

North Carolina Libraries

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. . . EDITORIAL by Cora Paul Bomar

The establishment of school libraries in North Carolina is no new and novel idea for in 1901 the General Assembly provided an appropriation of ten dollars from the State for the purchase of books for a free public school library whenever the patrons of a school and the county board of education each donated ten dollars. Through the years great education leaders have influenced the development of school libraries in our State. Many years ago Dr. J. Henry Highsmith saw to it that standards for school libraries were incorporated in both State and Southern Association accreditation standards. Other educators such as, Miss Nora Beust, Dr. Louis Round Wilson, Mr. Ben Smith, Mr. A. B. Combs, and Mrs. Mary Peacock Douglas all have had a part in school library development in North Carolina. Today Dr. Charles F. Carroll, Dr. I. E. Ready and Governor Sanford plus a host of other leaders are making their contributions to school library development in North Carolina.

At national, regional, and state levels new standards for school libraries are evolving. In 1960 the American Library Association published *Standards for School Library Programs* which sets forth national standards developed cooperatively by the American Association of School Librarians and nineteen other national professional and lay organizations. The Southern Association for Secondary Schools has taken a new look at its requirements for membership in the Association, and currently the Division of Instructional Services in the Department of Public Instruction is developing new standards for elementary, junior, and senior high school accreditation. The impact of the new standards is tremendous. Already more schools are giving attention to providing library personnel and to increasing budgets for library materials.

Since 1901 the State has given increased support to school libraries. In 1903 the State appropriated \$7,500 for school libraries; whereas, this current year the appropriation for school library materials exceeds over one million dollars. The past General Assembly appropriated increased financial support for library personnel and library materials, thus providing a great impetus to strengthening school libraries. To move from 558 to 963 school library positions and to double the State allotment for library maintenance from 50c to \$1.00 per pupil in a single year is indeed phenomenal progress.

Because of the critical shortage of qualified librarians it has been necessary to promote a crash program to train many of the new librarians on the job. Television, extension courses, in-service workshops, and expanded offerings on campus have provided many new training opportunities. This has also resulted in renewed interest in recruitment.

North Carolina school librarians are active in educational and professional activities. Mrs. Mary Peacock Douglas has just authored a *Unesco Bulletin*, *The Primary School Library; and Its Services*. Mary Frances Kennon is in Chicago directing the AASL School Library Development Project to implement the new national standards; Cora Paul Bomar is President Elect of the American Association of School Librarians; and many other school librarians serve on state, regional and national committees.

Emphasis is on library programs and services to students and teachers. The concept of the role of the librarian is changing from one in which the librarian manages the library to one in which the librarian implements an ongoing program of service.

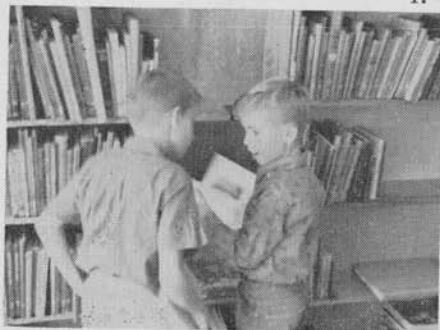
NORTH CAROLINA STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION
CHARLES F. CARROLL

The concern of North Carolina citizens for better educational opportunities for their boys and girls is at flood stage. Never before has so much intelligent effort been concentrated upon the strengthening of our total program of public education. This is as it should be, for never in the history of our country has there been so great a need to know and so great a need to master skills required to equip individuals for continuing self-education.

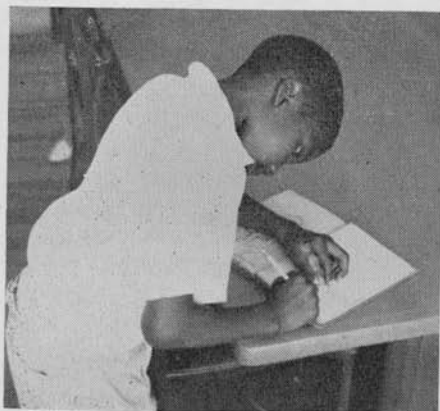
To satisfy these needs boys and girls must have, among other opportunities, access to good school libraries. A well-stocked school library administered by a qualified librarian can provide an ideal climate in which educational growth and development can occur. Properly and fully utilized the library can provide opportunity for boys and girls to develop at least two of the characteristics of an educated man: devotion to facts, and the habit of systematic good reading.

It is encouraging indeed to notice North Carolina's recent progress in strengthening its school libraries. This year, through state and local appropriations, there are 963 persons serving more than one-half the day as librarians as contrasted with 558 persons last year. The School Library Maintenance Fund, from state sources alone, has increased within the year from \$536,210 to \$1,092,552. Progress is being made but we cannot rest. Every school in North Carolina must continue to strive for a good library under the direction of a qualified librarian capable of helping pupils and teachers make effective use of all resources. Attainment of this goal must be the constant concern of all.

1.



2.



3.

1. *Sharing books is fun — Raleigh*
2. *Library helpers enjoy their work—Raleigh*
3. *Signing a library card is important —
Raleigh*
4. *Browsing creates interest in reading —
Guilford County*



4.

THE GOOD SCHOOL LIBRARY

By MARY FRANCES KENNON, *Director*
School Library Development Project, AASL

What is a good school library? What does it do for boys and girls? These questions directed the work of the school libraries committee of the Southern States Work Conference, which recently published its findings in the report, *Achieving Quality in School Library Service*.¹ They get at the heart of the matter, for the school library—like the school of which it is a necessary part—exists for one basic purpose: the education of children and young people. The only true measure of a good school library is the services it provides which make a difference in the education of boys and girls. Numbers—how many books, how much space, even how many librarians—cannot measure what the school library *does*. And what it does makes the difference between a good school library and a poor one. *Standards for School Library Programs*² makes the same point: "The most important part of the library program is the work with students and teachers, those activities and services that make the library an educational force in the school."

Let's look, then, at the services a good school library provides, services that are essential to the instructional program and that no other agency or school department can provide. The good school library makes four unique contributions to the educational process:

- It supplies all types of instructional materials to meet curricular and personal needs.
- It teaches library and study skills.
- It is a laboratory for reference and research work.
- It guides individual pupils in using materials to satisfy personal interests, needs, and tastes.

These services are the measures of a good school library. They are described in *Standards for School Library Programs*.² They can be observed in the work of good school libraries across the country.

Supplying Instructional Materials

Textbook teaching is not enough. The use of a single text is a major hindrance to effective teaching situations, according to Alexander Frazier.³ The good school library is a center for all types of instructional materials needed to support the instructional program and to satisfy individual needs and interests. It provides varied types of materials, printed and audio-visual, including books, magazines, newspapers, pamphlets, films, filmstrips, slides, pictures, recordings.

These resources enable teachers and pupils to supplement information given in textbooks . . . find different points of view . . . locate up-to-date information . . . meet individual differences in background, ability, and achievement . . . select the most appropriate teaching tool (book, film, recording, etc.) for the job at hand . . . reinforce learnings and concepts by using a combination of materials (the cross-media approach) . . . satisfy personal interests, questions, and needs.

Various arrangements have been tried for handling instructional materials and making them available to teachers and pupils. Neither loans from the public library nor class-

room collections have proved to be adequate substitutes for the centralized school library, which is the most efficient and economical means for providing an adequate supply of instructional materials. When the learning resources of the school are centralized in the school library, each teacher and each pupil has more to choose from. The materials are easier to find and to use because they are organized and indexed and housed in one central location. Professional help in selecting and using materials is available on the spot from the library staff. All these factors promote wider, more effective use of available resources, and spell the difference between book service and library service.

Teaching Library and Study Skills

The good school library provides a planned, continuous program of instruction in library skills, beginning in grade one and continuing throughout the school life of the pupil. The aim of this program is to equip pupils with the skills and habits they need in order to make intelligent use of books, other materials, and libraries—skills and habits which are important to success in school, college, and adult life.

