DOCUMENT RESUME

ED 047 754 LI 002 636

TITLE	Narrative Evaluation Report on the Institute for Implementation of Media Programs in Disadvantaged Areas.
INSTITUTION	Ball State Univ., Muncie, Ind.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	70
NOTE	85p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Audiovisual Programs, *Disadvantaged Groups, Elementary School Libraries, Institutes (Training Programs), Instructional Media, Librarians, *Library Education, *Library Programs, Library Science, *School Libraries

ABSTRACT

This self-contained Institute was designed to provide elementary and high school librarians from disadvantaged areas, whether inner-city or rural, with an opportunity to study current practices and to develop solutions for operating their libraries as media centers, working with their community, and cooperating with existing public libraries. The thirty participants had an opportunity to evaluate large amounts of media and were exposed to many varieties of media. Through the use of video recordings and individual conferences, emphasis was placed upon developing techniques for working with students, teachers, community leaders, etc. Of extreme importance was the development of procedures for interpersonal contacts which affect the success of the school media program. (Author/MF)

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ED 047754

NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Implementation of Media Programs in Disadvantaged Areas

AT: Ball State University

Muncie, Indiana 47306

DATES: July 20, 1970 (from) August 21, 1970 (to)

SUBMITTED BY: Thomas L. Hart (director)

Phone: (317) 285 - 6401 (area code, number, extension)

IL 002 636

Ball State University
Muncie, Indiana

NARRATIVE EVALUATION REPORT

Institute on Implementation of Media Programs in Disadvantaged Areas

July 20, 1970 to August 21, 1970

PREFACE

This self-contained Institute was designed to provide elementary and/or junior and senior high school librarians from disadvantaged areas with an opportunity to study current practices and develop solutions for operating their libraries as media centers and methods for working with their community and cooperating with existing public libraries. The participants were selected because they would be operating a media center in the fall and during the 1970-71 school year. The participants had an opportunity to evaluate large amounts of media and were exposed to many varieties of media, including video taping (regular recorders and back-pack units), 16mm films, 8mm films (Super 8 and sound cartridge), filmstrips, slides, transparencies (Technamation), recordings, tape recordings, microforms, ektagraphic kits (photography), study prints, charts, dioramas, graphs, realia, cross media kits, and programmed instruction materials. Through the use of video recording and individual conferences, an emphasis was placed upon developing techniques for working with students, teachers, community leaders, etc. Of extreme importance was the development of procedures for interpersonal contacts which affect the success of the school media program.

A proposal was submitted on November 15, 1969, to the U.S. Office of Education and the project was funded on February 8, 1970. Final negotiations were completed May 25, 1970. 6,500 copies of brochure were pre-

pared (see Appendix) and broadly distributed. Application forms and other materials were sent (see Appendix) upon the receipt of an inquiry. Two-hundred and sixty-seven (267) inquiries were received from forty-four (44) states, which resulted in seventy-three (73) applications from 17 states. The thirty participants were selected by May 22, 1970.

The participants were greeted by the faculty with a get-acquainted party at the home of the director. This helped them to quiet any uneasiness which they may have experienced while moving into a new environment. The speakers who were selected seemed to progressively add to the message as the Institute progressed.

There were four major consultants who came to the Institute for three or four days each. The major speakers brought one or two persons to assist each of them. The first consultant was Peggy Sullivan, and she emphasized the place of the media center in the over-all educational plan. Mrs. Claire Rudin from the Board of Cooperative Educational Services in New York State, more specifically from Long Island, assisted Miss Sullivan in her presentation, by giving specific examples of how their intermediate center works with many school systems.

During the third week of the Institute, Mrs. Annie T. Reid from the University of Maryland, Library School, provided the students with insights about how they might become involved with their individual communities. She brought two speakers from diverse backgrounds. First was Mr. Thomas Hamby from Vitro Laboratories in Maryland. He discussed the necessity of using system analysis for breaking down the problems of education into component parts so solutions could be reached. He also involved the students in writing behavioral objectives and asked them to send them to him for future comments from him personally. The second speaker which Mrs. Reid brought to the group was Mrs. Theresa Jones, director of CHASE, a project for dis-

advantaged persons from South East Washington, D.C. She had been a welfare mother herself, before she went to school to study social work. The students felt that she contributed through her honest presentation of the facts as parents view education. A highlight of this week was a visit to the "Gateway Project" in southeast Muncie. This is a community center sponsored by a religious group which rents space to the public library for a unique branch. Mrs. Ada Hines is an unusual branch librarian; she has worked hard to visit the homes in her community and to provide materials and books to meet the needs of her clients. There are games and other children's materials in abundance as this branch takes the place of activities which would normally take place in a middle-class home. She has also gotten rid of all the white middle-class books which her patrons feel are not for them.

Mrs. Alice Aiello from the Cuyahoga County Library in Ohio was the consultant for the fourth week. She emphasized the art of "brainstorming" as a means of initiating key action techniques. An important part of her presentation was involving the participants in developing solutions for problems which they have in cooperating with their existing public libraries. Mrs. Aiello also brought two speakers to assist in making her presentation more meaningful. Mr. Mark Neyman discussed the plight of the Appalachians, and Mrs. Honore Moton from Toledo, Ohio Public Library presented a book talk which was superb. All three of them held individual conferences with the participants and held small group discussions.

The Institute was closed with the appearance of Dr. Wesley Meierhenry from the University of Nebraska. He emphasized the role of the media in education and where we will be moving in the future. He brought in two principals from disadvantaged areas. First was Mr. Nathaniel Dixon from

Washington, D.C. He was able to relate to the students how a viable media center was developed in his school, from an old coal bin and half of the lunch room and how the teachers and students in his school were able to eliminate many of the traditional restraints placed upon the use of library materials. The capstone on the Institute was placed by Dr. James Stewart in his discussion of the peer groupings and social status of persons in disadvantaged areas, from inner-city, rural, or Indian reservations. He was also able to cite some practical examples of how he had helped to develop media centers in several difficult situations.

The Institute closed with a very impressive banquet planned by the participants. The program for this event is included in the Appendix.

There were two other major facets of the Institute which should be mentioned. First, the mini-courses which were developed by the faculty with the cooperation of the participants; and second, the field trips which provided the participants with a view of other facilities and programs.

The first field trip was to Cleveland, Ohio, and the group departed for this trip on the second day of the Institute for three days. Mrs. Elnora Portteus, the Director of School Libraries, from Cleveland, arranged our itinerary. Most of the schools were holding summer educational programs, which were valuable for the participants to view. We were also able to see new and old remodeled media centers in operation. Of special significance was our visit to the Supplementary Resources Center. Formerly federally funded, the typical inner city warehouse has been carpeted and renovated, and is now financially supported by the city school system. The center includes an exhibition hall where special programs, the Cleveland symphony, for example, are presented for school children. The second floor is devoted to the heritage of Cleveland. Children dress up in frontier costume, and each child actually spins and weaves cloth, sheers a

model sheep, changes the tire on a buggy, makes a nail, prints on an old printing press, and even helps build a log cabin from cardboard "logs." On the third floor is a science area; the children can "ride" a jet and "go underwater" in a sea lab, where sights and sensations are synthesized. A planetarium and communications of the future display are also available. The fourth and fifth floors are devoted to the arts. The center employs 75 teachers to accomodate city children in grades 3, 4, and 5.

Two other one-day trips were taken in the vicinity of the Institute program. The first was to Adams Central School, which has approximately 1400 students in grades K-12. This rural consolidated school has a staff in its two media centers of: (1) 3 librarians (2) 2 clerks (3) 1 Audio-Visual specialist (4) 2 electronics engineers. The school is completely carpeted and air-conditioned with many open areas without walls and features an electronics center which every teacher, from over 100 stations, can reach for television, audio programs, or dial access. The second trip was to Indianapolis, where the participants visited a former Knapp Project elementary school, a remodeled media center, the Children's Museum, the 500 Racetrack, and the Education Center for the Indianapolis Public Schools.

The participants never met in formalized classes, but most of the instruction took place in mini-courses. In the appendix is a copy of the form they filled out at the beginning of the Institute which provided them with some of the various possibilities for instruction in the use of equipment, development of materials, and development of techniques in which the faculty had expertise. Each participant selected the areas of his interest and these mini-units were presented at times when the participants were not working on some other activity. This aspect of the Institute programs seemed to be an extremely successful experiment.

EVALUATION

1. Relations with the USOE in all program and fiscal matters.

Negotiations were handled promptly, and the evaluators seemed to be fair in their negotiations. Mr. Jim Johnson, from our Office of Research, has handled all fiscal matters and from discussion with him, everything has been in order and of high caliber.

2. Relations with our own administration.

Ball State University has been conducting large numbers of summer, short-term and academic-year institutes; therefore, the administration and administrative procedures are designed for ease of operation. Our administration has encouraged participation in writing institute proposals and conducting institutes.

3. Pre-institute preparation--problems and solutions (i.e., publicity, selection criteria and methods).

In preparing for the summer Institute, there was little difficulty in organizing, as we had conducted a similar institute the previous academic year.

a. Publicity -

Most contact was handled through the publishing of a brochure which was widely distributed and announcements in library publications, particularly Indiana professional publications. The Directors of School Libraries from Chicago, Detroit, Cleveland, and Indianapolis, were contacted and special brochures were sent for their distribution as these school systems were target areas. The directors were not very responsive, except from one city. More success was realized through contacting individuals who became interested through the articles in national journals and asking them to contact other interested applicants.

b. Participants -

Thirty participants with backgrounds suitable for administering school media programs in disadvantaged areas were selected on the basis of the qualities listed in the Institute operational grant in the section "Selection Criteria."

c. Selection criteria -

(1.) A bachelor's degree from an accredited institution.

All applicants had a bachelor's degree from an accredited college or university; therefore, there were no problems meeting this selection criterion.

(2.) Must be employed in a school during the academic year 1970-71 in which one-half or more of the families earn $3,000 or less per year.

Letters were received from the superintendents or principals of the participants indicating that they would be re-employed in the 1970-71 academic year, and that their school included one-half or more families which earned $3,000 or less per year.

(3.) Presently engaged in librarianship in an elementary or junior high school or plan to serve at these grade levels.

Twenty-five of our participants met this criteria, but we admitted five persons from high schools, because they were highly qualified. This provided a good mix and if this institute is held again this criterion would be changed to include high school participants.

(4.) Evidence of continuing employment as a full-time school librarian in a disadvantaged area or reasonable assurance of a contract to hold such a position during the academic year 1970-71.

This was verified by contacting the superintendent.

(5.) Some hours of library science would be desirable (individuals who hold a major in library science at the undergraduate level or who have a graduate degree in library science).

All of the applicants had taken some library science courses previously.

(6.) A valid teacher's certificate, some successful school teaching experience, or experience in a school library would be most desirable.

The participants all held a valid teacher's license and had one or more years of experience in a library.

(7.) Evidence that the individual possesses the prerequisite academic aptitude to pursue the program successfully. Minimum admission requirements include an undergraduate grade index from an accredited institution of B- or better and previous graduate work must average B or better unless exceptional circumstances prevail.

The grade point ratio of most of the applicants was not outstanding. This did not detract from their involvement in the institute or their need for this type of institute.

(8.) Evidence of sound character and high potential as a leader in assisting teachers and students in utilizing instructional materials, supported by recommendations of supervisory officers or others in a position to furnish reliable information.

Recommendations were received from supervisors and/or principals.

(9.) Priority will be given to those who have not attended a federally supported institute in librarianship.

Most of the participants had not attended an institute previously or within the last five years. Three alternates were used who had attended institutes within the last three years, but this institute was of a different nature from any they had attended previously.

(10.) Be a citizen of the United States.

All participants were citizens of the United States.

4. Orientation of participants.

Individual problems of participants were answered throughout the late spring and early summer and formal orientation was given on the first day of the Institute. Several campus trips were taken during the second, third and fourth weeks of the Institute program.

5. Physical facilities.

The Library Science facilities at Ball State University met all the needs for conducting the Institute in media.

6. Field trips, laboratory work, practica -- effectiveness in terms of number and purpose.

All of these activities were described in the preface. But the balance of field trips, speakers, resource persons, laboratory experience, parties, participant integration was excellent and was woven into a whole at the banquet. (See appendix for banquet program in which the participants summarize the whole Institute.)

7. Participant communication with director and staff during institute -- methods used and your appraisal of their effectiveness.

Students were told that they could visit any of the faculty members during their office hours or at times when they might have special appointments. A particular effort was made to have individual conferences throughout the summer with each participant. In any Institute it is very important to put more emphasis upon constant communication with the participants and faculty throughout the duration of the institute program in informal settings such as coffee hours, brainstorming, rap sessions, get-togethers in faculty homes, etc.

8. Full-time vs. part-time staff.

All of the staff was full-time.

9. Regular faculty of your institution vs. visiting faculty (including staff for 2 weeks or more).

All of the faculty in our summer Institute were regular faculty members.

10. All other (part-time) lecturers or consultants -- number and effectiveness of their contributions.

Four special lecturers were used for the Institute group. These lecturers were with the group for four or three days and brought one or two special guests with them (see Appendix for list of speakers and their addresses). This seemed to be quite effective. While they were preparing for presentations the participants were in the lab or were taking mini-courses.

11. Unique features of the institute.

A. The use of resource speakers chosen by the four major lecturers, so they could correlate and enhance their presentations.

B. Offering the labs and classwork in mini-units which were selected by the participants themselves.

C. De-emphasis of grades, and emphasis on the learner.

D. The excellent mix of the participants, from 17 states, 20 black, etc.

12. Use of "new materials," i.e., films, videotapes, programed instruction, transparency sets, television, telelecturers, curriculum center materials, language or other laboratories, data retrieval and processing, etc.

Many new films were viewed by the Institute participants as part of their multi-media presentations and for their film forum which was held on Wednesday evenings (see appendix for listing of films and other pertinent material). Transparency sets were made by the Institute participants, as well as many laminated and dry-mounted pictures for student use. Each Institute participant was able to operate and evaluate our multi-media teaching console which would be found in

many of the new large group-instruction areas. A closed circuit television system was installed for the use of the participants, and they were all able to use a porta-pack camera and recorder to evaluate its use in simulated situations. Since Ball State University has one of the largest teaching materials curriculum centers in the country, they were able to utilize many models, realia, objects, filmstrips, recordings, maps, and charts. Of major significance was the preparation of a multi-media presentation using the combination of video tape and slides. The presentation is available at a cost of $14.55 for 47 slides and one audio tape. (Video tape can be reproduced if the requester will send a twenty-minute tape, for Shibaden, Sony, or Ampex--please indicate the model of recorder.)

13. What do enrollees say was the most significant thing that happened to them during the institute?

They summarized this in their highlights section of the banquet program (see appendix for program).

14. What do enrollees say they will do differently as a result of the institute when they return to their schools?

The most unanimous statement is that there will be more integration of materials and more time will be spent with students, teachers, and the community, as the Institute has emphasized the need for professional assistance in these areas more than in the processing and organization of materials.

15. Did you make any arrangements for a follow-up; and, if so, what are they?

There were no arrangements made, but it is hoped that the U.S. Office of Education will be able to develop at a later date a measure which could be used several years after the participants have left the Institute.

16. Major strengths of the institute.

A. Being able to be flexible to meet the participants' needs.

B. Visiting meaningful places on field trips to broaden the outlook of the participants about how programs operate in other places.

C. The varied background, experience, and education of the faculty provided students opportunities for future growth in the profession.

D. Excellent cooperation and support of the administration in handling financial matters and expediting procedures.

E. The varied backgrounds and geographic distribution of the participants enhanced their discussions and provided them with an opportunity to share their many experiences.

F. The excellent facilities and materials were helpful in expediting movement of participants and to assist them in gaining the most from their experience.

