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ABSTRACT

Summarizing the results of a conference of 30 Maryland media specialists, this report provides illustrations of a variety of media services to augment instruction in the skills of reading, listening, and viewing. Part I consists of background essays, and Part II details a program of media services for elementary, intermediate, and senior high schools that is specifically designed to meet the needs of staff, students, administrators, and community. For each level and for each group, services are listed in the areas of: (1) accessibility of resources; (2) reference or information; (3) library instruction; (4) media production; and (5) consultation. (EMH)

SERVICES OF A SCHOOL MEDIA PROGRAM

Coordinated by:

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Division of Library Development and Services
School Media Office
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Foreword

The increasing demands being placed upon the school media program by students, teachers, and administrators are certainly a most significant phenomenon occurring in the media field today. These demands are causing many changes within the types and styles of service being provided to all users. The increased tempo for quality media services is causing many media specialists to study and examine the types of services being offered by the media program.

With the above in mind, media supervisors, media specialists, and other concerned school personnel have been seeking alternative approaches to providing services which are user directed. To assist in providing needed direction, a three-day workshop, titled "Services of a School Media Program," was planned. This in-service activity provided time for each of the 30 participants to receive background information, to study and examine media services being provided, and to formulate a listing of service activities. There were five specific objectives around which the workshop functioned. They were:

1. To provide 30 media specialists (ten elementary, ten middle/junior high, ten senior high) with a variety of experiences illustrating media services for individual, small-group, and large-group situations
2. To provide service components illustrating a plan by which students are systematically taught reading, listening, and viewing skills
3. To provide techniques appropriate to the grade level, special characteristics, and needs of students
4. To provide service alternatives illustrating the need for the ease of accessibility of services for students and teachers, both in the classroom and in the media center
5. To provide opportunities for study, investigation, analysis, and formulation of the media service components which meet user needs

The material contained in this publication is a result of this workshop experience. The formal presentations by the two instructors provide introductory background information. The list of services developed by the three grade groupings — elementary, middle/junior high, and senior high — appears next. There is some duplication in the types of services suggested; however, the technique and content will vary depending upon the age of the group being provided the service. The listings are not all inclusive, thus additional service development is left up to the program designer. The goal of this publication is to provide a systematic process for examining service alternatives. The document is not to be a services-evaluation instrument.

My sincere appreciation is extended to the presenters, Margaret Grazier and Phyllis Van Orden, to Rosa Presberry for her assistance in planning and implementing the workshop, and to the 30 media specialists who so freely and willingly gave their time and expertise in developing the lists which appear in this publication. A special thanks is also given to Elsie Lawson who pulled the document together.

The information contained in this publication should arouse concern for further study, investigation, and development of sound media services throughout our state. Users of the document will need to examine their own ideas and concepts relating to service functions and then develop a program to meet the concerns of the particular users.

David R. Bender
Assistant Director

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The Elementary School Media Center and Its Diverse Environment

Phyllis Van Orden*

Our topic, services, has a long and rich tradition within the elementary school program. To set the stages for my remarks today, I would like to quote from two sources with which you may be familiar. From the first source:

> The ideal school library shows careful adjustment of service to type of institution and to pupil age level.
> . . . there is adjustment to physical conditions. . . .
> The library is adjusted to school organization. . . .
> Adjustments to instructional methods are vital. . . .
> Library practice conforms to educational aims, which are well understood by the librarian who follows their changing implications and emphasis through faculty gatherings and educational literature.

These timely statements are from Lucille Fargo's work entitled, LIBRARY IN THE SCHOOL, 4th ed., 1947. They outline some of the areas to which I wish to address my comments today.[1] If I had substituted or updated some of the terminology, you probably would not have realized that these statements were written so long ago.

The important concept of the direct relationship of the media center program to the school is also found in the following quotation:

> The elementary school library is an essential element of the school program and the basic purpose of the library is idential with the basic purpose of the school it serves. Its unique function is to provide the varied library services and activities required by the modern educational program.

This statement by Jewel Gardiner in ther 1954 book entitled, ADMINISTERING LIBRARY SERVICE TO THE ELEMENTARY SCHOOL, highlights the significance of the overlapping purposes of the school and its media center. Furthermore, one finds that Gardiner refers to the need to know children's personal interests and needs, to help children in their personal development, to utilize media, to provide instruction in research skills, and to provide reference services.

As I develop my comments about our concerns today, I hope you will share with me my respect for the writers of these earlier but still vital works.

Services in the elementary school media center are varied, great in number, and well documented in the literature. Especially rich are the ideas in the traditional areas of reading, guidance, and instruction of library skills. But these are only a part of the possibilities in today's media center program and in today's educational programs However, even with this rich resource of lists of services and suggestions for programs and activities, one finds that, if accepted at face value, the ideas can often be handled in isolation from the world outside the media center. Other suggestions can often take place equally isolated in the classroom. I do not perceive this situation in which activities can take place anywhere as unfortunate, but rather I see a need to communicate more effectively how media center services can be integrated with the total educational program and to reflect this integration in our literature.

Thus, it seems appropriate to have us first examine some factors about education that need our consideration as we discuss services. We must also be cognizant of the fact that the value assigned to our services by others will be dependent upon their viewpoint. Thus, we need to understand the varying viewpoints of those with whom we may be communicating.

Let's look then at some aspects of the educational environment in which we function. Diversity seems to be a key word to describe the variety of educational programs found in elementary schools today. This diversity is created by a variety of sources. A major source of diversity is how different people perceive the function of the school.

Four Perspectives of Education for Children[3]

What are the purposes of schools for children? In the United States we have seen a shifting of emphasis of the various combinations of five basic definitions of schools. The five basics revolved historically around the perspectives of citizenship, child-centered schools, house of intellect (knowledge), liberal arts, and socialization. Today we find diversity created by four commonly found perspectives of what education should be. For the purpose of today's talk, I will use Bruce Joyce and Marsha Weil's[4] categories of: (1) Basic Education, (2) Personalized Education, (3) Learning What the Scholar Does, and (4) Engaging in a Dialogue on the Critical Problems of Society. As we examine these perspectives, it will become evident that the philosophy of many schools tries to accommodate all four purposes while other schools emphasize one function. The diversity is further extended when different school districts, different administrators within one district, and all the teachers add their interpretation of the perspective. Each viewpoint implies different approaches to teaching and learning. The implications for the media center program also vary from purpose to purpose.

Examining these perspectives and their characteristics does give us insight into the viewpoints of educators with whom we work. It is through this insight that we can examine our own perspective and learn to communicate more effectively about the media program to those who do not share our viewpoint. Thus we pick up clues as to how and in what ways the media program can serve the teachers to meet their goals.

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Basic Education

The first perspective is called "Basic Education." This is related to the earlier viewpoint of "citizenship" as the purpose of the school. The intent of this perspective is described by Foshay as:

> The schools as servants of society seek to meet society's needs; for an informed, critical citizenry, able to function economically and socially, able to participate in the democratic institutions that are the fabric of our country.[5]

The emphasis is on having the child learn basic skills and gain historical and geographical knowledge. The curriculum includes the traditional subjects: reading, writing, and arithmetic, as well as subjects such as government and economics. In addition, it is felt that the child needs to know about modern technology and how to use media. As an example, the child learns about communication through dramatics, film, and television. The child also learns about being a consumer of media, as well as being a creator of media. Another area of the curriculum includes the study of comparing and contrasting our culture with others. Understanding the world and problems faced by nations throughout the world are another aspect of the curriculum. As you can see, this educational program is generated from outside the child, but does prepare him to relate to the rest of the citizens of his world.

This perspective has another goal which is that of providing a common background for all children to share. But if all children are to have acquired these skills and knowledge at the same level upon completion of their schooling, much attention must be given to individuals and their progress. One solution to this problem of keeping track of so many students' progress is the development of diagnostic programs in which the student is assessed by the teacher, given a prescription, and sent off to work with self-instructional materials geared to the child's need. In schools where this viewpoint exists the media specialist may be involved in the storage and circulation of the self-instruction materials, while other media specialists may be involved in the design and production of the materials. Time will also be spent with children who have moved at either a faster or slower pace than their peers. Besides the use of the self-instruction materials in either the classroom or media center, the child's media experiences will be ones that will assist the child in skill development and in gaining the basic knowledge prescribed by this approach.

Personalized Education

The second perspective, "Personalized Education," has aspects of the earlier "child-centered" movement. This viewpoint is also found in the movement called "humane education." A series by the National Education Association's Center for the Study of Instruction entitled, *Schools for the 70's*, supports this movement and describes it as:

> A school that draws its energy from humanistic values is one that celebrates personal differences and, also, emphasizes human commonalities; helps the student to understand his antecedents, to grow from them, and, finally, to not be restricted by them; encourages superior scholarship which allows the inquirer to contribute to his society and to strengthen his own personality; provides the resources for the individual to examine his own life so that he can enlarge his maturity and help to cause growth in others.[6]

The child is the key focus with specific attention paid to the child's own particular talents and interests. The child might spend time reading a favorite book, learning to play a musical instrument, making a film, or building a rocket. At other times the child might pursue investigation of a subject of special interest, such as a study of the battles of the Civil War. In this environment each child must be known as an individual. The teacher's role becomes that of a tutor or motivator of the child's activities and development.

Media specialists will also need to know the children as individuals. Because of the diverse interests and talents that will be found in children, the media center will need to provide a vast array of materials and experiences for these individuals. Not only will the content be wide, but the format of materials will include all forms of media. Frequent use will be made of human resources, such as writers, artists, and engineers. Community resources, such as art centers, will provide additional places for children to pursue their interests. The media specialists will have an active role in bringing these resources and these children together.