The need for competence in library and study skills is pointed up by many facts of modern life. Books such as *The Hidden Persuaders* have made us uncomfortably aware of the pressures brought to bear by the mass media of communication and the need for recognizing and resisting these pressures. The flood of materials produced each year complicates the job of selecting what is appropriate and reliable. The explosion of knowledge makes continuing self-education, after formal education is completed, more important than ever before. As the Educational Policies Commission stated recently, in *The Central Purpose in American Education*,⁴ we cannot hope to equip our pupils with all the facts, all the information they will need for intelligent citizenship. We must, instead, equip them to continue their education on their own. Library and study skills are essential equipment for self-education.

One element of a good program of library instruction lies in planning. The cooperative efforts of teachers and librarians are needed to outline a comprehensive program of instruction which identifies skills to be introduced, reviewed, or refined at various grade levels, just as certain elements of grammar or mathematics are taught at different grade levels. Desirably, the plan for library instruction is system-wide, providing for articulation between elementary, junior high, and senior high school levels.

Another element lies in teamwork between teacher and librarian in carrying out the



*Group instruction in the use of the Abridged Readers Guide —
Chapel Hill High School*

program of library instruction. Close cooperation is necessary if lessons are to be taught when they are needed. Take, for example, a biology class which will be asked to do reference work in the field of plant morphology. These pupils will need introduction to special reference books in biology. They may need a review of the skills of using the *Readers' Guide* in order to locate articles in science magazines. They may need to brush up on the skills of taking notes and making correct citations. Teamwork between the teacher and librarian makes it possible to teach library skills when students have an immediate need and purpose for these skills.

Still another important element of the program of library instruction lies in providing individual help as it is needed. With the guidance of the school librarian, who observes and assists pupils working in the library, special help is given to the pupil who runs into trouble because he hasn't mastered use of the card catalog . . . or the encyclopedia . . . or note taking.

Guiding Reference and Research Work

The good school library serves each classroom as a laboratory for reference and research work. As stated above, each classroom needs a broad collection of instructional materials to draw upon. Equally important to effective teaching and learning is the practice of involving pupils actively in the use of varied materials. Pupils need continuous opportunities to engage in meaningful reference and research work. According to the Educational Policies Commission, the central purpose in American education is the development of the ability to think (the rational power).⁴ How is the ability to think developed? The essence of the matter seems to lie in involving the pupil actively in the learning process, with continuous opportunities to locate pertinent information for the topic under study, evaluate different sources of information, organize the information into logical form, reach conclusions, and apply them. These are the elements of reference and research work.



School Library Supervisor introduces a Fifth Grader to new book—Raleigh.



A classroom teacher guiding individual pupils during the library period—Raleigh.

The instructional program which uses this problem-solving approach to teaching and learning must have the resources of a good school library. It requires instructional materials in abundance for use in the library, the classroom, and at home; library quarters which accommodate class groups as well as individuals and small groups; the resource help of the school librarian who works with the teacher and his pupils.

The school librarian serves as a member of the teaching team, helping teachers to plan curriculum units, select appropriate instructional materials, plan for individualized assignments, and teach library skills required to carry out assignments. He works with the teacher and pupils as the unit of study is developed, guiding pupils at work in the library and visiting the classroom to assist groups in planning, introduce materials loaned to the classroom, or hear reports of student projects.

Guiding Individual Pupils

The good school library guides individual pupils in the use of materials to meet personal and social needs. This part of the school library program adds a new dimension to the curriculum, extending beyond the limits of the pupil's formal classroom experience. It involves guidance in reading, listening, and viewing—in the use of varied materials to satisfy interests, help solve personal and social problems, obtain information about educational and vocational choices.

The school library's program of reading guidance encompasses book talks, story hours, displays and exhibits, book discussions, browsing, and individual conferences. It is designed to acquaint the pupil with books which form his literary heritage . . . help him learn how to select books which are appropriate and satisfying . . . and help him stretch his interests and appreciations. Similarly, the program of guidance in listening and viewing helps to acquaint the pupil with films and television programs worth seeing . . . significant art prints and slides . . . recorded music and narrative recordings.

The resources of the school library and the guidance of the school librarian help the pupil continue study in subject fields in which he has completed his school work, and explore fields in which he has had no formal study. They help him find ways to solve personal problems. They supply information about educational and vocational choices. The school librarian works closely with guidance counselors and classroom teachers to learn and meet the individual needs of pupils.

In summary, the good school library serves as an instructional materials center; gives a planned, continuous program of instruction in library and study skills; serves as a laboratory for reference and research work; and guides individual pupils in using library resources to meet personal and social needs. The services of the school library are necessary to a program of quality education. They are basic elements of the school program, supporting such emphases as the development of the ability to think, the individualization of instruction, the cross-media approach to teaching, and the use of team teaching. The good school library supports the classroom program and extends it, adding new depth and breadth to the curriculum.

1—ACHIEVING QUALITY IN SCHOOL LIBRARY SERVICE: A Report of a Committee of the Southern States Work Conference. 1961. \$1.25 per copy from W. H. Pierce, State Department of Education, Tallahassee, Florida.

2—STANDARDS FOR SCHOOL LIBRARY PROGRAMS. American Library Association, 1960. \$2.50.

3—Frazier, Alexander, "Improving the Learning Situation," NEA JOURNAL, 50:41-43 (September 1961).

4—Educational Policies Commission. THE CENTRAL PURPOSE OF AMERICAN EDUCATION. National Education Association, 1961. \$. 35.

FIRST GRADERS IN THE LIBRARY*

By MRS. ALENE TAYLOR, *Elementary Librarian*,
Newton-Conover City Schools

There's no doubt about it. First graders at the South Newton and Newton elementary schools look forward with much enthusiasm to their library period.

The school board, superintendent, supervisor, principals, teachers, and librarian feel it necessary to make our first graders "library conscious," so we begin their library training with the very first week of school.

Since we have three first grades, each class has one thirty-five minute period a week in the library. The teacher always accompanies her class, since with both teacher and librarian working together the way is paved for many more learning experiences. Our classrooms are equipped with library tables—which are good to a point but are not a substitute for the central library.



First graders enjoy books during their regularly scheduled library period—Winston-Salem.

We feel that children learn more readily in a relaxed atmosphere, so we try to make our library a pleasant informal place. A visit to the library is an eventful and exciting privilege as we give the children a chance to see, handle, select, and read beautiful books. Stories which have been carefully chosen are read or told by the librarian. No two library periods are alike—surprises galore! The children often share books they enjoyed reading, show pictures made to illustrate their book, or act out favorite stories. These activities do much to stimulate a wide interest in books.

Children quickly learn how to enter the library quietly, what the library is, and what a librarian does. They practice "library manners" which include talking in a whisper so as not to disturb others, walking quietly, and pushing chairs under the tables with care. Three library helpers from each class are chosen by the pupils to serve for the

year. Their duties are to assist with the classroom library table, keep pencils and books in proper places and leave the library neat and orderly.

The checking out of books begins with the first trip to the library. The first books, of course, must be picture books. Usually, there is someone in the family who will read to the child. By the beginning of the third month each child checks out books he can read by himself and takes pride in signing his name neatly and correctly on the books cards.

You need not fear that permitting six year olds to take books home will result in loss or damage, for first graders are more careful with books than any other pupils in our school!



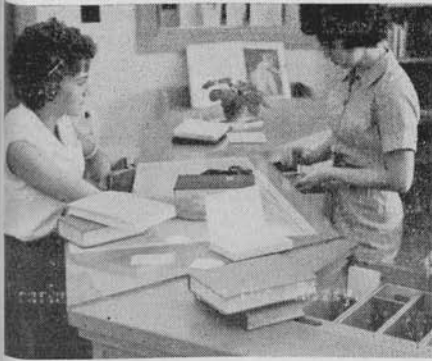
Scheduled library periods are important for first graders—Guilford County.

Each child exercises freedom of choice in selecting his own books from a group of books previously selected and placed on a table by the teacher and librarian. Little Tommy took his first book home eight times before exchanging for a different one. "I love this little book; just let me take it one more time. I don't want another one."