17. Major weaknesses.

A. Allowing three participants to live off-campus. They missed many of the rap sessions and never really congealed with the rest of the group.

B. Arrange for the lecturers for three days rather than four, as there was not enough time for some laboratory experiences.

18. Major problems encountered and your solutions.

There were no major problems. The Institute ran very smoothly.

19. What would you change if you were to direct another institute.

There would be only minor changes, as everything went smoothly.

20. Potential impact of the institute, if any, on the regular academic year program of your institution.

The major impact will be on the method of teaching used by the faculty members who participated in the Institute.

21. Additional comments.

We would like to compliment the U.S. Office of Education and particularly the division of Library Services and Educational Facilities for their handling of the Institute program.

CONCLUSIONS

A very lengthy conclusion would only duplicate what has already been said. We feel that this Institute program has touched upon a very important need in our society for educating persons to manage and operate school media centers in disadvantaged areas. The only way we will be able to evaluate our success will be through the performance of our students in their professional activities.

Ball State University - Muncie, Indiana

Participant	Home Address	Pre-Institute Employment	Post Institute Employment	Dependents
Allen, Elsie L.	304 Van Buren Dr. Jonesboro, La 71251	Jackson Parish School Board Jonesboro, La	Same	3
Baker, Lavonne	70 N. Lazy Place Tucson, Ariz 85705	Walter Douglas School Flowing Wells School District 3302 N. Flowing Wells Rd. Tucson, Ariz 85705	Same	0
Bragg, Janice R.	5264 Marlboro Pike #301 Hillside, Md 20027	D.C. Schools (Gage) 2nd and V Streets, N.W. Washington, D.C.	Same	0
Buckley, Clare J.	2635 Orlando Dr. Pittsburgh, Pa	Board of Public Education 341 S. Bellefield Avenue Pittsburgh, Pa 15213	Same	0
Crow, Lois A.	2539 S. Bayshore Dr. Miami, Fla	Dade Co. Board of Public Instruction 1410 N.E. Second Ave Miami, Fla 33132	Same	0
De Vega, Maria M. Muniz	R-36 Luz Este Levittown Lakes Catano, Puerto Rico	Department of Instruction San Juan, Puerto Rico	Same	3
Hicks, Doris A.	28 Ericsson St. Rochester, N.Y.	City School District 13 South Fitzhugh St. Rochester, N.Y. 14610	Same	1
Horne, Fanita F.	301 N.E. 77th St. Apt 10 Miami, Fla 33138	Dade Co. Board of Education Miami, Fla	Same	0
Hulme, Virginia M.	5053 Shelby Dr. Memphis, Tenn 38118	Memphis City Board of Education 2597 Avery Memphis, Tenn	Same	0
Jones, Edna M.	19116 Sunset Dr. Warrensville Hts, Ohio	Cleveland Public Schools Board of Education 1380 E. 6th St. Cleveland, Ohio 44114	Same	0

Ball State University - Muncie, Indiana

Participant	Home Address	Pre-Institute Employment	Post-Institute Employment	Dependents
Koons, Nancy L.	1812 N. Reserve St. Muncie, Ind 47303	Muncie Comm. Schools Muncie, Ind	Same	2
Layne, Patricia P.	1305 S. 45th St. Louisville, Ky	Louisville Board of Education 506 W. Hill St. Louisville, Ky 40208	Same	1
McWilliams, Roscoe R.	1824 Foster Avea Memphis, Tenn 38114	Memphis City Board of Education 2597 Avery Ave Memphis, Tenn 38112	Same	1
Odell, Albert S., Jr.	Box 301 Ganado, Ariz 86505	Ganado Public Schools Ganado, Ariz 86505	Same	4
Riley, Inell N.B.	508 N. Hampton Ave Fairfax, S.C. 29827	C.B. Byrd School Fairfax, S.C. 29827	Same	1
Sanders, Dorothy	P.O. Box 193 Greenwood, La 71033	Caddo Parish School Board 501 Court House Shreveport, La	Same	1
Sharpe, Bobbie M.	1100 Laurel Kansas City, Kan	Kansas City Public Schools Kansas City, Missouri 64108	Same	5
Simmons, Sadie P.	6712 6th St., N.W. Washington, D.C.	D.C. Public Schools Edmonds School 9th and D Sts. N.E. Washington, D.C. 20012	Same	1
Sister Mary Gemma Cavanaugh	St. Monica 2254 Adams St. Gary, Ind 46407	Diocese of Gary Schools 1441 Hoffman St. Hammond, Ind	Same	0

Ball State University
Muncie, Indiana

Participant	Home Address	Pre-Institute Employment	Post-Institute Employment	Dependents
Sister Dorothy H. Farley	329 E. 63rd St. New York, N.Y.	Cathedral High School 560 Lexington Ave. New York, N.Y. 10022	Same	0
Smith, Ora J.	4181 E. 186th St. Cleveland, Ohio 44122	Cleveland Board of Education Cleveland, Ohio	Same	0
Stutzman, W. Dale	917 Greene Rd. Goshen, Ind 46526	Middlebury Comm. Schools Middlebury, Ind 46540	Same	4
Taylor, Melba C.	506 E. 14th St. Caruthersville, Mo	Caruthersville School Dist. 18 Caruthersville, Missouri 63830	Same	2
Thompson, Ruth G.	412 S. Wooten St. La Grange, N.C.	Adkin Jr. H.S. Kinston, N.C. 28501	Same	0
Williams, Louise M.	16920 Throckley Cleveland, Ohio	Cleveland Board of Education 1380 East 6th St. Cleveland, Ohio 44114	Same	1
Williams, Phyllis G.	16913 Baylis Detroit, Mich	Pontiac Board of Education 350 Wide Track Drive East Pontiac, Michigan 48058	Same	0
Williams, Virginia F.	16120 Stockbridge Cleveland, Ohio	Cleveland Board of Education Cleveland, Ohio	Same	5
Wright, Cheryl D.	18140 Euclid Ave #A2 Cleveland, Ohio	Willson Jr. High 1625 East 55th St. Cleveland, Ohio	Same	1

18

Department of Library Science

Ball State University

in cooperation with the
U.S. Office of Education

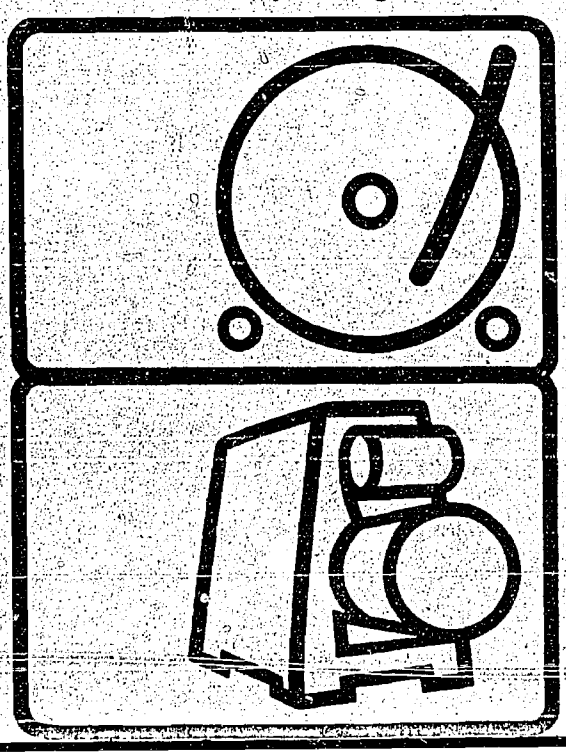
announces a five-week
Institute for continuing
study in librarianship

Implementation of

Media Programs in Disadvantaged Areas

for experienced
teachers and librarians

July 20-August 21, 1970



Purpose and General Information

This Institute is designed to provide elementary and junior high school librarians from disadvantaged areas, whether inner-city or rural, with an opportunity to study current practices and to develop solutions for operating their libraries as media centers, working with their community, and cooperating with existing public libraries. The participants will be selected because they are either presently operating an elementary or junior high school library or have been selected to administer a library during the 1970-71 school year. Through the use of video recording and individual conferences, techniques will be developed for working with students, teachers, community leaders, etc. Of extreme importance will be the development of procedures for interpersonal contacts which affect the success of the school media program. Emphasis will be placed on evaluation, selection, organization, and utilization of media.

Objectives

The primary objective is to create an awareness among the Institute participants of their leadership role in curriculum development and implementation, including the improvement of media services in disadvantaged areas.

The program will specifically give participants opportunities:

1. To develop skills in evaluating and selecting a variety of appropriate print and nonprint media.
2. To obtain instruction and individual practice in the operation of new technology and the organization and utilization of media.
3. To plan long-range programs for development of media centers and means of cooperating with public libraries.
4. To secure competencies in identifying and working cooperatively with community leaders.

This Institute for training in librarianship is being conducted under a grant from the U.S. Office of Education, Title II B, Higher Education Act of 1965, P.L. 89-329, as amended. This Institute is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

Participants

Thirty experienced teachers and librarians, including men and women, will be selected as participants. An applicant must be employed in a school in which one-half or more of the students qualify for the poverty program (a family income under $3,000). An applicant need not be presently assigned in a school library, but his principal or superintendent will be asked to submit a statement concerning his future assignment in an elementary or junior high school library.

Criteria for Eligibility

1. A bachelor's degree from an accredited institution.
2. Must be employed in a school during the academic year 1970-71 in which one-half or more of the families earn $3,000 or less per year.
3. Presently engaged in librarianship in an elementary or junior high school or plan to serve at these grade levels.
4. Evidence of continuing employment as a full time school librarian in a disadvantaged area or reasonable assurance of a contract to hold such a position during the academic year 1970-71.
5. Some hours of library science would be desirable (individuals who hold a major in library science at the undergraduate level or who have a graduate degree in library science).
6. A valid teacher's certificate, some successful school teaching experience, or experience in a school library would be most desirable.

7. Evidence that the individual possesses the prerequisite academic aptitude to pursue the program successfully. Minimum admission requirements include an undergraduate grade index from an accredited institution of B- or better and previous graduate work must average B or better unless exceptional circumstances prevail.

8. Evidence of sound character and high potential as a leader in assisting teachers and students in utilizing instructional materials, supported by recommendations of supervisory officers or others in a position to furnish reliable information.

9. Priority will be given to those who have not attended a federally supported institute in librarianship.

10. Be a citizen of the United States.

Program

The program will be self-contained for the thirty participants. The length of the program is designed to fit into the five-week Second Summer Term of the University. Classes will not follow the university time schedule, but will provide for large group, small group, and independent study periods. Visiting lecturers will be used extensively. Each of them will spend at least four days at the Institute.

Academic Credit

Six quarter hours of credit in Library Science will be offered. These credits can be applied as electives on the Master of Library Science program at Ball State University.

Field Trips

Field trips will be arranged for all participants to visit media centers in the Muncie area. One major trip for two and one half days will be scheduled to Cleveland, Ohio, and Detroit, Michigan, to visit projects for the disadvantaged. Transportation by public carrier for field trips will be furnished the participants through the grant for the Institute. Lodging and meals enroute will be financed by the individual participant.

Stipends

Stipends at the rate of $75 per week plus $15 per week for each dependent are provided for each participant while attending the Institute, up to a maximum of 5 weeks. Although participants are exempt from all tuition and most other regularly required fees, they must provide for their own travel and must furnish necessary books and supplies, as well as room and board. They will also be required to pay a vehicle registration fee, when applicable.

Facilities

The Department of Library Science is located on the third floor, east wing, of the University Library. The air-conditioned facilities include a library science professional collection, a well-equipped graphics laboratory, classrooms, faculty offices, and an outstanding collection of books for children and young people. These are supplemented by the University Library collections which provide an unusual and extensive selection of special audio-visual instructional materials.

Recreational Opportunities

Recreational facilities available to participants include two municipally owned golf courses; a large lake; private, municipal, and university swimming pools; university-produced plays and musicals; tennis courts, etc. Also available are university-sponsored recreational programs which include swimming, archery, badminton, softball, bridge, and others at no cost.

Housing

The participants will live together in a graduate residence complex; the interactions among participants during informal hours are extremely important. No housing provisions will be made for the dependents of the participants due to the concentrated nature of the Institute program.

Institute Director

Mr. Thomas L. Hart
Assistant Professor
of Library Science
Ball State University
Muncie, Indiana

Institute Co-Director

Dr. Selma K. Richardson
Assistant Professor
of Library Science
Ball State University
Muncie, Indiana

Staff

Dr. Marina E. Axeen, Chairman and Professor of Library Science, Ball State University, Muncie, Indiana.

Dr. George T. Yeamans, Associate Professor of Library Science, Ball State University, Muncie, Indiana.

Lecturers

Mrs. Alice Aiello, Associate Director of the Cuyahoga County Public Library, Cleveland, Ohio.

Dr. James Mierhenry, Dean of the School of Education, University of Nebraska, Lincoln, Nebraska.

Mrs. Annie T. Reed, High John Project Director, School of Library and Information Services, University of Maryland.

Miss Peggy Sullivan, Doctoral Candidate, University of Chicago, formerly Director of the Knapp School Libraries Project.

REGISTRATION BLANK

Selma K. Richardson, Co-Director
HEA Institute for Media Implementation
Department of Library Science
Ball State University
Muncie, Indiana 47306

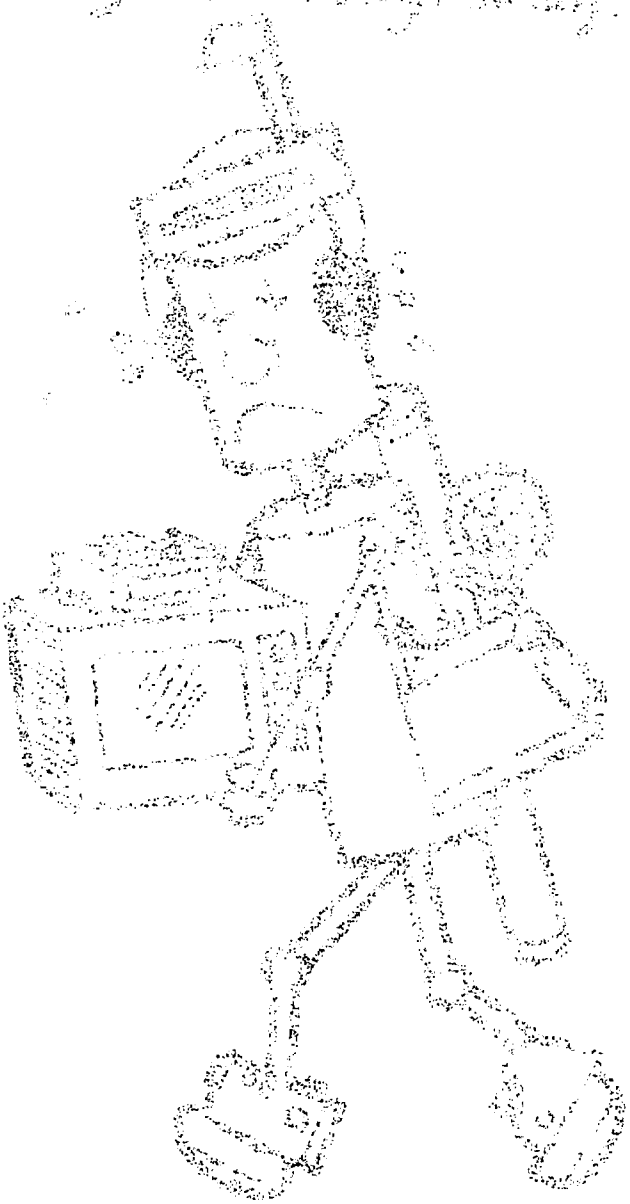
_____ Please send me the Graduate Library Science brochure for the Master of Library Science Program at Ball State University.