Learning What the Scholar Does

The third perspective, "Learning What the Scholar Does," has as its emphasis the goal of helping children learn how scholars work. Or, to state the goal another way, the children develop skills in academic inquiry. Like "basic education," this perspective begins outside the child. This approach reflects the older "House of Intellect" approach and was evident in many of the curriculum projects which developed in the 1950's and 1960's where children were exposed to sophisticated ideas and systems of ideas. Foshay describes the movement in these words:

> School subject matter before 1910 was a product of its own tradition. A school subject was somebody's contrived pattern of learning activities which, if followed out, would produce a kind of orientation to the subject matter in question. The idea that the student needed more than an orientation was new in 1955. The idea that the logic of inquiry that characterizes any field offers a way of learn-

ing that field was new, and it had a vitalizing effect on the subject matter offering.[7]

In this approach children are involved in scientific activity, analysis of literature and art, and analysis of human society. Investigation may be carried out by small groups. The media center for this school must provide a wide range of materials, especially those which help children develop these modes of analysis. Other implications of this school include the need for teachers who are comfortable with the modes of inquiry being studied. The media program will need to provide spaces for small group investigation, for laboratory areas, and for listings of community resources.

Engaging in a Dialogue on the Critical Problems of Society

The fourth perspective, "Engaging in a Dialogue on the Critical Problems of Society," focuses on introducing the students to an examination of the critical issues and values of our culture and to taking a look at the future of our society. This approach reflects some of the earlier movements in "Socialization" or "Social Problems." Here, the children deal with controversies, identifying the issues and values involved, and debate the alternative solutions to our collective problems. Through these activities the student is engaged in the democratic process. Information needs will be high for materials that help children identify the issues and that present the various positions that can be held about the issues. Since many of the activities within this school will take place outside of the school building, the media specialist will need to be alert to community resources, government agencies, and the wide range of places that the students may visit or people who may need to be invited to the school.

Of the four perspectives mentioned so far, this is the most controversial because of its very nature. Questions that arise are: Should the schools be involved in examining our government in this matter? Shouldn't values be taught in the home? What if the child develops a point of view different from that held in his home? Needless to say, this approach calls for teachers who are open and willing to engage in such dialogues.

As you may have noted, each of these approaches calls for different roles by the teacher. This is certainly an area where we can be supportive to teachers trying these approaches. Not only will they need to examine materials differently, but they will also need professional materials to help guide them in their new roles. Particularly for teachers who are being encouraged to adopt a different perspective, this is a period when we can provide information that will assist their understanding and acknowledge our empathy for what they are experiencing. Buth without our own understanding of the perspective, can we help the teacher?

Not only are teachers facing these new purposes but they are also involved in another area of diversity, that of exploring the potential of various teaching models.

Teaching Models

The *Schools for the 70's and Beyond* notes that:

> Any method of education, even the much-maligned self-contained classroom, is right as long as some teacher and some group of students can make it work. Rather than prescribing a single solution for every educational malady, a wise teacher considers every option available to him — what John Goodlad once referred to as 'the entire pharmacy of educational alternatives.'[8]

This concept of the value of various methods of teaching is further explored in Bruce Joyce and Marsha Weil's book entitled, MODELS OF TEACHING, in which they analyze commonly found teaching models. This work is based on the hypothesis that:

> Teaching should be conceived as the creation of an environment composed of interdependent parts. Content, skills, instructional roles, social relationships, types of activities, physical facilities, and their use all add up to an environmental system whose parts interact with each other to constrain the behavior of all participants, teachers as well as students. Different combinations of these elements create different environments eliciting different educational outcomes.[9]

The authors point out the lack of research which would really prove that any one model is "best." What they do point out is the fact that the various models serve different purposes and that teachers will want to master different models to use as they face a variety of instructional problems creating further diversity. Of prime interest to us as media specialists is the authors' analysis entitled, "The Concept of Support Systems." The focus in this section for each model is on the question of what conditions are necessary for the model to exist. The following statement by Joyce and Weil is one that I'm sure both teachers and media specialists have wished administrators would consider: "Many able educational programs fail because of failure to consider or anticipate the support requirements."[10] That statement can provide the point at which we can align with teachers to demand a media program that does support a particular teaching method. At the same time, if administrators have decreed a change to different teaching models, our knowledge of the demands of those models can serve two purposes. First, we can use this knowledge to communicate with administrators as to our understanding of the model and its implications for the media program. Second, we can use our knowledge of the model as we work with teachers and give guidance through inservice programs, pro-

fessional collections, and the other means that we have to help teachers explore different uses of materials. *A word of caution from the authors reminds us that models may overlap, and diversity will come from the different interpretations that teachers and administrators give to the models.*

I strongly recommend that you study this book entitled, MODELS OF TEACHING, and will only highlight a few of the elementary school examples from it, in order to illustrate why I think this analysis is important for us to know.

The first model which I have chosen is "Group Investigation."[11] This model is developed from the democratic process and can be described as an experience-based learning situation which is conducive to the scientific method and is highly transferable to later life situations. An example of its classroom application involves a suburban sixth grade social studies class, who read a newspaper account of an urban 12-year-old who died of an overdose of heroin. This article leads to an investigation of children's use of drugs through an interview with a physician and through reading. During this investigation the students, under the teacher's guidance, formulate conclusions, recognize the complexities of the problem, and may go on to investigate urban life and its problems. The support system for this model calls for extensive materials that are responsive to the needs of students, as well as access to resources within and outside the school. The authors note that:

> One reason cooperative inquiry of this sort has been relatively rare is that the support systems were not adequate to maintain the level of inquiry.[12]

For the second model I have selected the "Inductive Model."[13] This model is drawn from conceptions of mental processes and theory-building. The teaching strategies are designed specifically to increase thinking capacity. In this model there are three steps of teaching strategies. The first phase requires students to predict consequences, to explain unfamiliar data, or to hypothesize. In the second phase, children attempt to explain their predictions. By the third phase, the children verify their predictions or identify conditions that would verify the predictions. As an example, a second grade unit deals with the idea that the supermarket needs a location, equipment, and goods and services. This unit may open with the question about what does a person need to open a supermarket. Through the teacher's questioning, the children provide answers, based on their own experiences in a supermarket, or the teacher might use pictures to provide data for the children's answers. Units at other grade levels may deal with economic systems, and students may need data about the currency in the countries being discussed. The support system must provide the large quantities of raw data needed. As an example, this data might be statistics about world affairs. Unlike the first model, where the materials would need to show how other people view an issue, students need factual information on which to make their own judgments. Certainly reference service will be a key factor in our programs for each of these models. Our approaches to the reference service might be different. In the second model, for example, reference service of an abstract nature could be more appropriate, whereas both models are appropriate to the instructional approach to reference service.

As my third example, I have chosen model four: "Operant Condition."[14] One form of the classroom application of applying behavioral principles to education is programmed instruction and the other form is behavior modification. Both are concerned with the process by which human behavior is shaped into certain patterns by external forces. Since you are familiar with programmed instruction, I will merely point out that the role of the media center program to this model may be limited to two services: (1) storage and circulation or (2) design. The latter service probably occurs more frequently at the system level of the media program. In programmed learning the stimulus and reinforcement properties are limited and easily identified with the main stimulus coming from the curriculum. But when this model is moved to the more complex environment of the classroom, many more sources of stimuli are found. This may account for the fact that behavior modification at the elementary school level has been predominantly used in the area of discipline, although the authors do cite one example of this model being used in instruction.

Another source of diversity comes from organizational patterns within the school. Examples of these include team teaching, portable walls between classrooms, pod or cluster arrangements, subschools within the building, nongraded grouping, group instruction versus individualized instruction, and other examples of open and structured schools. Since these are more familiar to you, I will not elaborate on them.

If you are not familiar with Alexander Frazier's OPEN SCHOOLS FOR CHILDREN (Association for Supervision and Curriculum Development, 1972), or MEDIA SERVICES IN OPEN-EDUCATION SCHOOLS (*Drexel Library Quarterly*, July 1973, Vol. 9, No. 3), I recommend them to you.

Thus, as we work together in this workshop on services and their evaluation, our recommendations must provide for guidelines that will assist media specialists who function within this diverse educational scene.

Objectives

To focus in on one media program and its objective as a source of diversity, let's next examine the relationship of the goal of the media center program to the school's goal. This is emphasized in the following statement from MEDIA PROGRAMS: DISTRICT AND SCHOOL, which states:

> The media program exists to support and further the purposes formulated by the school or district of which it is an integral part, and its quality is judged by its effectiveness in achieving program purposes.[15]

The statement implies that both the school and the media center must have identifiable purposes before evaluation can take place. Sometimes such statements at the district, building, or media center level are hard to find. My recent experience with our graduate library school students, who were interning in school media centers, illustrates this problem. The students were to develop a three-year plan based upon knowledge of the school's and of the media center's objectives, knowledge of the school community and environment, and evaluation of the collection, facilities, services, and staff. The hardest part of the assignment was the identification of objectives. Each library school student's situation created different patterns of locating this information. Where no written statements were found, the students interviewed the principal and the media specialist, but in a number of cases this brought no results. These educators had been going along in their daily activities, without considering the direction in which they were moving. In these cases, my students then turned to observation as a means to collect their data. They observed the media specialist to find out how he spent his time, how he approached services, how he approached students and teachers, and then tried to interpret these actions into a statement of objectives of the program.

Fortunately, we are beginning to find examples of media center program objectives that may serve as models of articulation for other schools. A quick glance at some of the earlier checklists of services and the evaluation tools, which we have available at this workshop, reveals that few of them give any attention to the question of how do the media center program objectives reflect the school's objectives. Yet since Gardiner's 1954 statement, and probably before, we have endorsed the importance of this relationship in our literature. How can we evaluate something if we don't know what it is we are to evaluate? Recognition of the problem and how to overcome it seem to me to be one of the most important questions to which this group can address itself.