Two first grade teachers had this to say about the library:

"Our library with its attractive surroundings, its many beautiful books on different levels and its well-supervised reading activities has greatly stimulated my first grade reading program. My students are extremely interested in reading and I attribute this to their pleasant association with the library and its books." And, "I have found that our visits to the school library make my children like to read independently and it increased their reading vocabulary. They often say, 'I know that word because it was in my library book.'"

*Excerpts from this article appeared in the May, 1960, *North Carolina Education*

Needham Broughton High SchoolSTUDENT
ASSISTANTS
PARTICIPATE*By MILDRED HERRING**Librarian*

Greensboro Senior High School

Helping to recruit librarians or promoting good attitudes toward libraries might be reasons enough for making use of student assistants in school libraries. However, student assistants contribute indispensable services to school libraries by performing many of the clerical duties, thus releasing the librarian for professional service. In instances where schools do not have librarians, student assistants under the guidance of classroom teachers, assume a much greater role in providing library service.

Students value their experience as library assistants. This is exemplified by their own voluntary comments, some of which follow: "Have learned how to work with others; Have learned how to take responsibility; Have made new friends; Have felt I was being of service to my school; Have developed a greater understanding of books and their value in my school work; Has helped me to become more alert."

Many times the student assistants are organized in library clubs. The high school library clubs are invited to join the North Carolina High School Library Association which was organized in 1947 to promote and extend the activities of the high school student assistants. NCHSLA now has over 2,000 members representing high schools from the mountains to the sea. Some outstanding activities of the North Carolina High School Library Association include establishment of a scholarship, representation at the White House Conference on Children and Youth in Washington, publication of the TAR HEEL BINDER, and the annual convention.

"A COMMUNITY THAT READS . . . LEADS"

This special slogan suggested by Sidney Blackmer of Salisbury for use in North Carolina's observance of National Library Week was adopted by the N.L.W. Committee in January, 1962.



THE PTA SPEAKS FOR SCHOOL LIBRARIES

By MRS. LOUISE GODWIN
*President, North Carolina Congress of
Parents and Teachers*

The hobbling effect of poorly stocked and inadequately staffed school libraries on North Carolina's march toward high-quality education is by no means universally understood. Stepped-up study and informational programs are essential for a general realization that the best efforts of good teachers in otherwise well-equipped buildings are sorely impeded by skimpy school library services. The time element is critical in the State's push for improved schooling in the life of each child.

In hundreds of North Carolina communities, special PTA committees have for years promoted study and discussion courses for a better understanding of the crucial importance of easy access to the right books at all stages of childhood development, starting in pre-school years when language abilities begin the most rapid growth, along with burgeoning curiosity and imagination, and the eager engagement by the young mind with new and strange ideas. And in hundreds of our schools, library services have been steadily improved over the years by the cash and labor donations of the PTAs serving those schools.

Now, however, it is time, and past, for these responsibilities to be assumed by the whole citizenry, for adequate standards in all schools, constantly maintained from public resources. The increased cooperative efforts of professional and lay people and groups in recent years give reasonable promise of a growing public will to bring library services in every North Carolina school to reasonable levels.

PTA members across the state are gratified to be aligned with cooperating organizations and individuals in "New Directions in School Library Services."



NATIONAL LIBRARY WEEK — APRIL 8th - 14th, 1962

WHAT GOES NEXT TO WHAT

By MARVIN R. A. JOHNSON

Chief School Design Consultant, N. C. Department of Public Instruction

In laying out the floor plan of a building or a part of a building, the designer has to think about what goes next to what. That is one of the things which a floor plan shows: What room or space is next to what other room or space. Look at the floor plan of a house and you will see how the various rooms are related to each other in plan. The satisfactory relationship of room to room and of space to space is highly important to the success of a building. We will see in a little while how this matter of plan relationships applies to libraries and instructional materials centers.

But do not think these relationships of the building plans are the only concern of an architect in planning the structure. What then does an architect do? To state it in an oversimplification, the architect organizes space. Space is the major ingredient of architecture—three-dimensional space, as it is seen and experienced from a single position, but most often as it is observed and experienced by a moving person or a moving eye, for rarely does one see a building or room with a fixed unmoving gaze. One sees and senses space most often as the eye darts from object to object, changing focus and position and center of interest, or as one's body moves through and about the space. Please note that I refer to experiencing and sensing space; one does more than merely see and observe it.

It would easily be possible to devote a number of articles to the topic of space in architecture. In this one, I wish only to emphasize that space is the stuff of which architecture is made.

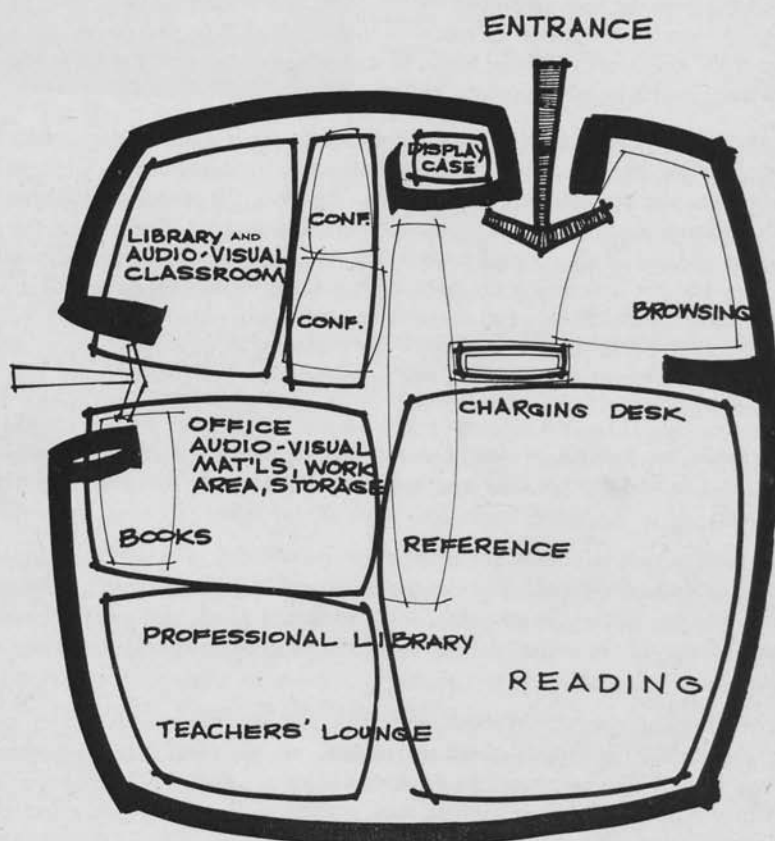
Materials from which buildings are made must be selected to create the kind of space which the designer has in mind. But the materials and structural system which supports the building and its parts—the masonry, the metal, the glass, the wood, the plastics—all these and others are the means to the end of creating, defining, limiting, and organizing space.

The architect must also think about and plan the environmental factors related to space: the thermal, sonic, visual—heating, ventilation, air conditioning, acoustics, illumination and vision. The architect has a responsibility to aesthetics so that the buildings he designs may enhance the places where they sit and so that they may affect the spirit and emotions of man.

The architect must think about and plan the service functions, the utilities, the traffic, parking, the streets, the landscape—all these, and more, in addition to solving a problem so that the building or space may serve satisfactorily and effectively the purpose for which it is intended, now and in the future.

I say all this in the beginning, so that you may have a better understanding of the complex responsibility of the architect, and so that you will realize that the space relationships and the floor plans about which I write are only a part, though an important part of the architecture of a building. Following this lengthy preface, I will devote the rest of this article to this aspect of floor plan, with emphasis on relationships of the several rooms and spaces and functions and areas in the instructional materials center of a school. I will supplement words with a diagram.

The accompanying diagram, called a *Relationship Diagram*, shows relationships; it shows what space or room goes best next to what other space or room. The spaces are shown as abstract forms rather than rectangles to avoid making them look like rooms, although rooms do not necessarily have to be rectangular and be bounded by straight lines. Some effort has been made to show relative sizes: the reading area is shown by a form larger than the one for the conference room or for the office. But no effort is made to show the areas at a precise scale. Hopefully the whole business will make some sense.



