

Flexibility of everyone involved is an essential characteristic. The library must accommodate itself to the classroom's philosophy of striking when the iron is hot. Aroused curiosities should not be compelled to wait until next Thursday at 10 o'clock for their answer to burning questions. The answer to the question *now* is the important thing, not the retrieval system (which is changing drastically, from year to year). Let children learn what to ask for and what services they can expect; this is the only way to develop users, consumers, patrons of a library.

The librarian needs to be an active participant in teacher planning. As a media specialist her suggestions can be most helpful. Equally important, she needs the feedback. Brief visits to the classrooms to view displays or listen to committee reports are invaluable helps to her in evaluation and selection. She needs to be aware of what pupils and teachers feel to be top purchasing priorities. She must know the curriculum and their approach to it.

In summary, the school library services to pupils and teachers in an individualized instructional program should not really be too difficult. Certainly, though, there are demands from this style that must be met. There are materials and services to meet all needs. The ideal library is administered to allow all to take maximum advantage of its resources and services.

"WHERE THE ACTION IS"

The examples which follow are samplings from school library programs in action and reports of significant developments at national and state levels.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

The new STANDARDS FOR SCHOOL MEDIA PROGRAMS, prepared jointly by AASL and DAVI, were approved by both organizations in the spring and are now in process of publication. REALIZATION, the final report of the Knapp School Libraries Project, is a major contribution to the literature on school library services to pupils and teachers, reporting and evaluating approaches pioneered in the Knapp Project demonstration school libraries. It's *must* reading for librarians, teachers, administrators; have you ordered your copy? Both publications are cited elsewhere in this issue. In the July-August 1968 issue of ALA BULLETIN, "Memo to Members" announces the appointment of Robert N. Case, formerly school library consultant, Ohio Department of Education, as director of the School Library Manpower Project (see NORTH CAROLINA LIBRARIES, Spring, 1968, p. 90). As these examples show, we have a high order of leadership in our national professional associations.

STATE DEPARTMENT OF PUBLIC INSTRUCTION

We've come to take it for granted that state leadership in North Carolina, under the direction of Cora Paul Bomar and the staff of the Division of Educational Media and ESEA Title II, is out in front, finding and creating new opportunities and new sources of support for school library development. A major contribution with tremendous impact has been the demonstration school libraries program supported by grants from Title II of the Elementary and Secondary Education Act (1965). Further directions and di-

mensions in school library programs are being explored with the help of ESEA Title II grants for projects in the experimental use of materials. A few of these projects are sampled below, and are reported more fully in publications issued by the Division. Speaking of publications, don't overlook their recent guide to organizing newer media, and watch for a forthcoming bulletin on curriculum materials centers in colleges and universities.

EXPERIMENTAL USES OF MATERIALS

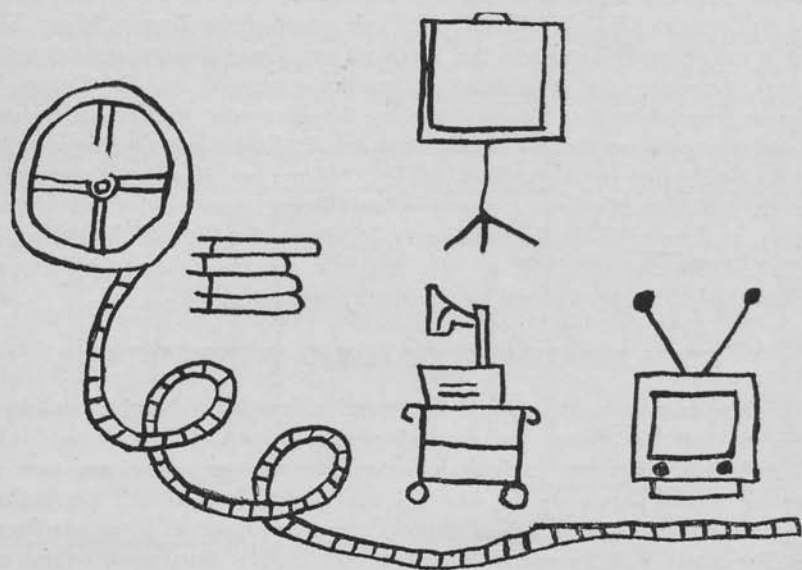
Fourteen North Carolina school administrative units were selected in February, 1968, to receive special supplementary allotments under Title II of the Elementary and Secondary Education Act for the acquisition of special materials. Examples of their projects are quoted from the Department of Public Instruction announcement.

Durham City Schools (\$8,000) will acquire an in-depth collection of printed and audio-visual materials for the development of a North Carolina History Resource Center at Brogden Junior High School which will serve pupils and teachers in the elementary and high school grades engaged in the study of North Carolina.

Fayetteville City Schools (\$6,300) will purchase films, filmstrips, slides, and art reproductions to provide multi-media kits for elementary school children and teachers, to develop art understanding and appreciation in correlation with the social studies and language arts curriculum.

Haywood County Schools (\$8,000) will acquire a comprehensive collection of 8 mm. sound films for experimental use by students and teachers in the junior and senior high schools' science program.

Moore County Schools (\$8,000) will purchase programmed materials, paperbound books, sound filmstrips, and other audio-visual materials for a program of independ-



ent depth study in the areas of English, social studies, mathematics, and science to be carried out in the independent study center of the high schools.

INDEPENDENT STUDY

From DEMONSTRATION SCHOOL LIBRARIES, No. 2, April, 1968, a leaflet issued by the Division of Educational Media to share practices and trends in the demonstration programs, come these examples:

Winterfield Elementary School (Charlotte-Mecklenburg Schools):

The independent use of library facilities during unscheduled hours by groups of primary children has been a most interesting development this year. These children work closely with the teacher in choosing topics for independent study. Individuals and several small groups may use different materials simultaneously. The children use printed materials as well as such audio-visual materials as disc and tape recordings, filmstrips, and Super-8 mm. film loops.

Lexington Middle School (Lexington City Schools):

The Learning Center is enjoying the services of the the two research consultants who have been added to the library staff. One language arts-social studies teacher is assigned to the Learning Center in the morning and one in the afternoon. These are master teachers who were selected because of their enthusiasm and efficiency. They are teaching various research skills while giving guidance and help in their particular subject areas, and are giving specialized aid when it is needed. The students like the new service and are commenting that it is helpful. They are looking forward to the addition of two more consultants — a math and a science teacher. This idea was tested before these teachers were assigned for long periods of time. First, individual teachers were assigned for one fifty-minute period each day. This was helpful but not as effective as the present system. (Editor's note: The Lexington Middle School is organized and scheduled to provide blocks of independent study time for students, who work on individual study projects in the Learning Center.)

Tuscola and Pisgah Senior High Schools (Haywood County Schools):

Independent study, which has become an important phase of the library program at Tuscola and Pisgah, is intended to gradually shift a major share of the responsibility for education to the individual student. Beginning with a humanities block of two hours, of which one hour is structured for students to use as they desire, administrators and teachers are moving toward a flexible school schedule which offers every student extensive opportunities to pursue his interests and studies in an individual manner. The typical student involved in an independent study project undertakes an assignment after careful planning with his teacher. The project could be a long-range activity involving several weeks, or it may be an assignment dealing with one particular question, subject, or problem for the next meeting of the class. Close proximity of books, filmstrips, recordings, tapes, microfilm, and other materials to the Study Center in the spacious, attractive library complex makes it possible for a student to use materials with much ease and convenience. Furthermore, the availability of a typewriter enables him to complete his work in the Study Center.