

NORTH CAROLINA SCHOOL LIBRARIES: MOVING AHEAD

By

DR. CRAIG PHILLIPS, *State Superintendent of Public Instruction*

Much attention has focused on school libraries in recent years and with good reason. The emerging concepts of teaching and learning have made it apparent that instructional materials and related equipment are essential in achieving the purposes of education. The school library in North Carolina, in responding to the needs of the instructional program, is committed to providing materials both audiovisual and printed, and related equipment and to providing the accompanying services. In order to fulfill this commitment, it is necessary that personnel, materials, equipment, and facilities be provided and organized in patterns which insure that a full range of media (instructional materials and related equipment) and accompanying services will be available to every pupil and teacher in the state.



The Governor's Study Commission on the Public School System of North Carolina in its recent report recommends:

- that each school have a media center staffed by media specialists and aides
- that coordinators of educational media be utilized at the school administrative unit
- that an educational media center should exist at the school administrative unit or regional level, or at both levels, to provide supporting services for the school media center.¹

Some school administrative units have gone far in the development of this pattern of service, but they have done this mostly with local and federal funds. For example, statistical reports for the school year 1967-1968 show that of the nearly \$7 million committed for library materials (books, films, filmstrips, recordings, magazines, and other printed and published materials), approximately 19% came from State funds with 52% from Federal funds and 29% from local funds.

School administrative units employing library supervisors have increased from nine per cent in 1959 to more than fifty per cent in 1968, yet over forty per cent of the



administrative units remain without the services of qualified professional personnel to coordinate the system-wide development of media services.

The number of school librarians (media specialists) has increased from 558 in 1959 to 1,755 in 1968, yet many schools remain without the services of a qualified librarian. The existing positions are financed by local funds, federal funds, or the use of the one position allotted by the State for every fifteen classroom teachers allotted. The school librarian represents only one of five options for which this State allotted position may be used.

Only those schools that have had funds available from local and federal sources have been able to employ clerical and technical media aides since no State funds are provided for media aides.

Concerning personnel, the report of the Governor's Study Commission states that "the realization of full value from investments in educational media depends largely upon the availability of competent and sufficient personnel at the school administrative unit levels"²

Many of the materials needed for large group instruction, and for small group and independent study require the use of related equipment. No State aid is available for the purchase or the maintenance of audiovisual equipment. The average per pupil expenditure of \$1.40 for the purchase of audiovisual equipment in 1967-1968 represents local and federal funds.

The State bears a responsibility to see that every child and every teacher has access to these basic resources and services of teaching and learning. These resources and services should be available without great dependence on the ability of the school administrative

unit to raise tax funds, or to obtain federal aid, or to raise funds by charging pupils or sponsoring fund raising events.³

What steps can the State take to carry out its responsibility? The recommendations contained in the report of the Governor's Study Commission indicate that the State needs to give immediate attention to providing the following:

- At least one allotment be made for a professional media specialist at the school administrative unit to give leadership and coordination in the system-wide development of a unified media program. As soon as feasible, media specialists and aids should be employed in all schools.
- Sufficient State funds, in one combined allotment be made on a per pupil basis for the purchase of educational media (including book and nonbook resources, supplies, and equipment).⁴

The Commission recommends that State aid funds allocated for the purchase of educational media be declared eligible for use as matching funds under federal aid programs. Under the present system, local funds must be used as matching funds for participation in the National Defense Education Act and the effect is that poor school administrative units become relatively poorer.⁵

The report of the Commission goes on to state that "leadership is crucial from regional and State offices"⁶ and recommends that the State's program of consultation to school administrative units and schools be expanded to include services at regional centers.⁷ Among the media-related functions suggested by the Commission for the regional centers proposed are these:

- Give leadership to local school units in the utilization of educational media.
- Provide leadership to local school units in the selection of basal and supplementary textbooks and in establishing libraries for all schools within the region.
- Establish sound evaluative measures to determine the usefulness of new forms of media by setting up trial usage in the demonstration and innovation schools. Set up procedures whereby teachers from local school units can study the proper use of equipment.
- Establishment of a learning resource center to which local personnel may come for examination and evaluation of instructional materials and equipment. Staffed with professional media specialists to provide consultant help to local personnel, the regional centers would provide services comparable to those offered by the Learning [Resources] Center of the State Department of Public Instruction.⁸

These services would complement and support the school media centers and the media centers existing at the school administrative unit. Such an organization would provide a network system capable of offering a full range of media and accompanying services to every pupil and teacher in the State. Until every pupil and teacher in North

(Continued on Page 87)

HIGH POINT PUBLIC LIBRARY SPONSORS CONTEST IN CONNECTION WITH NATIONAL LIBRARY WEEK

In honor of National Library Week, April 20 to April 26, the High Point Public Library is sponsoring a special essay contest for interested students in High Point schools.