The diagram illustrates a number of desirable relationships. Some of them are as follows:

1. At the entrance from the corridor or lobby is a display case. Handled properly, this display case may serve to enhance the entrance, to make it more attractive—attractive in the true sense of attracting attention to the library, much like the show window of a store or shop.
2. The browsing area is near the entrance. This location makes this area convenient to students passing by, to the student who has a few moments to look at the latest papers, magazines, or books.

3. The charging desk is convenient to the entrance, to the office, and to all other areas of the library. A location near the entrance helps supervision and makes it easy for users of the library to check out and return materials. The office is nearby to facilitate communication between the librarian and the attendant and assistant at the desk. A generally central location makes the attendant available for assistance to everyone in the library.

4. The reference area is near the office and near the charging desk. The librarian is probably needed most often to assist students with reference material. The attendant at the charging desk also is near at hand.

5. The office is adjacent to the reading area. The librarian is in charge of the entire library and must be able to maintain surreptitious surveillance of the total area including the work and service areas. A partly glazed wall is recommended to separate the librarian's office from the library.

6. The work area is adjacent to both the office and to the storage area. The librarian can conveniently work here or supervise the work of others. Material can be worked on and stored in the storage space with little movement.

7. The audio-visual room and library classroom is adjacent to the corridor, to the reading room and to the audio-visual work and storage area. This classroom can then easily be used by students from the reading area; it is readily accessible to other groups coming from elsewhere in the school; materials from the audio-visual work and storage area can be moved into and out of the classroom quickly.

8. The work areas are accessible from the corridors. New materials, materials on loan, and equipment used elsewhere in the school can conveniently be moved in and out without conflict with the reading room.

9. The book storage room for textbooks is adjacent to the work area for future connection. It may be that most librarians would rather not have any responsibility for the textbooks and supplementary books which are used by students in the regular course work. But it becomes unrealistic and artificial to continue indefinitely a rather arbitrary separation of the several kinds of instructional aids and materials. Locating the book room near the library will make possible a change in the future, if not immediately.

10. The professional library is adjacent to the reading room and to the workroom. In this manner, administration of this area by the school librarian is facilitated. Use of the entire library by the teaching staff is encouraged. Teachers have access to the work areas in which they may prepare their own instructional aids or may supervise the preparation of them.

Achieving all the relationships which have been suggested will not necessarily result in the "perfect" instructional materials center. Other relationships may be found to be more important than those outlined here. Also, the relationship diagram here shown might be reversed, or turned upside down. Local needs, the size and kind of school, the type of library service offered; all these and other factors must influence the library plan. Other areas in the school must be considered too, and often some adjustments or compromises must be made; we can't usually have everything.

As I have emphasized early in the article, planning a building involves much more than merely developing satisfactory plan relationships. But what goes next to what is important in the effective operation of an instructional materials center. It is hoped that this article will serve to make the librarian more aware of the problems in planning buildings, to improve the ability of the librarian to give counsel regarding the planning of instructional materials centers, and to render the librarian more competent in evaluating plans which may be submitted for review.

EDUCATION FOR SCHOOL LIBRARIANSHIP

By MARGARET E. KALP, *Associate Professor*
School of Library Science, UNC, Chapel Hill

Education for school librarianship shares the common problem of any program of professional preparation: how to provide a sound, basic course of instruction which will prepare individuals for entrance into the profession and which will at the same time give adequate attention to the needs, special problems and new developments in the field. A program which prepares for professional positions must, of necessity, reflect developments and trends from the profession itself. In a program of education for school librarianship not one but two fields, librarianship and education, must be considered. In this respect the education of school librarians has always had a kind of dual responsibility not found to such a marked degree in the preparation of librarians for other fields of library work. The school library can not be separated from the school of which it is a part, and the school librarian can not be separated from the faculty of the school. The school librarian is both librarian and teacher, and the preparation of individuals for this position must recognize these two areas of responsibility. A program for the preparation of school librarians has as its goal the education of professional personnel, through well-planned and meaningful work at both the undergraduate and graduate levels, to hold positions in school libraries. Constructing such a program involves consideration of what is desirable in the way of general education, what portion of the undergraduate program should be devoted to professional courses in education and in library science, and what portion should consist of courses in subject areas. Implicit in the planning of the undergraduate program of preparation for school librarianship is the belief that this should not be a terminal program but one which will lay a foundation for further work at the graduate level. Courses planned for the graduate student should provide an opportunity for advanced work in the areas introduced in the undergraduate program and should enable the student to develop his skill and competence to a greater degree. The fact that the school librarian may work more or less alone, in contrast to the public or college librarian who more often works as a member of a library staff, also introduces certain considerations into the planning of the program which will prepare for school librarianship. Finally, a program of education for school librarianship is influenced also by the responsibility for exercising, to a degree and in cooperation with educational and library agencies, initiative and leadership in promoting a dynamic, forward-moving program of school library service and preparing librarians ready to develop and participate in such a program. Although the program of preparation for school librarianship is influenced by the developments in the field, the agency which prepares school librarians need not be merely passive, always a follower but never a leader in constructing the program by which school librarians are educated.

Because of the relationship between the fields of education and librarianship, trends in both fields have direct influence upon the education of school librarians. There have been many developments within the past few years which have had an effect upon education for school librarianship. In the library field the publication of *Standards for School Library Programs* in 1960 by the American Association of School Librarians of the American Library Association is important in pointing the way toward quality school library service and the development of very good school library programs. Library education is influenced by the statement of such standards and by the program of library

service outlined therein. In these standards and in the new edition of the *Evaluative Criteria*, also published in 1960, to mention only two publications, the concept of the school library as a center for instructional materials, book and non-book, is emphasized. This is a concept which has a direct bearing on what is included in the program of preparation for the school librarian. Also in the school library field there is evidence of a trend toward the centralization of school library services under the direction of library supervisors at the local level. The growing idea of the benefits derived from the larger unit of service is another influence which must be recognized in the education of school librarians. The increasing number of school library supervisors, at both the local and state levels, introduces still another specialized area of work within the field of school librarianship, and one for which again the agencies preparing school librarians must make provision in their programs of instruction. The individuals currently enrolled in library schools, particularly in those which offer a graduate program leading to a Master's degree, can no longer be assumed to be preparing to serve as librarians of a single school library, devoted to the selecting, organizing, housing and circulating of printed materials. In many cases these students will be called upon to administer more than one library, to be concerned with the multiplicity of materials which now make up the collection in most school libraries, and perhaps to direct the work of others. Any program of preparation for school librarianship must recognize and keep pace with these changes in the field. While the preparation for school library work will still concern itself with the basic problems of selection, organization, circulation and administration of materials, the concept of what constitutes these materials must be broadened to include book and non-book, print and non-print items. In addition, ways of serving the new needs of students and faculty in the utilization of these materials must be brought to the attention of the prospective school librarian. The idea of the library as a single unit must give way to consideration of the multi-unit service agency as well.

There are many influences and trends at work in the field of education which also must be taken into account in the preparation of school librarians. The National Defense Education Act, with all of its implications for school libraries in the way of purchase and handling of instructional materials, is one such educational development. Team-teaching, the use of teaching machines, and of educational and closed-circuit television for instruction all influence the school library program and should be reflected in the preparation of school librarians.

The "Trumped-up" schools projected by *Images of the Future* in 1959 are already a reality in some areas. This program of instruction makes certain demands upon the school library and upon the personnel serving there. Once again these new methods and procedures must be incorporated in the program offered by those agencies preparing school librarians, so that as librarians they will be ready to fit into the picture. Special attention to the gifted, superior student in advance placement programs, the emphasis on special work with the slow learner, both call for the development of school library services which will promote and strengthen such areas of instruction. These school library programs demand, in turn, personnel who have had preparation which will enable them to carry out such activities.

Changes in educational philosophy and practice, such as changes in the area of certification requirements within a state, again must be reflected in the program which prepares individuals, including the librarian, for any part in the total school program.