_____ Please send me an application form for the 1970 HEA Institute concerning Implementation of Media Programs in Disadvantaged Areas.

NAME _____

STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____



BALL STATE UNIVERSITY

PROGRAM

August 20, 1970 6:30 p.m.

Banquet

Song, "Summertime".....Virginia Williams
Accompanist.....Patricia Layne

Skit.....Staff

Video Tape.....Highlights from the Institute

Story, "Tony".....Dale Stutzman

Crystal Ball - "Just for Fun".....Virginia Hulme
Phyllis Williams

Skit.....Institute Participants

Remarks.....Mr. Thomas L. Hart

INSTITUTE STAFF

Director

Mr. Thomas L. Hart

Co-Director

Dr. Selma K. Richardson

Dr. George T. Yeamans

Secretaries

Alice Coatney
Susan Owens
Ruth Rathbun

Laboratory Assistants

Laurence Torstenbo
Donald Immel
George Giambrone

HIGHLIGHTS OF THE HEA INSTITUTE

7-19-70 We began with a Get-Acquainted Party - at the home of Mr. Thomas Hart, Institute Director. This friendly greeting quieted any uneasiness which we may have experienced as we moved into our new environment.

7-20-70 Eagerly, we waited for the first class to assemble. One by one, we asked, "Where is the library?" "How far do we have to walk?" Question after question was posed - and then, we were in Room 390.

Inspiring remarks from the faculty and a tour of the library reinforced our confidence. We felt that eventually we would learn our way around.

7-21-70 Early Tuesday morning, we began a field trip to Cleveland, Ohio - where we observed school media centers at unique stages of innovative operation. Finally, after three days of observation and picture-taking, we returned to Muncie - a wiser group than when we left.

7-25-70 The Ice Cream Social at the Wagoner's residence will be remembered in the distant future. We are grateful to Lavonne for the wonderful gesture.

7-27-70 Already a week had passed. We began the second week with two guest lecturers. Mrs. Claire Rudin from BOCES acquainted us with practical methods of using media in our instructional programs.

7-28-70 Miss Peggy Sullivan, former Director of

HIGHLIGHTS

the Knapp School Libraries Project, was exceptionally knowledgeable of possible solutions to problems which confront us. Miss Sullivan launched her discussion with hypothetical cases taken from her forthcoming book, and led us into the realm of delightful fantasy - by telling a story.

7-28-70 Swimming afforded excellent recreation at the end of a busy day.

7-30-70 A visit to the Adams Central School, Adams County, Indiana, was the pinnacle of our school visitations. The innovative ideas exhibited in equipment, facilities, and mode of operation exemplified the new concept of the school media center.

8-3-70 With the beginning of week no. 3, a change became apparent in our trend of thought. Mrs. Annie Reid and Mr. Thomas Hamby - sociologist and engineer, respectively - opened varied vistas to judging media centers through the eyes of a Systems Analyst. We worked hard on ideas that were foreign to us; yet, there were other horizons to visualize.

We were urged to formulate broad perspectives for relating our schools and media centers to our respective communities. Our sincere thanks were expressed to Mrs. Theresa Jones - Director of CHASE - South East Washington, D.C. - for the timely challenge.

8-3-70 "Media, Media Everywhere" could have been the theme of the Bulletin Board Party. We displayed our skills!!!

HIGHLIGHTS (See next page)

8-19-70 Mr. Nat Dixon related well to our experiences, because of his well-rounded career in the field of education. We were appreciative of the opportunity to be a part of Mr. Dixon's discussion period.

8-20-70 Tonight marks the culmination of a very significant Institute. We have enjoyed our stay at Ball State.

Mr. Hart and Dr. Richardson could not have selected a more congenial group even if they had known us personally.

To our instructors, we say, "Thanks for a well-planned learning experience!!"

HIGHLIGHTS

8-7-70 It's great to be outdoors on a Friday afternoon; so our fancy turned to horseback riding.

8-10-70 The fourth week ushered in three important guests - public librarians, of course.

Mrs. Alice Aiello captivated our thinking with the art of "Brainstorming" as a means of initiating key action techniques. The plight of the Appalachians was appropriately presented by Mr. Neyman. Mrs. Moton's book talk was superb.

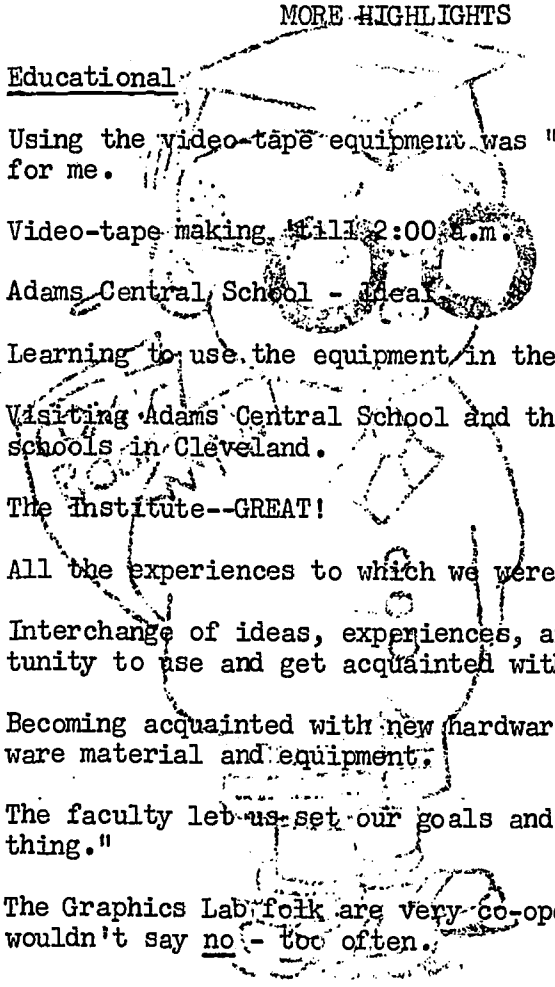
For the unusual feature, we rode across the city to partake of a "soul dinner." Many of our group tasted "soul food" dishes for the first time. Another "first," for some participants, was the Bowling Contest. Don't ask what the scores were - but we did have fun!!!

8-17-70 Finally, our last week arrived. How could it be celebrated - if not with another field trip - just as we began?

The tour took us to Allisonville and John Strang Elementary Schools in the Washington Township of Indiana. In the city of Indianapolis, we visited the Children's Museum and the Education Center.

Our guest for the week was Dr. Wesley Meierhenry, Assistant Dean, Teachers College, University of Nebraska. Having been a member of the Joint Committee which prepared the new Standards for School Media Programs, Dr. Meierhenry had a wealth of information to share with us.

MORE HIGHLIGHTS



Educational

Using the video-tape equipment was "way out" for me.

Video-tape making till 2:00 a.m.

Adams Central School - ideal

Learning to use the equipment in the graphics lab.

Visiting Adams Central School and the schools in Cleveland.

The institute--GREAT!

All the experiences to which we were exposed.

Interchange of ideas, experiences, and the oopportunity to use and get acquainted with equipment.

Becoming acquainted with new hardware and software material and equipment.

The faculty let us set our goals and "Do our own thing."

The Graphics Lab folk are very co-operative and wouldn't say no - too often.

I came to Ball State as a media disadvantage, but will leave as a multi-media culturally advantaged.

The overall institute was excellent and so much of the material presented and information imparted will be very useful in my work.

Recreational

Thoroughly enjoyed the diverse facilities offered here.
Horseback riding was a challenge.

Discovered new muscles in bowling.

Bowling and swimming were great.

Recreation with the girls! Ah!

The lawn party, the bulletin board party and the bowling were great.

A sensational first and last experience on horseback.

Fraternizing with the "fellas."

The bowling alley was almost too available.

The "rap" sessions in the dorm.

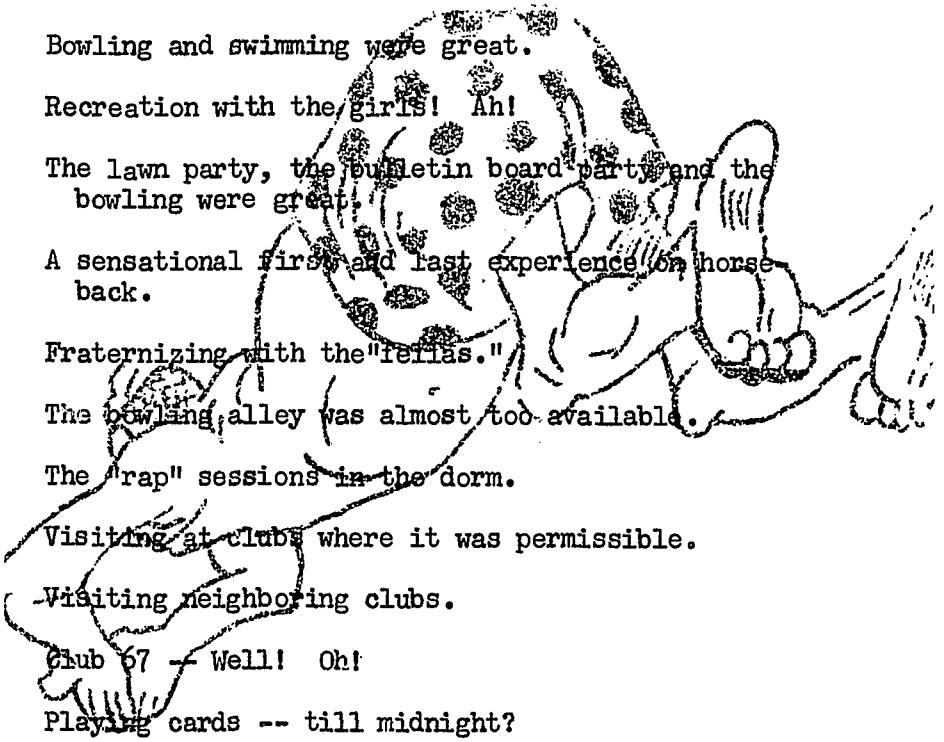
Visiting at clubs where it was permissible.

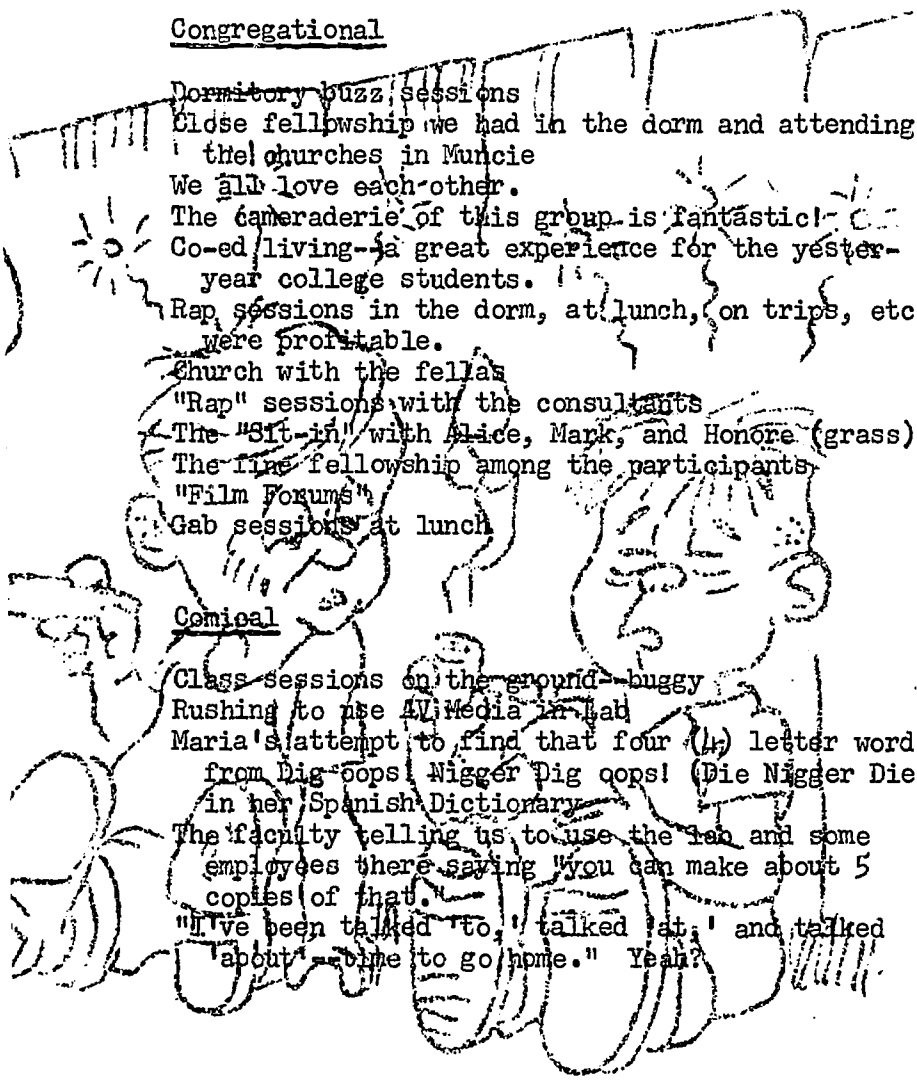
Visiting neighboring clubs.

Club 67 -- Well! Oh!

Playing cards -- till midnight?

All our recreational activities were <u>loads</u> of fun.





Congregational

Dormitory buzz sessions
Close fellowship we had in the dorm and attending the churches in Muncie
We all love each other.
The camaraderie of this group is fantastic!
Co-ed living--a great experience for the yesteryear college students.
Rap sessions in the dorm, at lunch, on trips, etc. were profitable.
Church with the fellas
"Rap" sessions with the consultants
The "Sit-in" with Alice, Mark, and Honore (grass)
The fine fellowship among the participants
"Film Forums"
Gab sessions at lunch

Comical

Class sessions on the ground--buggy
Rushing to use AV Media in Lab
Maria's attempt to find that four (4) letter word from Dig oops! Nigger Dig oops! (Die Nigger Die) in her Spanish Dictionary
The faculty telling us to use the fan and some employees there saying "you can make about 5 copies of that."
"I've been talked 'to,' talked 'at,' and talked 'about'--time to go home." Yeah?

MORE HIGHLIGHTS

Cultural

"I never Sang for my Father" was absorbing, and professionally executed. "Cotton Comes to Harlem" really came on!

I must admit I am culturally deprived.

I feel culturally advantaged.

"I Never Sang for My Father" was great.

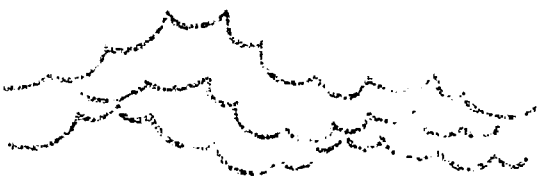
The museum, church, reservoir, Little Theatre--all!

