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ABSTRACT

Guidelines are provided for applying standard library procedures, policies, and practices to the unique conditions in St. Croix, United States Virgin Islands, school libraries and media centers. The following policy areas are considered: (1) staff job descriptions; (2) administration; (3) materials selection; (4) organization, circulation, and cataloging; (5) media center instruction; (6) self-produced materials; (7) in-service training; (8) public relations; and (9) maintenance. (EMH)

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**SCHOOL MEDIA PROGRAMS HANDBOOK
FOR
ST. CROIX, U.S. VIRGIN ISLANDS**

by

**Linda Taby Spannaus
Timothy W. Spannaus**

**Studies in Virgin Islands Librarianship,
No. 11**

**St. Croix Library Association
Christianssted, St. Croix
U.S. Virgin Islands
1976**

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TABLE OF CONTENTS

Preface	4
MEDIA CENTER PROGRAM GOALS	1
JOB DESCRIPTIONS: MEDIA CENTER STAFF.....	1
Media professional; Clerk-typist; Media center aide	
MEDIA CENTER OPERATION: ADMINISTRATION	5
Media center policy; Reports; Interlibrary loan; Media center programs; Standards	
SELECTION	8
Sources of Caribbean materials; Spanish materials; Equipment selection; Weeding; Budget	
MEDIA CENTER ORGANIZATION	12
Organization of the collection; Record keeping; Inventory; Circulation records; Fines; Lost books and materials; Cataloging; Vertical file	
MEDIA CENTER INSTRUCTION	15
Faculty and staff; Students; Media center assistants	
LOCAL PRODUCTION--NOT HOW, BUT WHY	17
Copyright	
IN-SERVICE EDUCATION	20
PUBLIC RELATIONS AND PUBLICITY	21
PREVENTIVE MAINTENANCE	21
Footnotes	24
Bibliography	25

P R E F A C E

The preparation of this Media Programs Handbook was urged by several librarians and media specialists, who were unsure of applicable procedures, policies, and practices for schools in St. Croix. Since we assume that librarians and media specialists have the necessary background for their positions, we have not attempted to include standard media center practices, but have concentrated on applying these to St. Croix. Those desiring a review of standard professional skills are referred to the sources listed in the bibliography.

Principals, headmasters, and other administrators using this handbook may wish to consult, besides normal sources, Media Programs: District and School, published by the American Library Association and the Association for Educational Communications and Technology. This publication provides useful information on recommended staff, physical plant, and collections.

The purpose of this handbook is to fill the gap left by more general publications aimed at "typical" school media centers on the mainland. It is intended to be a very practical guide for those concerned with St. Croix school media centers, whether in private or public schools.

Throughout this handbook, library and media center are used interchangeably. We recognize that the former term means "books" to some, and the latter includes non-print material. However, the usage of "library" in this handbook includes non-print. Similarly, "media specialist" is a general term that includes professionals specializing in print as well as non-print media.

The authors wish to thank those media specialists who have reviewed the draft and whose suggestions and comments have been thought provoking. We are particularly indebted to Ms. Edith Gordon, Ms. Anna Rainey, and Ms. Sylvia Trout who worked with the authors in editing and refining this handbook to make it as useful as possible. Their ideas have been invaluable in rewriting and editing.

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1976
St. Croix, U.S. Virgin Islands

MEDIA CENTER PROGRAM GOALS

School media centers function as an integral part of the total educational program. The goal of the school media center program is to facilitate and expedite the realization and attainment of a quality, optimum education by each student. To reach this goal the following objectives give purpose and direction to the media program:

1. "To provide an educationally functional and effective library program which will meet adequately the developmental needs of the curriculum and the personal needs, interests, goals, abilities, and creative potential of the students.
2. To provide informed and concerned guidance in the use of library services and resources which will personalize teaching and individualize learning.
3. To provide a planned, purposeful and educationally significant program which will be integrated appropriately with the classroom teaching and learning program.
4. To provide library resources which will stimulate and promote interest in self-directed knowledge building."¹

JOB DESCRIPTIONS: THE MEDIA CENTER STAFF

Media Specialist

The school media specialist should hold a focal position in the school. In recent years the direct involvement of the media program in the instructional process has changed the status of the media specialist from that of passive spectator (the "traditional" librarian) to active participant in the drama of teaching and learning.