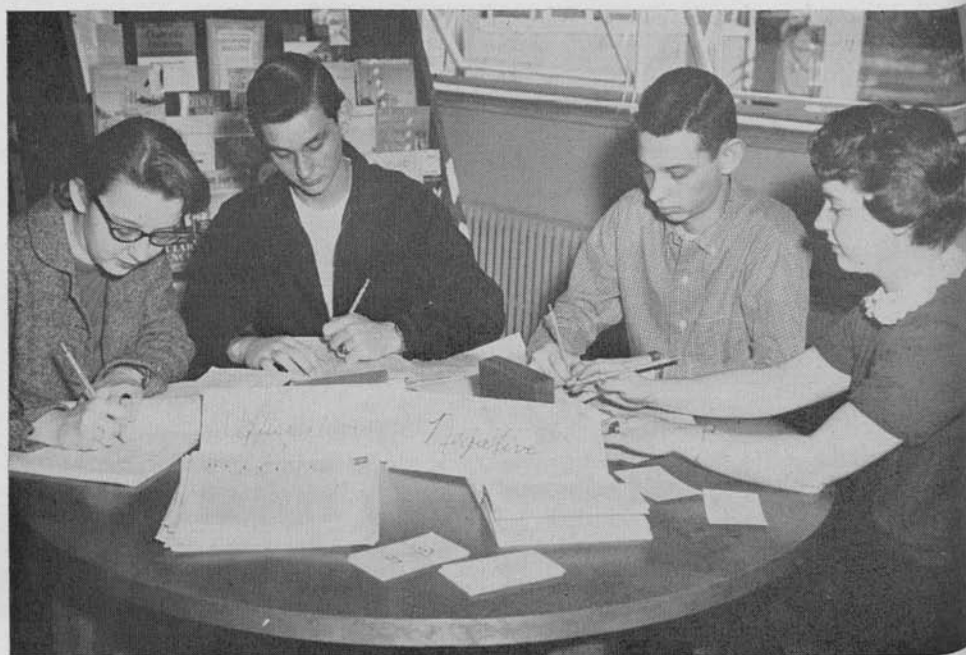
Developments in the field of teacher education affect the preparation of school librarians, since the school librarian is a teacher too.

Education for school librarianship is not and should not be static. It does not exist in a vacuum, and it is not divorced either from the agency for which it seeks to prepare personnel, the school, or from the field of librarianship, of which it is a particular part. It should be, and at best is, a growing, developing program, responsive to influences in the fields of education and of librarianship, evolving out of past practices to meet the new and challenging developments of the present and the future. School libraries have a major role to play in the quality education of youth, and school libraries will be no better than the personnel who staff them. A great responsibility rests on the agencies which prepare individuals for the field of school librarianship. These agencies must be continually aware of trends and developments in the fields of librarianship and of education and must be willing to adapt programs of instruction to the demands of new directions and needs in both fields. Education for school librarianship should produce personnel qualified to help develop to the highest degree the potential effectiveness of both faculty and students in the total school program. Only as library education agencies are able to achieve this result will they meet the obligation which they have to both education and librarianship.

1. American Association of School Librarians. *Standards for School Library Programs*. Chicago, American Library Association, 1960. \$2.50.

2. National Study of Secondary School Evaluation. *Evaluative Criteria* . . . 1960 ed. (Washington, D. C., 1960). \$5.00.

3. Trump, J. Lloyd. *Images of the Future*. Washington, D. C., National Education Association, 1959. Single copies free.



Reference work in preparation for a debate — Mooresville High School

THE GUILFORD COUNTY STORY

DEVELOPMENT OF A COUNTY-WIDE SCHOOL LIBRARY PROGRAM

By MRS. HALLIE SYKES BACELLI, *Director of Library Services, Guilford County Schools*

Eight highways leading out of Greensboro form spokes of a twenty-mile wheel. Thirty-four Guilford County schools are located on the eight spokes, almost uniformly six, twelve, and eighteen miles from the hub, the Guilford County Courthouse in central Greensboro. Greensboro with an enrollment of 22,500 pupils, High Point with 11,500, and Guilford County with 22,250, constitute three separate school units. Each has a central library supervisor, but the same general tax funds support the three units in ratio of 40, 20, 40 according to enrollment.

Two bond elections voted by the taxpayers of Guilford County during the past ten years permitted expansion of facilities for all three school units. In Guilford County the bond issues provided funds for buildings, which allowed space for expansion and remodelling of all existing libraries, and provision, over an eight-year period, for a central library in each elementary school for the first time. With the consolidation of nine high schools into three new schools in September 1962, the Guilford County unit will have a total of 41 libraries on 37 school campuses—2 primary, 27 elementary, 4 union (grades 1-12), and 8 high school libraries—plus a small curriculum library.

Personnel

Greensboro and High Point have had a special school tax for many years, and three school districts in the Guilford County unit have had a special tax for more than ten years. This special tax was the source for salaries for most of the school librarians until 1960. In 1959-1960 Guilford County had four high schools large enough to warrant a State paid librarian. Three elementary schools where there were more than 1,000 pupils had librarians "bootlegged" from the elementary teacher program by using a State allotted classroom teacher for special service in the school library. Three librarians were paid from District funds. The other twenty-nine libraries were operated by pupils and teachers, with two schools having clerical help paid for by the Parent Teachers Association.

In July 1960 Guilford County taxpayers voted a supplementary tax for teachers' salaries and for additional teachers. The funds collected permitted a small supplement for each of the 803 teachers, plus the total salary for one additional teacher for each school with as many as 12 teachers. Each school voted on the teacher services most needed by the school. Seven schools selected non-teaching principals, but in four cases this released a teacher for a half-day in the library. Eleven schools chose librarians, and three chose teachers to replace those lost in attendance drop. Two of these last served half-time in the libraries. Only four positions created did not help provide personnel for school libraries in some way. An Assistant Director of Library Services and a full-time Secretary-Typist were added to the supervisory staff.

In September 1961, with the State special allotment of one teacher for each twenty teachers in an administrative unit, some of the locally paid librarians were transferred to the State payroll, so that local funds could be used to meet the increase in salary for the special tax teachers. At the same time, eight teacher-librarians became full-time librarians, and four additional librarians were employed. Of these four, three were assigned to two schools each, and one to the primary unit of a large elementary school,

located on a separate campus. At present in the Guilford County unit thirty full-time librarians are serving forty libraries in thirty-four schools. Since some of the thirty-four schools have separate high school and elementary libraries, the total number of libraries is greater than the total number of schools. In addition to the thirty full-time librarians, the staff includes the Director of Library Services, the Assistant Director, and a full-time Secretary-Typist. This increase from two full-time librarians in 1952 to a professional staff of thirty-two plus a full time Secretary-Typist in 1961-62 is a major achievement.*

Present planning calls for the addition of three high school librarians in September 1962 for the newly consolidated high schools. Two elementary librarians will be added as soon as possible to complete the provision of fulltime library personnel in each school. Continuous expressed need for clerical assistants in each of the forty existing libraries has resulted in a formal request from the librarians to the Superintendent that, in lieu of inadequate part-time help, clerical positions be pooled with the services of a professional cataloger in a center for the handling of ordering, cataloging and processing of materials. For Guilford County the next steps will be to decrease the pupil load by adding second librarians as the junior high school programs develop, and to add four librarians for the schools which presently share with another the services of a single librarian.

Sounds easy, doesn't it? All you have to do is get a tax supplement and two bond elections passed, and libraries and librarians will follow! That would have been the easy way, and while all would agree that you "get the librarian first and the rest will follow," that was not the way it happened in Guilford County. There the school library program had to help sell the taxpayers in advance of the tax and bond elections.

The Beginning

The story starts more than ten years ago, with principals, teachers and pupils who wanted and needed good libraries and were willing to work for them. In 1952 the Superintendent and three general supervisors—high school, elementary, and Negro instruction—after a testing program, decided that what would help most to improve instruction in Guilford County would be good school libraries. Accordingly the fourth supervisor provided by State allotment for Guilford County was a general supervisor in charge of library services. The position, with the title of Director of Library Services, was created August 15, 1952.