Role of a Balancer

In our identification of services and their evaluation, we must also recognize that, beyond the diversity found in the educational environment, we must not create such rigid lists of services so that the fluctuating roles of the media center are not recognized. To illustrate my point, I would like to focus my attention on our role as a "balancer." Through our unique position we can see where areas may not be covered in the curriculum. For example, attention to listening skills may be ignored or slighted in the curriculum. This seems then an appropriate time to examine what the media center can do in this area. The results, hopefully, would involve planning and working with teachers. But that may be optimistic, and a listening program might initially begin as a part of the child's experience within the media center, unrelated to the world outside that center. Hopefully, the media specialist's concern will be shared by teachers. There must be one who would share this concern. The two educators might then plan activities that would eventually catch the eye of other teachers. Some of the initial activities planned within the media center might, at first glance, appear to be those that are traditionally considered classroom activities. Is that bad? Not necessarily. For there are many activities that can take place in a variety of settings. The important thing is that the activity be valuable and that it happen. Such attempts at change bring with them the responsibility of rationally identifying the value of the activity and then of recognizing that, when the curriculum or a teacher has absorbed the activity, the media specialist's involvement with it may diminish or be different.

The role of balancer of program plays another important part in how the media center program is implemented by the media specialist. After visiting a number of media centers with graduate students, they arrived at a conclusion many of us already know. The personality and interests of the media specialist soon become evident in even a short visit to a school. For example, if the media specialist is interested in photography and spends much time working with children who share that interest, one wonders about the other children and their needs and interests. Or if the media specialist is interested in puppets, and thus has every child in the building engaged in such activities on a regular basis, when do the children have an opportunity to develop other skills and interests?

This is not to say that such activities should not take place in the media center. Indeed they should for the highly motivated and interested children. What my students did not see was the much-needed provision of services in other areas. Only by observing the children

did my students realize that the kindergarten children could use the tape recorder independently, that a third grader was using the microfilm projector, that a second grader was helping sort catalog cards for filing (using just the initial letter), and that a fourth grader was helping a younger child locate information in the encyclopedia. Neither were my students able to detect, at first, the means by which teachers send children to the media center with problems that required their knowledge and skills. But this blending of skills and interests into a total related media program would not have happened if the media specialist were not able to examine objectively whether or not the media program reflected the goals of the school and whether or not other faculty members agreed. The checklists of services, such as Gaver, Liesener, etc., which now exist can provide this type of self-evaluation through their listings of the possible range of services we can offer.

In light of this diversity, let's examine some questions which should be considered in creating lists of services to see how adequately our current lists meet this challenge.

Questions to be Considered When Creating or Using Checklists

1. **Is there a statement describing the purpose of the document?**
   Comments: From this statement the user can learn what the checklist proposes to do. One may also learn how the checklist was developed and if the items are from other sources. As an example, one checklist — Brewer and Willis (*The Elementary School Library*)[16] — has a column which refers to State standards against which the building program is compared. In this example, the user knows that the creators of the checklist have endorsed the State standards.
2. **Is there a statement concerning the kind of information contained in the checklist?**
   Comments: A checklist does not provide evaluation. In the example I cited above, the use of the checklist provides a comparison with State standards. A list, such as the Liesener one,[17] which calls for a weighing of services, allows the user to determine priorities and reasons for offering services. This list provides one aspect against which the program can be evaluated.
3. **Is there a statement concerning the value of the checklist as a means of communication?**
   Comments: The checklist may be used predominantly for communicating to the faculty the kinds of services offered. When used for this purpose, the results will emphasize how teachers evaluate our services.
4. **Is there a statement concerning the user of the document? Has it been created for use by the media specialist only? Are teachers and administrators involved in its use? Can children be involved? Can parents be involved? Can professionals from outside the school district use it?**
   Comments: The Gaver and Yungmeyer list[18] is meant for teachers. The example from the Board of Education of Baltimore County[19] is done by the media specialist. The Brewer and Willis checklist is intended for use by professionals outside the school district.
5. **Does the document recognize the relationship of the media center's objectives to the objectives of the school? Is this recognition limited to an item calling for the existence of such a statement of objectives or does the document use this relationship as a framework for further questions?**
   Comments: From the examples of checklists I have mentioned above, I found that one calls for a statement of the media center's objectives (Brewer) and another asks whether the media program reflects the school's objectives (Baltimore County).
6. **Are the directions clear? Are there examples of how to use the form?**
7. **Do the questions solicit information beyond a "yes" or "no" response?**
   Comments: A more accurate analysis of description can be obtained when there is provision for a range of responses, such as these choices: does not apply, never, seldom, frequently, and consistently, which are found in the Baltimore County list. Another example of range is found in the Gaver and Yungmeyer list which uses "daily, weekly, monthly, as needed."
8. **Are the concepts clearly stated? Do the statements discriminate concepts one from another?**
   Comments: Subsets of the concept can help illustrate what is meant by the broader statement. As an example, the statement "reading is provided" is very broad and doesn't identify whether this service is provided to individuals or groups. This generalization must be weighed against the extensive listing necessary if all means to reading guidance were identified.
9. **How long does it take to respond to the checklist?**
   Comments: At first glance, a short checklist may appear to take less time. However, if the statements are broad and confusing, the checklist may require considerable time for analysis. However, the longer, more comprehensive list may intimidate people. The user must also consider several factors about each item and, if he is forced to answer a number of questions at the same time, he is placed in a very difficult position.
10. **Does the arrangement of the list lend itself to a flow of ideas, to a distinction between categories, and to an ease in use?**
11. **Does the format facilitate the tabulation of data?**
12. **Do the statements endorse only one approach to a service?**
    Comments: If the only statement about library instruction reads: "Group instruction is provided on library skills," then the schools whose perspectives are more individualized would rate low on this particular statement.
13. **Does the use of the document solicit from the users what they think are their needs?**
    Comments: The Liesener list would reflect this for those individuals involved in the process.

I have two notes of caution for our activities in this workshop. Remember, first of all, that the process in which we are engaged will be more valuable to us than the product produced. Those not involved in the process

will not be able to benefit from this exchange of ideas and these experiences. Second, any checklist which is viewed as an end in itself becomes a closed structure.

Can we produce a product that provides for openness to meet the demands of diversity and also allows for its users to be engaged in the process?

Closing Remarks

In closing, I would like to end my remarks with some thoughts from Arthur Combs' EDUCATIONAL ACCOUNTABILITY: BEYOND BEHAVIORAL OBJECTIVES, wherein he addressed the matter of professional accountability. Combs speaks from the perspective of humane education and his comments reflect the diversity and openness to which I have tried to address my remarks today. Recognition of these characteristics, I feel, should be reflected in our deliberations at this workshop.

Based on his view:

> The effective professional worker is one who has learned how to use himself, his knowledge, and his skills effectively and efficiently to carry out his own and society's purpose.[20]

Combs outlines five areas in which educators can be held accountable. These include: (1) knowledge of subject matter, (2) concern and knowledge about children, (3) understanding of human behavior, (4) responsibility for the purposes they carry out, and (5) responsibility for the methods they use.

To expand briefly on this theme, I would like to share these comments by Combs' book:

> Each teacher behaves in terms of what he believes is the purpose of society, of its institutions, of the schoolroom, of learning a subject, and, most especially, in terms of his own personal needs and goals. . . . So many things are done with no clear understanding of the purposes behind them. Too often the question "why" is not even asked. . . . Professional responsibility does not demand a prescribed way of behaving. What it does require is that whatever methods are used have the presumption of being good for the client. . . . Whatever they (educators) do should be for some good and sufficient reason, defensible in terms of rational thought, or as a consequence of informal or empirical research. This is an area of accountability sadly overlooked in most educational thinking.[21]

Footnotes

[1] Lucille F. Fargo, *The Library in the School*, 4th ed. (Chicago: American Library Association, 1974), p. 10.

[2] Jewel Gardiner, *Administering Library Services in the Elementary School*, 2nd ed. (Chicago: American Library Association, 1954), p. 6.

[3] My comments in this section are based heavily on the following sources:
Bruce Joyce and Marsha Weil, *Models of Teaching*, (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), pp. 334-340.
Hilda Taba, *Curriculum Development—Theory and Practice*, (New York: Harcourt, Brace and World, 1962), pp. 16-30.
Schools for the 70's and Beyond: A Call to Action, (Washington, D.C.: Center for the Study of Instruction, National Education Association, 1971).
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[9] Bruce Joyce and Marsha Weil, *Models of Teaching*, (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), pp. 24-25.

[10] Ibid., p. 16.

[11] Ibid., pp. 44-46.

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[15] American Association of School Librarians, ALA, and the Association for Educational Communications and Technology, *Media Programs. District and School*, (Chicago: American Library Association, and Washington, D.C.: Association for Educational Communications and Technology, 1975), p. 13.

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[18] Mary V. Gaver and Elinor Yungmeyer, *Library Activities Checklist for Elementary School Libraries*, (Williamsport, Pa.: Bro-Dart Publishing Company, 1963).

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Services for Media Programs in Secondary Schools

Margaret Hayes Grazier*

A unified program for all media — "getting it together" — is a philosophy the school media specialist endorses. We're committed to helping youth learn and to do so in a *humane environment*. What youth need to learn, what resources they require for their learning, what teachers they require for their teaching, and what services the media specialist offers are our concerns here for the next several days.

In the past decade, some conditions have helped us "get it together," other conditions have inhibited us. Before we dig into services themselves, let us take stock of these positive and negative factors.

