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# To Expand the Learning Resources Center of Jefferson Junior High School, Mattoon, Illinois

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TO EXPAND THE LEARNING RESOURCES CENTER OF

JEFFERSON JUNIOR HIGH SCHOOL, MATTOON, ILLINOIS

(TITLE)

BY

JAMES HINDLE PASS JR.

B. A., Wheaton College, 1968  
M. S. in Ed., Eastern Illinois University, 1975

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1977

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

March 29, 1977

DATE

3-29-77

DATE

DEPARTMENT HEAD

TO EXPAND THE LEARNING RESOURCES CENTER  
OF  
JEFFERSON JUNIOR HIGH SCHOOL, MATTOON, ILLINOIS

BY

JAMES HINDLE PASS, JR.

B. A., Wheaton College, 1968  
M. S. in Ed., Eastern Illinois University, 1975

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements  
for the degree of Specialist in Education  
at the Graduate School of Eastern Illinois University

CHARLESTON, ILLINOIS  
1977

253436



In order to better accommodate the media needs of the faculty and students of Jefferson Junior High School, Mattoon, Illinois, this study was prepared. The intent was to illustrate the present capacities and functions of the Learning Resources Center and justify its expansion, both in physical size and scope of services. Alternate sites within the physical plant are indicated and diagrams are offered to illustrate relative locations. Each is discussed with regard to merits and constraints of effectively using it as the new learning resources center. Polls of the faculty and student body were accomplished in order to determine the levels of interest in utilization of such a facility. Research was also conducted in order to determine objectives and standards for this type of facility. Based on the results of the survey and statistics indicated by research of pertinent literature, recommendations are offered. These reflect appropriate changes in the size and nature of the Learning Resources Center's physical make-up, location, and staff. Of primary concern in all aspects of the study are the existing facilities, staff, student population, levels of interest, and available capital for the accomplishment of any changes. The feasibility of making changes in the Learning Resources Center is discussed, and ways to accomplish the proposed modifications are presented. The study reflects only those particular needs of Jefferson Junior High School, and proposes alternatives to satisfy those needs on the basis of current information. No attempt is made to offer detailed strategies or timetables for implementation

but rather a simple discussion of the options available to the school to upgrade its learning resources center to a level of compliance with current standards was offered.

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## I- INTRODUCTION

"The process of education is essentially creative. It employs the intellectual, physical, and social skills of pupils in a learning process which begins with a clear enunciation of desirable human values as expressed in attitudes and actions of students."<sup>1</sup> Education of high quality is expensive, but far more costly is the waste of human resources in poorly educated students whose talents are lost to this nation. Today, educators and other citizens realize that educational programs of vitality, worth, and significance to students and to society depend upon excellent media services and resources in the schools.<sup>2</sup>

While much has been written on the subject of learning resource centers, no consistent definition has emerged as to what a resource center is, or should be. Teachers, administrators, librarians, and audiovisual personnel all express their opinions--often without complete agreement within their own fields. For the purpose of this discussion, the learning resource center (LRC) is defined in terms of its functions: in-service education, self instruction, instructional design, curricula development, local production, and administration of media. The term 'learning resource center' is intended in this case to be synonymous with 'instructional materials center.'

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<sup>1</sup>Standards for School Media Programs (Washington D.C. and Chicago: American Library Association and the National Education Association, 1969), p. 1.

<sup>2</sup>Ibid., p. 5.

"The rationale for an instructional materials center is based upon the obvious fact that we live in an age whose complexity grows ever greater."<sup>3</sup> "The phenomenal production of instructional media in recent years has caused a re-evaluation of the aims of education and the role of the teacher. Printed, pictorial, and audio symbols bring students more adequate understandings of domestic and international affairs than ever before possible. Children participate in dramatic events as they occur and later relive the events by means of recorded forms."<sup>4</sup>

It is necessary to note that no one medium of communication can provide all of the information and concepts necessary for the complete education of students. Regardless of its capabilities, each medium has its shortcomings. "Only the use of a wide variety of materials--the multi-media approach--can help insure that the weaknesses of any given type of material will be compensated for by the strengths of one or more other materials. Since the multi-media approach to teaching and learning is so necessarily a part of modern education, the problem of how to make this wide range of materials convenient to teachers and students presents itself."<sup>5</sup>

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<sup>3</sup>Murray G. Phillips, "Instructional Resource Centers--The Rationale," Instructional Materials Centers--Selected Readings (Minneapolis: Burgess Publishing Company, 1969), p. 22.

<sup>4</sup>Harold S. Davis, Instructional Media Center--Bold New Venture (Bloomington, Indiana: Indiana University Press, 1971), p. 148.

<sup>5</sup>Kenneth L. Taylor, "Instructional Media Programs and School Objectives," Instructional Materials Centers--Selected Readings (Minneapolis: Burgess Publishing Company, 1969), p. 150.

"The simplest answer is to make all the media available through a single facility: an instructional materials center. It is the simplest answer because it makes possible the most efficient use of the students' and teachers' time."<sup>6</sup>

"The educator should see that the learner's active quest for information and the production of new ideas spring out of his immediate experiences. Thus the school should help students progress beyond the understanding, appreciation, and repetition of previous modes of discovery to active involvement in matters of personal interest and need. This process relates what the student has learned from core activities and from life. Conclusions of his efforts are personal, and at least to him, new."<sup>7</sup>

The creation, sustenance, and needed expansion of instructional materials centers then becomes the point of concern. The facilities, staff, and activities of the center become concentric with the teaching and learning activities of the school. General and special knowledge commonly offered through the multi-copy laboratory manual, the programmed book, and the text, while fundamental, is insufficient. A variety of instructional media is required to solve individual problems at any moment. Consequently, schools must see that media centers are well stocked and accessible to students. Opportunities to study alone and to consult with others must

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<sup>6</sup>Davis, op. cit., p. 150.