The media specialist directly influences and affects the quality of the educational program. The entire instructional process is permeated by the services of the media program and the media specialist.

A media specialist is a competent, highly trained, and effective member of the teaching staff, who holds membership in the teaching, library and A-V professions. This individual brings to the position:

- "Knowledge of teaching theories, methods, and practices.
- Knowledge of subject content and curriculum design and implementation.
- Knowledge of how to select, organize, administer, and utilize instructional media and equipment.
- Knowledge in depth of types and kinds of instructional media and media content.
- Knowledge of the science and art of communication.
- Knowledge of how to integrate the resources and services of the library media program with the ongoing instructional program.
- Knowledge of how to make instructional technology a viable art."²

The following is a functional job description for the media specialist. Note that no distinction is made between those functions of print specialists and non-print specialists. In some cases the implications of the stated function are not the same for each specialist, but the functions are essentially similar.

- Sets goals and policies of the media center (with other professional staff at the building and district level)
- Plans media center operation
- Plans and directs programs and projects in coordination with teachers and principal
- Assists teachers (individually or in a group) in media selection, evaluation, and usage
- Recruits students and/or volunteers for the media center

- Trains student assistants and/or volunteers on media center procedures
- Purchases books, software, supplies, and equipment within budgetary limits
- Involves teachers, principals, and supervisors in the selection process
- Conducts a yearly inventory of all media center holdings in the spring
- Reports to principal or headmaster and Director of LSIM regarding media center programs, needs, problems, and projections
- Maintains records of book, software, and equipment usage to determine effectiveness and needs
- Produces media center bulletin
- Produces print and non-print Caribbean materials
- Catalogs and classifies materials (print and non-print) not available preprocessed
- Adapts preprocessed materials to individual media center procedures
- Prepares subject bibliographies of existing books and software.
- Offers guidance to teachers and staff in selection of books and software to meet specific instructional needs
- Prepares a written media center policy, in conjunction with the principal or headmaster
- Conducts workshops on media center services and equipment operation for teachers and principals or headmasters
- Utilizes the District Instructional Materials Center
- Serves as liason between the school and the District IMC
- Follows guidelines for federal programs

- Identifies equipment needing repair and makes arrangements for repair
- Maintains professional status by joining professional associations (SCLA, AETC, ALA, APT)
- Reads professional books and journals
- Attends conferences, meetings, and conventions regularly
- Maintains up-to-date vendor catalog files
- Helps students identify learning interests and selects objectives
- Gives services to the community where possible
- Cooperates in interlibrary loan
- Maintains an up-to-date file of community resources³

Media Center Supportive Staff: Clerk-Typist

Clerk-typists in a media center perform the following tasks, under the supervision of the media center professional staff:

- Types correspondence, requisitions, orders, overdue lists, new book lists, memoranda, and such other typing as required for the functioning of the media center
- Types catalog cards in standard format, from such preliminary cards as the media specialists may provide
- Files completed cards, after approval by the media specialist, in the card catalog, above the rod
- Files correspondence, requisitions, orders, memoranda, etc., in the manner prescribed by the media specialists
- Performs clerical tasks associated with accessioning new materials, with the media center aide(s)
- Performs such other clerical tasks as the media specialists may require from time to time

Media Center Supportive Staff: Media Center Aide

Media Center Aides perform the following tasks, under the supervision of the media center professional staff:

- Checks out books, audio-visual software, equipment, and other materials to media center patrons
- Cards books and other materials returned to the media center by patrons
- Shelves books and other materials
- Reads shelves to be certain all materials are in the proper location
- Assists patrons in locating desired materials in ready reference or in card catalog. Refers more difficult inquiries to professional media center staff
- Performs clerical tasks associated with accessioning new materials, with the media center clerk-typist(s)
- Performs such other clerical tasks as the media specialists may require from time to time
- Operates audio-visual equipment and assists media center patrons in operation of the audio-visual equipment

L I B R A R Y O P E R A T I O N

ADMINISTRATION

In schools where there are two or more media specialists working together, one media specialist should be appointed by the principal or headmaster as senior media specialist. The senior media specialist coordinates all ordering and is responsible for follow-through activities with Property and Procurement or the business manager and vendors. This also facilitates cooperative ordering among faculty and media specialists at the school.

