It violates that portion of Article II which states that "... no library materials should be proscribed . . . because of partisan or doctrinal disapproval".

The word "proscribed", as used in Article II, means "suppressed". In terms of curtailment of access to library materials, restricted circulation achieves *de facto* suppression of certain materials. According to public library use studies, almost eighty percent of library patrons do not come to the library to obtain a specific title. They come to browse. A book which cannot be found by browsing through open shelves, therefore, is lost to the overwhelming majority of library patrons.

Even when a title is listed in the card catalog with a reference to its restricted shelf status, a barrier is placed between the patron and the publication. Because a majority of materials placed in restricted collections deal with controversial, unusual, or "sensitive" subjects asking a librarian or circulation clerk for them is an embarrassment for patrons desiring the materials. Because restricted collections are often composed of materials which some library patrons consider "objectionable", the potential user is predisposed to thinking of the materials as "objectionable", and is accordingly inhibited from specifically asking for them. Although the barrier between the materials and the patron is a psychological one, it is a tangible limitation on his access to information.

2. It violates Article V which states that, "The rights of an individual to the use of a library should not be denied or abridged because of his age . . ."

Limiting circulation of certain materials to adults only abridges the use of the library for minors. "Use of the library", includes use of, and access to, library materials. Such restrictions are generally instituted under the assumption that certain materials are "harmful" to minors, or in an effort to avoid controversy with parents who might think so.

The librarian who would restrict the availability of materials to minors because of actual or suspected parental objection should bear in mind that he is not *in loco parentis* in his position as librarian. The American Library Association holds that it is the parent—and only the parent—who may restrict his children—and only *his* children—in reading matter. The parent who would rather his child did not read certain materials or certain kinds of materials should so advise the child.

When restricted circulation is implemented to protect materials from theft or mutilation, the use of the practice may be legitimate in some cases. However, segregation of materials to protect them must be administered with extreme attention to the rationale for restricting access. Too often only "controversial" materials are the subject of such segregation, leading to the conclusion that factors other than theft and mutilation were the true considerations. The distinction is extremely difficult to make, both for the librarian and the patron.

Unrestrictive selection policies, developed with care for principles of intellectual freedom and the LIBRARY BILL OF RIGHTS, should not be vitiated by administrative practices such as restricted circulation.

Approved by the Intellectual Freedom Committee June 20, 1971, as an Interpretation of the LIBRARY BILL OF RIGHTS.

North Carolina LIBRARY EDUCATION NEWS

APPALACHIAN STATE UNIVERSITY. Department of Educational Media

A reorganization of the College of Education at Appalachian State University has been effected which includes a new Department of Educational Media comprised of the former Department of Library Science and the Audiovisual Education area of instruction previously a part of the former Department of Special Programs. Dr. Doris Cox, formerly chairman of the Department of Library Science is the chairman of the new Department of Educational Media. Other faculty are: Mell

Busbin, Ila Justice, Robert McFarland, Lois McGirt, Mayrelee Newman, John Pritchett, Eunice Query, and Ted Stoddard (part time).

The audiovisual services to all the university formerly administered by Audiovisual Education are now administered by Belk Library under the supervision and direction of Dr. Al Corum, Dean of Learning Resources (Director of Libraries). All instructional responsibilities in Audiovisual are under the direction of the chairman of the Department of Educational Media and the Dean of the College of Education.

The merging of audiovisual instruction and library science and other reorganizations of the College of Education will change the new Department course offerings to EM designations in schedules and catalogs. During the new academic year course revisions may continue. The

past year has seen many changes in titles and course numbers to accommodate the media center and unified service concept in resource use. New courses added this year included: *Film Guidance and Interpretation for Teachers and Librarians*, *Information Science and Computer Applications in Libraries*, *Critical Analysis of Contemporary Children's Literature*, *Readings and Research in Children's Literature*, *Communications Theory and Media*, *Instructional Graphics*, *Advanced Seminar in Communications*, *Theory and Design of Instructional Graphics for Visual Literacy*, *Instructional Systems Design*, *Practicum*.

These new courses will serve the needs of master's degree candidates majoring in library science and/or Audiovisual Education and students who enter one of the programs for Ed.S. degree. The Ed.S. degree programs were authorized beginning August 1 of this year. Students who are interested in advanced study may follow the programs, Educational Leadership or Higher Education with concentration in Educational Media if they have a masters degree or its equivalent in either Library Science or Audiovisual Education and meet the other admission requirements. For more information contact Dr. Cox or Dr. Nat Shope, Department of Administration and Higher Education.

Summer terms included several new features in library science. Among the most popular were a Workshop, *Humanizing the Learning Center* and a seminar on *Film Literacy*.

The summer terms went swiftly and were well attended. Four library science students received the masters degree and two received their bachelor's degree in August.

A number of freshmen and transfers who plan to major in library science have attended orientation sessions on campus and been interviewed by Dr. Cox and/or their faculty adviser.