<sup>7</sup>Taylor, op. cit., p. 197.

be provided during the school day. Creative inquiry, although solitary, often requires discussion and collaboration.

Facilities and routines should accommodate small-group discussions, private conferences, and independent study."<sup>8</sup>

Constant attention must be maintained by materials center staffs to the needs of students and faculty alike. Both should be made to understand "that what their school provides is elementary, subject to change and reorder, and preliminary to personal discovery. They should see that education begins by learning about how man has learned in the past, what he has found, and how he has organized what he has learned for the greatest utility and for transfer to others."<sup>9</sup>

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<sup>8</sup>Phillips, op. cit., p. 23.

<sup>9</sup>Ibid., p. 25.

## II- OUTLINE OF THE PROPOSAL

### Purpose

The purpose of this study was to propose the expansion of the present Title III E.S.E.A. Learning Resource Center at Jefferson Junior High School, Mattoon, Illinois into an all-school learning resource center.

### Objectives

The objectives of this study were:

1. To justify the expansion of the Title III Learning Resource Center into an all-school learning resource center,
2. To examine the alternative locations for the proposed learning resource center and to recommend the site,
3. To recommend the floor plan, staff, necessary equipment, and services for the proposed learning resource center,
4. To recommend strategies for implementation of the plan.

### Delimitations

1. The physical areas under consideration for the proposed expansion of the learning resource center were located in Jefferson Junior High School, and had been designated as viable alternate locations.
2. While outside sources of information were considered as references, the main data for this study was generated by information accumulated locally.
3. No attempt was made to bring about the actual implementation of a media center.



### Limitation

The interest survey incorporated within this study reflected the attendant attitudes of the resident student body and faculty. Since a learning resource center was in operation, serving a portion of this population, it therefore was not assumed that the target groups were unbiased.

### Method

1. Alternative locations were examined for the proposed learning resource center and positive/negative aspects of each were considered.
2. The faculty was polled to determine the anticipated level of utilization interest.
3. The students were polled to determine their utilization interest levels.
4. The availability of capital for the proposed expansion and equipment purchase was determined through conversation with the Community Unit School District #2 business manager.
5. A statement of services to be offered by the learning resource center was formulated.
6. A statement of necessary equipment to accomplish these services was formulated.
7. The means by which the expansion could be accomplished was proposed.
8. Current literature was examined and related where pertinent to the study.

### Definition of Terms

Learning Resource Center (L.R.C.) - that space which would be set aside for self-instructional activity, provision of instructional services, staff support services, and non-instructional activities; synonym: instructional materials center.

Alternative locations - those spaces of the physical plant of Jefferson Junior High School, which could be made available for the proposed expansion.

Expansion - the increase in floor space and available services.

Staff - the personnel required to adequately administer equipment and services in the L.R.C.

Strategy for implementation - the means by which the proposed expansion would take place.

Title III E.S.E.A. Learning Resources Center - that facility established by funds from the Elementary and Secondary Education Act, under the provisions of Title III: Innovative Programs. At Jefferson Junior High School, this facility is accessible to those students identified as Title III students: Sections 7-3, 7-4, 8-1, 8-2, and 8-9.

All-School Learning Resources Center - that facility which in accordance with its title would be accessible to all 7th, 8th, and 9th graders of Jefferson Junior High School, Mattoon, Illinois.

Utilization interest - that indicated desire to use the proposed facility in the event its existence would be realized.

