

## 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.

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## 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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groups of larger sizes. It is planned for the housing and utilization of a wide variety of instructional media.

As stated in the educational specifications developed for the new facilities by the school staff, the library strives to be an effective part of the total school program. It provides a variety of the best materials and equipment available to meet the needs of the curriculum and of individual pupils. These materials include library books, magazines, newspapers, pamphlets, filmstrips, films, slides, recordings, tapes, pictures, maps, charts, globes, realia, models, supplementary text, record players, television receivers, projectors, screens, tape recorders, viewers, teaching machines, etc. It offers teachers and pupils guidance in the selection and use of these materials. As a teaching agency it provides instruction in the use of the library and study skills. As a reading center it stimulates interest in reading and strives to develop critical thinking and appreciation. It encourages independent study and provides the best possible facilities for this purpose. Nowhere in the school program can the pupil's individual differences be provided for better than in the library where his needs are met at his own particular level of ability and achievement.

Both pupils and teachers may use the library for independent study at any time they desire. Their use may involve reading, using a teaching machine, listening to recordings, viewing films and filmstrips, or reference work. The new quarters are designed to promote independent use of the library, providing such facilities as individual study carrels, browsing areas, and a professional library area for teachers.

Pupils also come to the library in class groups, scheduled by their teachers for such purposes as instruction in library and study skills, book talks, and film programs. Reference and research work and recreational reading, listening, and viewing are other major purposes for class use of the library learning center. Space for class groups is provided in the two library classrooms (separated by a folding partition which can be opened to create a large seminar area), as well as in other areas of the library.

Pupils also come to the library in small groups such as clubs, committees, class groups selected by teachers, student government groups, and others. They come for various purposes, such as conferences, and will be allowed freedom of discussion. Conference areas have been provided in the library center for this purpose.

Browsing and recreational reading are encouraged with use of books, magazines, newspapers, recordings, and other library resources. Reading and discussing a book with the librarian, keeping up with the newest materials about an interesting hobby, and examining displays are good ways for students to relax during a busy day. The general reading, browsing, and reference areas are carpeted and sundry types of furniture are used, reflecting the informal atmosphere.

In the office-work-storage area, which has been designed for maximum flexibility, the processing of instructional materials takes place. The library staff acquires and catalogs the materials, and the clerical staff helps prepare them for use.

The pupils have access to magazine indexes in the reference area. Back issues of magazines, as well as microfilm editions of some titles, are stored nearby. Library assistants locate back issues of magazines needed by pupils for research.

Teachers come, or send, to the library for supplementary textbooks to be used by pupils. A separate area within the center's office-work-storage space is provided for textbook storage, adjoining the professional library and convenient to the audio-visual aids workroom.

Teachers and pupils rely upon the library for all audio-visual materials and equipment. Pupils may use these resources individually or in small groups, in the spaces provided in study carrels, conference rooms, and library classrooms. Teachers may request equipment for use in the classroom — such as a television set, or a tape recorder to be used in recording a debate. In the teachers' audio-visual workroom they may prepare teaching aids such as transparencies, slides, and posters, as well as preview films and filmstrips.

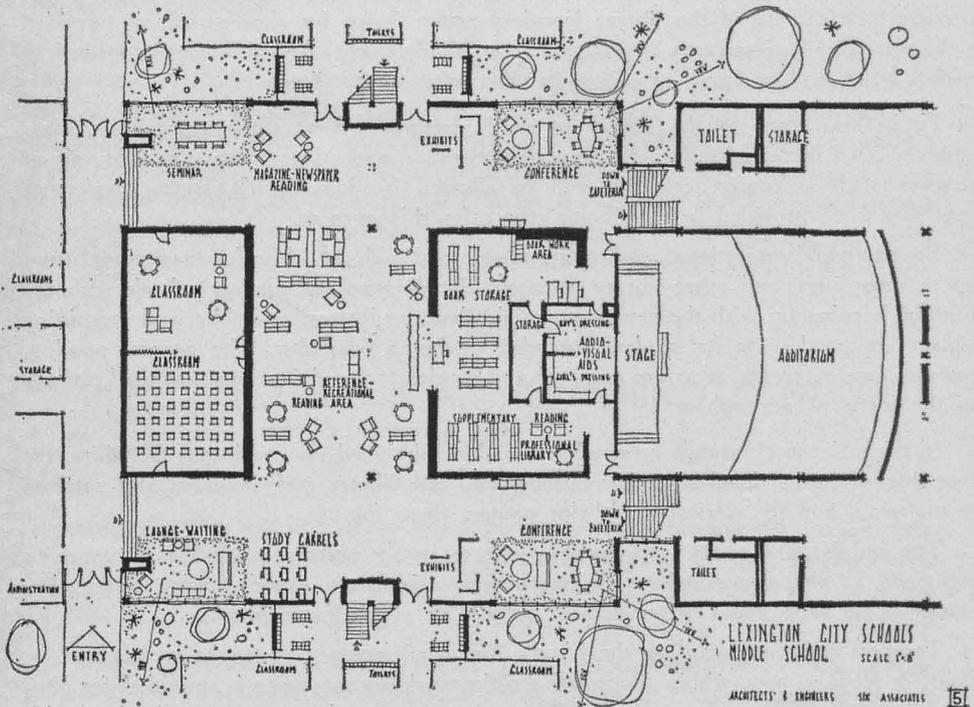
Open access is the theme of the Lexington Middle School's learning resources library. The quarters open from the main entrance to the school, facilitating use of the library during extended hours. In addition, all instructional areas of the plant—the three "houses" in which classrooms are located and the special facilities for such areas as art and home-making — open directly into the library learning center. A special feature is the reception area near the main entrance and the administrative offices, designed for visitors waiting to see the principal, counselor or other staff members.

Our library is literally "the heart of the school."

"It is vanity to persuade the world one hath much learning by getting a great library."—Thomas Fuller, *The Holy State and the Profane State*, 1642.

"A circulating library in a town is as an evergreen tree of diabolical knowledge." — R. B. Sheridan, *The Rivals*, I, 1775.

2 Miss Bingham is librarian of the Lexington Middle School, which opened its doors in August, 1966.



LIBRARY LEARNING CENTER — LEXINGTON MIDDLE SCHOOL — SCALE: 1"=8'