The library science faculty moved their offices to Duncan Hall in August. Some classes in library science will continue to meet in the Dougherty Library building. Others will meet in Duncan. Look for them on the first floor of Duncan and look for course listings in the Department of Educational Media (EM).

EAST CAROLINA UNIVERSITY. Department of Library Science

Summer school enrollment surpassed projected enrollments. Many new students began their graduate work in the two degree programs now offered. Students continue to be admitted in the Master of Library Science degree program and through a cooperative agreement with the Audiovisual Department in the School of Education, the Masters of Arts in Education degree program has been revamped making it possible for persons to obtain a media major at the graduate level. Neither of these graduate programs now require undergraduate prerequisites in library science as in the past. New offerings available during the coming school year in this program include *Advanced Problems of Collection Building*, *Theory of Educational Communications*, *Design of Multimedia Materials*, *Problems in Educational Media Centers*, *Field*

Problems in Educational Communications, Instructional Development in Educational Communications, and Research Techniques. Candidates in the Master of Library Science degree programs now have an option in foreign language or computer language or statistical language to remove this requirement for the degree. Their choice is normally based on the type of research they will pursue in their independent study.

Undergraduate offerings for preparing students working toward Class "A" teacher's certificates in both print and non-print materials have also been revised. Nancy A. Nicoletti, Kensington, Maryland was recipient of the Outstanding Senior Award for 1971. She has been accepted as a fellow in the School of Library and Information Science of the University of Maryland in the fall. The local chapter of Alpha Beta Alpha named their outstanding member at the spring banquet. Recipient of this award, which hangs permanently in the Department of Library Science, for 1971 was Cheryl Lou Adams of Angier, N. C. New officers for the 1971-72 school year were also installed and include Frankie A. Campbell, Hallsboro, president; Richard T. Martin, Jacksonville, vice-president; Joan B. Pfiefer, Greenville, secretary-treasurer; and Gerald W. Garrett, Danville, Virginia, historian-reporter. Miss Marilyn Searson, assistant professor, will serve as advisor to the group.

The Department of Library Science at East Carolina has been selected to conduct a program to recruit and train college graduates for employment as school media specialists. The program which involves close cooperation with administrative units in surrounding counties will begin winter quarter, 1971, under a contracted agreement with the Division of Educational Media, State Department of Public Instruction under the North Carolina State Plan for the Education Professions Development Act. Miss Judith Garritano in the Division of Educational Media will be working with Miss Emily Boyce, associate professor in the Department of Library Science, in conducting the program.

Plans are being finalized in the department for the entire faculty and some students to attend the North Carolina Library Association's Winston-Salem conference in the fall.

NORTH CAROLINA CENTRAL UNIVERSITY School Of Library Science

A black and white photograph showing a group of approximately twelve people, likely librarians, seated around a large rectangular table in a classroom or workshop setting. They are engaged in a discussion or training session, with papers and books on the table.

Twelve librarians were enrolled in the two-week short course on Supervision of Library Systems and Media Centers beginning June 7. Teachers were Dr. Chow-Loy Tom, Associate Professor, University of Denver, and Mrs. Doris Willingham, IMC Coordinator, Atlanta Public Schools.

The Carnegie Corporation of New York made a three-year grant of \$120,000 to the School's Early Childhood Library Specialist Program. The funds are being used to employ a full-time Director, Mrs. Tommie A. Young, who spent the summer studying, travelling, and planning; to award five fellowships of \$2,000 in 1971-73; and to complete the learning center.

The Office of Education awarded \$44,000 for an Institute for Public Librarians in Service to Young Children. Miss Nancy O'Neal, on leave from the State Library, is conducting a two-month survey of services in North Carolina. Five persons will receive \$2,800, plus \$600 per dependant, to enroll in September 1971 and earn the M.L.S. degree; while ten may enroll in summer 1972 or during the year to increase their competencies.

[A black and white photograph showing two people, a man and a woman, looking down at a document. The man, on the left, is wearing glasses, a white short-sleeved shirt, and a tie. The

woman, on the right, is wearing a dark vest over a light-colored top. They appear to be in a library or research setting.]

A black and white photograph showing two people, a man and a woman, looking down at a document. The man, on the left, is wearing glasses, a white short-sleeved shirt, and a tie. The woman, on the right, is wearing a dark vest over a light-colored top. They appear to be in a library or research setting.

Frances and Warren Halliburton initiated the short course on African-American Collections (with emphasis upon young children) when the death of Augusta Baker's mother prevented her from coming. Mrs. Halliburton is an early childhood specialist in the Westchester County, N. Y. Public Schools and Mr. Halliburton is a free lance writer and former McGraw-Hill editor. Mr. Daniel Williams, Archivist, Tuskegee Institute completed the course.

A research grant of \$55,265 was awarded to the University to identify and coordinate African-American materials in the six states of Alabama, Georgia, North Carolina, South Carolina, Tennessee, and Virginia. Dean Annette L. Phinazee is directing this project.