### Points of Consideration

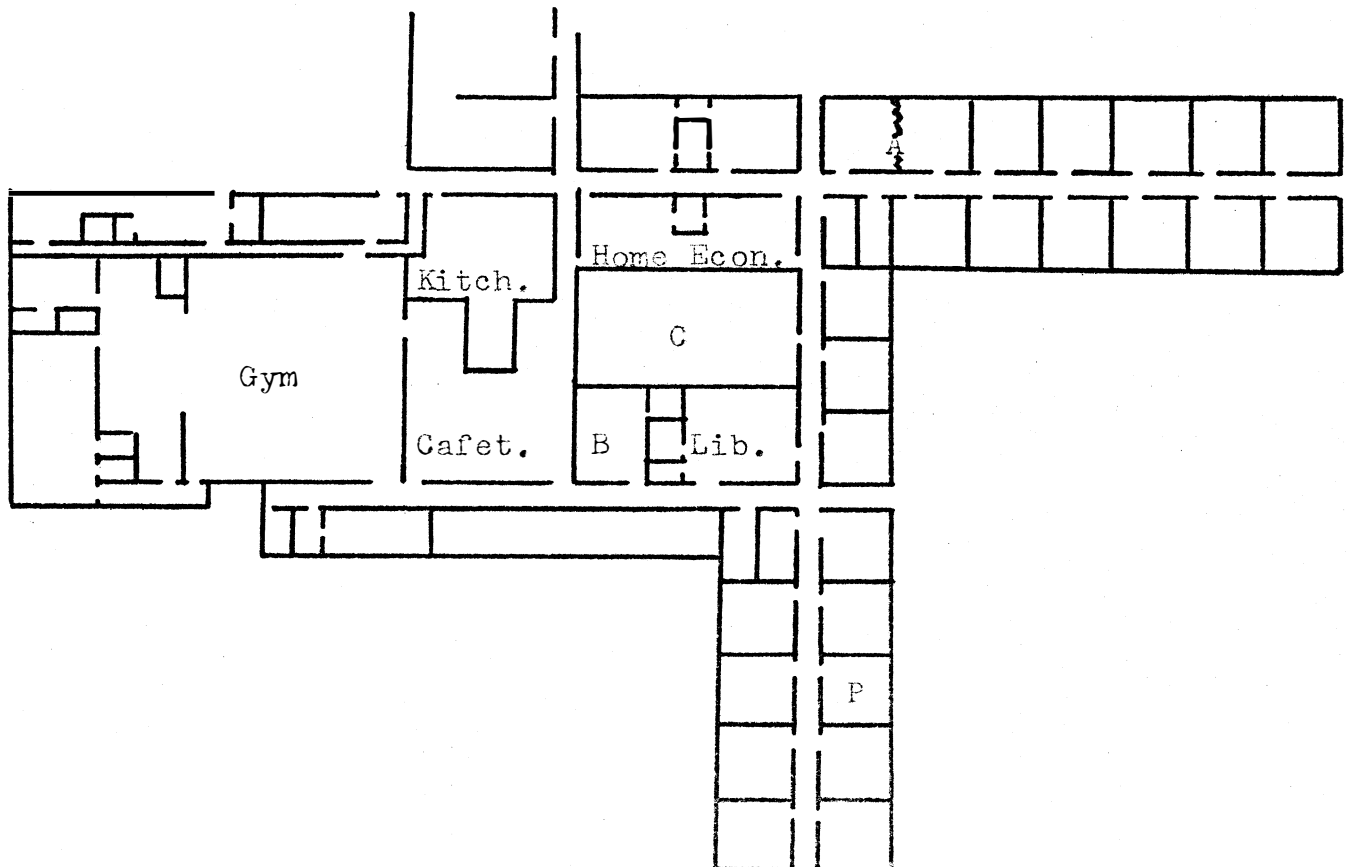
Consideration was given to several areas of interest with regard to the proposed learning resources center. These include: available space(s), utilization interest surveys, equipment recommendations, proposed services, availability of capital for construction and equipment, strategy for implementation, and staff.

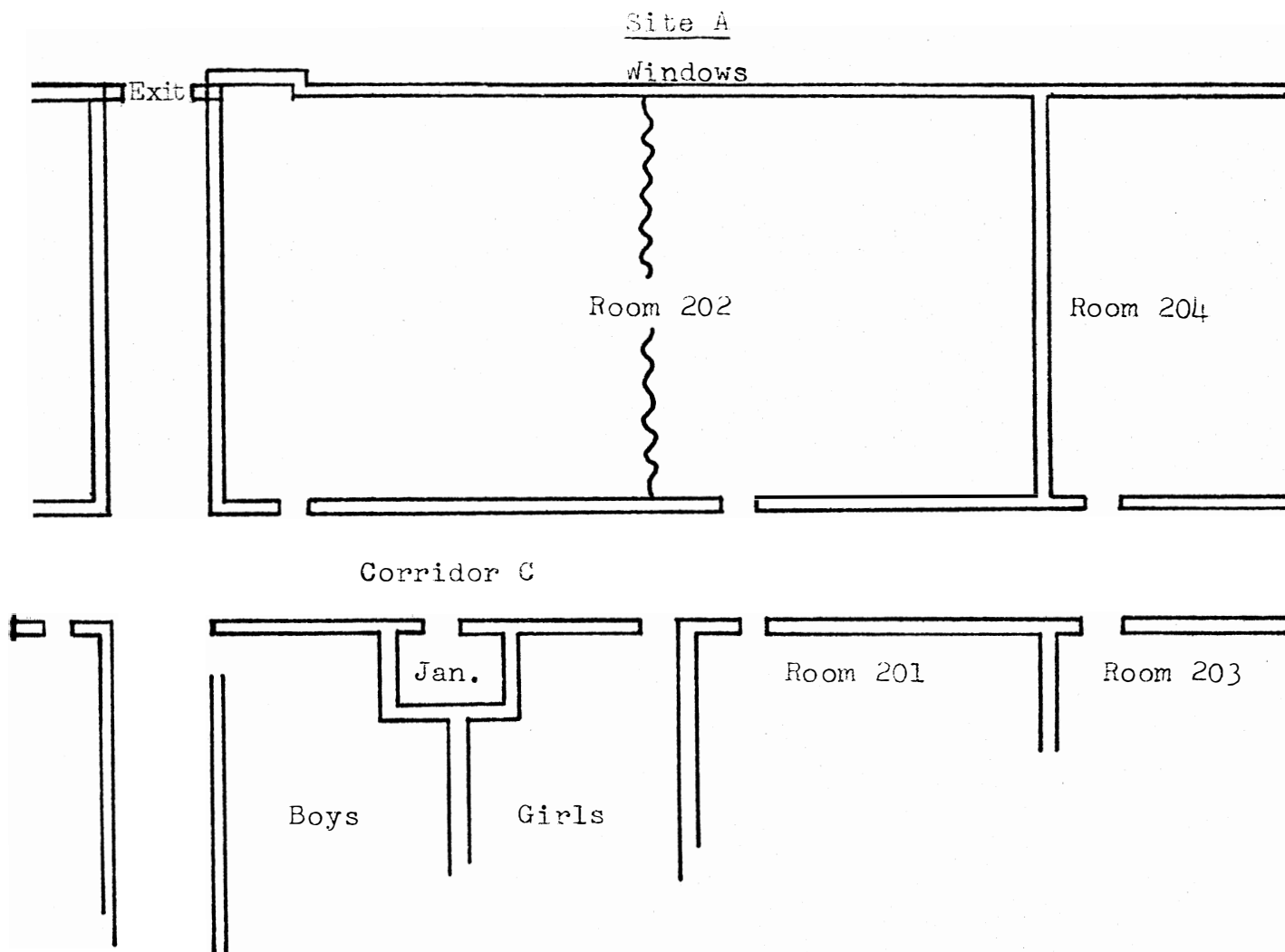
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### III- OBSERVATIONS OF THE PHYSICAL PLANT

