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A Proposed Learning Resources Center for Illiterate Adults of Lagos, Nigeria

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A PROPOSED LEARNING RESOURCES CENTER FOR
ILLITERATE ADULTS OF LAGOS, NIGERIA
(TITLE)

BY

Ahmed O. Shodeinde

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976
YEAR

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CHAPTER I

INTRODUCTION

Lagos State with an area of 1,381 square miles, a population of 1,433,567 (1963 census) includes the nation's capital, Lagos, and the old colony province of Ikeja, Epe, Ikorodu and Badagry Divisions.¹ The capital, Lagos, with an area of 27 square miles and a population of 665,246, has been described as the "Gateway" to the Federal Republic of Nigeria, and because of its increasing importance, has also become the nation's gateway to the world.

Lagos is the chief port of entry and exit to the nation, the center of diplomatic activities, chief commercial and industrial center, and it handles the greatest percentage of the country's imports and exports.

Historically, Lagos was settled by elements from the Nigerian hinterland. Today, Lagos is inhabited by people from all over the country and the terrific rate of increase of the population continues to upset the town planning efforts of the local government. It is a very heterogeneous and cosmopolitan community.

Thousands of new settlers including the Yoruba, Ibo and the Hausa come to Lagos in search of job, educational and trading opportunities. The majority of them are either with

¹Lagos State Min. of Information & Tourism, This is Lagos (Lagos: Caxton Press (West Africa) Ltd., 1973), Clipping.

marginal education or with no formal education at all. English, which has become the medium of communicating among Nigerians with different dialects is not effective among these classes of illiterates which constitute about 40% of Lagos population.² Most of them communicate either in their dialects or in "broken English". Living on marginal income earned in various ways including begging, services as maids, janitorial jobs and so on, these illiterates tend to keep to themselves most of the time. Since they cannot relate well to Lagosians whose language and culture are different from theirs, the people establish fairly large settlements in certain areas of the city. Examples are: Hausas at Idi-Araba, Ibo's and Irhobos in Ajegunle, Aworis in Isolo, Calabaris in Bariga, and Eguns in Makoko.

Most of the educated people in Lagos are gainfully employed in 41 government Ministries and several industries. An estimated total of 162 industries in the state manufacture a wide variety of goods such as textiles, shoes, cosmetics, matches, steel products, asbestos cement products, etc.³ But most people in the state live within a subsistence economy.

The education sector continues to gain increasing popularity with the government, and in the Five Year Development Plan (1975-80), a total of ₦30.642 million (\$46.576 million) representing 1.2 percent of the total capital estimates, has

²Ibid.

³Manufacturers Association of Nigeria, Industrial Directory 1974-5, (Lagos: Times Press, 1974).

been allocated for the development of education.⁴ Directly controlled by the Lagos State Government through the Lagos State School Service Board are 474 Elementary schools, 82 Secondary (High) schools, 94 Teacher Training colleges, and 4 technical and vocational schools. The University of Lagos is funded by the Federal Government. Illiterate adult education on the elementary level is under the administration of the local authority, the Lagos City Council (L.C.C.).

Even though there has been no accurate data about Lagos population since 1963, the writer is convinced that the city's population has doubled with a continuous inflow of people from the hinterland. On several occasions since 1973 the Lagos State Government had to rid the streets of Lagos of some of the thousands of undesirable beggars and delinquents who endlessly flocked in. Therefore, it is very doubtful and questionable to believe that the 16 centers operated by the organizers of illiterate adult education program would have continued to be adequate since 1968, especially with no organized learning resources service to aid any of the units.

The literature on educational development is flooded with references to the need for improvement of the quality of teaching through adequate supply and maintenance of various forms of pedagogical aids and materials.

This is reflected in the following statements:

⁴Commissioner for Finance, Federal Government of Nigeria, Five Year Development Plan 1975-1980, (Lagos: Federal Govt. Printing Press, 1975), p. 260.

Federal projects include...the establishment of a centre for School Broadcasting and Audio-visual Development at a cost of N2 million.⁵

The challenge of education among developing areas is to reach vast numbers despite limited resourcesCommunications media can serve as instruments of economic growth for educating large numbers, introducing new agricultural and industrial techniques, changing traditional bound values, and raising levels of manpower skills.⁶

What are the possibilities of television, radio, and teaching machines as partial substitutes for teachers? While some experimental work has been done, we do not have reliable answers. It is important at this stage neither to overestimate nor underestimate possibilities in this direction, but to keep experimenting in an effort to apply technology to the instructional problem.⁷

Governments should establish educational research institutions, either specifically serving adult education or serving the entire educational system. Research should investigate....(among other things) the use of audio-visual media and other communications techniques.⁸

Statement of the Problem

A survey conducted by the writer in the summer of 1975 revealed that there is no learning resources service provided for the education of illiterate adults in Lagos. In view of the survey, it has been determined that there is an urgent need for a learning resources service in the program.

⁵Ibid., p. 257.

⁶Jack Baranson, "Implementing Technology Programs for Underdeveloped Countries," Oregon Business Review, vol. 21, No. 6, (June 1962), 1-5.

⁷I. F. Hill, "Education: The Need for Constructive Ideas," International Development Review, IV, (Dec. 1962), 4-6.

⁸Conference of African States on the Development of Education in Africa, Final Report, English Version, (Addis Ababa, May 1961), 15-25.

Statement of Purpose

The purpose of this study is to propose a standard learning resources center, which will upgrade the learning opportunities of illiterate adults in Lagos, Nigeria.

Limitation

This study will be limited to the education of illiterate adults in Lagos.

Definition of Pertinent Terms

Illiterate - Ignorant of letters or books; unlettered, uneducated.⁹

Illiterate Adult - One who at age 20 or above is illiterate.

Learning Resources - Media; all means whereby message material (printed and audiovisual forms of communication and their accompanying technology) for educational and informational purposes may be transmitted. These may include textbooks, programmed instructional materials, professional journals, posters, charts, photographs; filmstrips, 8 mm and 16 mm films, kinescopes, exhibits and models and radio and television broadcasts (with teacher guide and supervision).¹⁰

Learning Resources Service - All the instructional and other services furnished to students and teachers by a learning resources center and its staff.¹¹

Learning Resources Center - For our purposes, this is a learning center where a full range of print and audiovisual materials and equipment, and services from media specialists are accessible to students and teachers both within and outside the center.¹²

⁹David B. Guralnik, Webster's New World Dictionary of The American Language, (Tenn.: The South Western Co., 1969), p. 372.

¹⁰Adapted from the terminology used by the American Library Association and National Education Association in the 1969 "Standards for School Media Programs", Fourth Printing, (ALA and the NEA, 1969), p. XV.

¹¹Ibid.

¹²Ibid.

Media Specialist - An individual who has broad professional preparation in learning resources (educational media)¹³

Media technician - A staff of the learning resources center who has competencies in one or more of the following fields: graphics production and display, information and materials processing, photographic production, equipment operation and simple maintenance.¹⁴

Media Aide - A person who does either clerical or secretarial work in the learning resources center.¹⁵

Teacher's Grade III - a Nigerian teaching certification for elementary education; this diploma requires three years of study beyond the 8th grade in a special school of education that prepares elementary school teachers.

Teacher's Grade II certificate - This diploma requires 4 years of study beyond the 8th grade in a special school of education that is specialized in preparing elementary school teachers in Nigeria.

N. C. E. - Nigeria Certificate of Education; A teacher certification that requires 3 years of undergraduate college work.

¹³Ibid

¹⁴Ibid.

¹⁵Ibid.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the literature was made in order to be able to select and allocate appropriate instructional material resources, wherever they may be beneficial, to the different facets reflected in the instructional and organizational patterns of the program.

The Illiterate Adult Education Program in Lagos

Up to 1967 when responsibilities for illiterate adult education was transferred to the Lagos City Council (L.C.C.) by the Federal Government, all voluntary adult education work was mainly in the field of literacy campaigns. Classes were held in the evenings two or three times a week. Adult students were taught to read and write mainly by the use of "Laubach Literacy Guidelines" (Appendix 1).

With the administration of illiterate adult education in Lagos taken control of by the L.C.C. in 1967, all existing 46 units were closed down and 17 new ones were opened to replace them (Appendix 2). Each unit was placed under the supervision of a "chief instructor." (Fig. 1). Trained and certificated teachers were employed on a part-time basis and classes opened between 6:30 p.m. and 8:30 p.m. from Monday through Friday each week. A sketch of the current pattern of the program is shown in Figure 2.