Media Center Policy

One of the major duties of the media specialist or senior media specialist is the establishment of a written policy of procedures for the media center. Such a policy should involve the entire media center staff and carry the approval of the principal or headmaster. This policy will assist in the day-to-day activities and operation of the media center; and can also serve in some awkward situations.

A written media center policy shows forethought in the administration of the media center and provides consistency in that one does not have to make case by case decisions. A teacher or parent, for instance, may complain about a library policy. Having the policy in written form and carrying the approval of the school administration, gives the media specialist more weight when dealing with a complaint. Another example of the value of a written policy is in dealing with gifts to the library. Donors frequently want special treatment for their gifts and letters of evaluation for tax purposes. Knowing how to deal with this in advance is a great help.

Additional items to include in the policy are: media center supportive staff duties and regulations, fine procedures, media center circulation system, gift policies, inventory procedures, reserve procedures, goals of the media center, duties and regulations for student assistants, procedures for handling challenged or controversial materials, etc.

Reports

Brief monthly reports should be prepared and sent to the school principal or headmaster. Public school media specialists should also forward a copy to the Bureau of LSIM.

All media specialists in a school shall provide input for the report, but the task of writing the report will rest with the senior media specialist.

Items to include in the report are: accomplishments, projections, problems, and descriptions of the status of the media center.

An annual report shall be filed with the principal or headmaster (and the Bureau of LSIM for public school personnel) at the end

of the school year. This report differs from the monthly reports in length, the time span covered, and it includes the results of the media center inventory.

Principals, headmasters, supervisors, and directors do read these reports. They in turn use the information to project budgetary needs, determine staffing needs, and to aid in consultations with media personnel.

Interlibrary Loan

Interlibrary loan is an informal procedure among media specialists. No media specialist is obligated to serve a patron from another school.

A patron should request materials from his media specialist first. If unable to fulfill this request, the media specialist may then contact another media specialist for the material.

Media Center Programs

The school media center should serve as an active experimental and innovative force in the school. There must be constant revision of existing programs and innovation of new programs.

In addition to the day-to-day routine, several suggested activities of an innovative media center are:

Book Fairs	Speakers
Film Festivals	Displays
Book Talks	Storytelling
Library Instruction	Multi-Media Activity Centers
Independent Study Areas	Minicourses
Inservice Workshops for Students and Staff	

It is the duty of the media specialist or senior media specialist to plan, implement, and direct programs such as these.

Standards

Every school library should have a copy of Media Programs: District and School, jointly published by the American Library Association and the Association for Educational Communications and Technology.

In notable contrast to previous Standards, especially the 1969 edition, this publication establishes reasonable goals for holdings, equipment, staff, and physical plant for school media programs. An important addition is a breakdown of responsibilities of school and district level staff, in line with the philosophy that programs are more important than materials in evaluating a media center. The recommendations are made for equipment, staff, physical plant, and holdings are based on what is needed to carry out an effective program. It is an important responsibility of media center professionals to bring Media Programs and its philosophy to the attention of administrators.

SELECTION

Selection, both of print and non-print materials, is an ongoing process. The media specialist must constantly "keep an eye open" for new suggestions for purchase. It is helpful to maintain a consideration file to which suggestions may be added as one reviews books, previews non-print materials, reads reviews, and enlists the aid and ideas of teachers, fellow media specialists, supervisors, and principals or headmasters in the selection process. This practice prevents the last minute frantic attempt to throw together an order that is due in the office at the end of the day.

Guidelines for selection of library books, equipment and other materials can be found in any professional book on library procedures. Consult the bibliography for titles.

It has been standard practice among school media personnel to order books and audio-visual materials from large jobbers such as Baker and Taylor, Bro-Dart, and pemco. They represent hundreds of publishers and producers. Magazines may be ordered from Faxon, EBSCO, or the Instructor Subscription Agency.

Sources of Caribbean Materials

Caribbean publications can be obtained from a number of sources. Several of these sources are on St. Croix.