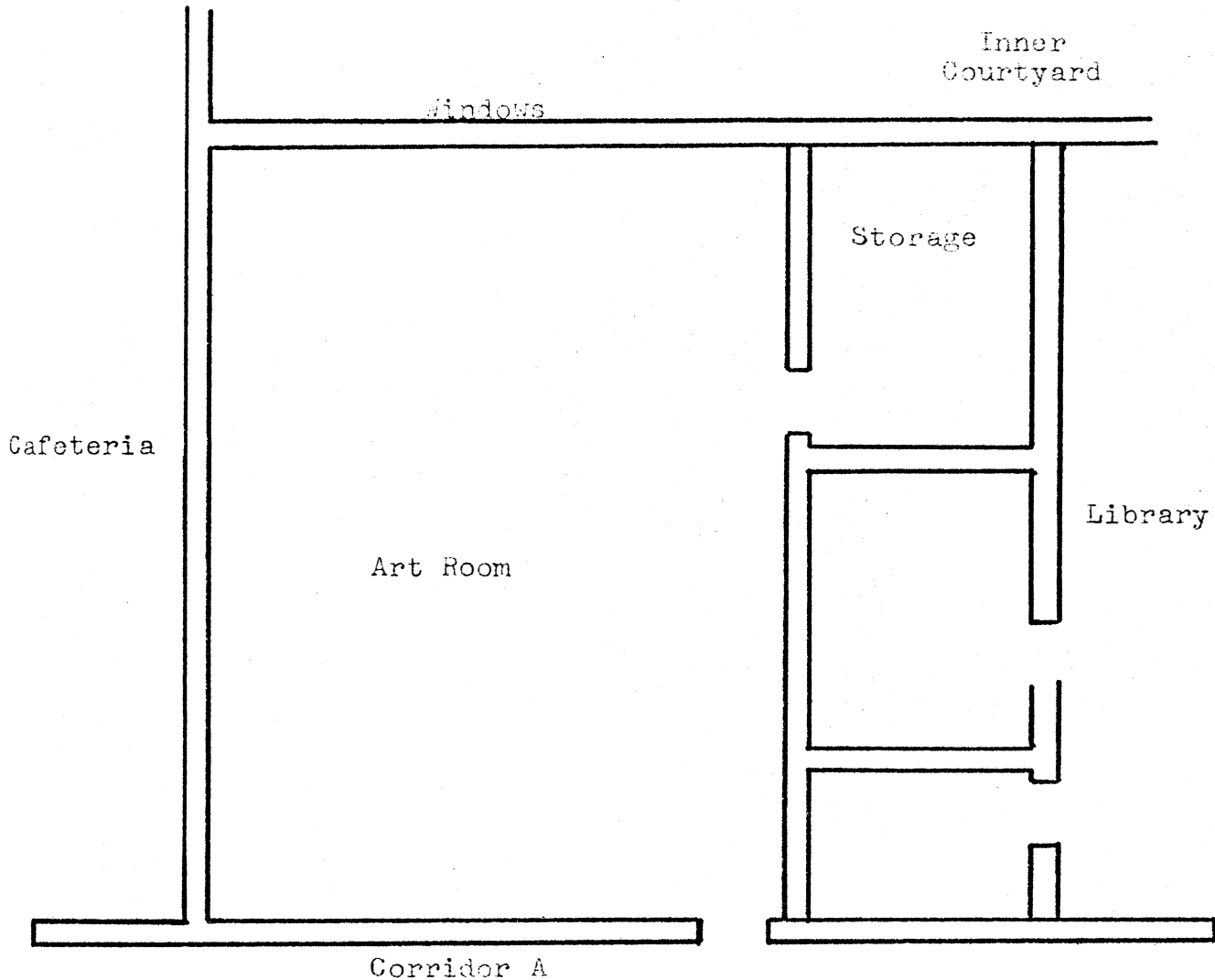
The plan for the expansion of the Learning Resources Center (L.R.C.) at Jefferson Junior High School in Mattoon, Illinois included the possibility of three alternative sites. It was predetermined by the administrative staff at that time that the sites would necessarily have to be within the present physical plant. The floor diagrams that follow will show Jefferson Junior High School, the location of the present L.R.C., and the alternative locations for the proposed expansion. Indicated by the letter "P" on the diagram below is the location of the present L.R.C., which prior to the inception of the Title III program was a standard classroom (approximately 728 square feet). The three alternative locations are labeled A, B, and C.





