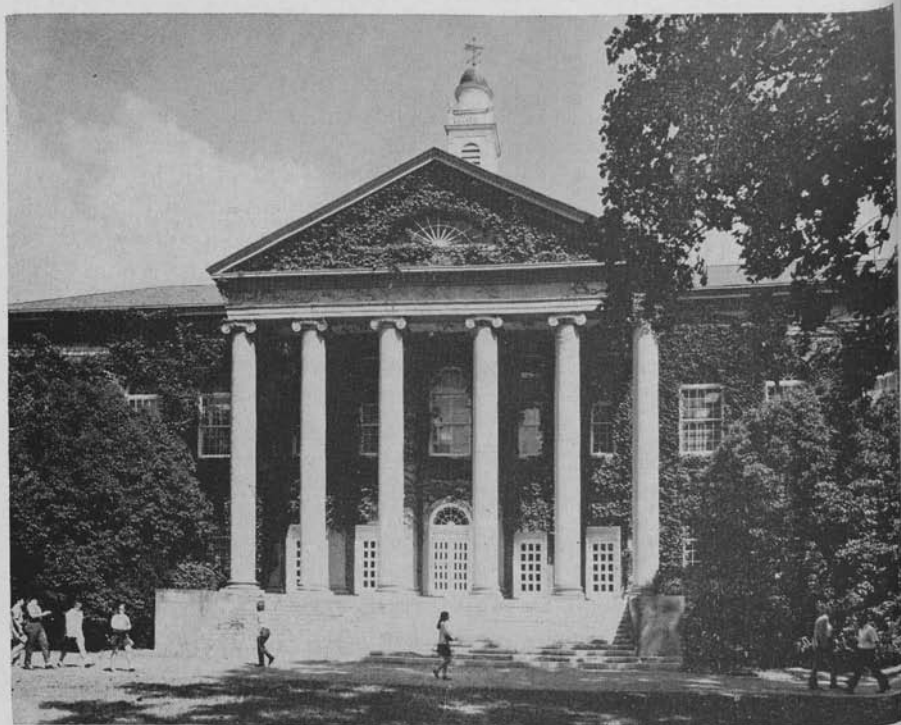


Expanding Quantity and Quality Characterize UNC School of Library Science



School of Library Science — Manning Hall

Impressive growth in both quantity and quality has characterized the School of Library Science at Chapel Hill in the past few years. The most visible manifestation of this growth is our new home as of September, 1970, in Manning Hall, former location of the Law School, specially renovated for our purposes. Visibility is, in fact, an important by-product of our move into the new quarters; many University students and personnel were unaware of our existence when we were tucked away on the top floor of the Louis

R. Wilson Library, close to resources but limited by the cramped space. Our present location is still convenient to the main library but provides us with both a separate identity and the much-needed amount and variety of room to unify the expansion of virtually every phase of our program.

The School now has approximately twice as much space as it had in Wilson for its own basic purposes; additional classrooms are available to others as well, the School of Library Science having

priority on their use. There are five classrooms plus a general purpose auditorium, in contrast to the two classrooms at our disposal in Wilson, and thirteen faculty and research assistant offices, an increase of six which provides a private office for each faculty member.

Certain areas of instruction have particularly benefited from the move. The audio-visual program, for instance, now has a separate wing with two classrooms, an audio-visual laboratory, and a darkroom, as well as a substantially augmented collection of A-V equipment. The collection of children's materials, both book and non-book, is now in

a separate reading room adjacent to the School library reading room, facilitating the study of children's and young people's librarianship. This space is planned to be a demonstration area as well, for newer items of furniture and equipment available for library use. The School shares Manning Hall with the Institute for Research in Social Science, which has aided our students and faculty in research design and computer programming. Fruitful interaction should develop as work progresses in computer-aided library instruction and research, particularly as several members of our faculty are also Research Associates of the Institute.



UNC-CH School of Library Science — Portion of Reading Room

The School library now has a larger reading room, the Children's Collection room, the librarian's office, a technical services room and a smaller work room, as well as five levels of stack area, a great increase over the space available in Wilson. The administrative quarters are also larger, soundproofed, and more efficiently arranged. Other special features are a spacious faculty confer-

ence room, student lounge with limited kitchen facilities, a student typing room, and a student study area in addition to the library reading room.