LAGOS CITY COUNCIL
ADULT EDUCATION ADMINISTRATION

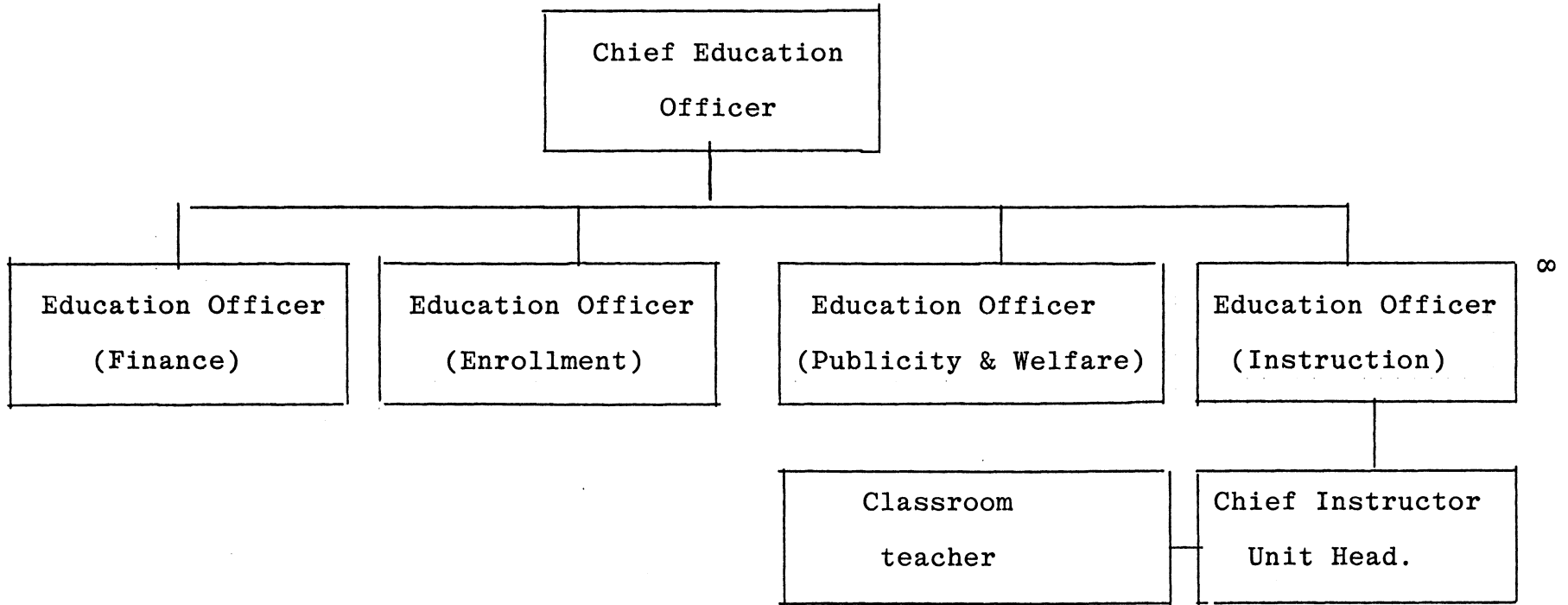


Fig. 1

LAGOS CITY COUNCIL ADULT EDUCATION PROGRAM

SUPERINTENDING AUTHORITY	LEVEL	CATEGORY OF STUDENTS	CURRICULUM	VENUE
LAGOS CITY COUNCIL (L.C.C.)	Elementary	(i) stark illiterates	(i) Literacy Campaigns	(i) Primary Schools
		(ii) Semi-literates	(ii) Basic and Remedial Education	(ii) Churches Mosques
		(iii) Others		

Figure 2

As of now, the major facilities for illiterate adult education program administered by the L.C.C. include 16 units.

The greatest percentage of the students in the program are drawn from among the several thousands of illiterate market women who constitute an increasingly large and strong cultural core in Lagos. Thousands of these market women can be seen in their clustered sheds on market days in the nine market places which are a constant reminder of the economic tempo of Lagos. A relatively smaller but significant percentage of the students are derived from traders who have come to settle, men and women who migrate to Lagos everyday in search of job opportunities but who usually find themselves either winding up in unwholesome jobs or simply going jobless.

Students' academic ability as indicated by the results of the First School Leaving Certificate taken in 1974 were rated by the Chief Education Officer as follows:

<u>Rating</u>	<u>Number of Units Rated</u>
Excellent	4
Very Good	1
Good	1
Fair	9
Poor	1

In 1975 the program maintained a teacher-student ratio of 1:31; the ratio for 1971-75 is 1:26. Average yearly enrollment for the whole program for 1971-1975 is about 3083, and for each of the 16 units the average is approximately 193. In 1975 enrollment in each unit varies from a low of 40 to a high of 382 (Appendix 3).

The chief instructors and most of the other teachers in the program are certificated Grade II teachers. The remaining few (about 19%) are holders of Grade III certificates. The most qualified among the instructors has had approximately eleven years of schooling.

No innovative practices such as modular scheduling, no-grade, or independent study are used in the program. Indeed many of the teachers seem to be completely ignorant about such ideas. Traditional teaching methods, utilizing the lecture technique, with a single text approach is all that is known to the teachers. The teacher gives information based on what he knows and what is in the textbook.

Physical Facilities

Classes for the illiterates are held in the physical facilities of elementary schools in Lagos. For the 1975 year, a total of 3,749 students attending all units, utilized a total of about 120 classrooms.

None of the units has a separate room serving as the library. Apart from a few books kept in the chief instructor's office for staff use, no form of organized library is maintained for either the staff or the students. Audio-visual hardware is not available for either the staff or the students.

It may be mentioned here that only four out of 474 elementary schools in Lagos State maintain any form of organized library for the students, according to the March 1974 News Bulletin issued by the Lagos State Ministry of Education. The report states:

...The Hon. Commissioner highlighted the importance of library at the primary school level as an essential foundation for future education. The opening of the Ipaja library project... was a vindication of the importance which his ministry attached to library as an education institution.

..Besides four of such Libraries (St. Andrews Primary School Library Pilot Program, Ipaja) already operating at Lagos Progressive Primary School Surulere, St. Paul's Anglica Primary School Idi-Oro, Salvation Army Primary School Surulere, and Reagan Memorial Baptist Primary School, pilot project at Badagry was also nearing completion.¹⁶

The following notations explain the observations made about the physical environment of the typical classrooms used in the illiterate adult education program in Lagos:--

1. Classrooms are all of the same size, 40 feet by 30 feet. They have neither interconnecting doors nor movable walls.
2. All classrooms have movable junior-sized furniture specially designed for children of elementary school age.
3. All classrooms are fitted with electric fluorescent lighting.
4. 18 feet X 3 feet of black chalkboard is permanently fitted on one of the four walls in each room.

Conspicuously absent features in the classrooms are:

1. Carrels for independent study.
2. Electrical outlets that could permit the use of audio-visual equipment such as tape players, overhead projectors, movie projectors, etc.

¹⁶Lagos State Ministry of Education, News Bulletin, (Lagos: Government Press, March 1974), p. 3.

3. Permanent projection screens.
4. Window design that could permit light exclusion during projection.
5. Room light-dimmers that could permit projection under subdued lighting rather than in total darkness.
6. Special purpose rooms such as auditorium, cafeteria, library, or learning resources center.

CHAPTER III

PROPOSED LEARNING RESOURCES CENTER FOR ILLITERATE ADULTS IN LAGOS

The previous chapter presented an overview of the practices in the illiterate adult education program in Lagos. Several needs are reflected in the nature of the program if it must meet the criteria for a modern approach to educating adult students.

If the opinions of many educators is still that a constant growth in independent thinking power and the capability for the student to manage his own program are essential aims implicit in all other purposes of education, then the adult student and his teacher must have endless devices (books and A.V. material) for use in the classroom.

Therefore, in this chapter, a learning resources center is proposed which will meet the learning needs of illiterate adults of Lagos, Nigeria.

With technology increasing the tools for learning, the library of yesterday and today is in a constant state of flux in its battle against obsolescence. Growth in technology has expanded the function of the library far beyond the role of the keeper of books in silent, tomblike centers.

Educators in the U.S. have even changed the name from "library" to "learning resources center" to indicate that they

have fully embraced audiovisual and electronic devices as effective means of collecting and disseminating information.

This modern technology opens for the planner of educational facilities several problems. Some of these are: housing of a wide range of equipment and materials, organizing them such that the right materials get to the users at the most opportune time, and ensuring that students and teachers feel comfortable while utilizing the resources.

Major concerns therefore must include planning for site or location, space allocation, color, furnishing, lighting, noise control, and accessibility, among several other things.

Location of the Physical Facilities

The ground floor of the Lagos City Hall has been located as the most suitable site for the facilities of the program. The decision was not arbitrary. Rather, the selection has been guided with a set of carefully selected criteria. Two other sites, the L.C.C. Central Library on Yakubu Gowon Street, and the National Library of Nigeria on Joseph Street were considered and compared with the City Hall. The criteria that guided the site selection are:

1. Health and safety considerations which relate to pleasing environment free from excessive noises, smoke, dust, odors and traffic.
2. Suitability to accommodate isolated areas for different functions and activities, including car parking.
3. Distance from users of approximately two miles.