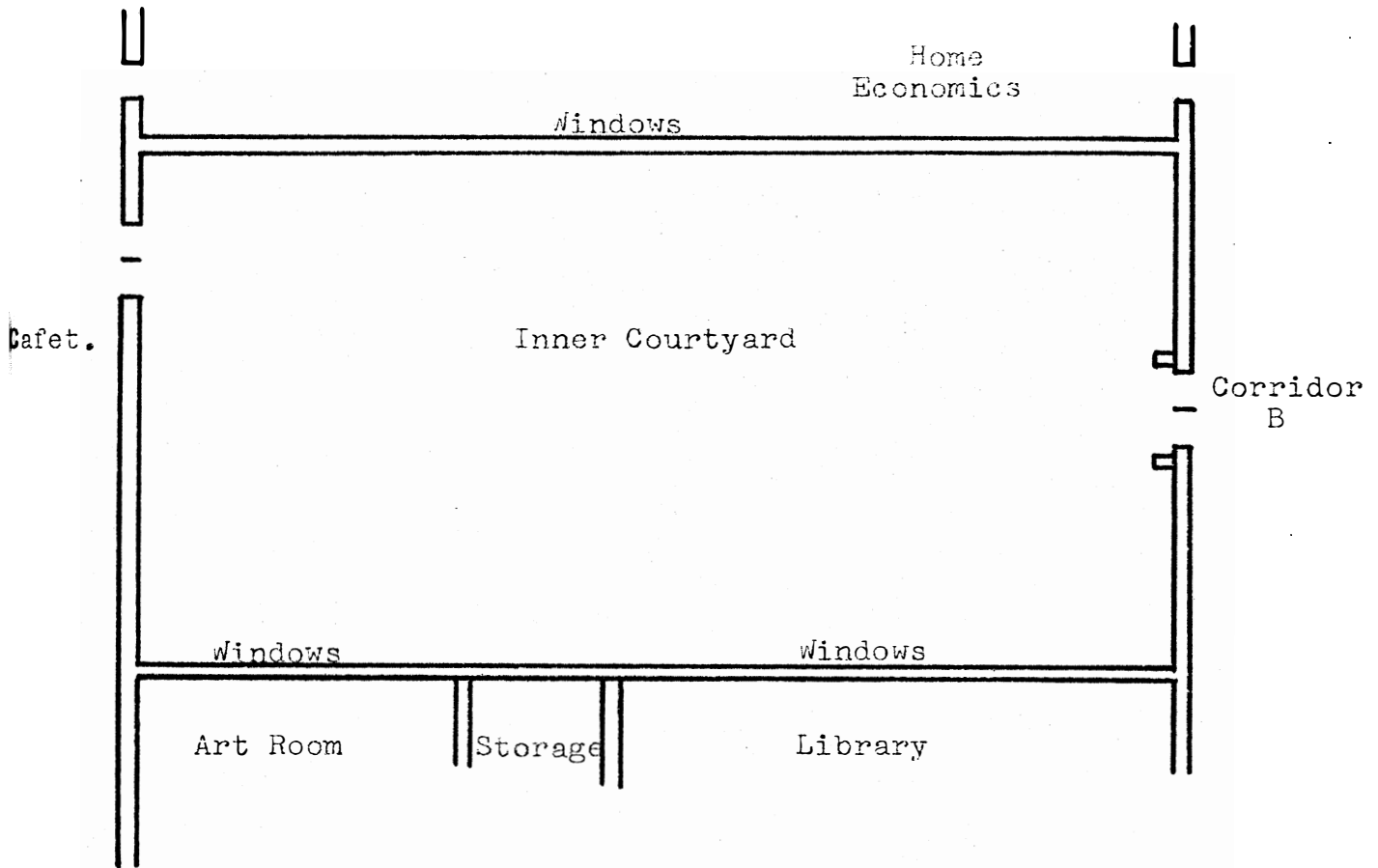
Site A is presently Room 202, which actually is the size of two classrooms and is divided by an expanding modernfold partition. This room is presently utilized as two projection rooms for movies which are shown by the faculty. It is 54 feet by 28 feet (approximately 1512 square feet) with two doors which exit to Corridor C. There are windows along the full length of the outside wall and it has a 10 foot ceiling with exposed steel joists.

Site B



Site B is the present art room. It is 26 feet by 35 feet (910 square feet) with a single entrance from Corridor A. It has a 12 foot ceiling with no exposed joists. It has windows on the innermost wall, which open to the school's inner courtyard. It also has a 10 feet by 13½ feet storage room adjoining. There is a large double sink with counter and storage cabinets in the room.

Site C



Site C is the school's inner courtyard. It is approximately 80 feet by 42 feet (3360 square feet) of outdoor space. It does not have a roof. It is faced on the north by a portion of the cafeteria, on the east by the home economics area, on the south by Corridor B, and from the west by the Art Room and the Library. The courtyard may be entered from the south by a double door from Corridor B, and from the north by a double door from the cafeteria.



#### IV- DISCUSSION OF ALTERNATE LOCATIONS

In comparing the three sites, primary consideration was given to adaptability of the site for the intended use. This included available fixtures and electrical capability, accessibility, amount and type of remodeling that would be necessary, and the potential for future activities.

Site A provides the most readily available location for expanding the L.R.C. without the expenditure of large amounts of capital or inconvenience to present school activity. A survey of the film rental schedule indicated that an average of 16 films per month are scheduled for viewing in these rooms. This figure, when paralleled with an average 20 school day month (180 school days per 9 month school year), indicates that less than one film per day is being viewed. The relative non-use of the room lends impetus to the premise stating its ready availability. The double entry access lends itself to many possibilities for internal traffic management. It would provide approximately twice the floor space of the present L.R.C., and by its present physical make-up would allow for a multitude of potential educational activities, which are normally found in learning centers. Additional electrical outlets would be necessary in order to provide sufficient output for individual learning carrels, equipment and additional electrical fixtures. There would also have to be some plumbing installed in order to accommodate the addition of a sink in the darkroom to be constructed. The steel beam joists visible in the ceiling could conceivably hold lighting

apparatus for local videotape production, but the ceiling height drops from ten feet to eight feet six inches when this is considered. The room does not enjoy the central location within the school plant, but is located at one of the major student traffic intersections.

