

-Library-

(Continued from Page 6)

2. Technical services: cataloging and classification of library materials.

3. Reader services.

4. Organization and administration of libraries — college, public, and school.

5. History of books and libraries.

6. Foundations of library service.

The courses under the areas above are expected to give the student an understanding of the principles and practices of library organization and administration; knowledge of essential bibliography and literature in the field of library science, in the humanities, the natural sciences, physical sciences, and the social sciences; an ability to evaluate, interpret, and use both printed and non-book materials; a knowledge of the methods of research within the library field; a competence in a special area or phase of library work; an understanding of the library as a social and educational institution, and of its role in the history and development of communication; and a foundation for continuing in further studies.

Trend Noted

In view of the fact that there is a trend for libraries to become materials centers, individualized learning centers and to continue as research centers, the School of Library Science is including necessary units in the course content. In the near future the School will add to the curriculum courses in information science—retrieval and storage, and computers and libraries.

A course in special libraries is also projected. This course will help graduates to be better qualified to go into the libraries of the major industries. It is hoped that this course will attract students with science backgrounds into the field.

At the present time there is need for librarians and teachers of librarianship. The field is not overlooked. The future for librarians, who are competent, is very bright.

-Honors-

(Continued from Page 5)

gram has showed that the students can be taught the desired skills and information. Their scores on Common Standardized Tests of Study Skills, Critical Thinking, and Problem Solving are significantly higher than those of their counterparts who did not go through the Honors Program.

Additional benefits of the program appear in the form of "spill over" into the other courses. For example, when the English Department had to create a course for Closed Circuit Television practically overnight it responded by a wholesale adoption of the Honors English course. Other techniques such as the use of Programmed Instruction, 8mm loop film and multimedia instruction have also filtered down from the Honors classes into the regular courses.

The program conforms generally to the standards set up by the predecessor of the National Collegiate Honors Council—the Interuniversity Committee on the Superior Student in its publication, *The Superior Student*, of February 1961.

The program is presently undergoing a re-evaluation and reorganization in order to expand it into other areas of the College.

Summer School Advances In Offerings

By DR. CECIL PATTERSON
Acting Director of Summer School

The North Carolina College Summer School began emerging as a separate instructional and administrative unit in 1946 when Dr. Joseph H. Taylor, then chairman of the Division of History and Social Sciences, became director. Prior to this time the Summer Program had operated as a "Summer Quarter" with primary coordination from the Registrar and other established administrative officers.

In 1949 the Summer School Office was established as a separate administrative unit with Dr. Taylor as director and Mrs. Margaret Moore Hawley as secretary. Since then the Office has enjoyed a remarkable continuity of staff and direction. Dr. Taylor served 14 additional years as director until 1964. Mrs. Hawley remained as secretary until 1959, took a leave, was replaced by Mrs. Lethia Jordan Johnson until 1963, and then returned to the position which she still holds. Dr. Taylor was succeeded by the present incumbent, Dr. C. L. Patterson, professor of English.

Dr. Taylor charted a course of steady growth in both scope, purpose and program. Originally, the Summer Session was self-supporting. Its early programs were, therefore, directed to "in-service professional workers—principals, supervisors, teachers, librarians, guidance and public health workers."

Program Added

Later programs for advanced undergraduates were added, and still later, when state support for resident undergraduates became available, a full undergraduate

program was instituted. By taking advantage of the summer programs the undergraduate can now plan to receive his baccalaureate in three years instead of the usual four; and the graduate student can advance to the Master's degree in a regular session plus a summer term.

The Summer School has always been conceived of as an integral part of the work of the regular academic year. The missions implied in this concept and the mechanisms by which these goals are achieved have changed in response to changing conditions. The first sessions, catering primarily to in-service teachers, operated in two six-week sessions.

With the influx of undergraduates, the pattern changed to a nine-week main session and a three-week post session—primarily for principals and supervisors. The six-week session then became primarily a period of workshops, institutes and other activities designed primarily for certification.

With the increasing involvement of principals and supervisors in the early planning for their schools, the post session has been replaced by a two-day conference of principals and supervisors designed to cover a wide range of practical problems these administrators face. Now, to cope with the apparent need for shorter term courses for regular degree work, experiments are being made with a six-week inter-session of regular graduate courses.