Jelstrup's Books

30 King Cross Street
Christiansted, St. Croix
773-1018
no catalog available

College of the Virgin Islands--

St. Croix Campus Bookstore
Estate Golden Grove
Kingshill, St. Croix
776-1620

Bureau of Fish & Wildlife

P.O. Box 1878
Lagoon Street
Frederiksted, St. Croix
772-1955
newsletter available

St. Croix Landmarks Society

Whim Greathouse
Estate Whim
Frederiksted, St. Croix
772-0598
no catalog available

Department of Commerce---

Visitors Bureau
Kings Wharf
Christiansted, St. Croix
773-0495

Paperbook Gallery

Palm Passage
St. Thomas
774-2626
current list available

Carribean Research Institute

College of the Virgin Islands
St. Thomas Campus
St. Thomas

Caribe Things

P.O. Box 5
Christiansted, St. Croix
Distributor for DuKane Press
price list available

St. Croix Library Association

P.O. Box 6760 Sunny Isle
St. Croix
publication list available

West Indies Laboratory

Fairleigh Dickinson University
Estate Teague Bay
Christiansted, St. Croix
773-3339
publication list available

National Park Service

Fort Christianvern
Christiansted, St. Croix
773-1460

V.I. Department of Health

Orange Grove Apartments
Christiansted, St. Croix
773-1059

Ms. Dea Murray

Box 4294
St. Thomas
774-8103
distributor for DuKane Press &
others--price list available

Project Introspection--Depart-
ment of Education

St. Thomas
Mrs. Ruth Moolenaar, Coordinator
774-0807

Stephens Book Department
8-10 Frederick Street
Box 497
Port of Spain, Trinidad
catalog available

Mr. George Seaman
P.O. Box 474
Christiansted, St. Croix
or
Windward Side
Saba
Netherlands Antilles

Spanish Materials

The large number of Spanish speaking students in our schools makes selection of appropriate Spanish materials a problem. Spanish teachers and Spanish speaking teachers can suggest publishers of Spanish materials. The Spanish Book Corporation of America (division of the French and European Publishers, Inc., Rockefeller Promenade, 610 Fifth Avenue, New York, New York 10020) publishes an annual catalog. Major producers of audio-visual materials (Society for Visual Education and Eye Gate) include Spanish materials in their catalogs.

Equipment Selection

The Bureau of Library Services and Instructional Materials of the Department of Education issues a list of recommended equipment for schools. As of this writing the list is being revised and will be published shortly. The list contains the major types of equipment needed by school media programs, such as record players, filmstrip projectors, screens, 16mm film projectors, copy machines, etc. The list contains recommended and tested equipment, for which the Department of Education provides standardized parts and repair services for public schools. Private schools may obtain this list from the Director of LSIM, since it represents tested and reliable equipment.

The equipment list from the Bureau of LSIM, however, is not all inclusive. There are other pieces of equipment that a school may need. If that is the case, the following criteria should serve as guidelines to equipment selection:

1. Availability of repair--an up-to-date parts and price list are necessary, plus schematic and mechanical diagrams. It is also important that there are repairmen on the island that are familiar with the equipment.

2. Durability
3. Intended use--for example, can the record player speaker project for an entire classroom or is it intended for small group use?
4. Resistance to theft and vandalism--large bulky size prevents theft. The fewer separable parts, such as microphones or power cords, the better.

Weeding

To obtain maximum usefulness from the media center collection (both print and non-print), it must be periodically and systematically reviewed and re-examined. Items to take into account are: physical condition of the material; appropriateness to the curriculum; perpetuation of stereotypes (both ethnic and sex); current and correct information; the circulation record of the material; contents are within grasp of prospective users; and the physical attractiveness and quality of the material. Text-books are generally not included in the collection.

After materials have been earmarked for discard, the book card or circulation record for non-print materials is removed. The shelf list card is marked "discard and date" If you are dealing with the last copy of a material, remove both the shelf list card and all catalog cards from the card catalog. The shelf list card may be retained, however, for reordering purposes.

Follow established library procedures when dealing with the discarded material. Some media specialists are allowed to give the materials to patrons (after removing all marks of ownership), others must destroy the materials. Department of Education equipment to be discarded must be removed from school inventories and sent to Property and Procurement to be removed from their official records and discarded. Send a list of the discarded equipment to LSIM also.