The Materials

Books have been basic in the Guilford County school library program from the beginning. Since 1952 Guilford County Schools have been evaluating, planning, and building their library collections. In 1952 there were, in this unit, approximately 467 teachers, and 61,000 library books, with only one library completely cataloged, and less than half of the books classified. After eight years and the discarding of approximately 40,000 books, the schools now have 140,000 books in forty libraries, all books are classified, and all cataloging is planned to be completed by June 1962.

*Some of the librarians are temporarily certified. Obtaining librarians after the positions had been created was an overwhelming task in recruitment. Since North Carolina requires a four-year college course for a teacher's certificate for school librarian, and 18 semester hours in library science, and the need was immediate, recruitment began with teachers already employed in the Guilford County unit. Some of the very best classroom teachers voluntarily enrolled for in-service courses in library science. Present staff includes persons with from 6 to 60 hours in library science, and with courses from every college in N. C. offering a program in library science.

In many of the schools, as a first step, books were collected from classrooms and brought to a central place—a sub-standard classroom, a hallway, a closet, or the auditorium stage. They were washed, mended, rebound or discarded, then sorted for classification. No attempt was made to catalog at the beginning. Books were prepared and libraries organized as rapidly as possible for use by the children. About 80 per cent of the book collections were listed in such standard aids in selection as the *Children's Catalog* or *Standard Catalog for High School Libraries*. The teachers and children were taught to use these aids as indexes until their books could be cataloged.

Each school collection was evaluated, and a chart made for the principal to indicate the number of titles found in each classification and the number of titles needed for North Carolina accreditation. A three-year plan for building a balanced library collection, with three books per pupil in the elementary school and five per pupil in the high school, was given to each principal. Balancing the book collections was not an easy task, as approximately 70 per cent of the collections after weeding consisted of fiction. Selection of readable and interesting non-fiction was a necessity.

Principals were given typed book orders for purchase in sequence, as first, second, and third in importance, as rapidly as funds were available, except in the five schools where there were librarians or teacher-librarians. Each librarian or teacher-librarian who had preparation in book selection made independent selections, with help upon request. Book purchases were more rapid than had been anticipated, and most of the principals used up their three book orders in one year and requested additional guidance in selection.

After a basic collection of 1,500 titles plus reference materials had been purchased, a more flexible plan of selection was initiated. Mimeographed lists which included classification and reading levels were provided. The Director of Library Services set aside Friday of each week as a day when she would be available in her office for consultation with anyone who needed help in selection.

Each year a book exhibit was held, utilizing *Books on Exhibit*, which represents the publications of 42 publishers, plus others from various sources. Teachers, children and parents attended the exhibit to select books for their school libraries. Book suggestions from each school were tabulated, and books were selected according to the library needs and the funds available. Teachers' unlimited selections were honored almost without exception. Since children were limited to ten books each from 1,000 titles, and selected duplicates, most of their selections could also be honored. In this connection it is interesting that in one exhibit, from 152 teen-age romances, children selected independently the twenty-three titles reviewed as outstanding by professional critics. This serves to indicate that children's selections can be very good. Also, their participation in selection kept the librarians informed of the reading interests of children of various ages.

The Budget

Funds for library books in Guilford County come in part from a capital outlay budget which allots to each school \$1.50 per elementary child and \$2.00 per high school child for the purchase of library books, supplementary readers, recordings, filmstrips, maps, globes, typewriters, science equipment, projectors and other teaching materials. State aid funds of fifty cents per child, increased to \$1.00 in July 1961, are a "maintenance" fund, that can be spent for magazines, binding, supplies, printed catalog cards, and replacement of books. Sets of books and encyclopedias cannot be replaced with this fund. In addition Parent-Teacher Associations have been staunch supporters of the school library and have included funds for books in their budgets.

In 1959-1962 the capital outlay budget was frozen for National Defense Education Act purchases. In order for the libraries to participate in this fund each science textbook was analyzed for suggestions for library books and materials. More than 1,200 library books in science, listed by grade and interest levels and by subject areas, were collected for display to teachers. Carefully selected for the course of study, more than one-fourth of the library collection could be purchased with NDEA funds, if the projects at the local level had been formulated broadly enough. Science was the weakest spot in the library collections, so funds for science purchases were doubled.

In 1960-1961 in Guilford County \$59,929.13 was spent on library materials. This amount was divided as follows: books, \$27,149.25; magazines, \$4,665.60; binding, \$4,817.14; supplies, \$3,372.63; recordings, \$4,033.92; filmstrips, \$6,452.82; and the balance on tapes, slides, maps, globes. An average of \$1.38 per pupil was spent for books, and forty-seven cents per pupil for audio-visual materials, plus \$7,292.95 for films for the central film library. A greater amount was spent for audio-visual and library equipment and furniture.

In 1961-1962, all elementary school and high school teachers are working on self-evaluation and curriculum studies. Librarians have completed the first part of their curriculum study by pointing out needs of an expanding program. Elementary librarians have started work on revision of the booklets for a correlated course of study involving all teachers in helping children develop and use research skills and materials, and in promoting reading and study guidance. The children have shown marked improvement and progress on achievement test scores since the development of library programs. School averages on such tests were in almost exact ratio to the excellence of the library program. As an in-service program for teachers, a course in Advanced Children's Literature, the reading and evaluating of materials to be used with children in grades 1 through 12, is being offered from February through May 1962. Two high schools in the Guilford County unit are preparing for Southern Association visitation in April 1962, and a third is getting ready to apply for visitation. The three consolidated high schools plan to apply for Southern Association visitation as soon as possible after their establishment in September 1962. In each school in the Guilford County unit in-service programs are continuing. The Superintendent is continuing the practice of allowing time for his staff to talk briefly with principals during the administrative meetings which are held on the first Wednesday in each month. This enables the Director of Library Services to have an opportunity for interpretation of library services to the group. The story of school library development in Guilford County, in spite of the accomplishments to date, has really only begun.

The Past, The Present And The Future

Throughout the plans for libraries in Guilford County, the emphasis has been on library programs—teachers and librarians working with boys and girls to motivate reading and to teach library research and study skills. In the five years from 1952 to 1957 the Director of Library Services conducted 794 in-service workshop programs with teachers, more than four per school per year. These workshops, conducted from 3-4:30 p.m., provided opportunities to talk about books, libraries, and ways to interest boys and girls in reading. In-service booklets such as "Know Your Library" and "Elementary Teachers' Library Handbook" and subject bibliographies were outgrowths of these workshops.

LIBRARY: EXTENDED CLASSROOM FOR WORLD LITERATURE

By JESSIE BELLE LEWIS, *World Literature Teacher*, and MRS. HELEN PEACOCK,
Librarian, Chapel Hill High School

In addition to competent classroom instruction the success of any course in literature is dependent upon three things: a library collection adequate in amount and variety of material, a librarian skilled in organization and circulation of this material, and co-operative planning between course teacher and librarian. In the case of a course in World Literature, the relationship between classroom and library and between teacher and librarian is greatly intensified.

One reason for this very close relationship is the fact that the average high school library is geared to handle the requirements of the traditional subjects. Consequently, both the teacher and the student need the librarian's help. At the beginning of the school year in Chapel Hill, the World Literature classes visit the library, and the librarian introduces them to books and materials which will be helpful. Since the first semester consists of a study of the literature and arts of the Oriental peoples, such a lecture or "tour" is most beneficial; and good translations of Oriental literature are scarce and scattered. We find that as a result of this planning and interchange of classes, students begin to use books that have heretofore seldom been taken from the shelves.

This course necessitates the use of supplementary paperback books and magazine articles. Such materials must be available every hour of the day. Consequently the reserve desk becomes a focal point of interest and activity when the classes are not in session, and, in a sense, the librarian substitutes for the teacher.