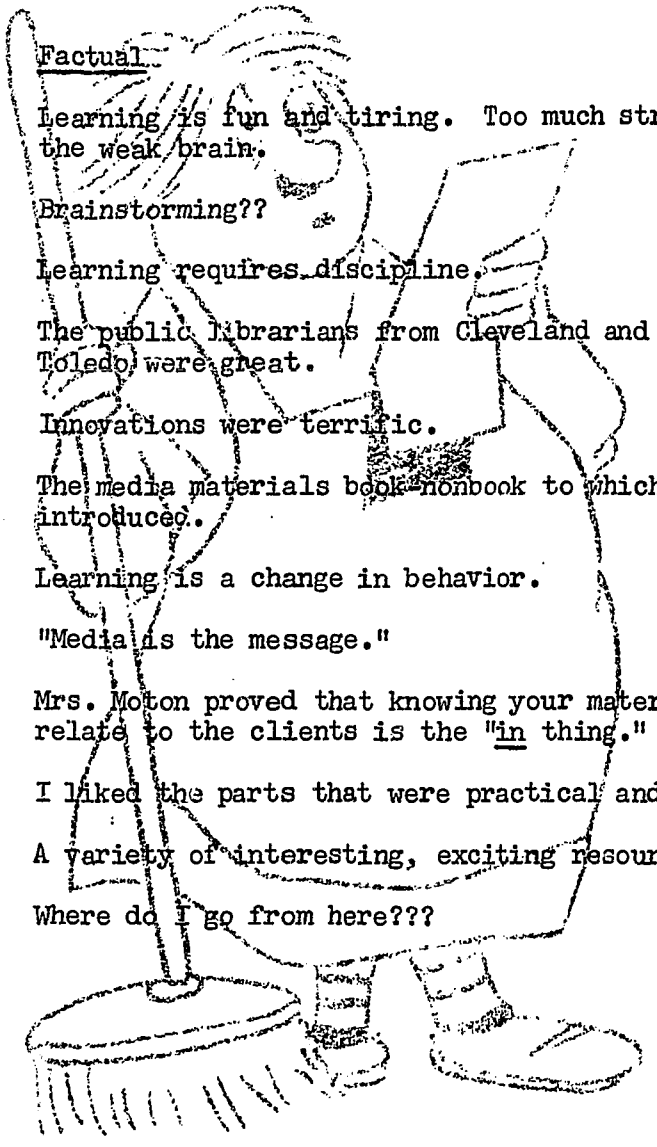
Visits to museums, stage plays and tours.

Field trips to various school and media centers were rewarding.

The Ball State Art Museum.

The Children's Museum.





Factual

Learning is fun and tiring. Too much stress on the weak brain.

Brainstorming??

Learning requires discipline.

The public librarians from Cleveland and from Toledo were great.

Innovations were terrific.

The media materials book-nonbook to which I was introduced.

Learning is a change in behavior.

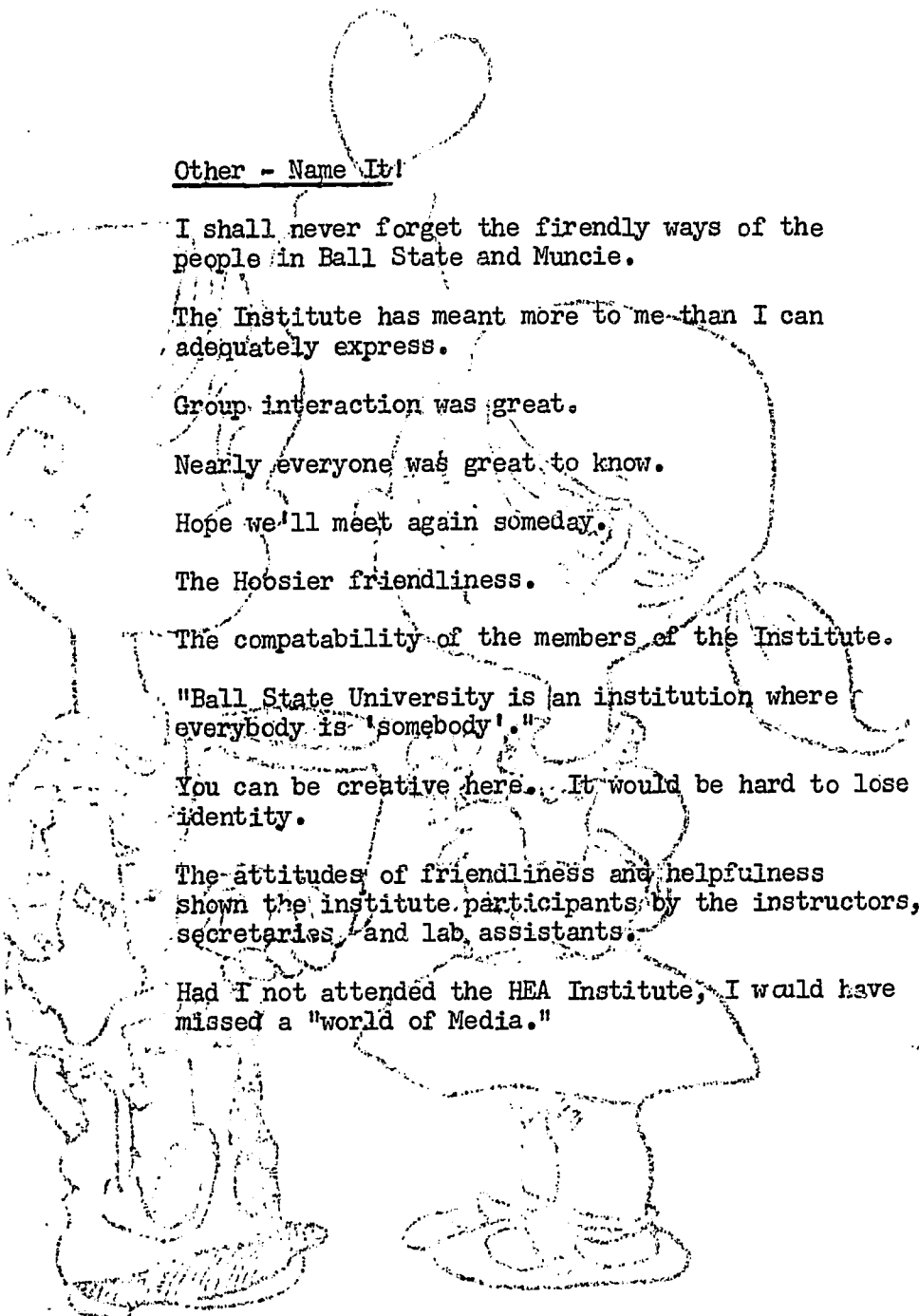
"Media is the message."

Mrs. Moton proved that knowing your materials to relate to the clients is the "in thing."

I liked the parts that were practical and concrete.

A variety of interesting, exciting resource people.

Where do I go from here???



Other - Name It!

I shall never forget the firendly ways of the people in Ball State and Muncie.

The Institute has meant more to me than I can adequately express.

Group interaction was great.

Nearly everyone was great to know.

Hope we'll meet again someday.

The Hoosier friendliness.

The compatability of the members of the Institute.

"Ball State University is an institution where everybody is 'somebody'."

You can be creative here. It would be hard to lose identity.

The attitudes of friendliness and helpfulness shown the institute participants by the instructors, secretaries, and lab assistants.

Had I not attended the HEA Institute, I would have missed a "world of Media."

"Key Words"

Media - "spirits" of participants and directors
Multi-media - lots of spirits
Disadvantaged - arriving at Cafeteria at 6:01 pm
Advantaged - those who attend HEA
Involvement - total participation in the coffee break
Relevant - uncle who aids in the curriculum
Client - the bored of education
Discussion - Should we carry our lunch or buy it in Indianapolis?
Observation - "All of the other classes are finished on Thursday."
Field trip - Roache's for "soul food"
Back-pack - horseback riders
Racist - one who can make it from the dorm to the library in 4 min.
Power - "Class will meet at 8:30 tomorrow - but not without heart"(Hart)
Stipend - could vanish over night
System - dorm to library to Student Center to dorm
Subsystem - Sam's
Prompt - arrival before Mr. Hart
Appalachia - Home Brew?
Human experience - coffee break
Brainstorming - What kind of party can we have?
Sources - ready with the quips

"Key Words"

Photography - snappy fingers
Realia - heads counted before class
Software - plastic spoons in the snack bar
Hardware - Cafeteria silver
Community - "The Happening"
Lab - a place to operate
Mini-course - meat in the Cafeteria
Consultant - Head-expander
Committee - frustrations
Participant - all those who paid $2.00 to the Social Committee
Party - any meeting of HEA Workshop members
Deprived - anyone not in the Institute
Clientele - patients

CAST OF STAFF SKIT

Judge-Superintendent. . . . . Larry Torstenbo

Bride-Librarian . . . . . .Dr. Richardson

Groom-Audiovisual . . . . . Dr. Yeamans

Mother-Librarian Emeritus . . . . . Alice Coatney

Father-Principal. . . . . Don Immel

Maid of Honor-Paraprofessional. . . . . .Ruth Rathbun

Best Man-Graphics Assistant . . . . . .George Giambrone

Flower Girl-Secretary . . . . . Susan Owens

Ring and Standards Bearer . . . . . Mr. Hart

PARTICIPANTS

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Mrs. Elsie L. Allen	304 Van Buren Dr. Jonesboro, La 71251 318-259-4363
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Miss Clare J. Buckley	2635 Orlando Dr. Pittsburgh, Pa 371-0890
Mrs. Lois A. Crow	219 S. 9th St. New Castle, Ind
	2539 S. Bayshore Dr Miami, Fla 445-0053
Mrs. Maria M. Muniz de Vega	R-36 Luz Este Levittown Lakes Catano, Puerto Rico
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	Memphis, Tenn 38118 363-9271
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Mrs. Dorothy Sanders	P.O. Box 193 Greenwood, La 71033
Mrs. Bobbie M. Sharpe	1100 Laurel Kansas City, Kan 621-6810
Mrs. Sadie P. Simmons	6712 6th St., N.W. Washington, D.C. 202-882-7301
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	New York, N.Y. 212-838-0828
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Miss Ora J. Smith	4181 East 186th St Cleveland, O 44122
Mr. W. Dale Stutzman	917 Greene Rd Goshen, Ind 46526 219-533-1964
Mrs. Melba C. Taylor	506 E. 14th St Carruthersville, Mo 314-333-1668
Miss Ruth G. Thompson	412 S. Wooten St La Grange, N.C. 919-566-3539
Mrs. Dorothy S. Williams	2410 Holmes Ave Jackson, Miss
Mrs. Louise H. Williams	16920 Throckley Cleveland, O 216-295-0843
Mrs. Phyllis G. Williams	16913 Baylis Detroit, Mich 862-2157
Mrs. Virginia F. Williams	16120 Stockbridge Cleveland, O 216-751-7348
Mrs. Cheryl D. Wright	18140 Euclid Ave #A2 Cleveland, O

486-0895

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Dr. Selma K. Richardson	Oak Park & River Forest High School 201 N. Scoville Oak Park, Ill 60302
Dr. George T. Yeamans	4007 Burton Dr Muncie, Ind 47304 288-4345
Miss Alice Coatney Secretary	308 N. Talley Muncie, Ind 47303 289-3016

BANQUET COMMITTEE

General Chairman.....Lavonne Baker
Co-Chairman.....Sister Dorothy Farley
Mistress of Ceremonies.....Sadie Simmons

Table Decorations

Maria de Vega
Doris Hicks
Fanita Horne
Albert Odell
Inell Riley
Melba Taylor

Comments

Bobbie Sharpe

Highlights

Patricia Layne

Skit

Elsie Allen
Edna Jones
Roscoe McWilliams
Cheryl Wright

"Key Words"