4. Cost of remodeling.

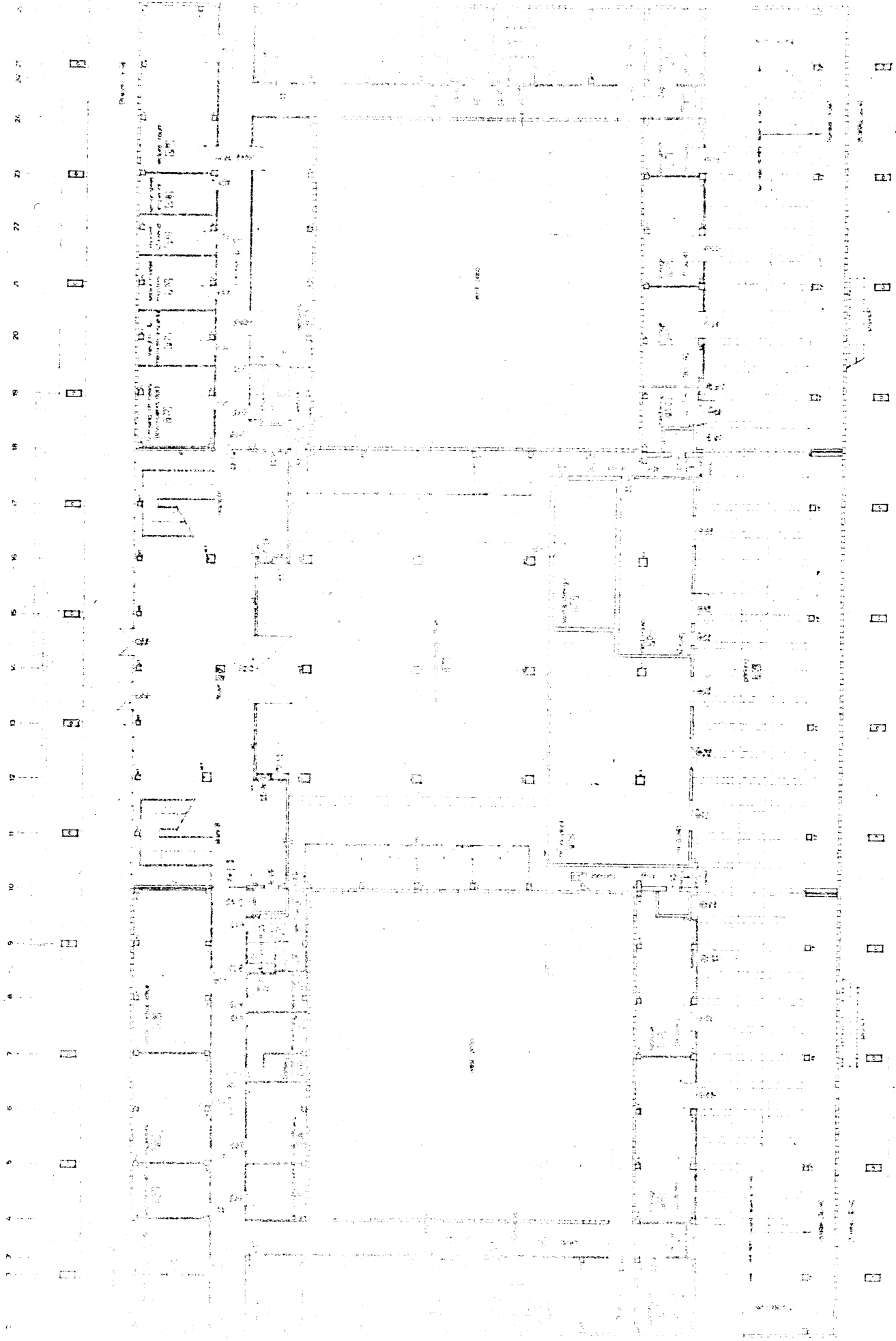
Some special advantages that may be expected from using the facilities of the City Hall include:

1. All resources may be accommodated on the ground floor, thereby facilitating easy supervision by the center staff, and also accessibility to users.
2. The space provides for optimum chances for future expansion of the facilities, hopefully at reasonable cost.
3. Rigid walls are relatively fewer than in the other two facilities that were considered.
4. The fourth floor of the City Hall is the seat of administration for the illiterate adult education program.
5. The building is fully air-conditioned.

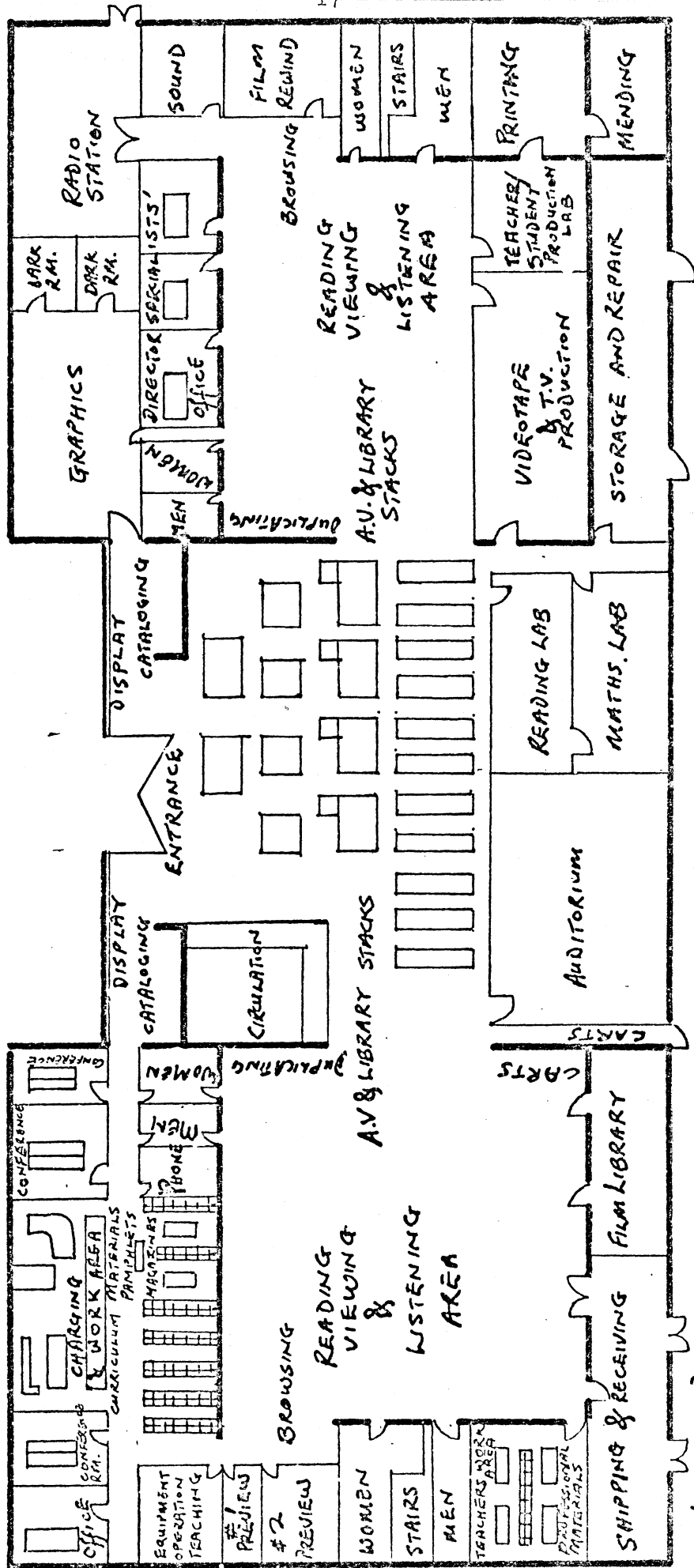
Space Allocations

The next page shows the present floor plan of the ground floor of the City Hall, while the next after that represents the furnishings and floor plan of the proposed learning resources center as visualized by the writer. The key to the plan (page 19) identifies the space allocations in quantitative terms. It is the writer's opinion that space allocations should be dictated by local needs of the program.

As indicated on the floor plan, the resources center being planned reflects uniqueness in a few respects, just as the students for whom it is intended. The plan differs from the school building type in its provision of excessive storage space, relatively small cart garage, large receiving and shipping space and



GROUND FLOOR PLAN SCALE 1/8" = 1'-0"



FURNITURE AND FLOOR PLAN
 LEARNING RESOURCES CENTER,
 LAGOS, NIGERIA.

SEE KEY ON NEXT PAGE

Scale 1" = 15 ft.

KEY TO MAP

	Space in Square Feet
Entrance and circulation	1,890
Reading and browsing, viewing and listening	14,850
Administrative office	1,858.50
Charging and Work area	1,181.25
Stacks	9,562
Magazine storage	585
A V Equipment storage and repair	1,842.75
Teacher's work area and professional material	1,080
Conference rooms	1,415.25
Auditorium	2,351.25
Graphics	2,475
Videotape and T.V. Production	1,702.50
Radio station	1,575
Reading Laboratory	965.25
Math Laboratory	1,188
TOTAL SPACE	59,703.75

abundant office areas. So, also, does it differ from the system learning resources center because of its provision for carrels, equipment operation teaching, auditorium, language and mathematics laboratories. The fact is that the proposed center must serve both the school-building and the system or district functions in order that the educational objectives of the program might be met.

Since the teaching sites have no learning resources center, the proposed facilities will have to provide learning spaces for independent study for students and teachers from all units. It must also meet all other expectations of the school building media centers--programmed instruction, electronic learning, etc. These functions must be carried on while the center also maintains its coordinative, production, and distributive roles.

Even though a small store of production materials and some hardware will be permanently located in the teaching sites, the major production burden will still rest in the proposed center. Additional production space is provided for visiting teachers and students for their own individual projects.

In the interest of optimum learning opportunities, small and large group instruction will be regularly scheduled in the proposed learning resources center; the auditorium will serve this purpose.

These multiple functions will continue until such a time when unit centers are set up in each teaching site.

