

EDITORIAL

By

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"Learning is the eye of the mind" — Thomas Drake, *Bibliotheca Scholastica Instructissima*, p. 111 (1633)

The formal training of a librarian seems to terminate upon receipt of the M. S. in L. S. degree; unless, of course, he chooses to pursue a Ph. D. There are ways he can keep up with the newer developments by reading the professional literature available and by attending meetings, but there are few formal opportunities for continued or renewed education. A recent publication (March, 1966) of the U. S. Department of Health, Education and Welfare: *Continuing Education for Librarians—Conferences, Workshops, and Short-Courses 1966-67*, lists only two such programs for librarians in North Carolina. One is an NDEA institute and the other involves medical librarians.

A program of workshops and seminars developed by the schools offering work in library science could do much to further our understanding of recent developments, and from a more practical view, enable us to keep our libraries in pace with the times. All too often we are found guilty of clinging to archaic ideas and methods and appear to be totally unaware that ideas and procedures have indeed changed considerably in recent years. These workshops could be of great value not only to keep us informed but also to serve as a place for exchanging our ideas, problems, and successes to be meaningful, the workshops should offer more depth and specialization than is available at our state and regional meetings.

They would need to emphasize particular types of libraries as is illustrated in the case of the two listed in the aforementioned government publication. Librarians, as all educators, have an obligation to keep informed and should be vitally concerned with what is going on around them. Granted, this is an obligation of the individual librarian and will vary with the individual and his own wishes to read or not to read. There is a place too for continued training and the opportunity to avail oneself of the ideals and talents of more experienced professional associates. This is not just an opportunity in most fields of education but a requirement if one aspires to make a maximum contribution to his profession.

LEXINGTON, THE LIBRARY LEARNING CENTER

By

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The center of our school and of the school plant is a large learning resources library, occupying an area of 14,000 square feet. As in the Melbourne, Florida, High School, the library is "bigger than the gymnasium." Its relative size, location, and layout are shown in the accompanying sketches.

This library is not an isolated room; instead, it is at the crossroads of the school, readily accessible to all students individually, in small groups, in class-size groups, and in

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