Janice Bragg
Clare Buckley
Sister Mary Cavanaugh
Ora Smith

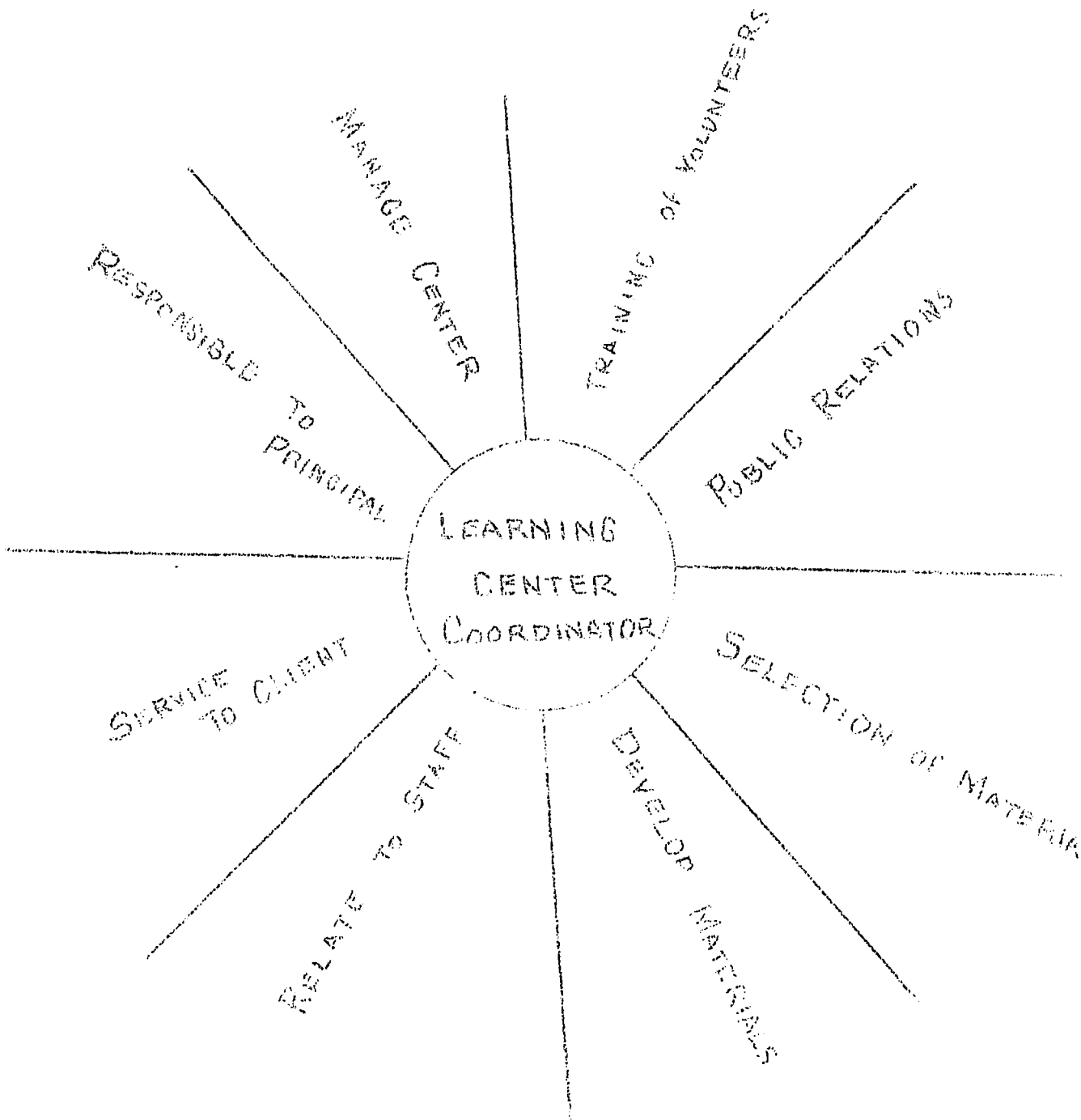
Handbook

Lois Crow
Nancy Koons
Dorothy Sanders
Ruth Thompson
Louise Williams

B. Sharpe

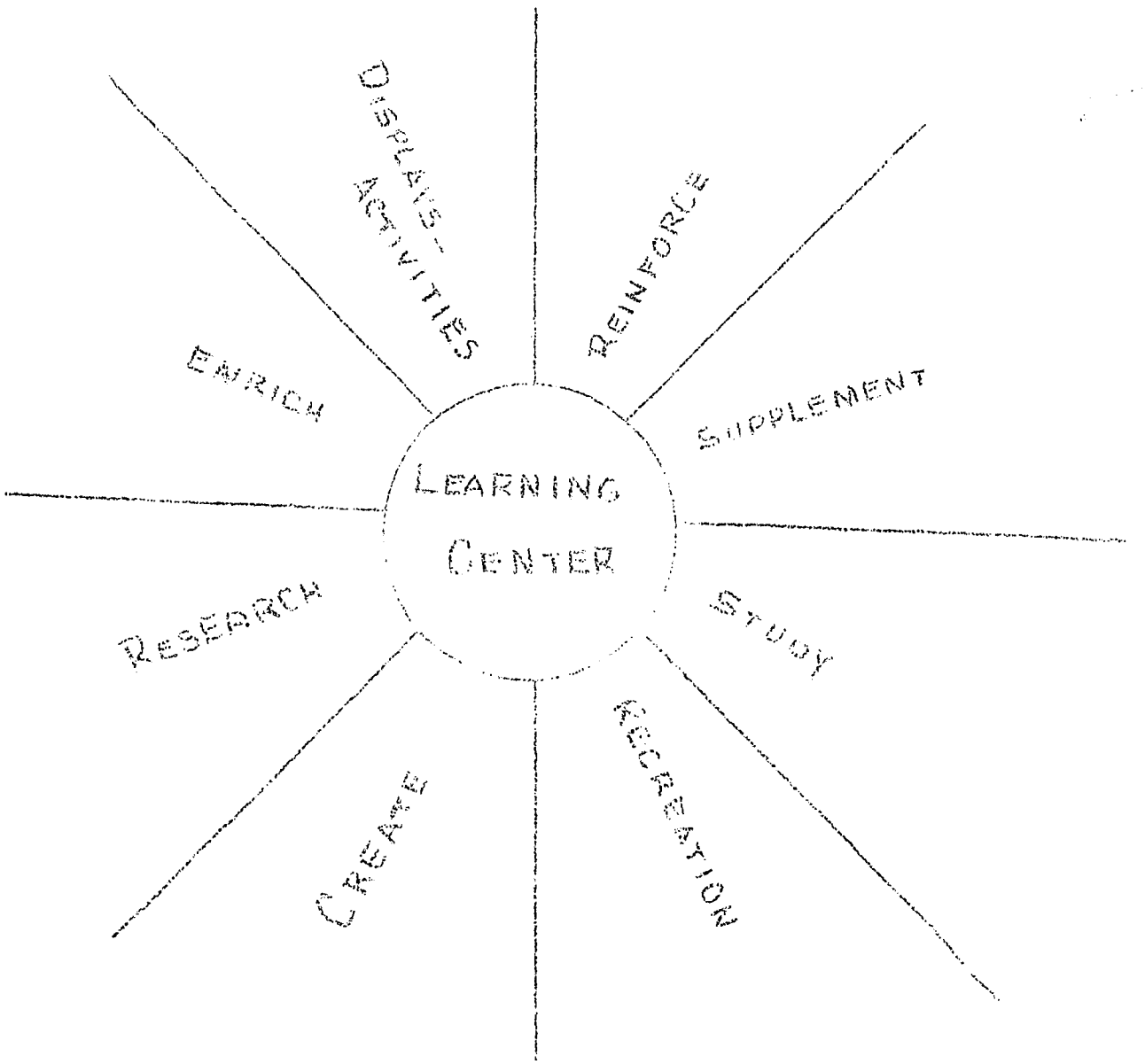
NEEDS	OBJECTIVES	APPROACH (Plan of Action)
1. Instructional materials and equipment.	1. To increase the present supply of materials and equipment according to available funds.	1. Raising funds a. All-school activity; to be determined b. Donations 2. Annual budget
2. Improved competency in the implementation of a multi-media approach to the teaching-learning process.	2. To help improve the teaching-learning process of the staff.	1. Inservice training sessions 2. Inservice workshops 3. Demonstrations by coordinator and staff in faculty meetings 4. Scheduled visitation to other schools and centers by teachers
3. Closer relation between teachers, students, parents, aides.	3. To establish a "cross-section" rapport with entire staff, parents and pupils.	1. Organize a Parents' Library Team. 2. Organize a Teacher's Library Team. 3. Organize Students' Media Club. 4. Provide more opportunities for teachers' displays and exhibits. 5. Monthly displays and exhibits of professional materials by exhibitors, consultants and supervisors.

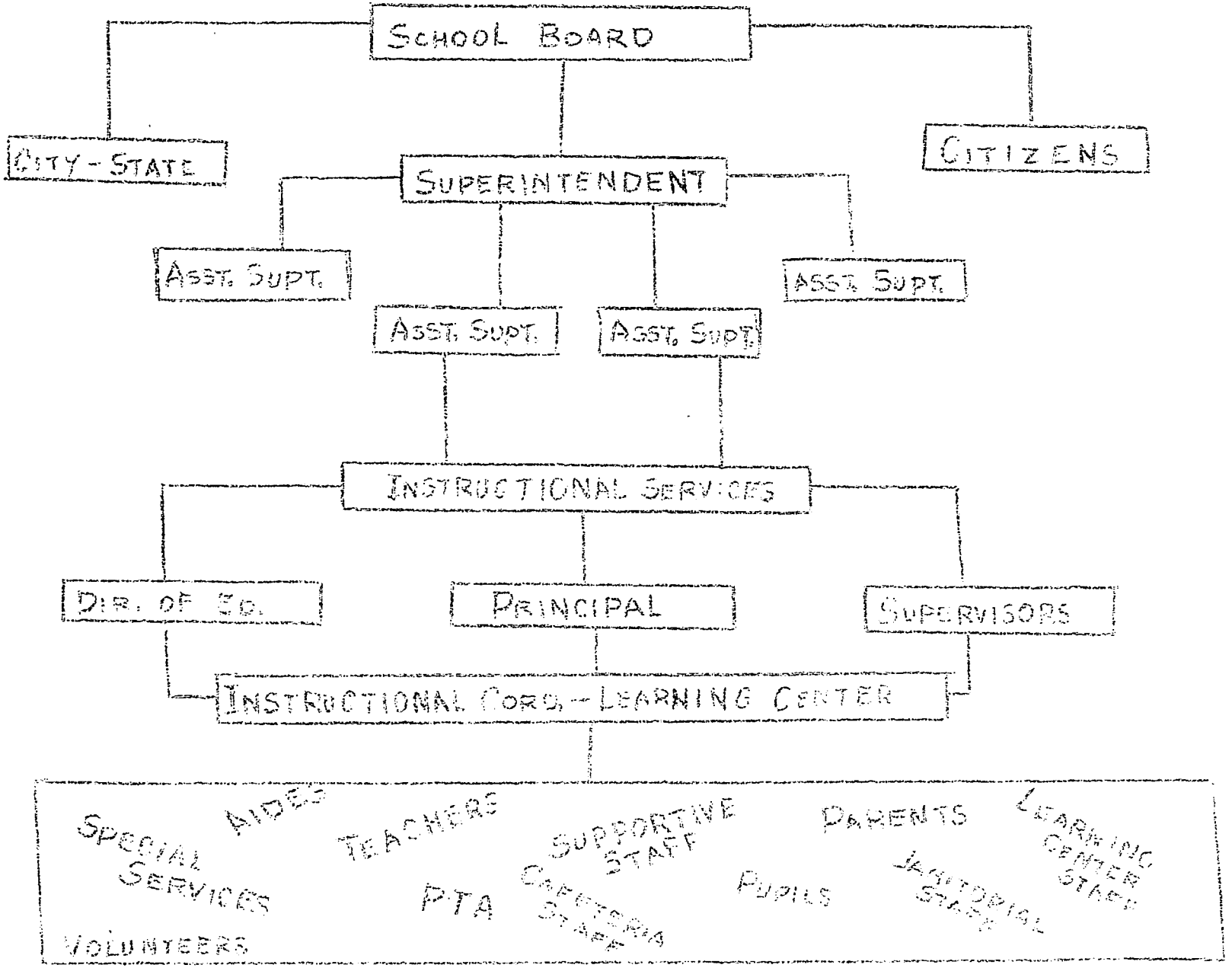
DESIGN OF DUTIES



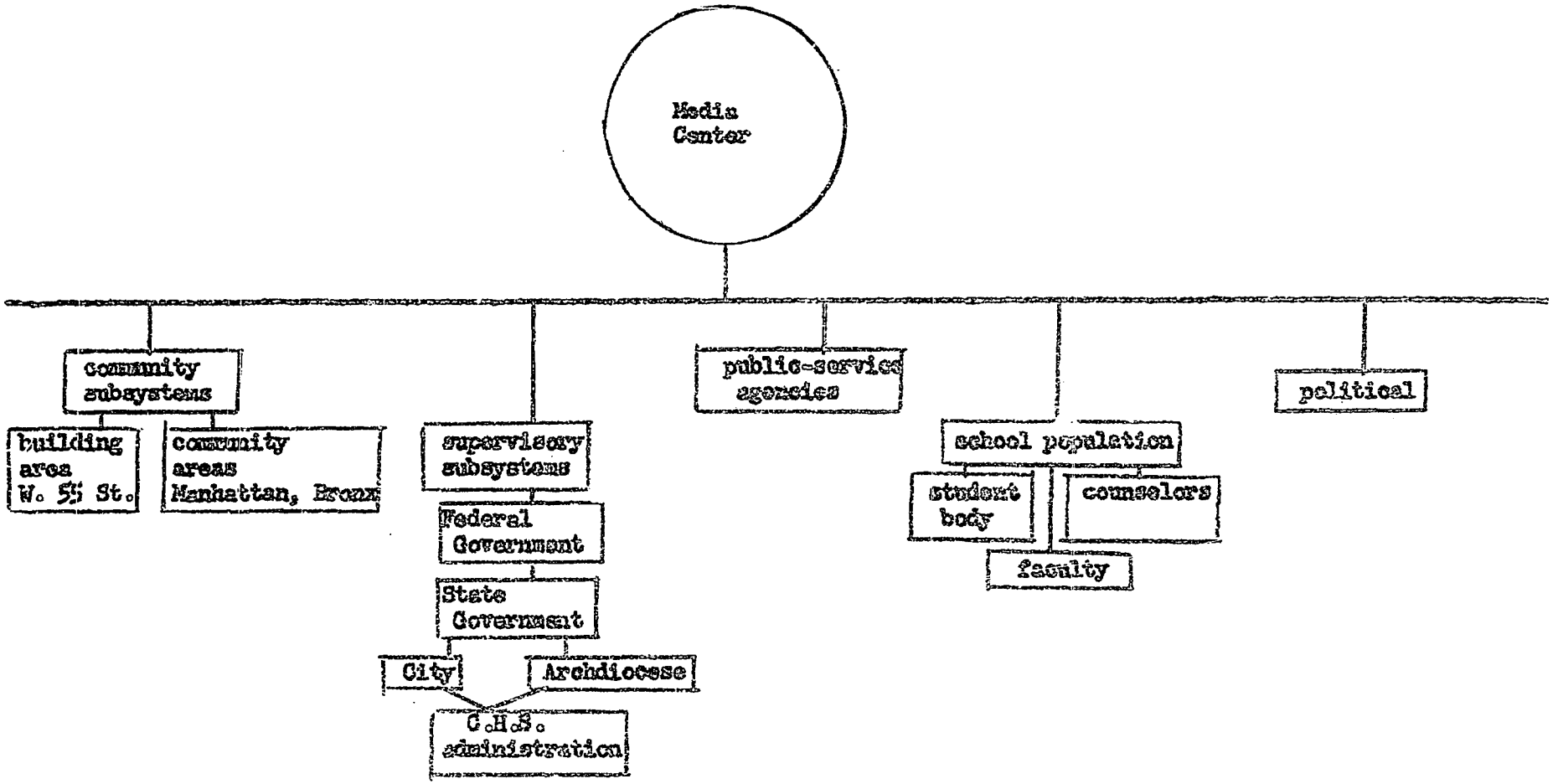
ERIC

DESIGN OF ACTION




SCHOOL BOARD
CITY - STATE
CITIZENS
SUPERINTENDENT
ASST. SUPT.
ASST. SUPT.
ASST. SUPT.
ASST. SUPT.
INSTRUCTIONAL SERVICES
DIR. OF ED.
PRINCIPAL
SUPERVISORS
INSTRUCTIONAL COORD. - LEARNING CENTER
AIDES
TEACHERS
SUPPORTIVE STAFF
PARENTS
LEARNING CENTER STAFF
SPECIAL SERVICES
PTA
CAFETERIA STAFF
PUPILS
JANITORIAL STAFF
VOLUNTEERS

Sister Dorothy Farley



Sister Dorothy Farley

Needs

1. Plans jointly agreed upon by administration, faculty, community, student body and media specialist for forthcoming media center in newly constructed building.

2. Programs for students' immediate and future needs.

3. Realistic funding for adequate initial spending, i.e. funds to provide furnishings, equipment, materials, supplies.

4. Better lines of communication with all subsystems--feedback included.

5. Fuller participation in curriculum planning.

6. Additional personnel--paraprofessionals as well as professional, volunteers, aides.

7. Utilization of the neighborhood--N.Y.C. possesses innumerable educational resources.

8. Ongoing education of media personnel.

9. Regular planning of varied activities both within and outside of school building.

Objectives

To present through written communiques and diagrammed plans my plan for media center in new building to the following:

a. archdiocesan school board
b. principal
c. community
d. student body
e. faculty

To begin programming in September for present student body in order to further develop my idea and concept of media center.

To request volunteers from faculty and student body to join in programming.

To inquire about and investigate local public service agencies in the neighborhood through periodic visits once a month.

To discuss favorable and unfavorable aspects of curriculum with faculty during lunch periods and with students during informal visits to the library.

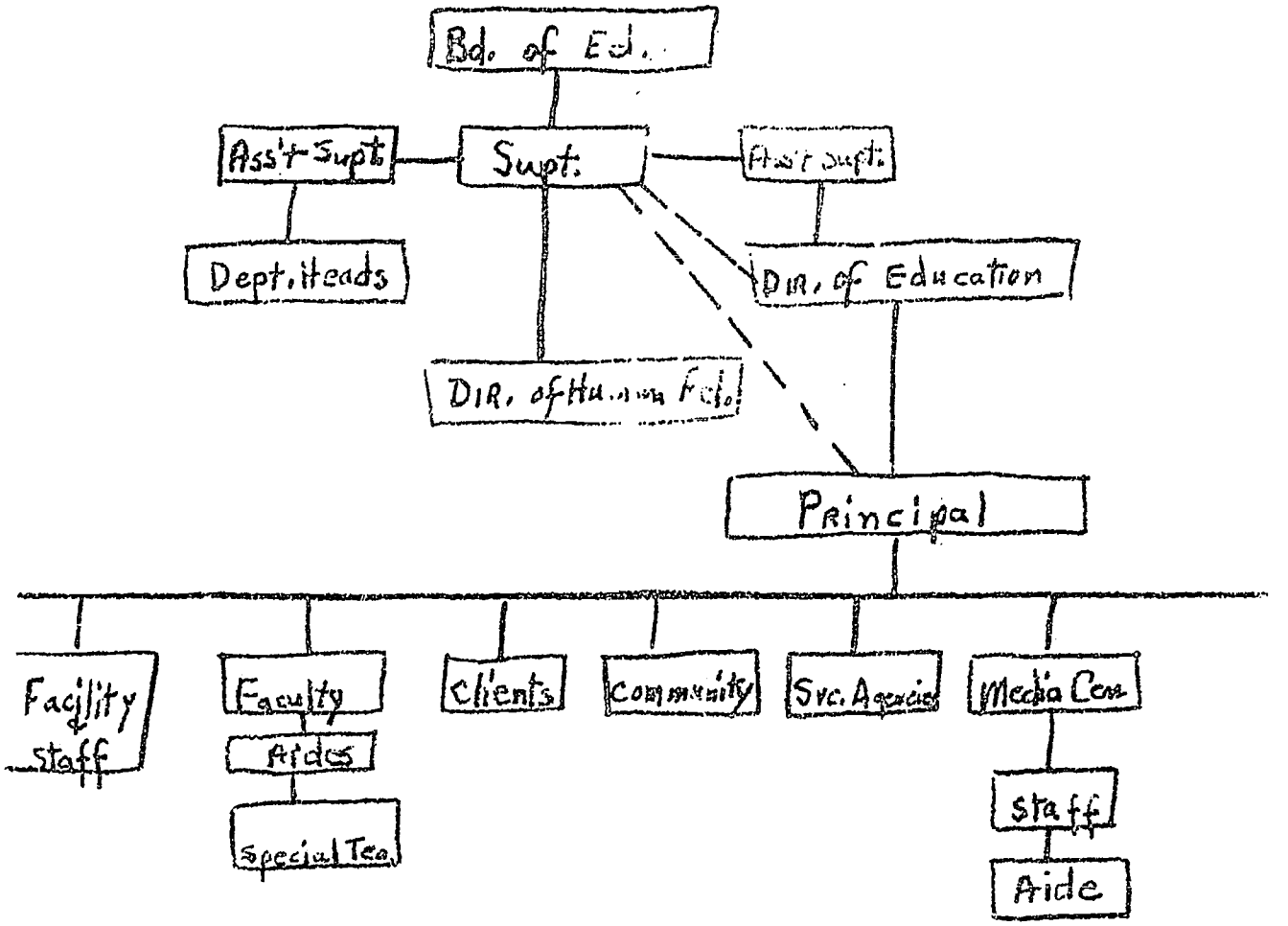
Sister Dorothy Farley

Utilizing student reports regarding film class '69-'70, to immediately request one additional 16 mm. projector, two 8 mm. cameras, one splicer and one editor for film production in '70-'71 class.