Some of the conditions working for our media programs in the secondary schools include:

- Amalgamation of all resources and production in one facility has made the media center a more lively and exciting place in many schools.
- Media centers are larger and more attractive; more materials are available in them, spurred by ESEA grants.
- Experimentation in school organization and methods of instruction has increased use of the media program (e.g., flexible scheduling, mini-courses, independent study, the open-school movement, the middle school movement).
- Technical improvements in the communications field, have made available a wider variety of resources in print and nonprint formats (e.g., microforms, VTR, videodisc system — "Let's watch an Elton John Record.").
- Media personnel are becoming increasingly at home with both audiovisual and print materials; librarians and audiovisual specialists are working together more closely in schools, school districts, and at the State level.
- In some schools, media personnel have closer relations with students, faculty, and administration. The media program is an integral part of the teaching program. Evidence suggests that the better the media program, the more frequent the demands by students and faculty for more service and more materials (e.g., ESEA, Title II, evaluation of exemplary programs[1]).

Among the negative or inhibiting factors are conditions which have hampered some schools for many years. There is always a big gap in our country between schools on the "growing edge" of media services (to use Mary Gaver's designation) and those trying to get there. If we are to identify those services essential for media programs, it is necessary that we remind ourselves of these barriers to programs in a number of schools.

1. **Media staff lacks control over school's budget for materials.** Maryland's *Criteria for Modern School Media Programs* and the national standards assume that all media items (other than textbooks) in the school are acquired, evaluated, selected, and organized by the media personnel in collaboration with faculty and students. In some secondary schools, subject departments have budgets for their departmental collections, and media personnel have no control over items ordered. The department collection may be housed in the chairman's office or in a satellite learning resource center supervised by the department. Under either condition, resources may be duplicated unnecessarily and be inaccessible to individuals outside the department. The media center becomes isolated from ongoing instructional programs while faculty and students limit their quest for resources to only those items immediately available in the departmental collection. If learning resources are to be readily accessible to all students and faculty in central and decentralized locations and if funds for resources are to be distributed equitably, the media staff must have budgetary control over the appropriation for media.

2. **Enlargement of media center facilities without an increase in staff.** Expansion of space without an increase in staff leads to a decrease in service. One large media center I visited several years ago seemed like a dream-come-true, acres of beautifully laid out, carpeted, and tastefully furnished areas for individual, small, and large-group study. For this harassed staff this dream-come-true environment turned into a nightmare of space, and the staff longed for the earlier days when time for faculty planning was not usurped by plant supervision.

3. **Inauguration of closed-stack policy for magazines, books, and audiovisual materials.** Monitoring of collection and equipment, a chronic headache for media staff, becomes more worrisome as the "rip-off" concept grows in both community and school. At a time when the media staff strives to encourage a more positive attitude toward reading among youth, it shelves current issues of magazines in stacks or rooms off-bounds to students. The staff acknowledges the negative aspects of the closed-stack policy but finds no alternative to escalating theft.

4. **Faculty reluctance to make audiovisual materials available to the individual student for his/her independent study.** Many teachers are enthusiastic users of films or filmstrips in the classroom. They object to individual student use on the grounds that it reduces the effectiveness of group instruction. At issue here is whether the teacher's desire to teach in a given manner precludes the student's right to learn when he is ready to learn.

5. **Media staff members do not collect information which shows the use of media resources, facilities, and services.** In many high schools, the media staff cannot answer such essential questions as:

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- The number of individual students who use resources and services of the media center, how often, and for what purpose.
- The number of faculty who use resources and services.
- The amount of time and the cost for various services.

If the media program is supposedly an integral part of the school, the answer to these questions is as important to faculty and administration as to the media staff.

6. **Faculty ignorance of services and resources available in the media program.** Teachers do not share in decisions about the media program and are unaware of the options available to them. They do not accept the media specialist's definition of role as an active participant in curriculum planning and instructional design.

The difference in how we media personnel see ourselves and how teachers see us is itemized by Shapiro[2] in her recent book. A few of the items, you can easily supply the rest, are listed below:

What Teachers Think Librarians (Media Specialists) Do

- Stamp out books.
- Type book cards.
- File things.
- Purchase the materials for the library according to some secret formula known only to them and bringing about a balanced collection which contains nothing the teacher wants.
- Worry about overdue books.
- Teach the use of the card catalog.
- Maintain strict discipline.
- Have a much easier day than teachers.
- Have no papers to grade or homework to prepare.
- Escape meeting the worst discipline cases in school because they are thrown out of the library if they misbehave.

What Librarians (Media Specialists) Think Teachers Do

- Get rid of kids as often as possible by sending them to the library.
- Stick to use of textbooks to the exclusion of all else.
- Assign limited topics of research to all classes at the same time and allow no deviation from a prepared list.
- Have an easier day than librarians who have no "free" periods during the day.
- Read little.
- Use the library-media center for babysitting.

If the media program is to achieve our aims, it must compensate for these negative conditions which handicap the media staff in some of our secondary schools.

That the goals and objectives of the school media program must reflect the purposes of its school is an established principle. Media specialists disagree about what services should be offered to achieve objectives. Such differences are to be expected. Some of the variations in services stem from the stance of the media staff -- the following issues:

1. Should the media program limit itself to an *indirect* role to students in personal, social, and vocational guidance wherein assistance is given teachers in planning and locating materials of use to students, or should the program offer *direct* services to students?

A direct role in social, personal, and vocational guidance includes such options as:

The student assistant program as a pre-vocational program. The traditional student assistant program, often a substitute for paid supportive staff, has been reborn in some high schools in the Detroit metropolitan area as a technical course to prepare students for handling the simpler aspects of operation and maintenance of AV projection and production and for carrying out the clerical routines in acquisition, processing, and circulation of books. Media specialists believe there is a need for graduates of such programs in the larger libraries and community colleges in the region. One such high school offers a three semester course. During the final semester, students work as technical assistants in the system's junior high schools which lack any paid supportive staff. The media program has space for 50 students in the beginning semester. Over 150 students apply for these 50 slots. *Student assistant programs as a contribution to the social and personal guidance of young people.* A number of secondary school media staff believe that such programs contribute to the student's education and to the development of a personal value system. Several times recently, we have had a group of students from one of the large urban schools visit our classes to report their reactions to libraries or media centers. The enthusiastic testimony of these youth from diverse economic, racial, and academic backgrounds about how great it was to work on the media staff because you got to talk about *important things* with the librarian had an impact upon our graduate students, particularly after a later meeting with the librarian in question. Her beauty was of the soul and spirit; in physical appearance she was dowdy and unattractive. For these students, high school was a more humane place because of the concern of their librarian for them.

2. Should the media program offer independent group programs for guidance in reading, or viewing, or listening, or *is its role encouraging teachers to do more in classes in these areas?* Youth are turned on by films; they want to make their own and talk about them. Does the media program run its own filmmaking or discussion groups? If no one in school is using lyrics of rock music as a source for value clarification and a media staff member has expertise here,

should she develop a mini-course to fill this gap? The media staff rock expert can make a contribution here, but time for planning for a *small* group of students is time subtracted from working with teachers who may influence a much larger group of students.

How do we translate the evidence about youth's tremendous interest in TV, film, and listening to records and radio and their declining interest in reading as a pastime? Should the media staff work harder with faculty and in the center to emphasize reading? Should the staff buy more paperbacks and magazines attractive to students? Should the staff beef up its book-talk-in-the-classroom program? Should the staff work harder to insure that as many students as possible learn that print has something to say to them? Or, should the media staff encourage the faculty to insert critical viewing and listening into their instruction? Should the media staff volunteer to introduce and discuss films with class groups? Or should our role in reading, viewing, and listening be restricted to helping faculty and students select among various formats that which is most useful for their purposes?

3. Instruction in media skills and the use of the media center is another aspect of service wherein opinion is divided. The main issue is whether there should be a school-wide plan for group instruction, initiated by media staff, or group instruction on the basis of demand only. Gaver's study[3] suggests that media programs in exemplary schools emphasize evaluation and synthesis of information rather than locating it. Media specialists agree that the individual student is entitled to any instruction needed to help locate, select, or use media. In schools with production facilities for students to make their own media, media specialists debate two issues related to instruction. Should instruction be planned for the *entire* class group or be limited to individual assistance to students who know they want to produce an item? Should the media staff instruction include guidelines for the intellectual content of the product or focus only upon technical skills?

4. Inservice training for teachers is an issue, not in terms of whether to offer the service but in terms of how best to handle it within the limits of budget and media staff time. There is a consensus that the depth, variety, and sophistication of inservice training for teachers is closely tied to the back-up support available from the district or county level. Media specialists also agree upon their responsibility to offer to teachers assistance in the use and production of media. They disagree about ways to encourage faculty to experiment with new teaching strategies and with new media. Should the media specialist assume an active role as a change agent or should the role be reactive? If the media specialist desires to be an activist, how does he or she bring it off?

Activist-type media specialists in Michigan have introduced several innovations which have won faculty acceptance. In one high school, the media specialist packaged programs for students on broad topics, such as ecology, to provide learning on days when teachers were absent. A substitute for a substitute. Teachers, impressed with the results, worked with the media specialist to create other packages related specifically to their subject area. In another school, the media specialist designed a week of free-choice mini-courses for the entire student body. He involved the students in selecting and setting up the courses which ranged from backpacking in the Smokies to glass blowing. Although the logistics were complicated, the week went off without a serious hitch. The effect upon teachers' planning for students is not yet known, but the students appeared to have much greater enthusiasm for school.