Color

The choice of colors for the facilities must be carefully

considered, and the final decision arrived at through a consultation between the architect and the Media Director of the proposed center.¹⁷ It will not be out of place to even consult with the students. Various researches conducted in this area with elementary, junior and senior high school children, indicate that the color of the learning environment does have some effect on the mental and emotional responses of the students. Yet "selection of colors should be individualized to suit the particular school, taking into account all its unique features."

The prime factor in color choice should be the provision of an appropriate learning environment to enhance the mental, physical and emotional well-being of the occupants.¹⁸

If color has such a powerful influence on the responses of children, and adults have been noticed to have strong color preferences, it is enough indication that colors must be carefully considered in planning the physical environment and furnishing for all age groups.

Furnishing will be selected according to the various functions desired as outlined in the floor and furnishing plan. Swivel and fully upholstered chairs will be used in the conference areas, semi-upholstered chairs in the reading areas, tables and desks of various shapes and dimensions, and

¹⁷See occupational definitions of the Media Director, Media Specialist, and Media Technician in Appendix 5. These definitions are taken directly from "Occupational Definitions for School Library Media Personnel," American Library Association, 1971.

¹⁸Underwood, Johnson, "A Study of Color in Classroom Environment," Educational Facility Abstract Journal, (1968), p. 223.

carrels in the areas allotted to them. Furniture colors will depend on the color of the environments. None of the furniture pieces will be permanently installed so as to permit flexibility in future planning.

Lighting

Individual lighting will be made for each carrel unit so that low lighting or no lighting can be had for listening and viewing, and high level shadow-free lighting available for reading and writing. This is intended to create individualized lighting within the confines of a large mass of lighted area.

Floor lamps, table lamps and adjustable ceiling planes, which combine lighting and beauty will be used in the reading and lounge areas. This move is aimed at creating various lighting intensities as demanded by the needs while avoiding the unnecessary shadows often created especially in carrels with shelves, and the monotony of overhead lighting.

Noise Control

Quiet inside the proposed center is the next major concern. Distractions within the physical facilities are in two categories: the built-in noises and those made by running machines and people.

In order to effectively avoid the built-in noises like those coming from the air conditioning, electrical plants and fan units, the Media Director will have to consult with the architect so that specifications aimed at eliminating such

noises will be included and adhered to by the contractor.

Devices aimed at offsetting the second category of noises will include wall to wall carpeting throughout the center, sound proofing of the north and east walls of the auditorium (see floor plan on page 18), and the four walls of the sound recording studio.

Personnel, Materials, Equipment and Budget Plans

The primary sources of reference for recommendations outlined for the staff, materials, and equipment are the guidelines of both the Standards for Educational Media Programs in Illinois and the National Standards for School Media Programs.¹⁹ Other useful references have also been consulted as additional bases.

The standards recommended here for the proposed learning resources center are based on the objectives and general needs of the program. Therefore in some respects, a separate standard has been devised for the particular situation. It will be stated where either the National Standards or any of the phases outlined in the enclosed Illinois Standards has been used.²⁰ The recommended standards reflect what is required for the operation of a meaningful program, in this particular situation, for grades 1 through 8. Nevertheless,

¹⁹See Appendix 6.

²⁰Phases I, II, and III are represented in the Standards for Educational Media Program in Illinois as a guide to the progressive evolvement of the program. Phase III reflects the National Standards.

growth needs should be identified and adequately provided for when the program is in full operation.

Professional Staff

The staff will consist of one full-time Media Director with preparation in Library Science and Audio-visual Education, and two full-time Media Specialists, with one of them having a background in Library Science.

Supportive Staff

Eight full-time Media Technicians will be required to work in the learning resources center, and one half-time technician will work in each school building where instruction is conducted.²¹ These technicians will have preparation in graphic production and display, information and materials processing, offset printing, photographic production, equipment operation and simple maintenance, radio engineering, radio program operation and television production.

Ten full-time media aides, with at least two assigned to typing, will be required to complement the work of both the professional and technical staff of the center.

Materials and Equipment

The holdings of the learning resources center will include materials and equipment to be disseminated to each school building where major instructional activities are conducted. They

²¹A technician will be more readily available in Nigeria, where there is an acute shortage of qualified Media Specialists.

will also include items for local production. By the time the center is opened, it will be expected to have met the standards outlined in the tables below. Steady growth of the program will be made according to identified growth needs.

It should be noted that Phase I of the Illinois Standards represents the basic needs of a functioning learning resources program, Phase II, a level of achievement somewhat more ideal, and the U.S. National standards, a perfect program. An attempt has been made here to establish some meaningful standards for the illiterate adult students, while using both the Illinois and the U.S. standards as a guide. Variables considered in setting the standards include: the economic status of the community, the nature of the students, and the somewhat heavy production needs of the center due to the paucity of locally produced materials.

An X placed against an item under a particular standard indicates the equivalent standard such item will meet at the initiation of the program. For example, "professional reference materials" will meet an equivalent of phase I of the Illinois Standards at the start of the program. The content of each standard is outlined and can be checked in Standards for Educational Media Program in Illinois, which is supplied in Appendix 6.

Because Phase III of the Illinois Standards is equivalent to the U.S. national standards, any reference made to the latter can be checked under Phase III of the Illinois Standards in the appendix.

Category	Illinois Standards		U.S. National Standards
	Phase I	Phase II	
<u>Program & Services</u>			
Selection of Materials	x		
Instruction in Use of Materials	x	x	
Coordination of materials with the instructional program	x	x	
<u>Materials</u>			
Books:			
Student books	x		
Professional books	x		
Reference books	x		
Student Magazines		x	
Professional Magazines		x	
Newspapers			x
Pamphlets, clippings and miscellaneous materials			x
Filmstrips	x		
Super 8 or 8 mm films		x	
16 mm films	x		
Tape and Disc Recordings	x		
Slides		x	
Graphic Materials	x		
Globes		x	
Maps	x		

Category	Illinois Standards		U.S. National Standards
	Phase I	Phase II	
Microform	x		
Transparencies	x		
<u>OTHER MATERIALS:</u>	x		
Programmed instructional materials			
Realia			
Kits			
Prerecorded tapes			
Remote access programs			
Resource files			
<u>EQUIPMENT:</u>			
16 mm sound projector		x	
Super 8 or 8 mm projector remotely controlled		x	
2 x 2 slide projector remotely controlled		x	
Filmstrip or combination filmstrip/slide projector	x		
Sound filmstrip projector	x		
10 x 10 overhead projector		x	
Opaque projector	x		
Filmstrip viewer		x	
2 x 2 slide viewer		x	
T.V. receiver (Minimum 23" screen)	x		
Microprojector	x		
Record player	x		
Audio tape recorder/player, including reel-to-reel cartridge and cassette			x
Listening station	x		

Category	Illinois Standards		U.S. National Standards
	Phase I	Phase II	
Projection Cart	x		
Projection Screen			x
Television Distribution	x		
Radio receiver (AM-FM)			x
Photo-copying machine	x		
Thermal or infrared-copying machine	x		
Micro-reader Printer			x
Portable videotape recorder system (including cameras)	x		
Laminating machine	x		
Light control	x		
Local production equipment per building			x

Expenditure

Initial investment required for establishing the learning resources center should come from the capital outlay funds. Subsequent expenditures of the program will have to be budgeted for by the professional staff. For the purpose of future budgeting, it is suggested that not less than 2 percent of yearly per student operational cost based on average for the first year of operation should be spent per year per student. The computa-

tion of the operational cost should include administration, instruction, attendance services, student transportation services (if any), operation of plant, and fixed charges.

This 2 percent should be used for the purchase of newly published materials and the replacement of titles and duplicate. The amount should be equally split for printed and non-printed media.

Not included in the annual appropriation stated are textbooks distributed to students, reference materials for permanent use in classrooms, closed circuit television installations, subscription television, electronic learning centers, distribution system, supplies, equipment, and processing of materials.

Accessibility of Materials

The classification and cataloging of materials will be done commercially by an agency from outside of the learning resources center. It is, however, recommended that the classification should allow for printed and non-printed materials to be filed together rather than separately; this could, but not necessarily, be either the Dewey Decimal classification system or the Library of Congress classification system.

Utilization Policies

In recognition of the fact that the effectiveness of the program depends, in large measures, on how well the clients use the available resources, it has been found necessary to offer a few suggestions in regard to utilization.

The Media Director should make a copy of the utilization policies available to each user, so as to familiarize him with the practices of the learning resources center. This statement should be accompanied with other helpful informations which may include: a list of circulating materials and equipment, procedures for requesting materials for previewing, how to request for motion pictures on rental, special services, time schedules for production activities, etc.

The suggestions outlined below are only a few of what may constitute the utilization policies of the learning resources center. When the center goes into operation, the Director will have to continually revise the policies, and more closely relate them to the needs of the users, the instructional program and the resources available.

1. Adult students with varied abilities will come to learn in the learning resources center. Teachers and other community people will also utilize the resources.
2. Large and small groups of adult students, accompanied or not accompanied by their teachers, will visit the center from time to time. There will be no limit imposed on the frequency of visits by any individual or group of students or teachers.
3. A wide range of student activities will go on in the center, i.e., individual programmed learning, individual project and research, small group work and individual remedial work.
4. Individual students, student groups, teachers and other users will be free to use aids of their choice such as

filmstrips, reference books, pictures, programmed materials, transparencies, tapes, records, film loops, and video tape materials. Major curricular areas served by the center will include reading, English language, mathematics. But the resources will be wide enough to also cover social studies, foreign languages and elementary science.