Perhaps more than ever before we have been able to use magazines effectively—both private and school copies. In 1955 the *Atlantic Monthly* did a very creditable study of modern Greece, including examples of its recent literature. Ancient Greek literature is plentiful, but very little modern writing is available to high school students. For a short while this magazine was a supplementary text. The center of instruction in many respects moved to the library. Soon attics were ransacked, and other copies appeared.

The most gratifying aspect of this experience with the students in World Literature has been their excitement over and enthusiastic receptiveness to the wide range of materials available. Biographies, books on philosophy, dictionaries of music, art reproductions, books on social life and customs, history, fiction in translation, *The Great Books*, periodicals—all these have been in extensive circulation. Students hourly ask at the circulation desk for Plato, Aristotle, Hippocrates, et cetera. They show an eagerness to compare Homer's *Iliad* in prose translation with that in verse. Other students suggest additional titles of books from the Japanese or Chinese cultures to add to the collection. Many comments are heard by the librarian as to the merit of some selection and the real joy gained from its reading.

The mutual satisfaction gained by students, teacher and librarian in this working relationship commends such effort to any school.

A LOOK AHEAD

By MRS. MARY PEACOCK DOUGLAS, *Director, Raleigh School Libraries*

The school library appears now to be established as an essential in a quality educational program. Administrators, teachers, and pupils laud its contributions and commend its worth, although only a limited number of schools are experiencing a highly refined program of library services. The potential worth of the school library is yet to be demonstrated and its future will be chartered by librarians with imagination and with energy to make their ideals become reality. The focus of the future then is on personnel. Librarians have, as a real responsibility, to be aware of issues and developments in American education, of the library's potential role in educational progress, and of needed adjustments in library services to carry out a dynamic program.

The Educational Policies Commission published during 1961 a brief and very pointed pamphlet titled *The Central Purpose of American Education*.¹ This publication should be required reading for every school librarian. Its emphasis is on "critical thinking as a central outcome of education." Critical thinking can hardly be achieved without a broad background of facts. The library is the logical place for the pursuit of facts and it does not fulfil its purpose unless it can supply the materials for rational exploration in an atmosphere conducive to study and with trained personnel available for guidance. This is the challenge and there is reason to believe that the school library will meet it.

As further background for considering the future role of the school library, attention is called to three publications by Dr. J. Lloyd Trump: *Images of the Future*², *New Directions to Quality Education*³, and *Focus on Change*⁴ with its Study Guide.⁵ Dr. Trump is recognized nationally for his leadership in experimental educational studies. Many of his proposals may appear radical; at the same time they seem rather logical as one thinks about them. Chief among his proposals is a change in the organization of instruction within the school to provide for (1) large group instruction, (2) small group discussion, and (3) individual study. From the point of view of the student, about 40% of his in-school time would be spent in individual study. A drastic rethinking of the administrative aspects of the library would of necessity result if the individual pupil were to be adequately served. Dr. Trump's challenge is directed toward greater flexibility and better methods of teaching and toward new types of staffing patterns. His premise is that "students should have opportunities to reach educational goals far beyond those usually provided in today's schools." To achieve this would require more independent responsibility for learning, increased creativity and better developed habits of intellectual inquiry. A different method of guided study would need to evolve and a sharpened program of instruction in the use of library materials would be fundamental to the success of this proposal.

1—Educational Policies Commission. THE CENTRAL PURPOSE OF AMERICAN EDUCATION. Washington, D. C., National Education Association. c1961. 35c.

2—Trump, J. Lloyd. IMAGES OF THE FUTURE. Washington, D. C., National Education Association. c1959. Single copies free.

3—Trump, J. Lloyd. NEW DIRECTIONS TO QUALITY EDUCATION. Washington, D. C., National Education Association. 1960. Single copies free.

Trump, J. Lloyd. FOCUS ON CHANGE. Chicago, Rand McNally. c1961. \$1.25.

5—Trump, J. Lloyd. STUDY GUIDE FOR FOCUS ON CHANGE. Washington, D. C., National Education Association. 1961. 15c

The North Carolina Curriculum Study Commission has also given attention to formulating a statement of the unique responsibilities of the public school. The Curriculum Study has identified the role of the school to be: the development of a pattern of educational experience that will

provide effective communication skills training

transmit the best of the culture

promote the highest concepts of active contribution to the common welfare

contribute to the development of a sound mind in a sound body

give opportunity for effective training for the next step, whether is another formal educational institution or some other role in society.

Careful consideration of each of these objectives reveals the library as an essential element in their realization.



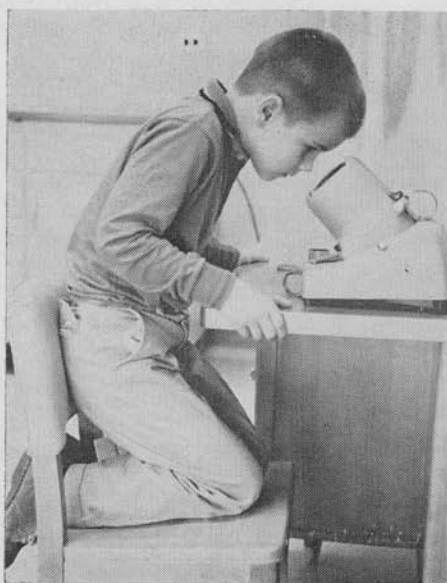
Studies directed at the elimination of weaknesses in public school programs inevitably lead to the need for larger units if excellency is to be provided — high schools with 500 or more pupils, junior high schools of a similar size, elementary schools with one or more teachers per grade, school systems consolidated to provide administrative economy and adequate supervisory or consultative services. This trend toward larger units is playing and will continue to play a vital part in the provision for library services. While presently it may be directed toward the employment of a librarian for each building with 300 or

more pupils and for a library consultant in each administrative unit with six or more schools, it should inevitably lead to better staffing for needed services as the library demonstrates its effectiveness in helping to produce quality education. The larger units will require more systematic attention to selection and organization of materials. Centralized technical processing should logically follow, with the librarian in charge well-trained in technical processing as it relates and may be adapted to public school curricula. The librarian in each school will then have even more responsibility for research, study, and reading guidance with the pupils.

Technological advances also pose an impact on library services. Already research laboratories are taking advantage of automative devices for compiling specialized bibliographies. Is it too much to expect that State or regional special reference centers may be set up? These centers may eventually compile bibliographies by machine, but meanwhile they might serve a good purpose by eliminating the need for the immense duplication of effort which now persists in so many library endeavors. Recognition of national cataloging is nothing new as cards from the Library of Congress have been available

for many, many years. H. W. Wilson inaugurated a service of more simplified cataloging for the more popular titles in recent years. Central cataloging for certain other titles is being effectively carried out by the North Carolina State Library for our public libraries. Exploratory studies are underway for a similar service to school libraries. Use of electric charging machines is growing in all types of libraries. The old, old cry of "we've always done it that way," is fast giving way to experimentation which has resulted in many efficient new practices.

The use of newer media of instruction is also already influencing the pattern of library services and will influence it even more as teachers and pupils—and especially librarians—recognize its vitality as a reference and study medium. Books, pamphlets, periodicals, and prints of many kinds are readily loaned for home use. Why not lend phonograph records, tapes, slides, filmstrips, and on occasion films? Should not the trend be toward supplying the user with the media which can best serve his need? With the advent of 8mm film in cartridges, there will be greater ease in using this medium. The alert school librarian is familiarizing himself with audio-visual materials as well as with print materials and is providing his patrons with full information about materials when topics are being explored.



*Individual viewing in the library —
High Point*



Locating materials — Raleigh

All of these aspects of the emerging pattern of school library service call for a rethinking of the librarian's role in meeting teacher and pupil needs. The day should be long past when the librarian says, even to himself, "There were so many people in the library today that I could not get any of my work done." The school librarian has too frequently identified his work only as that related to the acquisition and technical

processing of books and other printed materials. Of far greater concern should be that as guide in directing the young person to be an independent explorer of ideas. E. P. Bertin put it so well when he said: "One might say education is not to *make* anything of anybody, but simply to open the minds of everyone to go from cocksure ignorance to thoughtful uncertainty." To take his part in that operation, the school librarian must be intimately acquainted with far more material than he has even known heretofore; he must be familiar with a wealth of sources for locating facts and ideas; he must keep abreast of professional library and education developments; and he must be aware of the issues in today's world.