5. The planning and evaluation of the school's media program is the most crucial of the issues dividing media specialists. Traditionally, librarians recognized the need for administrative approval and faculty choice and support. At best, the process was informal, but systematically so. Faculty members were polled individually or through departments about: (1) Recommendations for materials and/or topics where materials were needed; (2) Evaluations of materials through preview or experimental use with their classes; (3) Ways to encourage more appropriate use of media facilities by students (e.g., access, passes, class use); (4) Adequacy of media services during the past year. The principal was consulted about options available for the service and use of media facilities and resources. The librarian submitted an annual report to the principal about the work of the past year, use of resources, new programs recommended, and staff needs.

The need for evaluation of current program and long-range planning has been recognized for almost 40 years if we use the date of the preliminary edition of the *Evaluative Criteria*[4] as a bench mark. The *Evaluative Criteria* stipulated evaluation of a program in terms of a school's philosophy and objectives. Later editions of this tool are still in use for accreditation of high schools. How well an evaluation conducted by this tool reflects faculty, administration, and student opinion about the media program depends on the extent of their involvement.

Henne, Ersted, and Lohrer's *Planning Guide for the*

High School Library Program[5] (1951) was an improvement over the *Evaluative Criteria* because it suggested data to be collected on which to base evaluations and provided guidelines for planning long-range programs. The Illinois *Consensus Studies*,[6] published the same year, was a three-stage instrument which the school, the faculty, and the community could use to rate the importance of library program goals and services, discuss areas of differences, assess how well their school currently performs, and choose aspects of programs they believed to be in need of immediate improvement. Both tools had great possibilities. The *Planning Guide* probably helped many a librarian to improve some aspect of service, but to collect data for a complete program was a complex, involved task.

Dr. Liesener's instruments[7] for planning school media programs utilize some of the methodology of these earlier instruments — the inventory opinionaire/consensus technique and the data collection guide. His process is more tightly structured and adds two new and essential elements to the planning, namely, work measurement and costing. Faculty, students, and community members who utilize his planning process are presumed to enlarge their understanding of potential services of the media program. Their final consensus results in a numerical value which is translated into percentages for each part of the media program. The media staff computes, on a sampling basis, how much time is spent on each media service and the measurable output for each service (e.g., items processed, reference questions answered). These time data are translated into cost. Finally, the media staff, faculty, and administration have evidence about how much each part of the program costs and what proportion of the media budget it uses up. I assume many of you here have used Liesener's instruments. Media personnel from some 25 school districts in Wayne County, Michigan, started the program under Dr. Liesener's direction last October. At the wind-up sessions in May, only a few districts had completed the entire process, but all were convinced that the inventory and consensus instruments had been successful in informing faculty, students, and administrators about activities of the media center and in soliciting opinions about the value of such efforts. For those who finished, the gap between current emphasis and faculty opinion was large enough to merit study by media staff and administration. For example, faculty preference in two high schools gave access to materials, equipment, and space a rating of 35 percent. In actual costs, one school allocated 61.2 percent of their total budget to this item, the second school, [illegible].9 percent. The media staff will need to determine how costs in selecting, evaluating, and processing may be reduced. Are professional staff spending time on tasks which technicians or clerks should do? Are shortcuts possible? The Liesener process is complex, but appears to yield significant data to the planner. A by-product is the increased confidence of the administration in the managerial abilities of the media staff.

Thoughtful media specialists agree that long term planning is mandatory for an effective media program. What effect the program has upon the teaching of teachers and the learning of students is *not knowable*. What *use* is made of the program; i.e., its resources, facilities, and services, can be discovered. How time is spent by staff in its work can be determined. Formal or informal methods may be used to poll a sample of faculty and students about their choices for resources and services and their recommendations for change. The potential services of the media program are so varied that choices have to be made. If the needed program is to serve all students and faculty, some kind of continued monitoring and evaluation is required.

"To be in position to move the media program ahead, the media specialist needs to plow two fields simultaneously."[8] (This was my wrap-up in a speech I made in 1967. I repeat it here because my conviction remains unaltered although my pronouns would be.) "He has to infiltrate the 'power structure' of the school — the principal's steering committee or advisory committee, the curriculum committees. He doesn't wait to be invited. He asks to participate. His committee appointments permit him to recommend innovation and to adopt media policy to experiment with the administration's or department's plan. The second field the media specialist should cultivate is the faculty. Some of the most exciting teaching through the media center I know about has been the work of a single teacher with imagination about how to involve his students in learning. The media specialist who gives understanding support to such teachers builds the relationship essential to integrating learning resources with the classroom. Understanding support means to me that the media specialist gives his best thinking to the proposed plan — its goals, methods, and evaluation — as well as suggesting the various materials called for. Understanding support also means that the media specialist helps the teacher adjust to the negative aspects of the experiment, and there are bound to be some. Students resist change, often more vigorously than adults. Learning on their own from many resources does not give the security of the familiar textbook assignment, discussion, or oral quiz, and the written test routine to which they have become accustomed. Building this kind of relationship with the faculty is an art. It

requires taking time to be in the lounge where faculty congregate. It requires listening to faculty to hear their aspirations and concerns."

In short, the effective media specialist must not only know the tools of his trade, but also have the guts to confront the principal and the wit to discuss with the classroom teacher. Both dialogues demand sensitivity and understanding.

Footnotes

[1] U.S. Dept. of Health, Education and Welfare. Office of Education, *Emphasis on Excellence in School Media Programs: Descriptive Case Studies Special-Purpose Grant Programs. Title II, Elementary and Secondary Education Act of 1965. School Library Resources Textbooks, and Other Printed and Published Materials* Washington, D.C., U.S.G.P.O., May, 1969.

[2] Shapiro, Lillian L., *Serving Youth Communication and Commitment in the High School Library*. N.Y., R. R. Bowker, 1975. pp. 132-33.

[3] Gaver, Mary Virginia, *Services of Secondary School Media Centers: Evaluation and Development*. Chicago, American Library Association, 1971. p. 59.

[4] Cooperative Study of Secondary School Standards, *Evaluative Criteria*. 1940 Ed. Washington, D.C., The Study, 1939.

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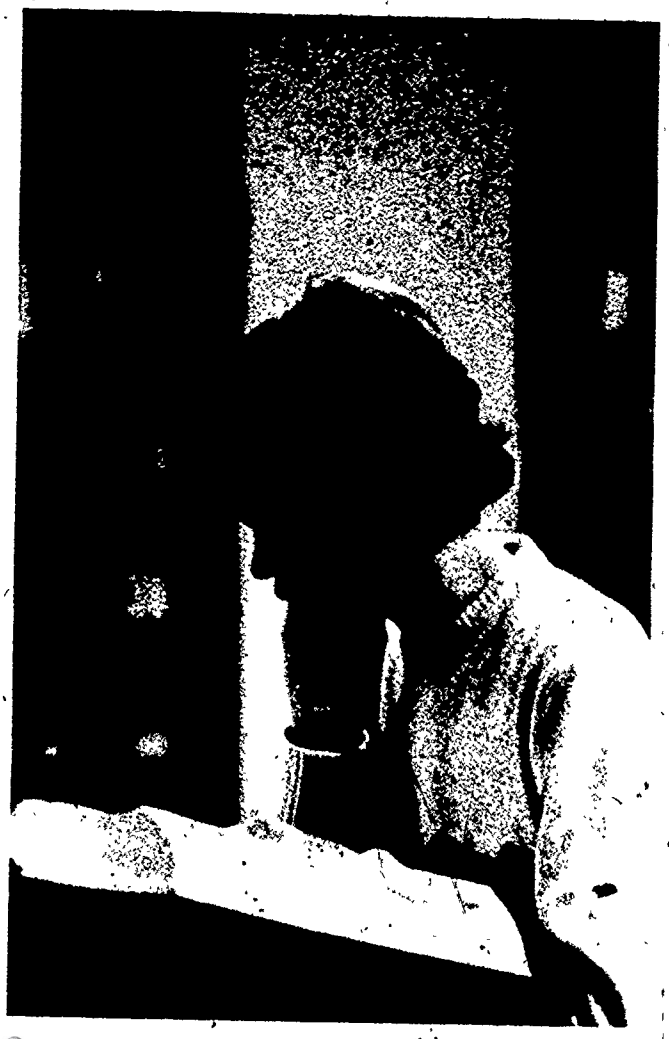
[7] Liesener, James W., *Planning Instruments for School Library Media Programs*. University of Maryland, Student Supply Store, c1974 by the American Library Association.

[8] Grazier, Margaret Hayes, "The Secondary School Library in Transition," *In The Proceedings of the Knapp School Library Conference* (a two-day conference), Portland, Oregon, March 24-25, 1967. Portland State College, 1967.



Introduction

The following guideline relative to the types of services of a school media program has been developed to aid those who are interested in establishing a dynamic media program:

> With a quality media program, a school can challenge its members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.
>
> The media program exists to support and further the purposes formulated by the school or district of which it is an integral part, and its quality is judged by its effectiveness in achieving program purposes. A media program represents a combination of resources that includes people, materials, machines, facilities, and processes. The combination of these program components and the emphasis given to each of them derive from the needs of the specific educational program. The more purposeful and effective the mix and the more sensitively it responds to the curriculum and the learning environment, the better the media program.[1]

This guideline is not meant to be either comprehensive or restrictive, nor is it meant to serve as an evaluation tool. While it may not be possible to provide all the services listed in every school, each media specialist should be aware of the wide range of opportunities for service in any school.

The level at which a service is provided will vary according to local program alternatives. Media staff should be alert to all the experiences students bring with them to the media program. Activities must be provided for acquainting students with new experiences which will assure mastery of all prerequisite skills which lead to effective use of various media formats.