The dynamic growth of the School which has demanded and justified the enlarged facilities is partially illustrated by statistics. As recently as five years ago, our fall

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EXPANDING UNC-CH

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enrollment of graduate students was 103; this fall (1970) we had 154 graduate students, an increase of 49%. In the academic year 1964-65, the School granted 55 Master's degrees in Library Science; 87 degrees were awarded in 1969-70, 58% more. Our full-time faculty has increased by two in the past five years, and the addition of four joint appointments with other departments on this campus (Computer and Information Science, Law, Statistics, and Health Sciences) has greatly strengthened the over-all quality of our program. The curriculum has been expanded by a total of ten courses since 1964-65, a fact which reflects the response of our library education to the increasingly diversified roles of librarians in the control and dissemination of information.

Evidence of the quality of the School's growth also is given, at least partially, by statistics. The American Council on Education (ACE) periodically publishes *An Assessment of Quality in Graduate Education*, a survey which compares and ranks selected graduate programs. A similar survey and evaluation of accredited library schools was published recently by the School's Acting Dean, Ray L. Carpenter, and his wife, Patricia, in the *Journal of Education for Librarianship*. The School of Library Science at Chapel Hill ranked strongly in the national picture; in fact, if those schools which presently offer doctoral programs in librarianship were excluded from the analysis, this School would

rank third. (As it is, one school with a doctoral program ranks below UNC.) In addition, we are one of the five nationally top-ranked Master's programs in terms of the strength of related disciplines on this campus, putting us in a relatively strong position for developing a doctoral program of our own. The ACE report published in January confirms this high rating of many of UNC's graduate programs, particularly in the social sciences and humanities, areas of study on which a doctoral program in librarianship would draw for interdisciplinary resources and support.

It is very regrettable that we note, however, that the U. S. Office of Education has discontinued funding master's degree fellowships. That program did a great deal in attracting superior students, enabling them to complete their programs without having to seek employment while studying. We are protesting this discontinuance and urge all librarians to join us in appealing to their Congressmen to see that fellowships for both master's and doctoral students are fully restored.

The H. W. Wilson Foundation, Inc., has recently recognized the School with a Wilson Scholarship Grant of \$2,000 as part of the Foundation's program of scholarship aid to accredited library schools to further the recruitment of able young men and women to the library profession. The School has received three earlier grants from the Foundation, \$500 in 1959, \$1,000 in 1963, and \$2,000 in 1966.

All these recent achievements and events represent great progress for

the School, and, excepting the loss of federal fellowships, the future looks promising as well. With our enlarged physical facilities, our ever-growing enrollment of bright students from a variety of backgrounds and interests, the expanded social and technological awareness increasingly incorporated into our curriculum, and reinforcement from colleagues in the profession in terms of both survey findings and monetary grants, we feel that the School may realistically compete with most of the nation's top accredited library education programs.

DAVE CONFERENCE

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able and undesirable publicity received during the first year the project was in operation.

Harry A. Johnson, Associate Dean, Virginia State University, and Director of Virginia State University's Learning Resources Center, was the fourth major speaker, using "Role of the Media Specialist" as his topic. Concerning our tasks, Dr. Johnson read a lengthy job opportunity advertisement for a media specialist which demonstrated that people often expect the media specialist to perform the tasks which should be performed by several different people. Provoking much thought and discussion on the part of those attending the conference were the following comments by Dr. Johnson: "There's been for a long time now quite a hassle between librarians and media people as to who will handle the media program. Learning does

not take place separately, print and non-print. We have to come together . . . But make no mistake: *but make no mistake*, cooperation between librarians and educational media specialists is one thing, but the competencies of these two different people on certain levels is completely another. They are, indeed, two different people." Using transparencies he pointed out the differences in certification requirements of media specialists for many of the states. He indicated they are often called by some names other than *media specialist*.

In attendance for the Saturday morning meeting were more people than had ever attended a Saturday morning session of a DAVE Conference according to president Walter McClendon. The presentation was given by Jim Carruth from the State Department of Public Instruction. He presented to the participants a paper "Guidelines for School Media Programs," discussed it using transparencies and indicated many people had been involved in drawing up the statement—members of his staff and professionals in the field. The paper itself did not contain quantitative standards; however, his transparencies did. After his presentation small groups were formed to react to the paper and make suggestions. The document relied very heavily upon AASL's *Standards for School Media Programs*, this being pointed out by Mr. Carruth. Conference attendants were encouraged to write their suggestions and send them to Mr. Carruth's office before April 1.

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