Dean Phinazee attended the ALA conference in Dallas. She will serve on the Council and Intellectual Freedom Committee in 1971/72.

Visiting faculty members during the regular summer session were: Phyllis B. Cartwright, Florida Atlanta University, Boca Raton; Esther Fennel, Baltimore Public Schools; Marian J. Phillips, Charlotte Public Schools.

Eleven members of the Research in Librarianship class participated in the Durham Public Library survey of voter opinions regarding a bond issue to construct a new building.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL School Of Library Science

Dr. Ray Carpenter, Acting Dean of the School of Library Science, has been appointed chairman of the Research Committee, Library Education Division, of the American Library Association (ALA). Dr. Carpenter also served as Research Consultant at the Annual ALA Conference which was held in Dallas, the week of June 20th.

A member of the School's faculty for twelve years, Dr. Carpenter holds the rank of Associate Professor. His primary professional interests are research methodology and administration. Currently he is a Research Associate in the Institute for Research in Social Science, and serves as a Principle Investigator for the NASA Sciences Interaction Program, involving research in inter-disciplinary scientific communications.

A bibliography of histories of North Carolina libraries, compiled under the direction of Dr. Ray Carpenter, has been completed and will be published in the near future by the *Journal of Library History*. In line with the editorial policy governing the series of state bibliographies, the aim of this bibliography is "to cite the total written record of all libraries in the state." Public libraries, universities and colleges, historical societies, and rare book collections throughout North Carolina have been canvassed for entries. The result, it is hoped, will be a comprehensive list of relevant books, articles, and historical records, from the beginnings to the present.

The appointment of Mr. Fred Roper to the faculty of the School of Library Science has been confirmed by the University of North Carolina Board of Trustees. Mr. Roper will have the rank of Assistant Professor.

Mr. Roper taught summer courses in the School during the summer and has served as a visiting lecturer here on numerous occasions. In 1969-70 he was a teaching fellow at the University of Indiana, Bloomington, where he held a USOE Fellowship. He is a candidate there for a Ph.D. degree.

Most recently, Mr. Roper has published "Information Retrieval, Mechanized Bibliographies, and Library Science" in *Computer Studies in the Humanities and Verbal Behavior*, and co-authored "Administrative Intern Programs" in *Focus on Indiana Libraries*.

Mr. Roper received his A.B. and M.S. in L.S. degrees from the University of North Carolina at Chapel Hill. He will teach courses in reference, selection of library materials, science literature, and bibliography.

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO Library Education Program

The University at Greensboro was invited to nominate two students in the library education/instructional media program for summer internships in the Bureau of Reclamation, U.S. Department of the Interior. It was suggested that one graduate and one undergraduate be nominated. Students nominated were Dale S. Snair, St. Louisville, Ohio, an undergraduate history major who plans to enter library school following graduation and who has elected work in library education for exploratory purposes; and Katherine B. Parker of Raleigh, a candidate for the master's degree in library education. Both nominees were invited to participate in the program. Miss Parker was unable to accept her appointment, but Mr. Snair spent the summer in Washington as a 1971 Federal Summer Intern.

Preliminary figures for enrollments in the library education/instructional media program reveal that 145 different students were enrolled in courses during the fall semester 1970, spring semester 1971, and/or the first term of the 1971 Summer Session—the majority being master's degree candidates. Yet to be added are students enrolled in the second term of the 1971 Summer Session, making 1970-71 (September through August) the year of the largest number of different students to date. Excluded from these preliminary figures are students from other majors electing one or more courses in the library education/instructional media program.

Cora Paul Bomar has been appointed to serve on a special ad hoc committee of the Library Education Division, American Library Association, to explore the role of the American Library Association in library education. Dr. Martha Boaz, Dean, School of Library Science, University of Southern California, chairs the committee.

M. Sangster Parrott was elected Vice-President, President-Elect of the North Carolina Chapter, Special Libraries Association (1971-72).

The Report of the University Ad Hoc Committee on Instructional Media against the Creek Indians in the South. Research in original records and in three page report is a comprehensive account of the work of a University committee over a period of a year and a half. The report includes methods used in conducting the study, presentation and analysis of data collected, and recommendations presented in the form of a sequential plan for implementing campus media services. Consideration is given to administrative structure and a budget is projected for initiation of Phase I of the service. The University administration is presently (August-September 1971) considering plans for implementing Phase I. Cora Paul Bomar, W. Hugh Hagaman, Mary Frances K. Johnson, and Michael Molenda served on the University Ad Hoc Committee on Instructional Media along with the Vice-Chancellor for Academic Affairs, and representatives of fifteen major academic and professional areas. Miss Bomar was appointed chairman of the committee, Mrs. Johnson served as secretary, and Dr. Hagaman and Mr. Molenda had major

roles in the study. The report will be submitted to the ERIC Clearinghouse on Educational Media and Technology for possible input into the ERIC program.