The following lists of services that ought to be considered by school media personnel are arranged according to school level — elementary, middle or junior high, and senior high. Each list is further subdivided in this way:

Accessibility of Resources — A major responsibility of the media specialist is that of making available all of the center's holdings to users with as little restriction on circulation of such materials as possible. Materials included in the collection should reflect the varied interests, needs, and levels of achievement of users and include the widest possible variety of print and nonprint media.

Reference or Information Services — Helping users locate answers or suggesting possible sources of information are tasks that occupy a major portion of the media specialists' work day. Guidance in the selection of materials for leisure reading or viewing are also important areas of media center services.

Instruction — A unique responsibility of school media personnel is instruction in the use of library tools. The school media specialist works in conjunction with the classroom teacher in developing expertise in this area.

Production — Media personnel should be skillful in the design and production of a wide array of audiovisuals that can help make the teaching-learning process vital and exciting. Creativity and facility in the use of machines, such as visualmakers, cameras, recorders, copiers, dry-mount presses, and projectors make the media specialist indispensible.

Consultation — Because media center holdings are familiar to the media specialist, frequent consultations with other school personnel are mandated. The media specialist brings to such conferences the knowledge of what is available to be used in conjunction with the various classroom interests and needs.

Footnote

[1] American Association of School Librarians, *Media Programs: District and School* (Chicago: American Library Association, 1975), p. 4.

Services for an Elementary School Media Program

The focal point of the elementary school media program is serving the individual child in a humanistic environment. The importance of a well-run media center is neither denied or ignored, but primary attention and effort should be devoted to a meaningful interaction with the school community.

The quality of media center service will be dependent upon the existence of sufficient professional staff adequately supported by paraprofessionals.

The following list of services was developed by media specialists representing diverse educational environments. It is not meant to be exhaustive. Each school community will decide which services best meet the unique goals and objectives of that particular school.

I. Services to Staff

A. ACCESSIBILITY OF RESOURCES

1. Develop free-flowing traffic patterns.
2. Arrange the materials to facilitate their use by individuals or groups.
3. Create an open and inviting atmosphere.
4. Use displays, exhibits, bulletin boards, and mobiles to inform users of media center collections and programs.
5. Use the public address system, radio and television, signs, and posters to publicize the media center.
6. Provide print and nonprint curriculum related materials.
7. Provide print and nonprint materials to satisfy the recreational interests of users.
8. Provide materials that will accommodate a variety of ability levels.
9. Provide a variety of materials to meet the professional needs and interests of users.
10. Use section and shelf labels to aid in locating materials.
11. Catalog and classify materials to maximize their utilization.
12. Arrange for team-use of materials and equipment.
13. Design a flexible schedule to maximize the availability of materials, equipment, and space.
14. Arrange for interlibrary loans when necessary.
15. Extend the use of materials and equipment beyond normal school day and year.
16. Create "outreach" programs to insure involvement in schoolwide and community activities.
17. Make materials and facilities available for in-service programs.
18. Establish circulation routines.

B. REFERENCE OR INFORMATION

1. Provide media in various forms to assist in locating information on any specific topic.
2. Assist in the selection of materials for classroom collections.
3. Help locate required information outside the media center, such as in public libraries and community resources.
4. Maintain an up-to-date community resources file.
5. Inform about new acquisitions.
6. Keep records of teacher interests and needs as an aid to providing relevant materials.
7. Provide subject-oriented lists of media.
8. Answer questions.
9. Advertise events of interest, such as local happenings and television programs.
10. Sponsor special activities to convey information, such as field trips, dramatizations, festivals, and school newspapers.

C. INSTRUCTION

1. Introduce the media center facility and explain its program.
2. Explain the organization of materials.
3. Review the skills required for locating materials in the center, such as card catalogs, reference tools, and vertical files.
4. Demonstrate the use of equipment.
5. Conduct workshops on the care of equipment.
6. Supply collections of print and nonprint materials to supplement classroom resources.
7. Compile bibliographies for special groups or interests.
8. Provide guidance and motivation in establishing interest and personal habits in reading, viewing, and listening through book talks, storytelling contests, games, displays, exhibits, demonstrations, and classroom discussions.
9. Assist in the development of a critical appreciation of literature.
10. Assist in the development of visual literacy.
11. Assist in the selection of materials for specific needs.
12. Become acquainted with various additional sources of information, such as public libraries, museums, human resources, government agencies, and other organizations.

D. PRODUCTION

1. Provide the necessary supplies and equipment for production of audiovisuals.
2. Assist in the production of all types of instructional materials.
3. Conduct workshops on the techniques involved in production, such as photography, video-taping, dry mounting, laminating, making transparencies, making color lifts, and picture transferring on heat sealing acetate.

4. Establish challenging learning centers which will stimulate creativity.

E. CONSULTATION
1. Work with committtees in the development of curriculum.
2. Assist in the review and evaluation of materials to update the collection.
3. Recommend ways of using specific materials and equipment.
4. Assist in the selection of media for instruction in classrooms as well as in the center.
5. Plan for the enjoyment of reading, viewing, and listening throughout the school.
6. Discuss unique individual student and teacher needs.
7. Involve the total staff in the development of media center programs.

II. Services to Students

A. ACCESSIBILITY OF RESOURCES
1. Design the arrangement of the media center to make for easy access to all materials and equipment.
2. Create a warm, welcoming atmosphere.
3. Use bulletin boards, exhibits, displays, and mobiles to acquaint users with the collection.
4. Inform users through the public address system, school newspapers, and bulletins of media center events.
5. Circulate print and nonprint materials.
6. Circulate equipment for in-school or home use.
7. Use large, clearly printed shelf and section labels.
8. Simplify classification of materials.
9. Simplify sign-out procedures.
10. Devise a flexible schedule for the use of materials, equipment, and facilities.
11. Borrow materials from outside sources when the collection cannot meet needs.
12. Extend circulation privileges to holidays and summer vacations.
13. Establish a minimum or rules and regulations which insure individual rights and responsibilities.

B. REFERENCE OR INFORMATION
1. Provide a variety of media for use in locating information.
2. Assist in the location of materials in the media center.
3. Assist in the location of required materials from sources outside of the school media center.
4. Sponsor special activities to convey information, such as dramatizations, festivals, and school newspaper.
5. Plan field trips to acquaint students with the world of media.
6. Keep records on student needs and interests and use this data in planning relevant programs.
7. Assist students in the preparation of bibliographies on subjects of interest to them.
8. Answer questions as requested.
9. Advertise events of interest, such as television programs and local happnings.

C. INSTRUCTION
1. Introduce students to the media center and the organization of the collection.
2. Plan and implement a program for student assistants.
3. Teach the correct procedure for borrowing materials.
4. Discuss the rules of media center etiquette.
5. Help students develop good citizenship habits in the use of facilities and the collection.
6. Plan for the systematic development of the skills required for independent use of the center and its facilities, such as the card catalog, vertical file, and reference books.
7. Teach the proper use of equipment for viewing, listening, recording, and producing.
8. Establish challenging learning centers.

D. PRODUCTION
1. Assist in recording stories and materials for special presentations.
2. Assist in the writing of scripts and in presenting student radio programs.
3. Assist in the development of skills required for creating visuals, such as slides, movies, prints, filmstrips, and video tapes.
4. Assist in dry mounting and laminating.
5. Assist in creating transparencies.
6. Develop skills needed for making heat transfers and color lifts.
7. Develop skills required for photocopying.
8. Assist in the creation of manipulative materials, such as models and puppets.
9. Assist in the development of books, handbooks, and newspapers.

E. CONSULTATION
1. Explore individual recreational, instructional, and informational needs and ways to meet these needs.
2. Participate in the evaluation and development of the collection.
3. Discuss possible uses of materials and services.
4. Participate in discussions regarding policies and procedures.

III. Services to Administrators

A. ACCESSIBILITY OF RESOURCES
1. Arrange materials to facilitate their use.
2. Make available materials from various outside agencies.
3. Develop a meaningful professional collection.
4. Organize a collection of publishers' catalogs.
5. Maintain a collection of curriculum guides.

B. REFERENCE OR INFORMATION
1. Provide materials, equipment, and supplies whose variety and scope satisfy the needs of the school program and the interests of the users.
2. Provide multi-media collections of materials to meet requests for information.
3. Locate requested materials in outside collections when necessary.
4. Publicize new acquisitions in the center.
5. Supply bibliographies as requested.
6. Answer questions.
7. Publicize events of interest in the school and community.
8. Assist in the development of the media center's budget.

C. INSTRUCTION
1. Introduce facilities and services to the media center.
2. Demonstrate the use of equipment.
3. Discuss the impact of the media center program on the total school program.

D. PRODUCTION
1. Assist in the development of required visuals for use with community or school groups.

E. CONSULTATION
1. Discuss the media center program in relation to the goals of the school.
2. Discuss current and long-range plans for the media center collection and facilities.
3. Discuss media center policies and procedures relative to fines, scheduling, circulation, use of facilities, and standards of behavior.
4. Discuss media center projects, such as book fairs, clubs, story hours, film festivals, and special programs and productions.
5. Supply data on purchases and acquisitions, demands on the center for time, materials and services, and circulation figures.
6. Explore various roles in the implementation of the media program, such as system-level personnel, administrators, teachers, media specialists, parents, and students.
7. Discuss ways of reaching the goals of the media program, such as budget, selection, collection, instruction, production, and public relations.
8. Respond to professional needs, interests, and aspirations.
9. Discuss system-level media standards and programs, such as inservice meetings, programs, displays, and committee work.

IV. Services to the Community

A. ACCESSIBILITY OF RESOURCES
1. Encourage the use of the media center whenever possible.
2. Circulate materials and equipment when possible.
3. Acquaint the community with the media center and its program.
4. Publicize new materials and equipment through exhibits or displays.