The contest is divided into three age groups—upper elementary (fifth and sixth grades); junior and senior high. In each category students are asked to submit a short essay on an assigned topic pertaining to the public library.

A voluntary assignment, the essay contest is being conducted in cooperation with school librarians and English teachers in High Point public, private and parochial schools.

Winners will be guests of the library's board of trustees on a special chartered trip to Raleigh on Saturday, April 26. They will visit the new State Library and Archives building which opens this spring; the Capitol, the North Carolina Museum of Art and the Museum of Natural History.

First-place winners will have their essays published in *North Carolina Libraries*, quarterly magazine of the North Carolina Library Association.

Students interested in taking part in the contest may obtain a copy of the rules for their age group from their school librarian.

In the elementary category the assigned topic is "Why I Like The High Point Public Library" with a 300 to 400-word requirement. In the junior high group the topic required is "What The High Point Library Means To Me" and the word length 500 to 600 words.

The senior high essay requirement of 700 to 850 words is "What The High Point Public Library Means To The Community."

Deadline for the contest is March 22, at which time all entries must be in the hands of the public library.

Two qualified judges for each category, not members of the library staff, will select first and second-place winners by Mid-April.

NORTH CAROLINA SCHOOL LIBRARIES (Continued)

Carolina have the benefit of these essential resources and services, the educational goal—"a child well taught"—⁹ cannot be realized.

1. THE REPORT OF THE GOVERNOR'S STUDY COMMISSION ON THE PUBLIC SCHOOL SYSTEM OF NORTH CAROLINA, (Raleigh, North Carolina: The Governor's Study Commission on the Public School System of North Carolina, 1968), pp. 106-111.

2. *Ibid.*, p. 110.

3. *Ibid.*

4. *Ibid.*, p. 110-11.

5. *Ibid.*, p. 111.

6. *Ibid.*, p. 110.

7. *Ibid.*

8. *Ibid.*, Appendix D.

9. Governor Dan K. Moore at the Governor's Conference on Public School Education, Raleigh, North Carolina, August 25, 1967.

SCHOOL LIBRARY INSTITUTES AWARDED TO NORTH CAROLINA INSTITUTIONS OF HIGHER LEARNING

APPALACHIAN STATE UNIVERSITY. Department of Library Science.

"The Elementary School Library as a Learning and Materials Center"

Purposes of Institute:—To make practicing school librarians more cognizant of innovations and trends in education organization and administrative techniques newer media and criteria for selection as they relate to and expand the school library program.

—To make librarians more cognizant of the need to stimulate teachers to help select and use all media and learning resources in the instructional program.

Date: July 10, 1969 to August 13, 1969

No. of Participants: 35 Hours Credit: 9 quarter hours, graduate credit

Qualifications:—Must be presently employed elementary school librarian in U. S.

—Must have a minimum of 15 hours in library science

—Must be certified in state where employed

—Must hold a bachelor's degree

Full Time Faculty: Mrs. Ila T. Justice, Mrs. Louise Moore Plybon

Applications may be secured from:

Deadline for Applications:

Miss Eunice Query, Director

April 30, 1969

Institute for School Librarians

Department of Library Science

Appalachian State University

Boone, North Carolina 28607

EAST CAROLINA UNIVERSITY. Department of Library Science.

"The School Media Program and the Disadvantaged"

Purposes of the Institute:—To upgrade currently employed school librarians in the areas of: Curriculum Trends, Administrative Techniques, Resource Materials, New media as they relate to instructional material centers.

—To extend the participants' knowledge of materials especially suitable for the culturally and economically deprived child.

Date: June 10, 1969 to July 18, 1969

No. of Participants: 35 Hours Credit: 9 quarter hours, graduate credit

Qualifications:—Priority will be given to people working in schools funded through the Elementary Secondary Education Act, Title I, the title which specifically provides funds for disadvantaged youth

—Must be a practicing librarian in N. C., S. C., or Virginia

—Must have at least 12 semester hours of library science credit

—Must hold a Class A teacher's certificate or the equivalent

Full Time Faculty: Dr. Gene Lanier, Mrs. Frankie Cubbedge

Applications may be secured from:

Tentative Deadline for Applications:

Miss Emily Boyce, Director

April 7, 1969

Institute for School Librarians

Department of Library Science

P. O. Box 2547

East Carolina University, Greenville, N. C. 27834