To organize a trip in volunteer faculty cars for administrators and faculty to Cold Spring Harbor Media Center during fall term.

To publish in school paper a monthly column, "Media Center, New York."

P. Williams



I

Need: For the school staff, administration, and clients to recognize the importance of the supportive role of Media Center "In order that the client may learn."

II

Objectives: To involve school staff, parents, clients in a definition of goals and objectives for building a productive Media Center.

P. Williams

"In Order That the Client May Learn"

Media Center:

A. Development of Community Contacts
B. Training of volunteers
C. Supportive to instruction
D. Public Relations
E. Selection of materials/Development of materials
F. Services to client
G. Management

Needs:

1. Better media center: equipment, space, aides etc.
2. MONEY!!!
3. Development of community contacts
4. Ways to stimulate teacher participation
5. More support/understanding from administration
6. More participation of clients
7. Provide more meaningful material to meet needs of clients
8. A cadre of clients trained to handle machines

Objectives

1.-A. To find space: re-survey school
re-survey community for extension

2.-B. Money: Try to increase budget; parent group to approach corporations; contact companies for materials

3.-C. Community support: knock on doors; salaried aide; recruit volunteers

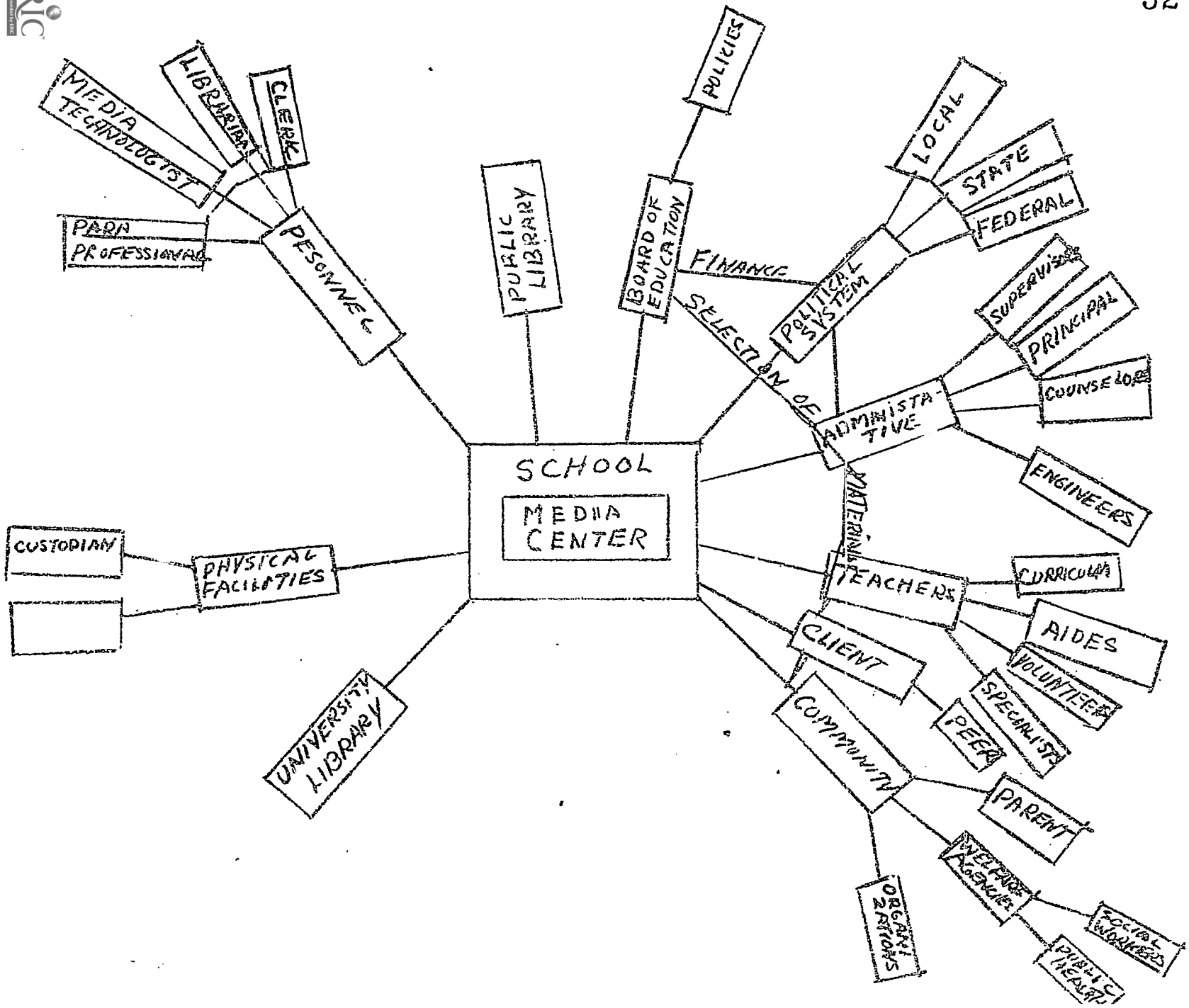
4.-D. Teacher support: "Palaver"; room visits; review units to be taught; conversation with students

5.-E. Interest administration: slide presentation of what is happening; parent requests for money and materials

6.-F. To increase client participation: create an atmosphere of freedom, fun--bulletin boards--materials. Clients assist in selection of materials.

7.-G. To provide more meaningful material: include in selection: staff, parents, clients, administrator

8.-H. To provide a cadre of clients: selection of interested clients to learn how to operate/handle all machines and to assist teachers in use of same


SCHOOL
MEDIA CENTER
PERSONNEL
MEDIA TECHNOLOGIST
LIBRARIAN
CLERK
PARA PROFESSIONAL
PUBLIC LIBRARY
BOARD OF EDUCATION
POLICIES
FINANCE
SELECTION OF MATERIALS
POLITICAL SYSTEM
LOCAL
STATE
FEDERAL
ADMINISTRATIVE
SUPERVISOR
PRINCIPAL
COUNSELOR
ENGINEERS
TEACHERS
CURRICULUM
AIDES
VOLUNTEER
SPECIALISTS
PEER
PARENT
NEIGHBORHOOD AGENCIES
SOCIAL WORKERS
PUBLIC HEALTH
ORGANIZATIONS
COMMUNITY
CLIENT
UNIVERSITY LIBRARY
PHYSICAL FACILITIES
CUSTODIAN

Lavonne Baker

MEDIA CENTER MUST BE AN INTEGRAL PART OF THE COMMUNITY.

1. Community will show definite interest in Media Center by increase in financial aid.

   Constraints
   Some regions will have very little money to contribute toward center.

   Implementations
   Fund drives by communities in the various regions
   Financial assistance by individual members of the community

2. Individual members of the community will show interest in Media Center by increase of use.

   Constraints
   1. Vast distances to Media center in the remote areas
   2. Lack of mobile units to reach out to the community

   Implementations
   1. Personnel to drive into remote areas with materials to stimulate use

3. Media Center will have materials needed by all groups of the community as shown by diversity of materials.

Constraints
1. Lack of funds
2. Lack of materials available to meet needs of all groups of the community

Implementations
1. Visits to remote areas to discover types of material needed

4. Media Center will have adequate personnel to meet the needs of the community as shown by standards set by State Library Board.

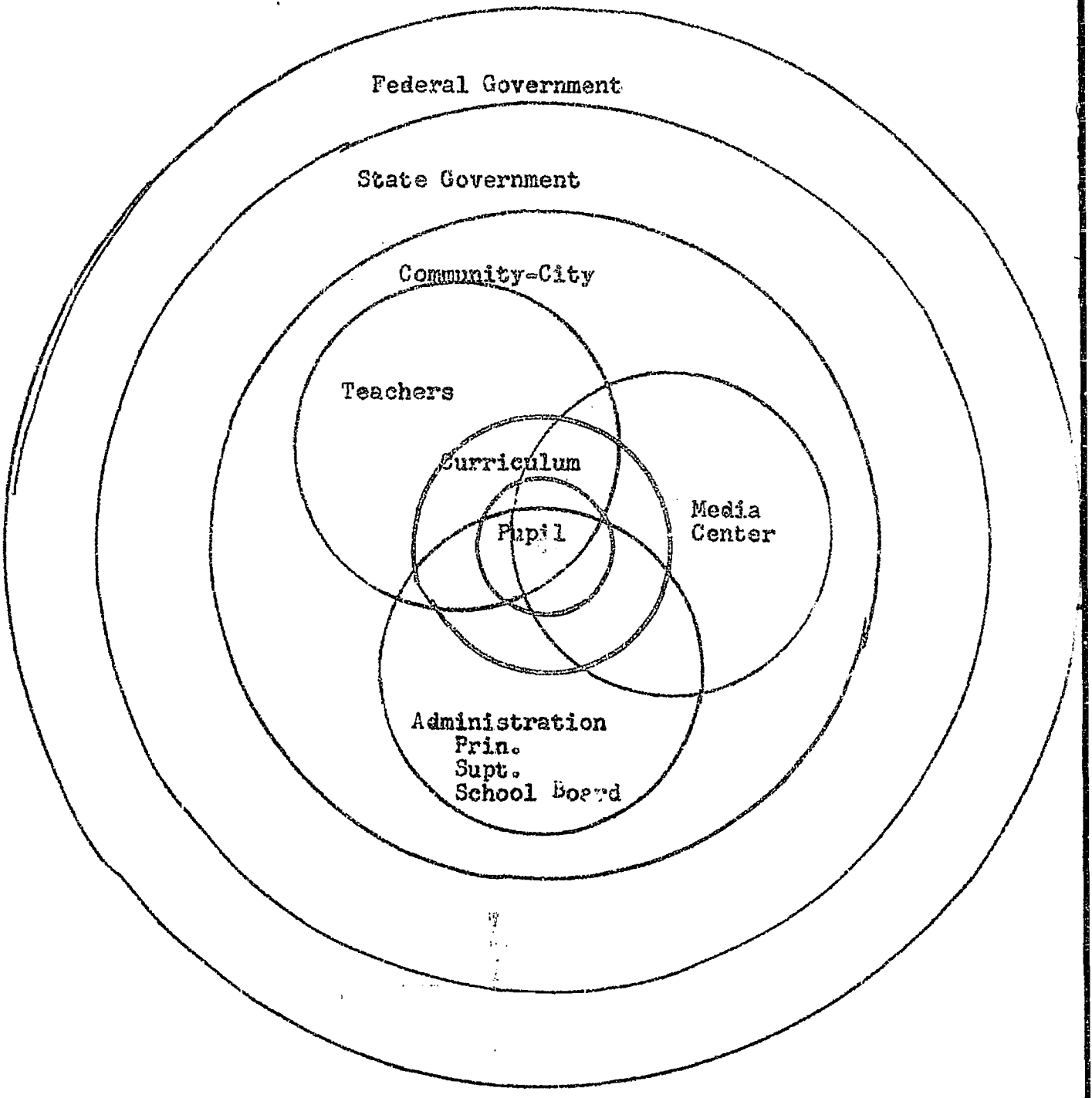
Constraints
1. Lack of funds

5. There shall be communication between all branches of library service in the Media Center as evidenced by the participation of all branches of library service.

6. Every community in the state shall have access to a Media Center as shown by participation by members in each community.

7. Media Centers shall have support of the State Legislature as shown by appropriations of funds by the state.

EDUCATIONAL MEDIA CENTER STRUCTURE



By: Lois Crow

EDUCATIONAL MEDIA CENTER 1970-71

NEED:

In order to help children learn, we need to expose the children to a Media Center that provides the best opportunities for discovery.

OBJECTIVES:

I. Set-up individual areas within the center for:

1. Listening stations for records & tapes
2. Filmstrip preview
3. Sound film preview
4. Individual taping
5. Story telling
6. Magazines & newspapers
7. Reference work
8. Pleasure reading
9. Student art work
10. Black Studies

By: Lois Crow

Doris A. Hicks

System Analysis

School Board

Superintendent

Assistant Superintendent

Principal

Assistant Principal

Supervisor

Media Center

Librarian

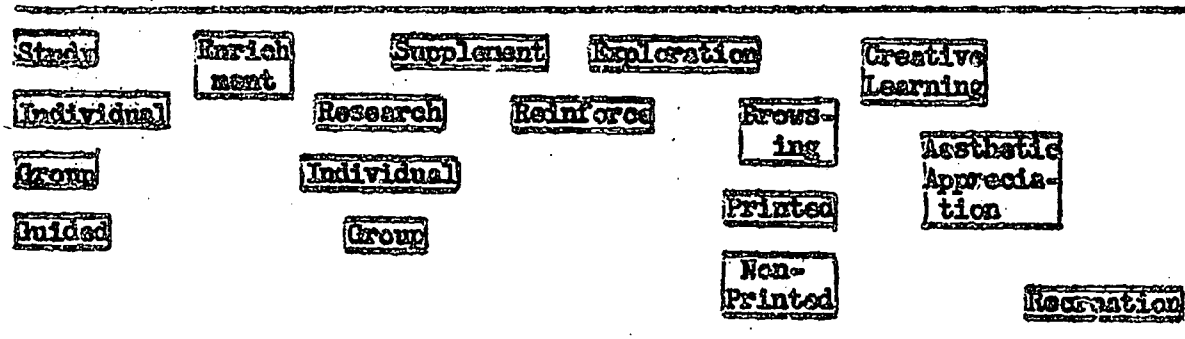
Media Coordinator

Teachers

Aides

Clients

Community



Doris A. Hicks

The 1500 clients of Madison Junior-Senior High School are predominantly black. Most of them can be classed as disadvantaged. The services of the school are inadequate to meet the present needs of its clients. One agency of the school could be improved to help eradicate these inadequacies. That is the media center.

Need

There is need of a better media center to serve the educational, cultural, developmental, environmental, aesthetic, and ethnic needs of the clients.

Terminal Objective

To provide a media center which is staffed according to A.L.A. Standards that provide a full range of print and audio-visual materials and equipment and services for the clients.

Specific Objectives

To provide printed and non-printed materials to supplement the curriculum and for research.

To provide enough hardware to satisfy the demands of the clients.

To provide materials that will aid in broadening the culture of the clients.

To provide materials to satisfy the emotional and social needs of the students.