Site B provides a centrally located, readily accessible location. Its proximity to the library would allow the formation of a passageway between the two areas, thereby strengthening the learning center concept. Its storage room is a necessary function for a L.R.C. and could be utilized as an office or for a production area. The double sink, counter and cabinet space also provide ready potential for a darkroom facility and production area. Its twelve foot ceiling has potential for any lighting apparatus that might be added for local videotape production. It is close enough to the library to allow inter-area activity with minimal disruption to the classrooms between, and yet could be utilized as a separate activity. Site B does not provide a major increase in floor space and this could hinder the variety of educational activities which could be offered. The lack of exposed steel joists in the ceiling means that any additional lighting would necessitate the structural reinforcement to accommodate this. The room is presently utilized during seven of the eight instructional periods of the school day. Therefore, it would be somewhat disruptive of normal school activity to modify this site for the proposed usage. The area to which the art class would be moved would necessarily have to be

similarly equipped in order to continue the program at its present level of activity.

Site C provides the largest potential, as far as floor space and proposed educational activities are concerned. It is centrally located and could be made to be readily accessible from virtually any direction in the physical plant. It could be very easily be connected to the library, again reinforcing the learning center concept, and thereby create additional shelf and reading areas. At present, it serves no educational function, but at one time contained weather monitoring equipment. Modification of this site would least disrupt normal school activity, provided that major construction activity was accomplished during the summer months. It could be made into a single or multiple floored center, with almost limitless possibilities for those educational activities to be included. Its major drawback is that it would take a major expenditure of capital to enclose and floor the courtyard, and accomplish the necessary interior remodeling. Exploration of this aspect with the Community Unit School District #2 business manager revealed that capital would not be available for such an expansion, as that line of the budget was cut by 50% over the last two years. This summarily nullified the feasibility of this site.

In summary, Sites A and B are the only viable alternatives. Site A offers floor space and internal traffic management as its primary assets. It is presently a seldom used area, which lends impetus to its availability for the proposed use.

Electrical, plumbing, and construction additions would be necessary. Site B offers proximity to the library, available storage, and existing plumbing as its assets. Its primary disadvantages are the marginal difference in available floor space from the present L.R.C. and the fact that a similar facility would have to be organized to accommodate the art activities, were they to be relocated. Electrical and dark-room construction would also have to be done.

In considering all of the tangents of the proposed expansion and alterations, it is the conclusion of this author that Site A is the most amenable to the proposed activity.

#### V- INTEREST SURVEY RESULTS

In order to ascertain the levels of interest and support among the present Jefferson Junior High School faculty with reference to a possible Learning Resources Center expansion, a simple interest poll was circulated. The intent of this survey was solely to determine interest and not specific plans or activities. It was anticipated that the sample group would be biased in their responses because of the activity and service, although limited, of the present Learning Resources Center. Additional comment was also solicited by the poll. An example of the poll and the results follow.

#### TEACHER QUESTIONNAIRE

1. Would you be interested in having an all-school Learning Resources Center (L.R.C.)? ☒ Yes ☐ No

2. Would you be interested in having an area for the preparation of instructional materials? ☒Yes ☐No
3. Would you desire to produce or have produced locally instructional aids, such as TV, Super 8mm movies, transparencies, slides, audio and video tapes, and graphics? ☒Yes ☐No
4. Would you be interested in having an area where students could work individually or in small groups on instructional or remedial materials? ☒Yes ☐No
5. Would you be favorably inclined toward enlarging the present Learning Resources Center and its scope of activities and services? ☒Yes ☐No

COMMENTS:

The results of the survey are as follows:

<u>Survey Group</u>	<u># polled</u>	<u># responding</u>	<u>% responding</u>
Faculty of Jefferson Junior High School	37	37	100

ITEM	Responses-YES	%	NO	%	UNDECIDED	%
1	35	94.6	2	5.4	0	0
2	35	94.6	1	2.7	1	2.7
3	31	83.8	3	8.1	3	8.1
4	34	91.9	3	8.1	0	0
5	31	83.8	4	10.8	2	2.5

The findings indicated a majority of the faculty were in support of the existence of such a facility. The majority were in favor of an area specified for the preparation of instructional materials with a capability for the local of

instructional aids. They also favored an area for individual and small group activity. A majority also supported the enlargement in scope and activity of the present Learning Resources Center. The solicitation for comments yielded several responses. Some of these follow:

- "There should be a workshop for teachers to instruct them in the use of the center."
- "Local production activities could be of use in the career education area by taping job interviews with various professions in the community and having them available for use by students on an individual basis."
- "We definitely need some area for small group activities - this would be ideal."
- "Would I be able to better obtain instructional materials? If so, I heartily endorse this plan."

A survey was also made of the entire seventh and eighth grade student population. The intent of this survey, as with the faculty, was solely to determine the level of interest of this group concerning the possibility of an all-school Learning Resources Center. An example of the survey and the results follow:

#### STUDENT QUESTIONNAIRE

1. Would you be interested in having an all-school Learning Resources Center (L.R.C.)? ☐Yes ☐No
2. Would you go to the all-school L.R.C. to do work? ☐Yes ☐No
3. Would you go to the all-school L.R.C. to relax and read, or listen to music? ☐Yes ☐No

COMMENTS:

The results of the survey follow:

<u>Survey Group</u>	<u># polled</u>	<u># responding</u>	<u>% responding</u>
Seventh Grade of Jefferson Junior High School	173	173	100

<u>ITEM</u>	<u>Responses-YES</u>	<u>%</u>	<u>NO</u>	<u>%</u>	<u>UNDECIDED</u>	<u>%</u>
1	158	91.3	15	8.7	0	0
2	137	80.4	33	19.0	3	1.8
3	158	91.3	14	8.1	1	.6

