



SCHOOL OF ARTS LIBRARY—Librarian William D. Van Hoven (left foreground) checks circulation records with a staff member. In the background are students enrolled in the School of the Arts shown using recordings, books, and periodicals.

ACCENT ON TAPES AND RECORDINGS

by

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Imagine a typical high school library with materials on languages and literature, science and mathematics, social studies, art, and other subjects related to the curriculum. Superimpose on this the image of a typical small liberal arts college library with the necessarily expanded coverage of materials. Add specialized collections in music, dance, and drama, and you have a picture of the scope of the North Carolina School of the Arts Library.

The library naturally reflects the needs of the institution it serves. The North Carolina School of the Arts is one of the first state-established institutions of its kind in this country, and opened its doors for the first time in September, 1965 in facilities formerly occupied by Grey High School in Winston-Salem. The major purpose of the school is to provide expert professional training in the performing arts: music, dance, and drama. So that the intellect and the spirit are not neglected, there is also a complete academic program in both of the school's divisions — the high school and the college. Although the school is too new to be fully accredited, both divisions are working toward accreditation as rapidly as possible. The high school has already awarded its first diplomas, and the college is developing a four-year program leading to the Bachelor of Fine Arts Degree.

The maximum future enrollment at the school will be held to approximately 600. Nearly one-half of the present student body of 265 is from North Carolina, the rest

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having come from all areas of the country. There is no tuition for high school students from North Carolina, and North Carolina college students pay lower tuition than those from out of state.

Although still in its infancy, the library has considerably increased both its staff and its holdings since September, 1965. Originally there was one staff member — the librarian — and approximately 1,200 books, 1,000 phonograph records, 1,500 pieces of music, and subscriptions to five newspapers and 30 periodicals. At this writing (March, 1967), the library has more than 6,200 books, 3,500 records, and 3,600 pieces of music, and subscribes to 19 newspapers and 151 periodicals. The staff now includes four full-time members: the librarian, a professional assistant, and two non-professional assistants. There are also two parttime assistants and several student pages.

Because of the wide range of subjects taught at the school and the fact that the students range from junior high age through college, the library must necessarily be very flexible in its book selection policies. At the time the school was established, each department submitted lists of materials to be ordered for the library, and these formed the nucleus of the present collection. All faculty members are urged to make recommendations in their own subject areas as often as possible, so that the collection will adequately support the curriculum and will show steady and well-balanced growth. These recommendations are supplemented by regular use of the standard book selection tools and bibliographies, with particular emphasis placed on developing a strong reference section. Books in any given area, especially music, dance, and drama, may range in approach from very scholarly to very simple. For example, biographies of composers include both Paul Henry Lang's new critical biography of Handel and *Famous Composers for Young People*, by Gladys Burch.

The books are classified by the Library of Congress system, which is adhered to closely. The decision to use L. C. was made in the beginning and was based on the realization that even though the library will never be large, its collections in the performing arts will be extensive. It was felt that the greater detail and subtle breakdowns provided by the Library of Congress classification in these areas, compared with Dewey, would in the long run be more satisfactory. Although most of the students have never before used a library classified by L. C., once they become familiar with the arrangement, they seem to have little difficulty finding what they want.

Among the most popular features of the library are the large collection of recordings and the stereo listening facilities. As would be expected in an institution with a strong music department, the selection of classical recordings is extensive. It is hoped that in time the collection will adequately illustrate the entire world history of music, from ancient times to the most recent developments. The major and minor works of all of the important composers will be represented as fully as possible, often by more than one recording of a particular work so that students may hear several different interpretations. Many lesser composers are included as well. Since it is felt that other forms of music have a prominent place in the collection, a second group of records includes musical comedies, jazz, and folk music. Emphasis is also being placed on developing a representative collection of spoken and other non-music recordings. Included in this category are plays, poetry, prose, fiction, speeches, humor, foreign languages, documentaries, and sound effects.

In addition to phonograph records, the library is building up a collection of tape recordings of all faculty and student concerts given at the school, as well as special

lectures, master classes, and other programs of lasting interest. In this way the school will have a permanent record of some of its activities.

As far as the future is concerned, the school stands on the threshold of a major building program which in the next few years will result in many new facilities, including a new library building. In the meantime the library is trying to keep pace in its present crowded quarters with the rapid growth of the school and the enthusiasm of all who are connected with this new venture.
