

HIGH POINT CITY SCHOOLS' LIBRARY PROGRAM

There are ten elementary schools, one junior high school, and two senior high schools in the High Point City School System, having a total enrollment of 7,977 students. Each school has a central library. The total number of volumes in the libraries is 41,299. The schools have an annual allotment of one dollar (\$1.00) per elementary pupil and one dollar and fifty cents (\$1.50) per high school pupil, making an appropriation of \$9,548* for the school year.

Beginning in the first grade, the children are provided a real library experience which parallels the library situations they will meet in high school, in college, or the public library. All pupils in the elementary schools have one scheduled library period each week. The library programs include varying activities: exchanging books; story hours, which often include listening to a story record; book reviews by the student; poetry hours; and instruction in the use of books and libraries. Believing that the greatest enjoyment comes from "knowing how," the elementary pupils are taught how they can readily find answers to their questions by the use of the card catalog, the encyclopedia, and the dictionary, and how books are arranged in libraries.

The High Point Junior High School Library has a stimulating atmosphere. Here the library program, begun in the elementary grades is continued. The students also have a regularly scheduled library period, coming one hour each week from their English reading classes. They are given time to browse, to read newspapers and magazines, to select books for home reading, or to check on reference questions. Because of the many differences in interests and abilities of children of this age level, it is necessary to provide a collection of books that include subjects of wide variety and books having a great range of difficulty. Therefore, this collection includes many titles found in the elementary collections and also in the high school collection. Here also instruction is given to the students, and seventh graders are given a series of five lessons early in the school year. The eighth and ninth graders are given formal and informal instruction as the need arises.

In the two high schools the libraries are open from eight until four; students come from study halls and from classes. Here are found collections of books, newspapers, and magazines, selected to meet the needs of the high school students. The libraries have as their objectives: (1) to supplement textbooks in order to broaden the pupils' horizon and knowledge; (2) to acquaint pupils with good reading information and recreational reading; (3) to help pupils to know as thoroughly as possible what the library has to offer them by learning to use library "tools" intelligently; (4) to develop habits of proper thinking and acting in a library situation which will carry over to later library experiences; (5) to provide the pupils with a feeling of satisfaction in the high school library so that they will instinctively think of a library for information and for recreational reading; (6) to help to create a love for books and reading.

The professional library, shelved in the conference room of the administration building, is maintained for the principals and teachers, to supply professional and curriculum materials. Professional books are classified and catalogued in a separate file. Curriculum materials are catalogued briefly with the publisher as the main entry and are filed separately according to the subject field. Textbooks are collected for supplementary aid in the classroom. Professional magazines are kept and circulated from this library. Back issues of magazines are filed for reference purposes. The vertical file contains pamphlets, pictures, and clippings to be circulated the same as books and magazines. Recordings also are kept in this library and circulated to the school libraries and classrooms. An annotated list of recordings, many of which are story records, was sent to each school last fall. Here also is filed the very inclusive library of film-strips and films. These, too, are catalogued.

* The figures used are based upon 1951-52 school year.

NORTH CAROLINA LIBRARIES

Selecting new books for each book order is the combined work of the teachers, principals, and librarians and is one of the most important phases of the work of the library staff. As there are no trained librarians in the elementary schools, the central offices take the major responsibility for this phase for the elementary schools. A card file was made of the books which were recently published and appeared in various book reviews. On each card was given bibliographic information with a short annotation, grade level, and source of selection. From this file a bibliography was made and sent to each of the elementary schools to be used by the teachers as a guide in selecting their books. Each school made its book order, returning it to the office to be placed with a jobber. As the book orders are placed, Wilson catalog cards are ordered wherever possible. When the books are received, they are classified, catalogued, and processed in this office. After the cards have been filed in the schools, the books are sent to the various schools. To help the teachers in using the new books, an annotated bibliography of the books added to their collection accompanies the books.

The underlying idea back of the entire library program is the desire to make each library an attractive place; to have a well-selected collection of books; and "by the use of these materials to help in the guidance in reading and in the development of reading habits and tastes"; and to give to the students a real library experience which parallels the library situations they will meet all their lives.

—KATHLEEN G. FLETCHER

—MARCIA JENKINS

Supervisor of Elementary Libraries
and Assistant Librarian
High Point City Schools