B. REFERENCE OR INFORMATION
1. Answer questions.
2. Assist in the location of requested information.
3. Provide lists of materials on subjects of interest.
4. Publicize events of interest, such as television programs and local events.
5. Assist in locating materials outside the collection whenever possible.

C. INSTRUCTION
1. Publicize the media center program and its goals and objectives.
2. Demonstrate the use of facilities and equipment whenever possible.

D. PRODUCTION
1. Assist in the creation of required audiovisuals whenever possible.
2. Make production equipment available for use whenever possible.

E. CONSULTATION
1. Discuss present and future goals of program.
2. Cooperate with agencies, such as the public library, the Department of Social Services, the Department of Recreation and Parks, and ITV.
3. Solicit suggestions for media center services and programs, share materials and equipment, and encourage involvement in special programs.
4. Serve as a clearinghouse for human resources and services in instructional areas, such as career education; enrichment programs, such as storytelling, travelogs; and staffing needs, including volunteer help.

Services for a Middle/Junior High School Media Program

The middle school child is unique, a child experiencing that period known as preadolescence during which many physical changes take place. Rapid physical growth might cause emotional, social, or psychological conflict. The preadolescent is trying to develop individuality by testing values, developing independence, and coping with mixed emotions. At the same time, peer acceptance is of overriding importance.

In developing or adapting programs for middle or junior high schools, the media specialist must be aware of the unique characteristics of children of this age, and of the philosophy of the individual school and the community it serves. The media specialist can then proceed to create an environment which will serve the varied and transitory interests of the students in a nonrestrictive environment which provides for freedom of choice and active involvement in varied learning experiences.

I. Services to Staff

A. ACCESSIBILITY OF RESOURCES

1. Organize the central collection so that all instructional materials are easily accessible.
2. Facilitate interlibrary loans to extend the collection and to meet needs.
3. Provide print and nonprint materials for classroom and professional collections.
4. Routinize the circulation of equipment for school and home use.
5. Provide for maintenance and repair of equipment.
6. Inform faculty and students of new acquisitions.
7. Maintain a resource file of community resources.

B. REFERENCE OR INFORMATION

1. Compile bibliographies.
2. Locate periodicals requested.
3. Answer general and specific questions.

C. INSTRUCTION

1. Conduct inservice training sessions for teachers in the utilization of equipment and production techniques.
2. Provide a meaningful introduction to media center facilities and services.

D. PRODUCTION

1. Provide facilities and materials for production.
2. Provide instruction in production techniques.

E. CONSULTATION

1. Assist staff members in the selection of materials.
2. Discuss learning strategies and resources for individual students or classes.
3. Inform teachers of students' previous media center experiences.
4. Work with curriculum committees in developing program.
5. Provide opportunities for teachers to become involved in the evaluation and selection of materials.
6. Discuss media center policies and procedures with school staff.
7. Plan with teachers for instruction in library skills to insure the achieving of State and local goals and objectives.

II. Services to Students

A. ACCESSIBILITY OF RESOURCES

1. Circulate print and nonprint materials for home and school use.
2. Circulate equipment for home and school use.
3. Maintain a file of community resources.
4. Facilitate interlibrary loans.
5. Provide for the maintenance and repair of equipment.
6. Extend loan privileges to summer and holidays.
7. Provide learning stations and interest centers.
8. Create attractive displays to stimulate the use of materials.
9. Assign an area for the use of reserved materials by individuals or groups.
10. Provide print and nonprint materials for all levels of ability.
11. Make the media center accessible.
12. Establish a warm, happy climate that is inviting and conducive to learning.
13. Provide relevant, current materials.

B. REFERENCE OR INFORMATION

1. Inform students of available community resources, such as public library holdings or special library collections.
2. Direct students to reference sources.
3. Alert students to current radio or television programs of interest.
4. Maintain an up-to-date vertical file.

C. INSTRUCTION

1. Coordinate the media center program with the elementary and senior high school program to insure continuity of program K-12.
2. Individualize the approach to instruction.
3. Provide individual guidance in reading, viewing, and listening for instructional and recreational purposes.
4. Assist in the interpretation of information when requested.
5. Arrange for interlibrary visits.
6. Introduce students to the full range of media center services and facilities.
7. Teach specific skills needed for intelligent, effective use of the media center.

8. Instruct students in the use of all equipment and production techniques.
9. Organize a student assistant program.
10. Stimulate the development of useful work and study skills.

D. PRODUCTION
1. Provide technical assistance in producing materials, such as slides, filmstrips, and transparencies.
2. Provide equipment and supplies for production.

E. CONSULTATION
1. Involve students in the evaluation and selection of materials.
2. Involve students in formulating media center policies.
3. Discuss independent study projects or enrichment activities.

III. Services to Administrators

A. ACCESSIBILITY OF RESOURCES
1. Make available materials from the various outside agencies.
2. Provide a professional collection.
3. Organize a collection of publishers' catalogs.

B. REFERENCE OR INFORMATION
1. Develop bibliographies.
2. Locate answers to questions.
3. Collect articles of current interest to educators.

C. INSTRUCTION
1. Provide direction for on-going inservice training dealing with current trends, philosophies, services, or evaluation of instruction materials.
2. Demonstrate the use of equipment.

D. PRODUCTION
1. Create audiovisuals upon request.
2. Prepare special materials for special events in the school calendar.

E. CONSULTATION
1. Assist in the establishment of broad objectives for the school media program each year.
2. Provide information concerning media center activities.
3. Provide statistical data concerning circulation, budget, and collection.
4. Plan for the use of the media center by the total school population.

IV. Services to the Community

A. ACCESSIBILITY OF RESOURCES
1. Encourage the use of the media center facilities whenever possible.
2. Circulate materials and equipment for adult use.
3. Introduce the media center and its program on occasions, such as American Education Week.

B. REFERENCE OR INFORMATION
1. Answer questions.
2. Compile bibliographies of materials of interest to parents.
3. Issue releases concerning school activities.

C. INSTRUCTION
1. Supply information concerning media center philosophy, programs, and goals or objectives.
2. Provide guidance and instruction in the use of equipment and production techniques upon request.

D. PRODUCTION
1. Provide photographs of school activities for local newspapers.
2. Make equipment available upon request.

E. CONSULTATION
1. Act as a resource or liaison between school and community.
2. Provide guidance in the selection of materials for home libraries.

Services for a Senior High School Media Program

A media program to serve students, teachers, administrators, and the community must be examined in the light of availability of resources, information services, instruction, production, and consultation. The lists that follow are comprehensive and suggest more services than any one school would probably offer.

All media services must be responsive to the educational and personal needs of its users, with the total program developing from an assessment of the specific school's needs. No single service can operate in isolation, but, rather, must function in the context of the total educational program of the school and reflect the school's philosophy.

No set of services or combinations of services can be considered as ideal for all schools' media programs. Each school must select from the lists of suggestions that follow those activities which are needed by that particular school, with others to be added as the media program progresses.

In no way is this meant to be an evaluative checklist, with schools striving to provide all services. It is meant to be a collection of activities and services from which a school chooses those which best fit its own requirements at that time. Continuing evaluation of media services may lead to a development program that can provide more and more of the services suggested, as basic services become successful in supporting the school's educational philosophy and program.

I. Services to Staff

A. ACCESSIBILITY OF RESOURCES

1. Arrange for the housing and circulation of all equipment.
2. Communicate with the staff of public libraries concerning school assignments that will make special demands on their facilities or collection.
3. Arrange for interlibrary loans of needed materials.
4. Develop a file of available community resources, including people, places, and organizations, with an evaluation of these resources by previous users.
5. Subscribe to special indexes (e.g., *Educational Index; New York Times Index*) to assist staff in locating materials available in area libraries.
6. Provide collections for special groups or interests, such as remedial reading classes, classes for the gifted and talented, and career and vocational educational classes.
7. Provide a convenient area for professional materials, such as curriculum guides, magazines, paperbacks, and special educational references.
8. Assist in the selection and evaluation of all materials:
   a. Recommend potentially useful items.
   b. Provide catalogs of new materials.
   c. Order media for preview.
   d. Identify materials in the collection which should be reevaluated.
9. Establish an efficient, simple system for teachers to communicate requests for new materials (e.g., wish list, suggestion box).
10. Recommend useful additions to the multi-ethnic collection.
11. Maintain an up-to-date vertical file.
12. Reflect the school's need for primary source materials for special periods, such as World War II or the Muckraking Era, in the microfilm collection.
13. Schedule and reserve space in the media center for classes or small group activities as requested.
14. Circulate audiovisual software and equipment for home use.
15. Adjust circulation policies to meet special faculty needs.
16. Display classroom projects in the media center.
17. Make available audiovisual and electronic equipment for departmental meetings, faculty meetings, and school assemblies.

B. REFERENCE OR INFORMATION

1. Subscribe to special indexes, such as *Education Index* and the *New York Times Index*.
2. Provide reference materials to support the instructional program.
3. Compile bibliographies.
4. Reserve materials as requested.
5. Notify teachers of current television programs related to particular areas.
6. Publicize school activities on a schoolwide activities calendar.
7. Display new materials and inform teachers of new acquisitions.
8. Submit press releases concerning school activities.
9. Use special indexes to local requests that are not included in the media center collection.
10. Publicize book/media fairs.
11. Route professional materials to appropriate teachers and department heads.
12. Collect user need and interest data and route this data to teachers concerned.
13. Order microfilm on topics of wide interest, such as World War II or the Muckraking Era.

C. INSTRUCTION

1. Plan with classroom teachers for the development of specific reference and research skills.
2. Plan for the orientation to the media center in stimulating ways.