Budget

Budgeting for the school media center varies from school to school. Some media specialists are given a lump sum of money at the beginning of the school year to set their own priorities and budget accordingly. Others receive no budget and must check

with the principal or headmaster for each purchase.

For the public schools, education funds are released quarterly. The District Superintendent of Education for St. Croix informs the principals that funds are available for the purchase of equipment or materials and supplies. Procedures for informing the faculty of available funds vary from principal to principal.

The principal should be aware of the ongoing needs of the media center, and also of equipment and materials needed for new programs and innovations. Keep checking with your principal to see when funds are available. (This is where a consideration file of purchases comes in handy. When funds become available, you already know what you want to order.)

MEDIA CENTER ORGANIZATION

Organization of the Collection

In general, library collections should be integrated, with print and non-print materials handled in the same fashion. Audio-visuals should be catalogued and classified, and the cards integrated into the card catalog. While it may not be possible to intershelve all print and non-print materials because of limitations in shelf space and hard-to-shelve sizes, this is a desirable practice. Circulation boxes are available for all media, including most media combinations. Cassettes and filmstrip-cassette combinations can be easily shelved. Records in 10" or 12" size can be handled as oversize books. Multi-media kits (three or more media) may have to be stored separately.

Cataloging audio-visual software along with print means that media centers do not have to publish lists of software, which by their nature are always out of date and time consuming to prepare. Non-print materials can be retrieved in the same manner as books.

Record Keeping

If your media center is keeping an accession record, by all means maintain it. It is the best way of keeping track of the collection and is invaluable at inventory time. If you do not have an accession record, it is impossible to reconstruct one; and you

will have to get along without it. The shelf list will serve as a record of the collection.

Inventory

Good library practice requires at least an annual inventory of all holdings, equipment, books, and audio-visual software. Equipment inventories can best be maintained continuously, by keeping a record of discards and acquisitions as they occur. Most equipment has a serial number which should be included in the inventory record, along with the VI government property numbers in public schools. The inventory included as part of the media center's annual report should also include a note on the condition (new, OK, inoperable, etc.) of the audio-visual hardware.

Most media centers will find it necessary to close before the end of the school year to complete an inventory. This practice is clearly undesirable, but given the limited budgets to pay for summer work or clerical staff, early closings are necessary. Two weeks is a recommended period of time.

Circulation Records

Circulation records are desirable for all items circulated, including equipment, audio-visual software, and books. Such records may be useful in pin-pointing weaknesses in the media center program and collection. At budget time, circulation records can be use to support requests for additional personnel, equipment, and materials.

Fines

There is no standard practice on fines. Some schools find fines useful; and others do not. Each media center will have to make its own policy, based on the economic condition of the student body, ease of enforcement, etc. As in so many other areas, consistency is important. All staff members must enforce fine regulations in the same manner, with no favoritism among students.

be guided by an Urgent Policy Memorandum issued by former Commissioner of Education Harold C. Haizlip, dated June 7, 1972. The memorandum restates to parents and guardians the responsibilities states in the VI Code, Title 17, Chapter 5, Section 42. In summary, parents or guardians must pay for lost or damaged books before students can

1. Receive report cards, certificates or diplomas
2. Participate in commencement or graduation exercises
3. Be promoted to another grade
4. Be re-admitted the following year

Parents or guardians must pay the invoice price of a new lost book. If the book is used, they must pay one-half of the purchase price.

Some schools, especially private schools, may find this policy difficult or undesirable to enforce. In such cases, a policy must be formulated and consistently enforced. In writing such a policy, it is important to consider that lost and damaged books, audio-visual hardware and software are not just a financial loss, but represent a loss to the educational program.

Faculty members and staff who have lost and/or damaged books and materials should be financially responsible for them. The media specialist needs the support of the principal or headmaster in this matter, and it must be consistently enforced.

Cataloging

The cataloging and classification of both print and non-print media is a very time consuming task. Add to that the reclassification and recataloging that must be done from time to time and the media specialist has little time for other duties. Fortunately the majority of book and audio-visual material jobbers and publishers offer catalog card kits for their materials.