<u>Survey Group</u>	<u># polled</u>	<u># responding</u>	<u>% responding</u>
Eighth Grade of Jefferson Junior High School	193	193	100

<u>ITEM</u>	<u>Responses-YES</u>	<u>%</u>	<u>NO</u>	<u>%</u>	<u>UNDECIDED</u>	<u>%</u>
1	170	88.5	22	11.0	1	.5
2	143	74.0	50	26.0	0	0
3	180	93.7	12	5.8	1	.5

The findings indicate that a majority of the seventh and eighth grade students at Jefferson Junior High School would like to have an all-school learning resources center. A majority also indicated that they would do school work in the center. The decrease in affirmative answers in this question relative to the other two was triggered by the word "work". This was indicated in the comments area of the survey by many of the students. Additionally, a wide variety of comments were elicited by the students. The majority expressed much interest in activities and recreation.

In summary, it can be concluded that the majority of the sample group is favorable to such an expansion of the Learning Resources Center. This validates the premise that such a center is needed, and that the sample group indeed did hold a bias concerning this subject.

#### VI- PROPOSED SERVICES AND MATERIALS

In keeping with a potential growth of the Learning Resources Center, there should likewise be a proportionate increase in the type and variety of services offered. It is suggested that the following activities be planned for and provided when equipment and materials are available to do so. It is proposed that the following services be the responsibility of the L.R.C.:

1. Production and reproduction of visual materials.
2. Production and reproduction of audio materials.
3. Graphics and lettering.
4. Duplication of printed materials.
5. Instructional design in support of curriculum demands.
6. Production of self-instructional learning materials.
7. Production of instructional and recreational listening materials.
8. Management of all audiovisual equipment within the school.
9. In-service education to teachers and students with regard to learning resources center activities.
10. Establishment of a trained student group of assistants.
11. Responsibility for all rental film procurement.



\*12. Local videotape production services. (television).

(\* Optional. The center should be wired electrically to afford this capability in the future.)

It is further proposed that the following types of materials be produced by the staff of the learning resources center:

1. Photographic prints and slides.
2. Video tapes---supportive of instruction.
3. Audio tapes---for instruction and recreation.
4. Charts, signs, and transparencies.
5. Xerox, mimeograph and duplicated copies of printed materials.
6. Self-instructional learning packages.
- \*7. Closed circuit locally produced television programs--open air ITV potential.

It is further proposed that the following equipment is necessary to successfully accomplish the stated services and production of materials:

1. 35mm single lens reflex camera with standard and macro lenses.
2. Copystand and copystand lights.
- +3. Darkroom development equipment (enlarger, filters, trays, reels, cans, clips, clocks, lights, and thermometers).
4. Cassette audio tape recorders and players (stereo).
5. Reel to reel audio tape recorders (stereo).
- +6. Thermafax "Secretary" copier (3M) and Dual Spectrum Copier (3M).
- +7. Ditto and mimeographic machines.

8. Typewriters (IBM Selectric with multiple types and primary).
- +9. Dry mount press and tacking iron.
- +10. Paper cutters (18" and 36").
- +11. 16 mm movie projectors.
12. Projection carts (42").
- +13. Filmstrip projectors and viewers.
- +14. Slide projectors and viewers.
15. Light table for slide organization.
- +16. Overhead projectors.
17. Sound synchronization unit for slide/tape presentations.
18. Portable projection screens (70" x 70").
19. Tape and film editing equipment.
20. Lettering guides and pens.
- +21. Necessary furniture for students and staff.

(+ indicates those items already on hand in some quantity.)

It is further proposed that the following materials need to be procured in order to accomplish the afore mentioned services and products:

1. Photographic films and print papers.
2. Darkroom chemicals for development and printing.
3. Slide mounts, red ink pad and stamp.
4. Audio tapes and maintenance materials.
5. Video tapes and maintenance materials.
- +6. Ditto masters (stand and thermal) and paper.
- +7. Thermafax copy paper.

- +8. Posterboard and construction paper.
- +9. MT-5 brand dry mount tissue.
- 10. Sealamin brand lamination film.
- +11. Overhead transparency acetate/films/frames.
- 12. Lettering ink, lettering sets, spray paint.
- +13. Duplicating fluids and extension spout pourers.
- +14. Rubber cement and thinner.
- +15. Projector bulbs.
- 16. Batteries.
- 17. Blank tape reels.
- +18. Secretarial supplies.

(+ indicates those items on hand in some quantity.)

In order to successfully accomplish the necessary tasks, which will be performed by the learning resources center, it will be necessary to have a full time staff member to man this post. When such a level of activity is reached where one individual can no longer perform all of the necessary tasks, it is proposed that a secretary be assigned permanently to assist. But first, it is proposed that the full time staff member possess a Master's Degree in Education, specializing in Instructional Media. It is further proposed that his/her job be titled Media Specialist and the job description be as follows:

The media specialist will have professional level responsibilities for such functions as (1) evaluating, selecting, and acquiring materials, equipment, and services in accordance with established criteria; (2) stimulating

improved utilization of them; (3) providing supplemental materials; (4) developing and implementing media policies and procedures, including those for the organization and management of physical facilities, equipment, and materials, as necessary; (5) participating as a member of various curriculum and study committees; (6) performing long range planning and development activities based on analyses of educational needs, grant opportunities, and budget requirements; (7) providing listening and viewing guidance and training for students and teachers; (8) supervising and improving job performance and administration of innovations, research, and current developments in instructional technology; and (10) performing certain public relations activities to communicate the philosophy and goals of the school media center to students, faculty, administration, and the community.