Some statistics will indicate both the results of these changes and the outlook for the future. In 1946 the total enrollment was

878; in 1967 the enrollment reached 1,466. A peak of 1,608 was reached in 1962 when 341 students were registered in 10 special programs. The percentage of undergraduates in the enrollment has jumped from almost 0 in 1945 to about 57% in 1967.

New Courses Offered

In 1945, 105 courses were offered in the major session. For 1968, 208 are programmed. In 1945, 16 departments offered courses; in 1968, 25 plan courses. In 1945, 50 teachers were listed for the major session; 88 are programmed for the major session in 1968.

Several major trends appear. The proportion of undergraduate students is increasing and probably will continue to do so. Courses and services for them will, therefore, multiply. Students are shifting from teacher training to other sectors; hence a greater variety of courses will be offered outside the Department of Education.

Enrollment in degree granting programs is increasing; therefore, most of the College-financed programs are likely to concentrate in this area. At the same time demands for retraining of teachers in such newly developed areas as Educational Technology and Media, the opening up of new areas in business oriented activities, and the need for personnel trained in community services and organization bid fair to force the development of new forms of curriculum.

Experimentation Possible

Concurrently, sources of outside funding and State support of resident graduate students will make possible a considerable amount of experimentation. The future summer session appears to be heading toward a format in which a number of experimental and specialized

There is but one method of preventing crises and of rendering a republican form of government durable and that is by disseminating the needs of virtue and knowledge through every part of the state by means of proper phases and modes of education, and this can be done effectively only by the interference and aid of the Legislature.
Benjamin Rush.

academic programs will combine with an array of extramurally financed function oriented programs to revolve around a central core of the traditional academic programs. Chances appear strong that if Dr. Taylor were to return 14 years hence he would not recognize the adult the fledgling he nourished has become.

-Building-

(Continued from Page 1)

under construction a Chemistry Building of 30,000 square feet which will cost \$828,000, a Student Union Building of 45,500 square feet which will cost \$1,280,000, a Dormitory for 400 Women of 85,500 square feet which will cost \$1,225,000. In addition to these buildings, there is under construction a 3,400 square foot addition to the Maintenance Building which will cost \$43,000 and a 3,900 square foot addition to the Storage Building which will cost \$35,000.

Projections Contracted

Within the next two months, the following projects will be under contract:

1. Resurfacing Tennis Courts and Repairing Track, \$39,000;
2. Installation of a Central Clock System, \$18,000;
3. Repairs and Resurfacing Roads and Parking Areas, \$35,000;
4. Replacement of Men's Gymnasium Arena Floor, \$50,000;
5. Renovation of Administration Building, \$276,000.

The College also has available \$150,000 to purchase land and authorization to build a 400 unit dormitory for women and a 200 unit dormitory for men when these facilities are needed.

In keeping with the institution's educational objectives and projected enrollment, President Whiting has received approval of the Board of Trustees to present to the Board of Higher Education and the next Legislature a long-range capital improvement budget that will approximate \$7,000,000. Included in this projection are a Communications Building, a Health Science Building, renovations and additions to several buildings, and the purchase of additional land.

The College looks forward to securing the services of a planning consultant firm for the purpose of systematic projection and location of capital improvement facilities in line with the projected programs and enrollment of the College.

-Institution-

(Continued from Page 6)

view of the reports by the Steering Committee to determine whether they conform to the requirements stated in the Manual of the Southern Association is underway.

Following this process, an institutional report will be prepared by the Steering Committee for submission to the Southern Association prior to the visitation of representatives of the Association now scheduled for the spring of 1969.

A democratic form of government, a democratic way of life presupposes free public education over a long period; it presupposes also an education that is often neglected.

Eleanor Roosevelt.

RATINGS

APPROVED BY:

- Association of American Universities.
- American Bar Association.
- National Council for Accreditation of Teacher Education.
- National League for Nursing.
- North Carolina Board of Legal Examiners.

MEMBER OF:

- The Southern Association of Colleges and Schools.
- Association of Colleges and Secondary Schools for Negroes.
- American Council on Education.
- Council of Member Agencies Department of Baccalaureate and Higher Degree.
- Programs National League for Nursing.

CLASS "A" RATING WITH:

- The North Carolina State Department of Education.
- The American Medical Association.

Graduates of schools in this class are to be admitted without conditions to any institution requiring the bachelor's degree for admission.



Shown above is the \$1,280,000 student union building now under construction on George Street. The building is expected to be completed in June. Other buildings currently under construction are a \$828,000 chemistry building and a \$1,225,000 dormitory for 400 women.