The price of preprocessing ranges from no charge for catalog cards only to \$.79 for catalog card kit, cover, book card and pocket glued in place, and spine label.

Preprocessed books and materials are well worth the price. The time savings more than justifies the expense. The Bureau of LCI recommends that preprocessed materials be purchased whenever possible.

Caribbean materials, purchased locally, however, are rarely processed. In this case the materials must be catalogued and classified by the media specialist. Several good guides to cataloging and classification are available from the Title II Professional Library, the school's professional collection, or the public library.

Vertical File

The vertical file is a source of information about topics that are too recent to be included in print or non-print media. Pictures, pamphlets, and clippings are the major components of the vertical file.

The following steps should be taken in preparing materials for the vertical file:

1. Scan materials and check that which is to be clipped
2. Underline subject and/or write subject heading in upper right hand corner
3. Indicate source and date of material (include price for pamphlets)
4. Laminate and mount items if possible
5. File all materials alphabetically by subject. Pictures may be filed separately

Accepted subject headings should be used in the vertical file. These headings should be recorded on cards and interfiled in the card catalog for optimum use of the vertical file materials.

MEDIA CENTER INSTRUCTION

Faculty and Staff

It's unfortunate, but true, that faculty members generally do not know how to take full advantage of the resources of the media center. They may know what's available, but not how to

use it.

Ideally, when a teacher is formulating the plans for a new class project, the media specialist is the first person that he or she should contact. This is the time to discuss not only what's available, but how to find what's available, and how to use the materials once you find them. Even teachers need an occasional review of the card catalog, Readers' Guide, media indices, audio-visual hardware and soft ware, etc.

This review is conducted informally, and one advantage is that the teacher can now assist his/her students and reinforce what the media specialist has taught, thus releasing the media specialist for other duties.

Students

Media specialist and professional librarians, principals, headmasters, and teachers all agree that students should be taught about the media center, i.e. library skills, equipment operation, use of non-print materials, etc. However, there is not such a unanimous consensus on how to teach this information.

On one hand there are those who say that there should be formal instruction in the resources and use of the media center. The media specialist teaches isolated lessons on specific topics to class groups. Hopefully, these specific lessons will carry over and function when specific assignments are made.

On the other hand there are several valid advantages to informal teaching. The media specialist teaches students the skill to be used on a specific assignment. Most often this is done individually or in small groups. Ideally, the specific information taught will be retained and recalled when needed in the future. This method reaches only the students who are really interested in learning the skills.

There is a way, however, to combine the advantages of both methods when teaching about the media center. A general survey of the media center is presented in a group situation. This introductory survey is then supplemented with specific lessons and more detailed instruction when the need arises through classroom assignments or individual interests.

The media specialist must constantly promote the media center

in his/her dealings with the administration, faculty, staff and students. "Just as the textbook is not self-motivating and requires guidance and inspiration from the teacher, so the card catalog and other library keys lack motivational impact. The library media specialist is the force that personalizes the services of the media center and helps the student not only to see purpose in what he is doing but also to know how to proceed with the learning task at hand." 4

Media Center Assistants

It is essential that students become involved in the day-to-day operation of the media center. There are several ways to organize student media center assistants. They may be individual students who have expressed an interest in working in the media center, there may be an organized media center assistants club, or working in the media center may be an alternative to study hall or a one credit class.

Duties that the media center assistants are to perform vary from school to school. However, a few principles apply to all:

- Students are given an overall introduction to the media center and how it functions
- There must be an organized list of duties to be performed by the media center assistants. The duties are rotated and each student performs each one, at some time
- Students will work with both professional and paraprofessional staff
- There is a written evaluation of each student assistant

LOCAL PRODUCTION-----NOT HOW, BUT WHY

With dozens of competent (and hundreds of not so competent) media software suppliers clogging mailboxes and files with catalogs and brochures, why is it necessary that schools be able to produce their own software? The following are some valid considerations:

-Many kinds of materials are not available from commercial houses. The market for materials specifically directed to the Virgin Islands is far too small to interest commercial producers. Project Introspection, the Department of Commerce and others have produced some local materials. But in general, the obligation to produce local materials rests on each school media specialist.

Since teaching is more art than science, many teachers will want materials differing in format, technique, or sequence from commercially available materials. Working with the media specialist, each teacher can produce materials exactly suited to his or her teaching preferences.