#### VII- DISCUSSION AND EVALUATION OF PRESENT MEDIA AND SERVICES

In keeping with the attempt to analyze the present learning resources center capabilities, and recommend future activities, and inventory of media equipment presently on hand was made. This was necessitated by the fact that no current inventory records are present in the building. There is also no information which would indicate the number, type, or date of purchase of this type of equipment. This situation reflects the overall condition of the equipment. The following equipment was identified:

<u>ITEM</u>	<u>QUANTITY</u>
Filmstrip projectors	18
Slide projectors *	1
Record players	10
Tape recorders (cassette) /	25
Tape recorders (reel to reel) #	6
Screens	4
Tachistosopic reading machine	1
Overhead projectors	15
Opaque projectors	1
8mm film loop projectors	5
Super 8mm film loop projectors	2
Filmstrip previewers %	8
Slide previewers	2
Listening centers *	5
16mm movie projectors	4
Television monitor (B/W) *	1
Television monitor (Color)	1
P.A. Amplifier	1
Language Lab Master Control	1
Video Tape Recorder *	1
Video Camera w/ lens *	1
Ektagraphic Visual Maker w/ instamatic camera *	1
Headphones ##	30

\* indicates present Title III inventory

/ 16 of the cassette recorders from Title III inventory

# 2 of the reel to reel tape recorders from Title III inventory

## 20 of the headphones from Title III inventory

In appraising the present level of media services and equipment, it is essential to recognize that there has been no district media coordinator for the past three years. As a result, there has been sporadic communication between the media personnel with regard to purchase, utilization, and maintenance of equipment. Also, as a direct result, there has been a de-emphasis of media related activities, and hence the media budget has been allowed to drop, in the name of economy. The overall condition of equipment and services in the opinion of this author is deplorable. There is tremendous potential for positive advances in the area of instructional media and design, as indicated by the faculty and students. But this fertile ground cannot be cultivated until either there is a district supervisor, who will oversee all of the media activities, or else a full-time media professional within the building to perform the same function. Until such things come to pass, the present conditions can only deteriorate. It should also be noted that at present virtually none of the proposed services are offered. This is due to the lack of budget allocation for this type of activity, and also due to the lack of facilities and equipment to perform them. To correct part of this situation, it is proposed that a small darkroom be built within the area of the proposed learning resources center. This would create the potential to locally produce visual materials (slides and prints) in support of instruction. Contact with local contractors provided cost estimates of approximately \$500 for the construction. An

additional \$500 would be necessary for darkroom equipment. Lettering equipment will also have to be purchased, as there is virtually none in the building at present. There is the capability for reproduction of printed materials in the school, but it is not centralized or centrally managed. There is limited self-instructional learning taking place, and it is in the present learning resources center and the biology department. Some of the proposed materials are being produced now, but due to extremely minimal budget allocations for software, these are very few and basic.

It is also proposed that responsibility for management of the entire inventory of audiovisual equipment within the school be placed with the learning resources staff. At present, the individual teachers maintain responsibility for the equipment used within their rooms. There is no centralized control at present, and little coordination in purchase of new equipment, thereby creating a situation where incompatible types of equipment are purchased. The placement of this responsibility upon a single individual, the learning resources center director, would theoretically alleviate this type of situation.

#### VIII- STRATEGY FOR IMPLEMENTATION

It is suggested that all physical alterations and modifications take place during the summer months, if possible. Movement of media equipment and L.R.C. furnishings should also be accomplished during this span. The hiring of a media

professional should be done immediately, in order to allow him the opportunity to supervise the activities and familiarize himself with the physical plant. This would also hasten the establishment of media management procedures.

As mentioned earlier, distribution and utilization of media should be managed by the media professional. Actual dissemination of equipment should take place during the first weeks of school, based on established demand. A statement of services available from the L.R.C. should also be circulated early in the year, in order to establish production demand and schedules.

#### IX- PERSONNEL REQUIREMENTS, QUALIFICATIONS, AND RESPONSIBILITIES

It is proposed that adequate staffing be accomplished in accordance with implementation of the new Learning Resources Center (LRC). A full-time media professional is suggested, with a secretary assigned to handle those duties for the LRC. An attempt should be made subsequent to their hire to procure student help, either on an individual basis or from an Audio Visual Club. This would be left to the discretion of the LRC Director.

##### Job Description of Media Professional

\*The media specialist will have professional level responsibilities for such functions as:

1. Evaluate, select, and acquire materials, equipment, and services in accordance with established criteria,
2. Stimulate improved utilization of them,



3. Provide supplemental materials,
4. Develop and implement media policies and procedures, including those for the organization and management of physical facilities, equipment, and materials, as necessary,
5. Participate as a member of various curriculum and study committees,
6. Perform a long range plan and development of activities based on analyses of educational needs, grant opportunities and budget requirements,
7. Provide listening and viewing guidance and training for students and teachers,
8. Supervise and improve job performance of media-center staff,
9. Inform faculty and administration of innovations, research and current developments in instructional technology,
10. Perform certain public relations activities to communicate the philosophy and goals of the school media center to students, faculty, administration, and community.

\* Reference - Administering Educational Media. Brown, Norberg, and Srygley. McGraw-Hill, 1972.

#### X- CONCLUDING STATEMENT

It is hoped that the implementation of this proposal can be realized. This hope lies in the established fact that increased utilization of media by the faculty of Jefferson Junior High School is already a reality. The need exists and has been identified. It is further hoped that implementation of this proposal is not delayed for superfluous reasons. In the attempt to bring the best possible educational experiences to our students, it is suggested that this is but one of the varied options available to our educators to accomplish their educational goals.