To provide an attractive and comfortable area where learning may take place.

To provide materials for clients which reflect the true history and accomplishments of minorities.

To provide an opportunity for students to share in the responsibility of determining the kinds of material to be included in the media center.

To involve teachers in the selection of materials and in the implementation of the media program.

To make teachers aware of the media center as a supportive agency.

To involve the community in the overall program of the media center.

Doris A. Hicks

Components

Study

Need:

The media center needs to provide facilities, materials and staff to aid students with their studies.

Objectives:

To provide an area where the best study habits can be developed and practiced.

To provide materials and assistance to students as the need arises.

In order that students may study, they will need:

1. tables
2. chairs
3. carrels with listening stations
4. media materials
5. printed materials
6. equipment
7. assistance of Media staff

Enrichment

Need:

The media center needs to provide materials to broaden the clients' learning experiences beyond the prescribed courses.

Objective:

To provide media to satisfy the need for the clients to broaden their knowledge.

Needs:

1. Realia
2. Records
3. Tapes
4. Pictures
5. Filmstrips
6. Films
7. Slides
8. Printed materials

Films

Ananai the Spider c. 10 min. Landmark Educational Media, 1600 Broadway, N.Y.

A delightful retelling of a tale from African folklore. Action, story line and bold colors will hold the attention of pre-schoolers as well as older children.

And Now Miguel b/w 63 m. Du Art

Miguel, a young boy, finally realizes his dream of joining the men of his family pasturing sheep in the Sangre de Cristo Mountains. The way of the sheepherders and their Spanish ancestry are beautifully depicted.

Blueberries for Sal c. 9 m. Weston Woods
Caps for Sale c. 5 m. Weston Woods
Circus Baby 5 m. Weston Woods

These are only a few of the many available which have utilized picture book stories for the subject matter of a film.

Broadway Express b/w 18 m. Contemporary (Division of McGraw-Hill)

A look at the people of New York in their daily struggle with the subway system. Leads to discussion of effects of our surroundings on individuals and within groups.

Clay 8 min. Contemporary

Arouses the imagination and evokes humor by showing animal forms modeled of clay in 3D.

Dance Squared c. 4 min. National Film, Board of Canada

Animated geometric shapes divide, subdivide, and gyrate within the traditional patterns of a square dance to the tune of a country fiddle.

Dream of Wild Horses c. 9 min. Contemporary

A poetic impression, photographed in slow motion, of wild horses.

Glass c. 11 min. Go Pictures

Delightful music and imagery blended to contrast the art of the glass blower and mechanization of the assembly line.

The Golden Fish c. 20 min. Columbia

A small boy brings a fish home to make friends with his canary. The fish is threatened by a black cat and rescued just in time.

Hailstones and Halibut Bones c. 6 min. Sterling

Narrated by Celeste Holm, the poems of Mary O'Neill show how color conveys "ways of feeling."

I Know an Old Lady who Swallowed a Fly c. 6 min. International Film Bureau

Burl Ives sings the saga to an animated version of the folk song entitled "I know . . . "

Madeline c. 8 min. Columbia

Ludwig Bemelman's popular picture book animated for the screen.

Make Way for Ducklings 11 min. Weston Woods

Menagerie b&w/c 22 min. Yellow Ball Workshop

A collection of eight animated films made by children, ages 8-16. (Media and Methods has frequent listings of places from which other student-made films may be obtained at a minimal fee.)

Navajo Silversmith c. 10½ min. ACI Productions

The art and craft of the Indian filmed in the harsh landscape of the Southwest.

Rafer Johnson Story 55 min. Sterling

Relates the story of Olympic decathalon champion Rafer Johnson, his early life, and his eventual triumph as one of the most honored athletes in the world.

Smile c. 18 min. Contemporary

The smile of a child Buddhist novice as he responds to sights of nature along a road in Burma.

String Bean b&w/c. 17 min. Contemporary

A touching tale of an elderly Parisian seamstress who lovingly plants and cares for a string bean plant. Evokes discussion on the elderly, on the subject of concern or love, of determination.

Look for:

Recency or relevancy

Open ended type of film - one that does not give all the answers but requires the viewer to ask questions of himself, of his school and community, of the world

Good technical qualities, i.e., clear sound track, appropriate musical background, attractive visuals related to one another

Be open - move with the film. Each film is a new experience.

Try to set up a film schedule in advance. Post a schedule notifying teachers of film title, running time, dates available; include a brief description or annotation. When film arrives have a study guide or list of suggested questions available for distribution. Be willing to conduct a discussion occasionally in a classroom or in the library - anywhere!

Be enthusiastic about film! View as many as you can. Call attention to worthwhile films being shown in the neighborhood or at your public library.

Send for catalogs from major distributors and keep abreast of reviews in professional as well as non-professional magazines, in newspapers and in publications of film societies.

Request a film rental budget - most school libraries have one.

Go to see the movies the kids see; view the TV programs that are a part of their life. It may hurt at times, but it's worth it.

Strive to be an expert projectionist. Follow the diagram for threading when projector is not automatic, read instruction booklet. Practice, practice, practice!

For films of two or more reels use two projectors.

Have films ready for viewing before audience arrives. Adjust volume, turn on sound before "forward" and "light."

Distributors

Contemporary Films, Inc. (Now a division of McGraw-Hill)
330 West 42nd Street
New York, N.Y. 10036

Columbia Films, Inc.
267 West 25 St.
New York, N.Y. 10022

National Film Board of Canada
680 Fifth Avenue
New York, N.Y. 10019

Sterling Films, Inc.
241 East 34th Street
New York, N.Y. 10016

Bibliography (very brief)

Kuhns, William and Stanley, Robert
Exploring the Film; il. Pflaum. $3.20
*Write to Pflaum for information on films and related materials.

George A. Pflaum, Publisher, Inc.
38 W. Fifth St.
Dayton, Ohio 45402

Larson, Rodger, Jr.
A Guide for Film Teachers to Filmmaking by Teenagers; il. N.Y.C. Dept. of Cultural Affairs
380 Fifth Avenue -
New York, N.Y. 10021

$1.00

Sullivan, Sister Bede
Movies, the Universal Language. South Bend, Indiana: Fides Press, 1967

Subscribe to:

Film Library Quarterly - $8 yr. - from Film Library Information Council
17 West 60th Street
New York, N.Y. 10023

and other periodicals related to film.

University of Montana
N.D.E.A. Institute

THE MARRIAGE OF LIBRARY AND AUDIO-VISUAL

Who gives up this Library?

Principal (father): The traditional librarian and I.

Dearly Beloved: We are gathered here together in the face of this company to join these two in marriage. In this, the decade of the seventies and the Age of Aquarius, there should be no further need for the librarian and the audio-visual coordinator to dwell in separate worlds. The union therefore of the library and the audio-visual department is to be heralded as one of the educational achievements of our day, school district budgetary considerations notwithstanding, and is to be respected by all as the source of needed media and inspiring ideas. This solemn estate is not to be entered into lightly, for the library is not to be the dumping ground for everything we can't wish off on the classroom teachers, neither is the audio-visual coordinator to be the fall guy for the films which did not arrive on Tuesday.

If any one can show just cause why these two should not be joined in holy matrimony, let him take an Audio-Visual course, or better yet, attend an NEA Institute, and thereafter forever hold his peace.

Audio-Visual, do you enter into this agreement fully respecting the total concept of the media center, recognizing that your only purpose is the education of the children you serve, realizing that no one person can possibly be all the wonderful things that textbook writers think he should be, and that therefore only a complete partnership can meet the tremendous needs of our innovative school systems?

I DO!

Library, do you agree to the aforementioned statements, promising in addition hereafter never to strip sprocked holes, always to keep projector lenses clean, to let cataloguing go until you have helped the children waiting for you, and to include the best of non-book materials in your bibliographies?

I DO!

Audio-Visual, as surely as Edgar Dale is your guide, do you promise never to use your knowledge of the tape recorder to bug the ladies' lounge, to assist your partner in preventing the library from being a detention camp for discipline problems or an excuse for giving teachers an extra coffee break, not to let your love of gadgets keep you from seeing the great challenges before you, and not to sniff the rubber cement during working hours?

I DO!

Library, calling upon the memory of Melville Dewey, do you promise to find a workable system for classifying your non-book materials without color or letter codes, to persist in maintaining an adequate reviewing system of book and non-book materials alike, to let AV borrow your personal copy of Portnoy's Complaint, and [illegible] to exceed your budget by more than $1,000 this year?

Yeah, I'll try that.

I now ask both of you: Do you acknowledge that you serve the community, do you promise to cater to your clients, will you encourage the taking of field trips for educational experiences (and shopping), will you house on your shelves popular records, dirty books, and student publications, will you promise to allow students and teachers to make noise in your media center? Will you be committed to propagating the philosophy and purpose of the Media Center to all personnel of the school including the principal?

WE WILL!

Please exchange tokens of this union.

1. With this reel I do thee thread. 2. With this stamp I due thee date.

I call upon you both, that you recognize the seriousness of the revolution which you will effect in the educational world, that you will forget the old distinctions of the past and build a glorious future, that the media center which you create will be able to fully serve all the needs of the children and teachers whom you serve. Is this your purpose?

IT IS!

By the authority invested in me by Peggy Sullivan and Wes Meierhenry, I hereby declare you

THE MEDIA CENTER!

You may kiss the bride.

Compliments of
Laurence Torstenbo
"Big Sky Country"

Cleveland Field Trip

July 24, 1970

Observation 1

I was impressed with the efforts being made in Cleveland libraries to provide a conducive warm and modern setting. All of the new schools we visited displayed such up-to-date physical plants that I feel the children using these libraries must enjoy them enormously. However, I sincerely feel the two secondary libraries were just too modern in setting, where the desire for beauty and elaborateness might overshadow the true purpose of the site. I noted the carrels in the high school had no outlets for A/V Equipment.

Considering the fact that Cleveland had no Elementary Libraries just a few years ago, the most important thing I observed was that they now have libraries in their Elementary schools and they are quite functional. Most of these libraries seemed to be a little small but perhaps this could be expected since they had not been in existence a long time. The teacher-pupil ratio in most of the elementary schools seemed high but the librarian-student ratio seemed reasonable in most cases.

A pertinent observation was the activities conducted by librarians for students.

Tremont Elementary seemed to have a very large circulation. The availability of all media, I believe had a bearing on this large circulation.

The library at the Hicks Elementary School had the most space.

Supplementary Education Center - which is a center constructed primarily for the purpose of achieving a minimum of integration among the elementary children of the city by providing two field trips a year for students all over the city. When the children attend the center they are broken up into small groups thereby separated from their original group and are able to engage in interaction activities with other students of their age and grade level from throughout the city of different racial and cultural backgrounds.

I feel that too much money was spent in the structure of the school buildings and not enough spent on the materials for the students. In the planning of the newer buildings I did not see room for expansion; and very little use of media materials in most of the elementary schools. The supplementary center was an excellent idea, however the students could only visit twice a year-I question the knowledge that they obtain in the time limit.

The libraries were centrally located, in general, accessible to most areas.

The most important thing was that there were libraries and librarians.

School systems are finally aware of the need for school libraries for all grades - K-12, and not just college levels. Some years past school systems provided libraries in junior and senior high schools but no facilities were included for the elementary school boys and girls. The awareness of early childhood educational facilities.

The attitude of and support of the superintendent. I feel that the outstanding growth of the libraries would not have been possible without his support and encouragement.

Cleveland Field Trip, Observation 1, cont.

The emphasis on making the media centers accessible to all classrooms.

Supp. Ed. Center

The accessibility of all library facilities to the faculty and the children.

The selection of materials and equipment is done by the central staff, not by individual librarians.

Students' participation in the Media Center - Tremont School.

The excellent learning experiences available through the Supplementary educational center.

In the new elementary schools I was disappointed to find no work, storage areas.

That, at the time of our visit, Tremont's media center was really being used. Putting other observations aside for the moment, this would be of primary importance.

The development of the whole child seemed to have been the main idea of the schools. I felt that through the uses of media and books and the general atmosphere of the schools children could be better suited for our changing society.

Beautiful buildings with libraries easily accessible to students.

The most important idea I discovered was that school systems, other than my own, are running with ideas and problems, but that there are always disagreements as to how to spend the money and how much "dictatorship" is applied.

Adequate storage space lacking in new Media Centers.

The sincere interest and actual involvement of the children's use of the library and the materials there.

Students are as excited and eager to learn in a ghetto as in the suburban or upper income areas.

One of the three most important observations was the concern of both the teachers and principals for the needs of the students.

The Cleveland Educational Center was the best thing I have seen geared to learning for elementary children. The actual participation in the different activities - this brings about real learning. To me this was fabulous.

Cleveland Field Trip, Observation 2, cont.

Enthusiastic librarians utilizing what is available, not only in materials but also in reference to the physical plant is of utmost importance. Witness to this would be the librarian at Forest Hill Parkway. In a difficult physical library area she apparently has enthusiastic users of the library.

The Supplementary Educational Center was a very important learning experience. I felt that the work done there was very outstanding.

AV material similar in all schools. All shelved separately.

The most basic educational idea came from the Supplemental Center and the explanation of how they involved the children in the learning experience. More systems need this. I would have liked to have spent more time here.

Excellent learning situations in Education Center.

The use of the parents in the educational program to help with anything that needed to be done.

It's not the building that makes a media center function, but a collection of media, an enthusiastic staff, and a group of children.

My second observation was the general lack of audio materials. The school libraries were not, as yet, truly visual centers.

The most obvious thing missing was a work room for the elementary librarian. She finds herself constantly in a "fishbowl" with no place for mending books - no place to put anything of a personal nature. This was not true in high school.

Locations and arrangements of the libraries within the schools. I especially liked the Hicks Elementary School and Bohrer Elementary, which appeared to be quite conducive to learning. Giddings Elementary seemed practical and very attractive, but the library was rather small (no room for expansion. Very few of the schools had work rooms and media centers.

Services rendered. The majority of the schools employ assistants or aids for librarians which mean that services to the pupils as well as the te. hers can be more effective.

The thing I like most was the Supplementary Educational Center, it was something. I think it really works with children, because they can see what they have been studying in books.

I really liked very much South High School Library and I will like to have something similar in the near future as I am Secondary School Librarian.

Cleveland Field Trip

July 24, 1970

Observation 2

Supplementary Center for its ingenious use of an old setting and myriad uses to which it was put.

The one item I was most disappointed to learn was the fact that the elementary librarians were not allowed to do their own selection. This was justified to some degree by Mrs. Fenton in that some of her librarians were not professionals. This is a handicap which I would think they would want to overcome as soon as possible.

A second important observation was the newness of buildings and their limited holdings.

I thought the children were uninhibited in the use of materials, real learning experiences seemed to be taking place.

The floor plan of the Gidding Elementary School was unique in its departure from the traditional structure.

Gidding Elementary School -- A very modern school built with children in mind for open and bright and creative learning.

The decor, for the most part, was attractive and would lend to learning. Carpeting would make for a quiet atmosphere.

All of the librarians seemed optimistic and enjoyed their work.

Media programs are becoming a part of many libraries.

Hicks School Library seemed to be excellent in doing what a library should do. Children were using book and non-book media in ways that were meaningful to them. Teachers and librarians were given needed assistance.

The successful renovation of an old library for a media center.

Lack of picture files on elem. school levels.

The many faceted impact that the Supplementary Educational Center would have on the interaction of children and faculty.

Multi-purpose rooms had no dressing areas.

The functional features at Hicks Elementary School in the library.

The variance in facilities in relation to size of room and size of collection.

Also disappointed with the poor facilities for utilizing viewing equipment (new schools).

Cleveland Field Trip, Observation 2, cont.