-When a teacher needs materials for next period, next week, or even next semester, it may be impossible to obtain the desired items by ordering or inter-library loan. Many kinds of materials (transparencies, for instance) can be done in minutes. Most others (bibliographies, slide and tape sets) can be completed in a matter of days or weeks (if the media center has the proper equipment and personnel).

-Students should learn to communicate via many media. Historically, emphasis has been on teaching communication skills related to written and oral communication. But it is becoming increasingly important to understand non-print communications. To the greatest extent possible, students should make their own audio-visual or print materials to use in reports, class projects and the like.

It is not the purpose of this manual to provide instruction in techniques of local production. These instructions are available in dozens of standard texts. However, it should be helpful to list certain very basic equipment requirements for minimum local production. (parenthesis indicate example, NOT required brand).

Thermal copier (3: Secretary Copier)
Dry mount press (Seal)
Camera (Instamatic or 35mm, depending on budget and
level of sophistication)
Tape recorder (cassette is acceptable)
Paper cutter
Spirit duplicator (A.B. Dick)
Drafting/drawing equipment

At a higher level of budget and sophistication, motion picture (Super 8) and video tape should be included. Many schools find that a Polaroid Land camera is useful for some instructional programs. The ability to see a picture within a minute may help a student correct errors, or the picture may be used as a reward.

With any local production equipment purchases, it is very important to think in terms of systems and program.

Systems: Almost all production hardware requires some kind of corresponding hardware to use the software produced. Use of a camera assumes use of some kind of projector for most classroom purposes. That much is obvious. But to get the most value from a camera, the school should also have a copy stand, so that the many resources in print form can be used. A school purchasing a camera, copystand, projector and other accessories must also provide for the purchase of film and processing. In some cases it is possible to purchase a system. The Ektagraphic Visualmaker from Kodak includes an Instamatic camera and two copy stands in a convenient package.

These considerations seem obvious, but they are mentioned here because schools frequently, without thinking, order one apparatus without ordering the other items to complete the system.

Programs: It is also too easy to assume that possession of a sophisticated piece of equipment means that a sophisticated instructional program is employed. Far too often, schools produce expensive films or videotapes to meet objectives that could as well be taught with a slide-and-tape set. Indeed, the slide-and-tape set may do a better job, because it is considerably easier to make a really slick production with the relatively easier demands of the slide-and-tape format.

Super 8 and video tape have such high support costs (supplies, space, repairs) that schools must be reasonably certain that their instructional program justifies the cost.

Copyright

Schools do not have the right to copy or reproduce audio-visual or print materials, if the materials are copyrighted. The legal doctrine of "Fair Use" does provide that non-profit institutions may, for their own use, make a few copies of portions of books and audio-visual materials. In general, if copying will reduce sales of the product, it is illegal. Many producers will grant permission to make a limited number of copies, if schools simply request such permission. A letter, stating how many copies, in what medium, the purpose and distribution, will usually suffice.

Specifically, it is usually illegal to make tapes of records, transmit films or filmstrips via closed-circuit or open-circuit television, or make ditto masters from workbooks.

Some materials purchased for school use may be copied. A few distributors grant reproduction rights with purchase, and some materials, because of their age, are in the "public domain" and may be copied. For more detailed discussion, refer to standard media texts. Audio-Visual Instruction magazine keeps abreast of changes in copyright law and practice.

IN-SERVICE EDUCATION

The media center professional staff has competencies that should be shared with other members of the school professional staff. These competencies can be shared by individual conferences or by in-service education with groups of teachers and administrators.

Generally, it is easiest to teach operation of specific items of equipment to individuals, since such instruction requires hands-on practice. But, teaching techniques using such equipment are good topics for large group instruction. Many teachers are not aware of the many uses of overhead projectors, cassette recorders and film loop projectors for example.

In-service education is the best time for media specialists to tell large groups of new titles in the professional collection or the general collection, new library programs, materials for holidays and seasons, and the like.

Media specialists should work with teachers to develop methods of individualizing instruction or systemizing instruction.