5. The program of the center will be coordinated with the resources of the community²² it serves, the curriculum, organization of the adult education program, groups of students, courses of study, individual differences of students, teacher use of the center, desires of the Ministry of Education and of the program coordinator, facilities of the schools served, in-service education, and the lesson plans of teachers.
6. Books, periodicals, and tapes may be borrowed for home use. Tape recorders and records may also be borrowed overnight. There will be no restriction on the number of books borrowed by any student or teacher.
7. Independent study will be incorporated in the instruction of the student to the extent that completion of most projects will necessitate that the student visit the resources center at least two times every week.
8. The transmitters of the radio station at the resources center will be on the air for about 12 hours each day.

²²See Appendix 4 for a short list of some community resources in Lagos.

Procedures for Introducing the Adult Students
to the Novel Situation

One of the first responsibilities of the Media Director will be to devise a procedure for introducing the public at large and the illiterate adults in particular to the learning resources center facilities. In order to do this efficiently and effectively, the director, a full-time clerk, and a half-time graphic production technician will be employed a year before the center starts operation.

During this time the Director will be preoccupied with public relation and publicity activities that will familiarize the students and the public with the aims and aspirations of the new program. He will also get to know various people in the community who might be of help to the program. He will utilize both the mass media (radio and T.V. networks), newspapers, as well as cinemas, brochures and handouts, that will help to explain the objectives and means of attaining objectives, the philosophy, and other pertinent things relating to the learning resources center. The communication will be done in English, Yoruba, Ibo and Hausa in order to make sure that all those concerned are actually reached.

In summary, the purposes of the Director's publicity and public relations activities will be:

1. To interpret the educational program to the people of the community, explaining how the learning resources center fits, in a way that will encourage them to take pride in and support the center's program.

2. To establish confidence in the potentialities of the learning resources service to serve the people for whom it is intended.
3. To assure the public that they will receive full value for moneys expended on establishing the learning resources center.
4. To attract the illiterate adults to take full advantage of the resources provided in the center's program.
5. To indicate to the illiterate adult that he can and will be helped educationally, and with the best tools available.
6. To make the public feel responsible for the quality of education given to the adult students.

CHAPTER IV

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Summary of this Study

The review of the literature reveals some urgent needs in the illiterate adult education program.¹ Paramount among these are the needs for regular short courses, workshops and in-service training for teachers employed to teach the adult students. Also the services of a half-time media specialist is needed in every school building where teaching is conducted.

The program seriously needs locally produced text materials, programmed materials, 8 mm and 16 mm films, realia, T.V. and radio educational broadcasts. There is also great need for professional journals and also illustrated journals for the students. Above all, the program needs better trained personnel in the field of education generally, and in learning resources in particular. Librarians and audio-visual specialists must be immediately employed. The paucity of these personnel tends to inhibit research efforts which might help to develop the program.

Recommendations

The first major task of adult educators in Lagos will be that of getting better trained teachers to instruct the students. It is recommended that such teachers must at least be certified N.C.E. Adult education planners should realize

²³ See Chapter II for a review of the literature .

that they can not conduct the work with inadequately trained staff. Without additional training, present teachers will not be able to effectively utilize the resources to be provided at the learning resources center to any good advantage with students.

A second concern is the provision in the resources center for a meaningful in-service training for all of the personnel. The following courses are recommended for this purpose: training in oral, written, and visual communication and communication theory (systems); communication in adult education; educational materials production; educational broadcasting; library services; and simple maintenance and operation of equipment. Course offerings in each area should be divided into short units of, say, 48 clock hours each, wherever possible, and consideration should be made for course on workshop and minicourse formats. The learning resources center should maintain close cooperation with the University of Lagos Department of Education so as to afford the trainees the opportunities of earning university credits for competencies gained.

It is also recommended that every teacher employed to teach the adult students must pass a simple test based on a "Designing Effective Instruction" minicourse unit to be located in the learning resources center, within the first three months of employment. Within the same time limit, each teacher employed must also have successfully mastered the use of simple kinds of equipment such as 8 mm and 16 mm motion picture pro-

jectors, 2" x 2" slide projector, combination filmstrip/slide projector and overhead projector.

Consideration should be given to the creation of a learning resources center in every school building where firsthand contacts are made with teaching, so that the center proposed here can function more and more as a system center with coordinating and supplemental services to the others.

Improved quality, requiring the services of better qualified staff and more sophisticated equipment, will definitely cost more money. So it is imperative that more funds be appropriated in order to maintain good standards and also sustain a constantly improving learning resources facility.

Both the Nigerian government and the professional personnel of the learning resources center should try to encourage Nigerian scholars to write textbooks by providing a publishing and printing service to them at minimal cost. Textbooks need to be more lavishly supplied for the illiterate adult education program. Also if adult education is to do its job in citizenship training, it must be able to guarantee freedom of expression to students and teachers alike; for instance, it should not be out of place to include provocative topics on national issues in a reading text material.

Adult education must have its root firmly felt in local needs. It is therefore recommended that adult education in Lagos should continue to be state controlled. This is not aimed at suggesting that problem-solving activities such as meetings and seminars on adult education issues on national

level be discontinued.

Also, it is recommended that a major learning resources facility housing all forms of educational and informational materials be established by the Lagos State government as a laboratory for the training of educational media workers, a center for research, and a resource to the various educational and governmental agencies.

Finally it is recommended that the Lagos State government should institute a technical assistance project that would conduct comprehensive research into the communication needs of the state's public formal and non-formal education. This might be done by contract with the USAID.

Conclusion

It is hoped that the resources to be offered by the learning resources center proposed for illiterate adult education program in Lagos will serve as an incentive to creating appropriate ones in the various teaching sites. Only when this happens will the objectives implicit in the proposal presented in this study be fully met.

It requires carefully thought out plans and considerable time and money to implement learning resources programs in the school buildings. As John Williams expressed in his report, "Planning and Developing a Low-cost Resources Center", the efforts will be compensated for in terms of improved instruction and learning opportunities.²⁴

²⁴John Williams, "Planning and Developing a Low-Cost Resources Center," Educational Media International, II (1973), 2-4.

"Keep hardware in perspective," "start small", and "stay flexible" are the three basic rules made by Holloway, that can facilitate implementation and permit maximum effectiveness with minimum investment.²⁵

²⁵Robert Holloway, "Independent Learning Facilities and Instructional Development," Educational Technology, (February 1974), pp. 56-57.

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APPENDIX 1

'Laubach Literacy Guidelines':²⁶ These guidelines consist of 15 graded lessons. It is suggested that Beginner Classes in a 3-month period cover Lessons 1-6 and include an awareness of the following concepts: (1) printing of the letters, (2) consonant and vowel sounds, (3) some punctuation, (4) formation of question, and (5) introduction to the concept of a word and a sentence. Intermediate Classes: in the 3-month period should cover Lessons 7-15 and include an elementary mastery of (1) verbs, (2) sentences, (3) plurals, (4) comparisons, (5) pronouns, (6) possessives and (7) vocabulary build up. Advanced Classes: in the three months should complete the text employing a great deal of supplementary materials such as readers.

²⁶A. Dahunsi, "History of Adult Education in Lagos," unpublished documents, (Lagos City Council Education Dept. 1973), p. 37.

APPENDIX 2

ILLITERATE ADULT EDUCATION IN LAGOS:

STATISTICS FROM 1963 (inception)-1975

YEAR	NO. OF UNITS	TOTAL ENROLLMENT	NO. OF PARTICIPANTS AWARDED LITERACY CERTIFICATES	NO. AWARDED 1ST SCH. LEAVING CERTIFICATES	NO. AND GRADE OF PART-TIME INSTRUCTORS			LAGOS CITY FULL-TIME ORGANIZERS TOTAL
		TOTAL			GRD II	GRD III	TOTAL	
1963	45	9948	1856	22	10	11	206	2
				% OF TOTAL 0.22%	WITH UNGRADED			
1964	47	9403	1205	50	10	15	200	3
				0.53	UNGRADED		WITH	
1965	46	7789	1562	107	16	19	208	4
				1.3%	UNGRADED		WITH	
1966	46	5746	415	200	224	14	228	4
				3.48%	UNGRADED		WITH	
1967	17	1939	-	92	66	22	88	4
	COMPLETE RE-ORGANIZATION: L.C.C. TOOK DIRECT CONTROL: CRISIS AFFECTED STATISTICS							
1968	16	1885	AWARD OF LITERACY	198	66	27	88	4
				10.5%				

ILLITERATE ADULT EDUCATION IN LAGOS

(Continued)

YEAR	NO. OF UNITS	TOTAL	NO. OF PARTICIPANTS AWARDED LITERACY CERTIFICATES	NO. AWARDED 1ST SCH. LEAVING CERTIFICATES	NO. AND GRADE OF PART-TIME INSTRUCTORS			LAGOS CITY FULL-TIME ORGANIZERS TOTAL	
		TOTAL			GRD II	GRD III	TOTAL		
1969	15	3209	CERTIFICATES CHANGED TESTIMONIALS FROM L.C.C.	247	7.69%	68	24	88	4
1970	15	3205		207	6.45%	74	21	95	4
1971	16	2601		192	7.40%	92	18	110	4
1972	16	3132		220	7.24%	102	18	120	5
1973	16	2728		225	8.24%	98	22	120	5
1974	16	3205		192	6.00%	99	21	120	5
1975	16	3749		246	9.01%	105	15	120	5