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Cleveland Field Trip

July 24, 1970

Observation 3

The librarians showed the wide range of differences desired by the supervisor regarding freedom of choice in operating their respective buildings.

The Junior and Senior high school libraries we visited were really something. It looked as though they had made every effort to have the best. Neither the elementary or the high school libraries seemed to be truly media centers.

A third observation was the activities projected by staff at the last center we visited. The concepts were excellent.

Library materials were accessible - the children were encouraged to use them.

The Media Center at the Tremont School is a good example of what can be done with existing facilities.

South High School - A modern library, conducive to learning.

The architecture of the new schools seems to be geared to a Jr. College or College, particularly in the High School. Some of that money could have been spent on another "Hall" or more materials for individualized instruction.

The libraries were clean and seemingly used to the fullest extent. I don't think there was enough space in at least two of the libraries. There could have been work areas for librarians to work. I think librarians should be allowed to order their own books. The most expensive library wasn't centrally located. Most didn't seem to have enough machines available. The large media center was very good in terms of its overall purpose.

No work areas provided in building plans.

The Supplementary Center was exciting and I think it must be very helpful to Cleveland's children, especially as culmination of various units.

The efforts made to catalog and process A-V media.

Apparent effective use of trained personnel (library Jr.& Sr. aids) to assist librarians.

The poor condition of the collections -- and a constant nagging thought -- "do they ever weed."

There were no workrooms for teachers. No room for expansion.

Book collection at Clara Westropp Jr. High School.

The apparent stress on building rather than on collection. All collections seemed meager and dated while buildings were architect's dreams.

Cleveland Field Trip, Observation 3, cont.

I was very impressed with the beauty of all the new buildings and with the materials in the older building.

It is imperative that librarians be on building or planning committees. In each case a librarian could discern what might have been better.

I felt that the Media Center was much too small for the amount of equipment housed there. It gave a rather closed-in effect.

Did not see children actually reading except in Tremont School where children were actually taking out books and were enthusiastic about them.

It was important to see the new ideas in construction of libraries as the center of learning and then be able to evaluate its good and bad points and compare it to how you as a librarian could use or not use the library. Most obvious shortcoming was workroom and media room.

Remodelling at Tremont showed many possibilities and ideas for our own media centers. Money spent for materials rather than "physical beauty."

On the other hand, I thought it bad that the librarians were not allowed to do their own book selection.

It is unfortunate that there is not a good working relationship between the public librarians and the school librarians.

Except for the South High School, much consideration was given to design of the buildings in regard to flexibility to meet changes that might be necessary in the future.

Tremont impressed me as being the most used. The librarian was enthusiastic and her personality was so she could hold the interest of her class. I wished for her 3 times the room she had for I felt she was using what she had very well.

Educational Center. This, I feel, was a worthwhile investment. It provides for student participation through dramatizations etc. This makes classroom experiences much more meaningful and interesting.

I like Giddings Elementary School, especially the Library and the Parent Lounge. I think these multi-uses places are very useful, I wish we could have one at my school.

FREDERICK, DOROTHY M.

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--Comment by I. G. Kelley letter . Lib J 95:1139-40 Mr 15; Sch Lib J 17:81-2 Mr '70

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--Review by M. Bouyssi. Bul Dec Biblio 13:201-2 Mr '69
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Real and the unfamiliar. Lib J 91:2172-3 Ap 15; Sch Lib J 13:56-7 Ap '66

Confessions of a purist: on authenticity in films. Lib J 91:1599-600 Mr 15; Sch J 13:133-4 Mr '66
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Twelve-year-old "adult" reader. por Lib J 90:2321-7 My 15; Sch Lib J 12:17-23 My '65

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New provincialism. Lib J 89:4121-2 O 15; Sch Lib J 11:129-30 O '64

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Children's book selection for a world in ferment. Wilson Lib Bul 36:375-6+ Ja '62

How to kill a duckling. por Lib J 87:265 Ja 15; Sch Lib J 8:17 Ja '62

I've been reading. Bkmark 21:101-2 Ja '62

Chemistry of books. por Lib J 86:4346-7 D 15; Sch Lib J 8:22-3 D '61

Demand is a misnomer. por Lib J 86:3009-10 S 15; Sch Lib J 8:35-6 S '61

Children's librarians are people. Lib J 86:1939-41 My 15; Jr. Lib 7:1-3 My '61

On quality books for children. Sch Lib Assn Calif Bul 32:3-4 Mr '61 - Same. Bkmark 32:3-4 Ap '61

Personal point of view: on the librarian's influence, active--passive? Bookmark 20:103-4 F '61
--Same. APLA Bul 26:15-17 Fall '61; North Country Lib 5:8-9 Ja '62
--Same, with title: "Nothing" librarians cheat children. Cape Libn p 6-8 Jl '63; Top News 19:26-7 D '62

Librarians and literature. Lib J 85:2709-12 Ag '60
--Replies. Lib J 85:2713-17 Ag '60

Newbery award is not a popularity contest. Lib J 85:1280-2 Mr 15; Jr Lib 6:116-18 Mr '60

An Introduction to the Appalachian

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This is a selective bibliography of books about Appalachia and the Appalachian. It is by no means an inclusive list nor does it include many of the many titles which deal with Appalachia primarily in terms of its natural history or geography. The Criteria for the selection of the titles listed here has been the [illegible] content of the book and its relevancy to the [illegible] with the Appalachian migrant.

Caudill, Harry. Night Comes to the Cumberlands. Boston, Little, Brown, 1963. This book did much to direct the nation's attention to the problems of Appalachia. It is both a history of the region and an expose of the mining industry and its contribution to Appalachian poverty.

Caudill, Rebecca. My Appalachia: A Reminiscence. New York, Holt, Rinehart & Winston, 1966. A very personal account of Appalachian life by a noted writer of children's books illustrated with compelling photographs. A good blend of sentimental reminiscence and an honest look at Appalachian poverty.

Fetterman, John. Stinking Creek. New York, Dutton, 1967. The author's vivid and compassionate first hand observations on the inhabitants of a small Kentucky hollow.

Ford, Thomas, Ed. The Southern Appalachian Region: A Survey. Lexington. Univ. of Kentucky Press, 1962. This is the most recent and comprehensive statistical study of the Appalachian region.

Gazaway, Rena. The Longest Mile. New York, Doubleday, 1969. A vivid and shocking portrait of the world of an Appalachian hollow by a person who has lived on intimate terms with the Appalachian. An important book.

Hannum, Alberta Pierson. Look Back With Love; A Recollection of the Blue Ridge. New York, Vanguard, 1969. A charming collection of essays and stories reflecting the positive traits of the Appalachian. Good reading but tends to perpetuate a stereotyped view of the mountaineer.

Harrington, Michael. The Other America, Poverty in the United States. New York, Macmillan, 1964. A probing look at poverty in the United States. Contains material on the Appalachian in both urban and rural settings.

Kephart, Horace. Our Southern Highlanders. New York, Macmillan, 1926. A very early study of the southern mountaineer. Although the author was an outdoors and travel writer, his sociological portrait of the mountaineer was one of the earliest and best.

Stephenson, John. Shiloh: A Mountain Community. Lexington, Univ. of Kentucky Press. A detailed and sociological study of one mountain community.

Weller, Jack. Yesterday's People. Lexington, Univ. of Kentucky Press, 1965. This book was written for the urban teacher, social worker, etc. in an effort to better explain some of the traits and environmental background of the Appalachian who has migrated to the city. A very important book.

BRAINSTORMING with Mrs. Aiello - August 13, 1970

The first one is developing a positive self-image. What we're trying to do is to think only in terms of children's needs to develop a better self-image and to get rewards, successes, and praise. Let's pretend that we're in Mrs. Riley's community, and we are a group of interested citizens - we're librarians and teachers, mothers and fathers, social workers, mayors, and councilmen. We're together, and we're going to brainstorm what to do to provide this kind of thing for our children. We want many ideas, and we want them to be as wild as possible. Don't think in terms of anything you're doing now, even if it's successful. What are we going to do to provide our children with the opportunity to develop a better self-image?

glamour mirror
have one day for dress up in school
contests for the children in many things
let the children teach or take over school one day
let them ring the school bell
have charm classes
have a cleanliness day
field trips
have students take over the principal's and superintendent's and the officials' jobs
have a visitors day to school
let them go to a professional charm school
have a sing-in day
have a dance-in day
have a do-your-own-thing day, dress accordingly
give tokens (that can be exchanged for things they might want)
have a talk-in session (they can talk about anything they want)
stand-tall day
study-in day
project-making
give them opportunity to stay at home one day
an all-night study-in
interest clubs
films and movies
parent-in day (parents come to school)
let them choose curriculum they would like to have
decorate the school
professional model day
hero day
fix up their home day
book-in
protest day
clean the community day
clean the house day
clean the room day

Let's stop a minute, since we got on this "day" kick. Let's do something else. It's a difficult thing, sometimes, to come up with ideas like this because you were so used to thinking in terms of implementation. We forget that implementation is a second process, not a first. The first process should come up with what we're trying to achieve.

I think that one of the things that's been happening here, too, is that we're talking about a lot more than number 1. Shows how interrelated the thing is--when you know the problem, everything is sort of related.

Alright, let's start over again. Let's add to it this time, number two. We're talking about the positive image of the child, the child's need to grow and be strong and proud. It's obvious that one of the ways in which they can do that is what their relationship with adults is going to be, and we've spelled out here what it is adults should be doing for this kid. Let's add that to it then, for another round, and see how we might do something in our community for our children to meet this need too. We know that adults are very important in this whole business of developing children's self-image.

have a rock festival
have adults come in and discuss the jobs they have, no matter what the job is
have an adult buddy system
let them talk to animals
have adults get to know children by name
learn nicknames
free use of words - any words, no censorship
listen to the children
let them evaluate themselves
let them evaluate each other
let them evaluate the school and the teachers
adults promise themselves that they will not correct the children
let the children state why they think school is necessary, or if it is necessary, and why
let them have an intramural protest
let the teachers stay home for a day
have athletic competition between children and adults
evaluate the community
set up a mock situation, where the children would hire their own teachers (maybe mock and maybe real - let them decide whether they wanted their teachers or not)
let them prepare their own lunches
let them prepare a salary schedule for teachers
let them choose their own teachers
pay them for going to school
have sensitivity training
no truant officers
let the parents come to school
let the adults take some of the children home for dinner
go to their homes for dinner
do something recreational together
have every Friday off for good behavior (both teachers and pupils)
have a school picnic
let the students tell the principal what they think of him (no restrictions on what they say)
let the teachers do the same thing
let the children conduct the PTA meeting
have a variety show

let the children choose their own books - book selection
no textbooks
chop up textbooks
let children create their own comic strips
let them write their own textbooks
let them plan a school
progressive meal - children go from one home to the next (teachers' and pupils' homes)
let them describe the kind of community they would like to live in
build a zoo with live animals at school (let them pet them)
let them borrow pets (circulate them like books)
let the children run the household for a day
let the children run the library for a week
let the children run the library for a whole year
let the children be responsible for displays in the library
let the principal run the library for a week
let the school board teach one day
let the teachers exchange classes, and include the library in the exchange
let the parents teach the classes
let children be responsible for centers in the classroom
have teachers and librarians (adults in school) keep silent for half-a-day
have each classroom be a one-room school - that means no principal
place a $10 bill on the teacher's desk in every room all day long
have two students from each year (level) in individual classrooms
create an atmosphere with characteristics like pioneer days
have a masquerade day
one day have everyone bring his most precious possession
have a book parade
have a mardi gras
have children write their autobiographies
let the children tape their feelings (without identifying themselves, and have the other children try to guess who they are)
have candid camera day
have a crazy day
have a celebrity day
once a week the children would draw their favorite book character from the library
have honors day
have look-for-something-good in everybody day

Let's quit. Some fantastic ideas came out of this. I can think of three that would revolutionize the life of your children, and would not cost any money. Did you notice how many of these would not cost any money?--and could make a terrific difference in your children. You could take one of those crazy ideas and brainstorm it and see what could come out of it. There are all kinds of things in there that will be of value. It will be up to all of you to distill the list. Don't throw out the crazy ideas.

Let Let's combine 4 and 6.

4. exposure to aesthetic surroundings
6. books, toys, games, magazines to own

We're talking about now the individual child, and he's sitting in the world by himself. And you have said that what he needs are surroundings which are aesthetic - surroundings which give him the feeling that he lives in a big world, and not in a small one, and not just in the one that he's in, and that part of this world should have things that belong to him, and these things should include books and toys and games and magazines and radios--the things that a person should have.

swap shop
give everybody a book or magazine at the beginning of the year
do the same at the end of the year
have a travel club
have outside photography projects
have a nature walk
contact distributors for free materials to distribute to children
save your own magazines for the children
have a book club
get your magazines and books from friends to give to your children
have a day at school to make toys
invent games
make their own books
visit museums
take walking trips
a weekend in camp
an art exchange
visit the community library
have a live-in student exchange
visit the local newspaper
magazine round-up day
have a swimming party
visit special schools for the handicapped
train trip
entertain handicapped children
visit the airport
have storytellers come to rooms
visit an Indian reservation if close
have resource speakers bring in artifacts
visit an Indian reservation even if it's far away
take an airplane trip
go to the Grand Canyon
visit local hospitals
have a filmstrip forum
take a trip around the world in pictures
take a trip around the world
have a fathers' toy fix-it day
let's go to the moon
have a hospital volunteer day
have a rummage day (people bring books, toys, games)

have an imaginary trip to the moon
have a theatre party - movies or live
have a book exchange in school

Let's take the same topic again, for just a couple minutes, and think of it only in terms of your physical library. Let's brainstorm the physical facilities of your media center. Look again at the six things children need, especially 4 and 6. We know about their greater needs--freedom, free expression, opportunity, accessibility to whatever there is that children can benefit from. What are the things, what are the ideas we can come up with, not to change your library, but let's brainstorm the ideal situation. What would be in an ideal media center? Don't tell me all about equipment--I mean things that you can change without money. This is your organization, your rules, etc. All these things are what you can do; I'm not talking about things you can buy. Let's talk about things you can do without buying to make that physical room meet the needs of people.

browsing area
make all media available
make an art gallery, with children's work from the art department
let them take home the media--all types of media
create moods around themes - the whole room should reflect the mood you are trying to create
have a listening and viewing area
have an art area, with equipment to create art
have children bring in animals and plants
have children bring in hobbies and collections
have a tasting party, where children taste things that could relate to stories
have the student librarians make exhibits
have a special events area where materials of immediate concern are available
have library provide costumes for children to wear
have a game corner
send for free materials to give away to the children
let the children act out the stories they read
let the children bring their popular records from home
ask local authors and artists to come to the library
have a puppet show
get industries to bring displays and talks to the library
have professional art displays by local artists
let children write their own plays
have book fairs, book exhibits
have a display of baby pictures
put on plays for the whole school
have videotape sessions of the children
have the children's librarian from the public library come and read a story to the children occasionally
give book talks over the PA system
have someone give a chalk talk

have dial-a-poem on the telephone - someone answers the phone and reads a poem
make dioramas
cut records
make collages, montages
have a jazz festival with local professional talent
have a jazz festival with the kids themselves
have a record hop with disc jockey participating
have a multi-media happening
let teachers talk about their hobbies
make library noisy, lively
have music in the background
make the library full of surprises
get rid of fines
put up better sign labels
tell stories with the overhead projector
have a reward for lost books brought in
have air-conditioning and carpeting in library with pillows so children can sit or lie on the floor if they want to
let the kids make pillows or rugs - have people bring old blankets - get somebody to donate a carpet
have low Japanese tables
have a smoking area
have an area for discussion groups
have some place to think, a corner where people can think - a quiet area
put up a sign, "Noise, please" - you can buy one from Wilson Library Bulletin which says, "No silence."