3. Compile a handbook or information packet of media center services.
4. Conduct inservice workshops on the operation and care of equipment, production of materials, and preview and evaluation of materials.
5. Sponsor special programs to inform staff of the media center program.

D. PRODUCTION

1. Provide supplies for production, including graphic arts supplies.
2. Provide space, such as work areas, taping facilities, drafting tables for the production of instructional materials.
3. Provide equipment for production, such as cameras, copy stands, thermo printers, taping equipment, and photoduplicators.
4. Provide assistance in creating instructional materials, such as slide/tape shows, television scripts, thermo/diazo transparencies, spirit masters.
5. Provide duplication (paper) services.
6. Provide photoduplication services.
7. Provide taped ITV telecasts for replay.
8. Conduct video tape lectures, demonstrations, plays, and other special events.
9. Duplicate recorded materials as requested.

E. CONSULTATION

1. Be available to the faculty for curricular and reference assistance.
2. Serve on curriculum committees to design, study, and revise instructional strategies and content.
3. Become knowledgeable about the various areas of the curriculum through frequent classroom visits.
4. Serve on curriculum committees to select textbooks and other instructional materials.
5. Serve on curriculum committees that recommend audiovisual materials for purchase, using departmental and/or media center budgets.
6. Work with teachers in developing teaching materials, such as slides, transparencies, audio and video tapes, filmstrips, and films.
7. Exhibit student-produced media to the faculty to demonstrate alternatives in student assignments and reporting.
8. Form a student/faculty library committee to plan and evaluate the total media programs.
9. Assist in the development of new programs which are supportive of the curriculum (e.g., mini-electives, film making and criticism, independent study programs, programmed instruction, and learning packets).
10. Work with the reading specialist to plan the formal and informal reading program for the school.
11. Provide consumer information relative to the purchase of new equipment.
12. Integrate multi-ethnic materials in the total curriculum.

II. Services to Students

A. ACCESSIBILITY OF RESOURCES

1. Balance the collection by including materials that reflect the ethnic background and culture of the community.
2. Provide materials suitable to students' abilities, interests, and maturity.
3. Collect current information relative to issues of concern to students.
4. Maintain an extensive collection of popular paperbacks.
5. Circulate audiovisual materials and equipment for individual use at home or in school.
6. Provide for the use of typewriters in the media center.
7. Maintain a browsing area for magazines, paperbacks, and new titles.
8. Secure requested materials through interlibrary loans.
9. Minimize red tape to permit easy access to the facility and materials.
10. Reserve facilities for seminars, conferences, or production.
11. Display materials related to student hobbies and class projects.
12. Maintain a community resources file.
13. Provide games for student use.
14. Provide career and vocational education materials.
15. Include student-produced materials in the media collection.

B. REFERENCE OR INFORMATION

1. Provide an adequate collection of reference materials to meet individual and group needs.
2. Assist in the use of reference materials.
3. Compile bibliographies on popular interests or upon requests of individual students.
4. Reserve materials for intensive use by a large number of students.
5. Publicize current television programs considered worthwhile for student viewing.
6. Maintain a bulletin board announcing student activities.
7. Plan for student participation in activities during Book Week and National Library Week.
8. Display new materials for student examination and browsing.
9. Assist students in locating materials outside the school media center through the use of special indexes.

10. Provide press releases concerning student activities.
11. Sponsor book/media fairs.
12. Maintain files on special interests, such as multiethnicity, sex stereotyping, family life, human development.
13. Inform students about "hot lines" that serve their immediate needs.

C. INSTRUCTION

1. Provide orientation to the media center (e.g., media package which includes floor plan, slide/tape, handbook).
2. Instruct individuals and small groups in media skills.
3. Compile a handbook for users, including a list of available media services.
4. Teach the proper use and care of materials and equipment.
5. Offer photography instruction.
6. Sponsor a student media assistant program for interested students.
7. Familiarize students with other types of libraries they may use, such as academic libraries or public libraries.
8. Provide guidance in the selection and evaluation of media.
9. Compile reading lists for special groups.
10. Serve as a resource person in the classroom (present film reviews and book talks).
11. Discuss informally with students their reactions to books, television programs, and films.
12. Create interest centers through the display of hobbies and collections.
13. Sponsor special programs and demonstrations.
14. Schedule book/media fairs.
15. Sponsor extra curricular clubs for book discussion, film making or film viewing, and discussion.
16. Encourage creative writing.
17. Publicize contests.
18. Sponsor summer reading programs.
19. Plan field trips to media-related places, such as college libraries, Library of Congress, Government Printing Office, television stations, film developing laboratories, book binderies, or publishers.

D. PRODUCTION

1. Make production materials available for instructional and/or avocational use.
2. Provide space for production, such as work areas for taping and drafting.
3. Make available the equipment for producing audiovisual materials, such as camera/copy stand, taping equipment, photoduplicator, and thermo printers.
4. Provide assistance in producing instructional materials, such as transparencies, slide/tape presentations, dry mounting, and laminating.
5. Assist in the use of video equipment, such as the video camera, VTR, and portapak.

E. CONSULTATION

1. Involve students on curriculum committees which evaluate and select materials.
2. Involve students on curriculum committees which design and implement the use of instructional materials.
3. Involve students in the development of new programs which are supportive of the curriculum (e.g., programmed instruction acquired through purchase or design, independent study programs, and mini-electives).
4. Visit classrooms to plan with individuals and small or large groups.
5. Activate a student/faculty library committee to plan and evaluate the total media program.
6. Work with students in planning the production of local materials.
7. Assist students in locating information about careers.

III. Services to Administrators

A. ACCESSIBILITY OF RESOURCES

1. Develop a professional collection of magazines and books to keep administrators abreast of educational trends.
2. Maintain a file of current curriculum guides.
3. Provide a revolving collection of paperbacks in the office for students and visitors who are waiting for administrators.
4. Keep statistical records about expenditures, holdings, and use of materials, equipment, and facilities.
5. Prepare reports about the status of the media program and future needs.
6. Report periodically on class schedules and other practices which affect student use of media center facilities.
7. Review annually student access to audiovisual and printed materials in the school and recommend needed changes.
8. Identify community resources — people, places, and organizations — that offer support for school projects.

B. REFERENCE OR INFORMATION

1. Obtain professional material concerning topics of interest.

2. Publicize school activities in the local press.
3. Provide copies of all lists prepared and distributed by teachers and students.
4. Submit plans for Book Week and National Library Week.
5. Submit data about users, facilities, and needs.
6. Locate information as requested.

C. INSTRUCTION
1. Provide orientation to the media center.
2. Compile a handbook or information packet which includes a list of available services.
3. Conduct inservice programs on such topics as:
   a. How to use and care for equipment.
   b. How to produce materials.
   c. How to preview new materials.
4. Sponsor special programs and demonstrations.
5. Hold an open house or staff tea.
6. Schedule a book/media fair.

D. PRODUCTION
1. Produce transparencies.
2. Provide photoduplication services.
3. Reproduce recorded materials.
4. Video tape lectures, demonstrations, and special events, such as plays and speakers.
5. Dry mount and laminate materials.
6. Provide slides and/or filmstrips from original works (pictures, charts, and graphs).

E. CONSULTATION
1. Serve on curriculum committees to assist in the design, study, and revision of the curriculum.
2. Initiate a student/faculty library committee to plan and evaluate a media program which is supportive of the total educational program.
3. Maintain a file of consumer information concerning the purchase of new materials and equipment.
4. Plan cooperatively for the emphasis and priorities of the media program.

IV. Services to the Community

A. ACCESSIBILITY OF RESOURCES
1. Make equipment and special collections available for meetings.
2. Schedule the use of auditorium facilities.
3. Lend items from the media collection in answer to special requests.

B. REFERENCE OR INFORMATION
1. Invite participation in and support of book/media fairs.
2. Publicize plans for the observance of Book Week and National Library Week.

C. INSTRUCTION
1. Explain media programs through brochures, slide/tape presentations, and talks.
2. Sponsor special programs and demonstrations, including book talks.

D. PRODUCTION
1. Make equipment and facilities available, in so far as school policy, staff time, and budget permit.
2. Make photoduplication services available.

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Services of a School Media Program August 5-7, 1975

Tuesday, August 5, 1975

9:00 - 10:00	Orientation — Colony 5
10:00 - 11:00	Services for Media Programs in Elementary Schools Phyllis Van Orden Associate Professor, Library School Rutgers University New Brunswick, New Jersey
11:00 - 12:00	Services for Media Programs in Secondary Schools Margaret Grazier Associate Professor, Department of Library Science Wayne State University Detroit, Michigan
12:30 - 1:30	LUNCH
1:30 - 4:00	Discussion Groups
5:00 - 6:00	Summary Activities
6:00 - 7:00	Individual Work Sessions
7:00 - 8:00	DINNER
8:00 - 9:00	Presentation Robin Brancato Author of *Don't Sit Under the Apple Tree*, teacher in Hackensack, New Jersey
9:00 - 10:30	Discussion Groups

Wednesday, August 6, 1975

8:00 - 9:00	BREAKFAST
9:00 - 10:30	School Media Centers of the Future Dave Bender Assistant Director and Rosa Presberry Specialist, Special Programs Division of Library Development and Services Maryland State Department of Education Baltimore, Maryland
10:30 - 11:00	BREAK
11:00 - 12:30	Discussion Groups
12:30 - 1:30	LUNCH
1:30 - 6:30	Discussion Groups
7:00 - 8:30	DINNER
9:00 - 10:00	Summary Activities

Thursday, August 7, 1975

8:00 - 9:00	BREAKFAST
9:00 - 12:00	Work/Production Sessions
12:30 - 1:30	LUNCH
1:30 -	Final Presentation of Materials