APPENDIX 3

ENROLLMENT MAY 1975

CENTER NO.	NAME OF UNIT	STUDENT ENROLLMENT FIGURES
1.	Ansar-Ud-Deen Sch. Maroko	62
2.	St. Georges Sch. Falomo	108
3.	L. C. C. Sch., Oke-Suna	320
4.	L. C. C. Sch., 1 Oke Popo	209
5.	St. Patrick's Sch. Oke-Awo	254
6.	Ansar-Ud-Deen Sch. Alakoro	140
7.	L. C. C. Sch. Ijero Ebute Metta	308
8.	African Church School, Ebute Metta	254
9.	Ladi-Lak School, Yaba	369
10.	Fazi-Omar-Ah Iwaya	40
11.	Seventh Day Adventist, Abule Ijesha	308
12.	L. C. C. School Igobi	346
13.	Yaba Model Sch., Surulere	100
14.	G.T.T.C. Sch. Surulere	280
15.	L. C. C. Sch., Obele Odan, Surulere	441
16.	Isoko Anglican School., Apapa	210
TOTAL		3,749

APPENDIX 4

COMMUNITY RESOURCES

The Press:

Of about 15 newspapers circulating daily in Lagos, 8 are actually printed there. The newspaper agencies gather daily news from all over the world and some of them have nation-wide circulation. Examples are the Daily Times and the Sunday Times with circulation of over 300,000 and 200,000 respectively in 1974. Others with relatively less circulation include the Morning Post, Punch, West African Pilot, Daily Express, Irohin Yoruba, and Lagos Week-End. The Daily Times also prints a few periodicals, pamphlets and few books reaching many Nigerian readers; examples are the Industrial Directory, and "Nigeria, A Decade of Crisis".

The Reuters News Agency in Lagos permits two-way daily exchanges of news and information with over 70 countries.

The Lagos State Ministry of Information and Tourism, the Lagos City Council are invaluable sources of specifically local publications about Lagos. These offices publish thousands of pamphlets, booklets and clippings which they give free of charge to schools, hospitals, prisons, industries, and other ministries. Typical publications include "This is Lagos," and "A Guide Map of Lagos" and numerous others such as sheets and clippings from publications abroad.

Photography

Some news agencies, the Audio-visual unit of the Health

Department of the Lagos City Council, the Graphics Art Division of the Lagos State Ministry of Information and Tourism, maintains well-staffed and well-equipped photographic sections. Also, the Federal Ministry of Information in Lagos also maintains a photographic section handling thousands of full-plate prints for the press, for exhibitions and for books and periodicals.

Sound Recording

The radio station (NBC) and the television station (NBC-TV) of the Nigeria Broadcasting Corporation in Lagos maintains a comprehensive library of recorded materials and sound effects. Both the radio station (NBC) and the Federal Ministry of Information keep a good selection of traditional folk songs, traditional music, ministerial speeches and sound effects.

Film Production

The Lagos State Ministry of Information and Tourism and the Federal Ministry of Information produce a wide range of 35 mm and 16 mm films. Film production seems to be confined to both of these offices. Black and white processing are done in the Federal Film Unit Laboratories in Lagos and colour processing in the United Kingdom.

Education, public enlightenment and entertainment are the objectives of the newsreels and documentaries produced by the film units. Usually, a lot of the film produced by the Federal Ministry of Information are accompanied by com-

mentaries in the three main languages of Nigeria--Ibo, Yoruba and Hausa.

The major consumers of the films include schools, which are usually visited by mobile units, sometimes by request but more usually by directives issued from the Ministry. Often, the newly produced films show in cinema houses and less frequently in parks to an unwary public.

The USAID, the United States and British Information Services, the ten U.N.O. and O.A.U. agencies and also many of the more than 65 foreign embassies in Lagos are additional sources of free-showing films.

Commercial Cinemas

Four out of the fifteen commercial cinema houses in the state are located in Lagos. The other cinema houses are sited in various locations within 15 miles radius of the city, and with efficiently run government bus services, accessibility to them is no great problem.

Radio and TV Broadcasting

Lagos State is served with radio and TV directly by the facilities of the Nigerian Broadcasting Corporation (NBC & NBC-TV) which is federally financed and headquartered in Lagos.

Rediffusion (wired radio) boxes are supplied to all schools, almost every home, hospital and market place at very minimal cost to owners. Many people, including illiterates, also own portable radio sets.

More likely because of the exorbitant cost, television

sets are considerably fewer, and almost confined to the houses of the few educated people who could afford them. But quite recently, ministries and some private employers are encouraging their workers to own TV sets by welcoming loan requests to buy the sets.

The radio transmitters of the NBC in Lagos is on the air for 18 hours every day. Daytime TV broadcasts to schools are made for about two hours daily during week days. Normal TV broadcasts are made between 6 pm and 12 pm daily. The network programs of the NBC and NBC-TV cover entertainment, regional, national and international news, thereby strengthening the national image.

School Broadcasts

Most schools receive school broadcasts conducted by the Ministry of Education via the channels of the NBC. Lagos Elementary School children can only benefit from the radio broadcasts since the schools have no TV monitors. Most secondary schools, especially those with boarding houses, could also receive the television programs.

The organizers of the school broadcasts have limited facilities for the production of radio tapes and the assembly of film materials for television at the ministry. Pamphlets, giving the complete scripts of lessons with suggestions for preparation and follow-up exercises, are sent to teachers of schools taking the lessons.

The curricular areas covered by both the TV and the

radio broadcasts include Mathematics, History, Geography, Science, General Knowledge, English and careers.

APPENDIX 5

POSITION TITLE	School Library Media Specialist
REPORTS TO	Head of the School Library Media Center
SUPERVISES <i>(may include)</i>	Clerk Technician Student Assistant School Library Media Aide

The occupational definition for the school library media specialist appears as the first professional level position since it spells out those basic duties, responsibilities, knowledges, and abilities basic to all other professional positions within a fully staffed school library media center.

The occupational definition as stated should be carefully related to each situation, and its application should be judged on what has to be done in any given program. For instance, it is quite possible that a program may require two media specialists, whose joint talents will meet the prescribed definition.

It is recognized that there may be a need for positions requiring additional knowledge and/or experience in a particular area of specialization such as those identified on page 10.

The recommendations adopted by the Advisory Committee of the School Library Manpower Project state that completion of a five-year program will be necessary to meet the qualifications of a fully prepared school library media specialist as set forth in this occupational definition.

NATURE AND SCOPE OF POSITION

The school library media specialist represents the first level of professional responsibility on the school library media center staff. This role includes expertise in the broad range of both print and nonprint materials and related equipment. It incorporates the evaluation, selection, classification, scheduling, and utilization of print and nonprint materials; the evaluation, selection, scheduling, and utilization of related equipment to provide the basis for long-range program change and development.

The incumbent participates as a specialist in instructional media, applying the knowledge of media categories to the development and implementation of curriculum. In addition, the school library media specialist fills an active teaching role in the instructional program of the school through instruction in the effective use of media and equipment.

MAJOR DUTIES

The school library media specialist applies expertise in selection of all materials, both print and nonprint. This includes the evaluation, selection, and acquisition of materials in terms of the criteria established to meet the needs of the instructional program and the variation of pupil, faculty, and community characteristics and interests. The incumbent relates the utilization of materials and equipment to learning situations to serve effectively various instructional and organizational patterns encompassing subject area and grade level instructional needs. The incumbent provides supplementary resources through local production of materials and use of community resources.

The school library media specialist participates in the development and implementation of policies and procedures for the organization of the physical facilities, materials, and equipment to assure optimum accessibility. This includes the organization of circulation procedures and schedules. The incumbent may be responsible for the organization of materials when this service is not performed at the district level.

The school library media specialist serves as a full participating member of curriculum committees and study groups at grade, subject, or department levels. As such, he applies knowledge of both educational principles and media technology to enrich the instructional program. One of the primary responsibilities of the school library media specialist is to know and support the educational goals of the school and community. The incumbent has the awareness of teacher goals and classroom activities necessary to expedite services in the school library media center. Since this liaison function provides the incumbent with information for long-range planning and program proposals to meet the needs of the school, the school library media specialist analyzes and evaluates the present

program and makes recommendations to substantiate projected programs.

The school library media specialist provides reading, listening, and viewing guidance for students and teachers and instills an appreciation for the knowledge acquired through the utilization of a variety of media. He instructs and encourages students and teachers, both individually and in groups, to use materials, equipment, and production techniques effectively and contributes to the in-service education programs for teachers. The incumbent answers inquiries and assists students and teachers to locate resources valuable to their educational needs and to the growth of their personal interests and abilities.

The school library media specialist supervises supporting staff as assigned. The incumbent designates duties and trains subordinate staff members, following the established criteria for instructional, technical, and clerical positions. This supervision includes the diagnosis of the strengths and weaknesses of the staff and the assignment of tasks according to the strengths, while providing opportunities to improve the weaknesses.