Sharing period in the library — Mount Airy

Within the library itself the librarian's function in guidance services will loom larger and larger. Guidance in developing independent researchers; guidance in developing critical judgement, especially in the exploration of controversial topics; guidance in finding and assimilating the best from the minds of the ages; guidance in making his own the stabilizing surties of the philosophers and the poets; guidance in finding his own niche among the trades and professions of his world—these guidance functions the librarian in the school must pursue in greater depth with school patrons.

Three areas of specialization in school library service seem to be developing, all of which would call for a core of basic and fundamental library education and each of which would require more extensive training in related courses. No school librarian should be without instruction in the fundamentals of administration and organization of school libraries and their materials and in the selection sources and knowledge of many materials of many kinds for many purposes. These courses are basic. Beyond them the specialist may begin to emerge. As centralized technical processing becomes more

widely established, librarians especially interested in this aspect of librarianship will be in greater demand. The librarian, working in the school directly with children and young people, will of necessity increase his capacity for providing true guidance in the utilization and appreciation of materials and his own ability to select them wisely. In addition to these two specialized services, there is the third, that of the supervision of library services for a school system. Within our State all of these specializations already are in evidence and the future appears to give promise that they will be strengthened and refined as time goes on.

With the recognition of the librarian as a professional specialist, attention will no doubt be given to using these professional abilities to the fullest. The librarian as a team teacher with the subject teacher or with the grade teacher will necessitate a comprehensive grasp of the school curriculum and wider participation in its preparation. Even as the classroom teacher may expect relief from many clerical duties which curtail his professional contributions, so may the librarian. Assistants within the library—professional, semi-professional and clerical—would seem to be inevitable within a reasonable future.

To meet the challenges of this look ahead, the school librarian will need to face squarely what he intends to project in his own program to provide what educators



Using library materials in a study of a science unit— Raleigh

have already accepted as the role and responsibility of the public schools. Today is none too early to revamp our planning to make

- more provisions for independent work in the library
- more provision for using new types of materials in the library and on home loan
- greater flexibility in lending procedures
- abundant increases in library collections of books and other printed materials and of all types of audio-visual materials

- more provision for meaningful instruction and guidance in using materials
- more functional training for carrying out the opportunity of service

The Central Purpose of American Education states in its last paragraph the challenge and the goal of the school; it is also a challenge to the school librarian who is looking ahead:

"Man has before him the possibility of a new level of greatness, a new realization of human dignity and effectiveness. The instrument which will realize this possibility is that kind of education which frees the mind and enables it to contribute to a full and worthy life. To achieve this goal is the high hope of the nation and the central challenge to its schools."

TREASURER'S REPORT: BIENNIUM 1960-1961

By MARJORIE HOOD

BALANCE BROUGHT FORWARD, January 1, 1960	\$ 2,150.27
Receipts — 1960	\$1,916.67
Receipts — 1961	7,146.73
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	9,063.40
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TOTAL RECEIPTS AND BALANCE	\$11,213.67

EXPENDITURES:

Expenditures — 1960	\$2,084.88
Expenditures — 1961	5,311.02
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TOTAL	\$7,395.90

BALANCE IN CHECKING ACCOUNT, December 31, 1961	\$ 3,817.77
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INVESTMENTS: Home Federal Savings & Loan — Greensboro, N. C.

Scholarship Loan Fund	3,354.86
NCLA Funds	2,552.61
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TOTAL RESOURCES, December 31, 1961	\$ 9,725.24
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NATIONAL LIBRARY WEEK

By MILDRED S. COUNCILL

State Executive Director, National Library Week

On January 8, 1962, the National Library Week Committee met in the Capitol Press Room where Governor Terry Sanford read his statement designating April 8-14, 1962, as National Library Week. Following a luncheon given by Mr. Stephens, committee members heard Dr. William C. Archie, Director of the North Carolina Board of Higher Education; Miss Cora Paul Bomar, Director of School Library Services, Department of Public Instruction; and Mrs. Elizabeth H. Hughey, Librarian, North Carolina State Library, discuss present library services and their future development. (Some quotes from Dr. Archie's address appear elsewhere in this issue.) A special slogan for North Carolina's observance of NLW, suggested by Sidney Blackmer of Salisbury, was adopted by the committee: A COMMUNITY THAT READS—LEADS.

National Library Week gives every librarian an opportunity to call the attention of the community he serves (1) to the pressing need for an informed and reading citizenry and (2) to the combined responsibilities of all types of libraries to provide the books and other materials communities need to become well informed. This is the week to create a lasting understanding and appreciation of the objectives of libraries and gain citizen good will and support for improved library service for the whole community. Therein lies NLW's challenge to librarians, trustee and NLW committees.



PLANNING LIBRARY WEEK OBSERVANCE

Mrs. Mildred S. Councill, State Executive Director of National Library Week, George M. Stephens of Asheville, Chairman of the State NLW Committee, and Dorothy Kittel, Assistant Executive Director, met in Raleigh to select State NLW Committee members and to plan the meeting of the committee.

LIBRARIES AND LIBRARY SERVICES

By WILLIAM C. ARCHIE

Director, North Carolina Board of Higher Education

Selections from his address to North Carolina's NLW Committee, January 8, 1962

It is a very special pleasure and privilege to have this opportunity to be a part of the National Library Week Committee for the State of North Carolina for the year of 1962 . . .

It is no accident, I am sure, that the strongest institutions have the strongest libraries, and vice versa; that is, the weaker the institution, the weaker the library. Furthermore, the stronger the institution, the greater the appreciation and use of the library facilities by all of the learners both students and teachers. Similarly, the weaker the institution, the lesser the appreciation for and use of the library. One could add another ingredient: the more vital the institution, the greater the pride shared by all within the academic community in the library. . . .

It is my thesis that one can measure the intellectual activities or attitudes of the hundreds of North Carolina communities by the presence or the absence, by the vitality or lack of vitality, of its libraries; and library services. A community totally lacking in library services is most likely to be a community bereft of any vital intellectual activity. . . .

From my years of experience in education that the home which has books, honors books, reads books, is the same home where it is almost always taken for granted that the children will go on to institutions of higher education. I know, further, that the contrary is true. The home which does not have books, does not honor books, does not read books, is the home where there is little interest in higher education. The reason is clear. Without books, intellectual activity is of necessity at a minimum. . . .

There is a direct and vital relationship between the kind of student, and particularly the level of academic achievement of the student, and the number and kinds of books he has read. One could say that the closer the affinity for books, the closer the possibility of intellectual excellence on the part of the individual. . . .

Now I do not mean that the presence of a library in any community guarantees that people will read books and that the intellectual atmosphere will be changed automatically or overnight. Not at all. What I do say is that without books, without a library, the community, the home, the individual cannot grow intellectually. . . .

STATE OF NORTH CAROLINA

Governor's Office

Raleigh

January 8, 1962

STATEMENT BY GOVERNOR TERRY SANFORD

In an effort to encourage the greater use of the library facilities that are available to the public throughout North Carolina, this state will join the nation in the observance of National Library Week, April 8-14.

We live in a world which demands a rededication to the enduring intellectual and spiritual values essential to the progress of a free people and a free society. This faith in freedom can be derived from a knowledge of our great cultural heritage as revealed by the outstanding writers of the past and present.

North Carolinians are fortunate in having available to them growing collections of books in our school libraries, public libraries, college and university libraries and special libraries—all of which are valuable sources of knowledge and enlightenment, representing the accumulated experience of all mankind.

In recognition of the fact that our freedom to read imposes a responsibility on all of us to make constant and beneficial use of our library facilities, I am glad to designate the week of April 8-14, 1962, as

NATIONAL LIBRARY WEEK IN NORTH CAROLINA

and urge that all citizens unite in this effort to achieve a better-read, better-informed America, to stimulate interest in libraries of all kinds to the end that we realize the full potential of our national purpose.