PUBLIC RELATIONS AND PUBLICITY

Public relations is not a separate activity, but is part of everything that is done in the media center. The consideration of public relations early in the planning stages of media center activities or programs avoids the defensive back-pedaling that may occur when new programs are announced without proper consideration of possible public reaction.

The school library or media center has several possible audiences for its public relations efforts. The patrons, the general public and the administration are the three most important. It is essential that patrons be kept informed of the services, materials, and programs offered by the media center. Some have found that a newsletter issued at regular intervals is useful in trying to keep patrons informed. Others may be able to use bulletin boards, daily bulletins, and brief presentations at faculty meetings.

The mass media may be used to reach the general public, since it should be interested in what is happening in the schools. Book fairs, "no fine days," and other events that affect the general public are likely candidates for releases to newspapers, radio and TV stations. Special attention should be paid to mass media releases during National Library Week, National Children's Book Week, and at the time the Caldecott and Newberry Awards are announced.

Keep the administration informed of your activities, plans and problems with regular conferences with school administrators and with regular reports to district administration, boards of trustees, or whatever is appropriate for your school. Monthly and Annual reports, discussed earlier in this manual, are also part of this aspect of the media center's public relations effort.

PREVENTIVE MAINTENANCE

Audio-visual equipment will last longer and spend less time in repair if certain simple preventive maintenance procedures are followed.

Essentially, all equipment must be kept clean and lubricated. Oiling instructions can be found in instruction books that come with new equipment. In general, bearings (beneath turntables,

on motors, below tape drive capstans, and the like) must be lubricated with one or two drops of light machine oil (Three-in-one, sewing machine, or typewriter oil). Do not get any oil on rubber parts, such as turntable drive wheels, tape idlers, take-up reel slip drives, etc.).

Frequently, clean all equipment with a soft, lint-free cloth, such as a cotton T shirt that has been washed many times. Wipe off dust, bits of tape and film. Carefully remove accumulations of film emulsion in projectors with a slightly dampened cloth. Tape emulsion should be removed with alcohol (tape head cleaner) on a cotton swab. Tape emulsion accumulates on tape recorder heads, idler wheels, tape guides, and any part that contacts tape.

Periodically demagnetize tape heads with the special electromagnet sold for this purpose. After taking off your wrist watch, turn on the demagnetizer while still some distance from the heads. Hold the demagnetizer near (1/16" or 1-2 mm) the heads, then withdraw the demagnetizer, turning it off when it is at least three feet from the heads.

Dust lenses with a camel hair brush. If lenses are very dirty, use lens cleaning tissue and fluid. Dust, which may be visible on a projection lens, does not degrade the projected image unless it is very severe.

A small camel hair brush is useful for removing dust from phonograph needles. Do not use fingers, as it is too easy to push needles out of position and the presence of oils and moisture from fingers accelerates further accumulation of dust.

Dirty phono records can be washed with warm water and mild dish washing detergent. Pat them dry with a lint free cloth and allow them to air dry while standing on edge.

Phono needles (styli) must be replaced frequently, especially on those record players that are in daily use. For most record players purchased in the last five years or so replacement is a plug-in operation taking no more than a minute and requiring no expertise.

The cost of replacing styli once or twice a year must be considered inexpensive insurance for your record collection. Most schools have several hundred dollars worth of records.

Maintenance on a ditto or spirit duplicator consists mostly of cleaning paper lint and shreds out of the works and frequent oilings. Removal of the side cover away from the operating controls exposes several gears and bearings requiring oiling.

The felt wick below the alcohol bottle requires replacement a few times during the year, but certainly not every two weeks as recommended by the manufacturer. The wick may be turned around in order to extend its life.

Most problems encountered in use can be cured by proper loading and pressure adjustments. Consult the instruction manual for specific directions.

2

FOOTNOTES

¹Pennsylvania Department of Public Instruction
Division of School Libraries A Guide for School Librarians
Harrisburg, 1969. p. 19. ("Unconnected").

²Ruth Ann Davies. The School Library Media Center A
Force for Educational Excellence (New York: Bowker, 1974) p. 34.

³A Competency and Task List for Specialists and
Technicians in Media Management, Media Product Development, and
Instructional Program Development. Audio-Visual Instruction XIX
(November, 1974) 29-30.

⁴Davies, Media Center, p. 39.

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