Using the knowledge of instructional goals requirements, the incumbent participates in the development of procedures and the recommendation of policies. These procedures and policies must provide an acceptable program for evaluation, correction, and improvement which permits the flexibility necessary to meet the objectives and instructional methods of the school.

The school library media specialist informs the faculty and administration of materials, equipment, innovations, research, and current developments in the field of instructional technology. The incumbent participates in implementing an appropriate public relations program designed to communicate the philosophy and goals of the school library media center to the students, faculty, administration, and community.

The school library media specialist has the expertise as stated above. Through the attainment of additional knowledge and/or experience, he may elect to pursue a particular field of specialization, such as:

Subject area and/or grade level: an expertise in a particular subject discipline and/or grade level and a depth of knowledge in materials appropriate to the educational objectives of the subject discipline and/or grade level.

Organization of materials: an additional expertise in the organization of media, including the classification of print and nonprint materials

Media production and design: additional expertise in such areas as message design, production, photography, and graphic arts.

Media technology: additional expertise in such areas as reading and language laboratories, programmed instruction, dial access, computer technology, random access, electronics, radio and educational television, and communication systems.

KNOWLEDGES The school library media specialist must have knowledge of:

- content of a broad range of print and nonprint materials
- evaluation selection criteria for print and nonprint materials
- organization of school library media collections
- print and nonprint materials related to literature for children and adolescents
- reference materials
- reading, listening, and viewing skills to assure proper guidance for the utilization of print and nonprint materials
- evaluation, selection, and utilization of equipment
- administration of school library media programs
- theory and function of school library media programs
- instructional methods and techniques
- curriculum development
- learning theory
- student growth and development
- human behavior
- communication techniques
- production techniques.

ABILITIES The school library media specialist must have the ability to:

- interpret content of print and nonprint materials
- determine and apply suitable criteria for the evaluation and selection of materials and equipment
- involve faculty and students in the evaluation of materials
- organize materials and equipment
- communicate knowledge of materials and equipment and their appropriate use
- apply administrative principles within a structural framework
- implement established policy
- apply the results of institutional experience to the future development of educational goals
- contribute effectively to curriculum development
- analyze, evaluate, and apply basic research data
- establish rapport with students and faculty
- plan cooperatively programs involving many variables
- work cooperatively and effectively with the head of the school library media center, other school library media center staff, and teachers
- teach students how to use materials and equipment critically and independently
- assume a leadership role.

POSITION TITLE	Head of the School Library Media Center
REPORTS TO	Designated Administrative Authority (may be the District School Library Media Director)
PERVISES (may include)	School Library Media Specialist Secretary Clerk Technician

The occupational definition for the head of the school library media center represents the only administrative position of the school library media center at the building level. As such, the position reflects the responsibility and primary leadership role which the head of the school library media center has in planning, developing, and implementing a successful school library media program.

The head of the school library media center may be the sole professional on the school library media center staff. In this case, the position's administrative responsibilities are in addition to those of the school library media specialist. When this situation occurs, it must be recognized that the head of the school library media center will have limited opportunities to perform as effectively as when the position is supported by other professional, technical, and clerical personnel.

The position of the head of the school library media center requires the same knowledges and abilities as does that of the school library media specialist and, in addition, calls for expertise in administration, techniques of leadership, and knowledges and abilities in specialized fields which relate to the position definition as identified on page 14.

The recommendations adopted by the Advisory Committee of the School Library Manpower Project state that a sixth year or doctoral program is desirable to provide specialization and additional competencies for all school library media positions above those of a school library media specialist. The occupational definition for the head of the school library media center as outlined in this publication is an example of this type of specialized expertise.

KNOWLEDGES The head of the school library media center must have knowledge of:

theory of educational media technology
 message design
 materials and methods of research
 administration and personnel practices
 principles and techniques of leadership
 behavioral science
 communication theory
 systems analysis and design techniques
 public relation principles and techniques.

ABILITIES The head of the school library media center must have the ability to:

apply the appropriate media technology
 interpret and utilize message design
 analyze, interpret, and apply appropriate research findings
 recognize the implications of new developments in the media field for the learning processes.
 synthesize, evaluate, communicate, and utilize the implications of educational trends for media program planning and development
 apply the principles of administration and personnel practices
 conceptualize and verbalize the contribution of the school library media program to curriculum goals
 uphold established policies and mediate differences
 communicate orally and in writing to a variety of audiences
 elicit and provide channels for free interchange of ideas and feelings
 relate in acceptable human terms to a variety of individuals and groups.

NATURE AND SCOPE OF POSITION

The head of the school library media center has the responsibility to plan, develop, and administer the total program of the school library media center to accomplish the educational objectives of the school and the community. He provides one of the primary leadership roles in the education of the individual through active participation in curriculum planning, program development, and implementation. Within the individual building administrative authority he may also have designated responsibilities to district level authority. The scope of the job assignment may range from being the sole professional with the responsibility for operating a school library media center program encompassing all media functions, to supervising departmentalized centers in a very large school with a staff of professional specialists, technicians, and other supporting personnel who perform the many different services provided. The services of the school library media center may incorporate print and nonprint materials and services, educational radio and television services, programmed and computer-related systems ancillary to teaching and learning, and other information storing, retrieving, and display processes utilized in modern school organization.

MAJOR DUTIES

The head of the school library media center makes recommendations to the administration and faculty regarding the improvement of instruction by effective and economic use of educational media. He contributes to the determination of desirable educational outcomes of the particular institution. He consults with teachers regarding curriculum, and plans and guides the integration of appropriate materials in the teaching and learning process. A systematic exploration of current developments in the field of instructional media enables him to relate this information to trends in education and to communicate pertinent facts to administration and faculty. Through direct observation or acquaintance with appropriate research, he evaluates and applies the results to the development of an increasingly productive program for the utilization of media. He continuously evaluates and assesses the effectiveness and potentials of the program, resulting in substitution, rejection, modification, reinforcement, and renewal of the school library media program to meet the present and changing needs of the educational objectives of the school. The incumbent plans and contributes to the in-service education programs for teachers and

school library media center staff related to educational media and their use.

The head of the school library media center applies initiative, direction, and leadership for the planning and development of policies and procedures for the optimum function of the school library media center. He develops the educational program of the school library media center, cooperating and coordinating the program with other school library media centers and libraries within the community. He delegates duties, responsibilities, and the proper authority to the school library media center staff. The incumbent exercises desirable controls and provides adequate guidance and support to the staff. The head of the school library media center evaluates staff performance and provides educational and experience opportunities for their professional development. He serves as a liaison with the administration, other school and district personnel, the community, professional organizations, and creators, producers, and distributors of educational media and equipment. After consulting with staff and administration he plans, develops, proposes, defends, and justifies budget requests for immediate and long-range needs of the school library media center program. The head of the school library media center establishes performance standards for school library media center equipment, supplies, and furnishings in cooperation with the district school library media director. He plans and supervises the distribution and control of the center's materials and equipment. The incumbent may plan and supervise the organization of materials when this service is not performed at the district level.

The incumbent plans and applies communication and public relation techniques to convey the philosophy and goals of the school library media center to the students, faculty, administration, and community. The head of the school library media center is responsible for creating an environment conducive to learning and personal development.

KNOWLEDGES AND ABILITIES

The head of the school library media center has the same knowledges and abilities required for the school library media specialist. The knowledges and abilities required for the head of the school library media center are in addition to those identified for the school library media specialist. He may also have additional expertise in areas of specialization such as: subject discipline and/or grade level, organization of materials, media production and design, media technology, or administration.

POSITION TITLE	District School Library Media Director
REPORTS TO	Designated Administrative Authority (may be the District Superintendent)
SUPERVISES <i>(may include)</i>	Heads of the School Library Media Centers District School Library Media Center Supportive Personnel

The effective organization and implementation of district-wide school library media programs can provide students and teachers at the building level with a wider range of services and resources than would otherwise be possible. The responsibilities for planning, coordinating, and directing the district-wide school library media program are included in the occupational definition for the district school library media director.

The occupational definition requires a wide range of knowledges and abilities to enable the district school library media director effectively to meet the responsibilities of the position. In addition to administering a district school library media center, the director must also coordinate school library media programs at a variety of levels. A broad understanding of other disciplines and the ability to relate and communicate the media field to others within and without the educational system are essential elements in the occupational definition of the district school library media director. The leadership and administrative qualities of the position are reflected in the policy- and decision-making responsibilities identified in the occupational definition.

The recommendations adopted by the Advisory Committee of the School Library Manpower Project state that a sixth-year or doctoral program is desirable to provide specialization and additional competencies beyond those of a school library media specialist. The nature of the services and responsibilities of the district school library media director's position makes it necessary to have special competencies beyond those of the head of the school library media center. Having acquired advance knowledge in media, administration, and management, the district school library media director may elect to concentrate further in a specialized area, such as those identified on page 19.

NATURE AND SCOPE OF POSITION

The primary role of the district school library media director is to provide leadership in all aspects of the district school library media program. The district school library media director serves on the school district administrative staff and is responsible for planning and coordinating district-wide programs to provide media services, which may include educational radio and television, programmed and computer-based teaching systems, information storage and retrieval, and display facilities. These programs may be at a single school, district, or multi-district level. The incumbent provides leadership for the education of the individual by guiding school library media center personnel and school administrators in the planning, development, evaluation, and analysis of programs and services of the school library media center and the district school library media center personnel. The incumbent selects, supervises, and evaluates district school library media center personnel. The district school library media director is a member of the curriculum staff and relates the school library media program to the educational objectives of the district. The incumbent administers the district school library media center, which may embody such services as a professional library, a curriculum library, a materials examination center, a district school library media and equipment center, production of materials, and computer services. He makes recommendations for the recruitment and qualifications of school and district school library media center personnel and supportive staff, and is responsible for representing and communicating the objectives and scope of the school library media program to the community.

MAJOR DUTIES

The district school library media director plans and develops the direction for the school library media program of the district and makes recommendations to the district administration for the improvement of instruction through the school library media program. The incumbent contributes to curriculum planning and reevaluates the educational goals of the district with district curriculum personnel.

The district school library media director participates in district curriculum staff meetings and serves in a consultative capacity to subject and grade level specialists, heads of school library media centers and supportive staff, and building and district level administration.

The district school library media director systematically explores current developments and innovations in the field of instructional media. He relates these to trends in education and communicates pertinent information to district administration, building level administrators, faculty, and school library media center personnel. The incumbent plans, initiates, and develops the district school library media program to meet the educational goals and to permit flexibility for differences unique to individual schools. He provides the leadership for the implementation of the adopted program.

The district school library media director coordinates all school library media programs within the district and makes provisions for the use of inter-district and community library resources. Provision for free access by all schools to district and external media resources; optimum staffing of school library media centers; district-wide scheduling of presentations and exhibits; review of individual school library media programs for the prescribed educational functions; the centralized processes essential to the selection, acquisition, cataloging, preparation, and supply of materials and equipment; and the exercise of budget controls within the framework of the system are examples of some of the coordinating activities.

The district school library media director plans and develops policy recommendations, and implements and interprets established policy in such areas as: evaluation, selection, and use of media and equipment performance standards; budget expenditures; and personnel practices. The incumbent consults with heads of school library media centers and school administrators for the purposes of reviewing, analyzing, and making recommendations for school library media center budget proposals. After such consultation he plans, develops, proposes, justifies, and defends immediate and long-range budget requests for the district school library media program.

The district school library media director plans, schedules, and conducts media-related in-service and continuing education programs for faculty, administrators, school library media center staffs, and community groups.

The district school library media director interviews and makes recommendations for staff appointments to building and district school library media center positions based on personnel needs. He may serve as a consultant in the evaluation of school library media center personnel. He supervises and evaluates supporting staff in the district school library media center. The incumbent administers the services of: centralized media processing center, repair and maintenance facility, media collection, equipment testing and production of instructional materials, and other facilities provided for district-wide use.

The district school library media director uses his knowledge of construction design to plan for new and remodeled school district library media centers. He consults with school architects and makes recommendations to assure the inclusion of optimum facilities for media services in a variety of settings.

A district liaison function is performed by the district school library media director to interpret and carry out within his division all directions and policies formulated by the superintendent and/or school board. A liaison function is also performed with county, state, regional, and national education agencies. The incumbent provides appropriate reports to these agencies and to the district administration. He maintains lines of communication with the community, professional organizations, broadcasting and telecasting companies and stations, and producers and distributors of media and equipment and their agents. The district school library media director is aware of new developments in the

field of media and related technology through his participation in various organizations, seminars, workshops, and conferences.

The district school library media director constantly examines and appraises existing school library media programs to determine their continuing feasibility and effectiveness, incorporating new features when required, and changing objectives, methods, and estimates of resources as circumstances demand. The district school library media director is alert to changing community resources, evolving community problems, and their effect upon the objectives of the school library media program. He develops immediate and long-range plans for school library media program development based on this knowledge.

Every district school library media director has the

expertise as stated above. Through attainment of additional knowledge and/or experience, he may elect to concentrate further in a particular area such as: curriculum, administration, personnel management, organization and control of materials, media production and design, or media technology.

KNOWLEDGES AND ABILITIES

The nature of the services and responsibilities of the district school library media director's position makes it necessary to have special competencies beyond those of the head of the school library media center. The knowledges and abilities listed for the district school library media director are in addition to those identified for the head of the school library media center.

KNOWLEDGES The district school library media director must have knowledge of:

- school and community characteristics
- government educational agencies including their organization, programs, requirements, and services
- educational specifications for facility design and construction
- organization and operation of centralized services, such as: cataloging and processing, information networks, warehousing, and traffic management
- school law
- school finance
- school administration
- principles of supervision and personnel management
- principles of service for special programs in the school community, such as:
 - special education, exceptional children, programs for minority groups, vocational education, and the disadvantaged
- publishing, producing, and manufacturing markets.

ABILITIES The district school library media director must have the ability to:

- conceive, synthesize, promote, and direct broader gauged, geographically dispersed media programs as they relate to the many variables and complexities of the total school community, organization, and objectives
- coordinate staff and operational activities to achieve harmony in the functions and services of the school library media program
- determine personnel needs and assignments
- supervise and evaluate personnel
- justify budget requests and resolve fiscal problems
- develop, interpret, and implement policy
- contribute to the planning and design for new and remodeled school library media centers and other facilities related to the school library media service
- project the enthusiasm, commitment, and self-confidence necessary for working with district, county, regional, state, and national level organizations, officials, academic authorities, mass media executives, contractors, and other allied individuals and groups
- evaluate needs and demands from particular community sources and school authorities in the interest of achieving balanced district-wide programs.

POSITION TITLE	School Library Media Technician
REPORTS TO	Designated Administrative Authority (may be the School Library Media Specialist)
SERVICES may include)	Technician Clerk Student Assistant

The size of the school and the organization of the school library media program and its staff at the district level may affect the number and kinds of school library media technicians at the building level. The occupational definition of the school library media technician represents the position responsible for performing the technical functions unique to the successful operations of the school library media center.

Depending upon the size and scope of the program, the school library media technician position may range from trainee to supervisor of all technical operations under the general supervision of the designated administrative authority.

It is recognized that there may be more than one school library media technician working in support of the school library media program. If so, the occupational definition as stated should be carefully related to the specific responsibilities of each position. The school library media technician has the expertise for his assignment as outlined in the occupational definition. Through attainment of additional knowledge and/or experience, the school library media technician may elect to pursue other fields of specialization as identified on page 22.

The school library media technician position is usually recognized as one requiring at least two years of higher education including some specialized training and/or experience.

NATURE AND SCOPE OF POSITION

The school library media technician performs technical functions unique to specialized operations of the school library media center within the limits of delegated authority and responsibilities. The scope of the position may range from trainee in a particular area of specialization to supervisor of all technical operations under the general supervision of the designated administrative authority. Depending upon the size of the school library media center staff, the school library media technician may be responsible for the supervision of other technicians, clerks, or student assistants. The incumbent contributes his expertise as a team member of the school library media center staff and provides the technical services which support the school library media program.

The school library media technician has the responsibility for the technical details of the area to which he is assigned. The assignment may be in one or more of the functional school library media center operations, such as: acquisition, processing, and maintenance of materials and equipment; circulation and dissemination of materials; inventory and records control; information and bibliographic services; production of instructional materials; repair and adaptation of materials and equipment; media presentations; and operational aspects of computer technology.

MAJOR DUTIES

The school library media technician orders and receives materials and equipment and verifies invoices on approved requisitions. He maintains informational files and catalogs about characteristics of items, prices, delivery, and special features. The incumbent completes ordering processes, maintains order records, inspects materials, and handles returns and credits. Following established guides and procedures, the school library media technician prepares catalogs and instructional materials for reference use and circulation, and under supervision prepares and adapts catalog cards and maintains card catalogs. The incumbent issues, receives, and recalls instructional materials; implements circulation policies and procedures; inventories materials; and maintains circulation and inventory records. The school library media technician locates readily accessible bibliographic data, answers ready reference questions, and directs students and teachers to materials and equipment available.

The school library media technician designs, lays out, and produces graphic, photographic, and audio-instructional materials and displays to conform to requests and instructions from teachers, utilizing tech-

nical skills generally appropriate to each category of materials. He provides technical guidance, assistance, and direction to planning, preparing, and producing media presentations.

The school library media technician maintains and repairs instructional materials and equipment and adapts these to meet specific needs within limits of their normal capacity. The incumbent advises regarding equipment replacement, runs tests, and draws up specifications for new equipment within his area of training and competence. He arranges for and schedules the preview and evaluation of instructional materials and equipment and schedules the use of these items to ensure the best possible utilization. The school library media technician operates and demonstrates a variety of audiovisual equipment and sophisticated electronic devices as they are incorporated within the instructional program. The incumbent is alert to new developments in the technical field and prepares recommendations for the improvement of the school library media program.

The school library media technician has the stated expertise required for his specific assignment in the school library media center. Through attainment of additional knowledge and/or experience, he may elect to pursue other fields of specialization, such as:

Materials organization and control: additional expertise in such areas as charging systems, book-keeping, organization of material, cataloging and classification in limited categories, bibliographic form, serials format and records, maintenance of catalogs, and directional reference

Materials reproduction and transmission: additional expertise in such areas as photocopying, microforms, long-distance reprography, and production of visuals

Graphics design: additional expertise in such areas as design, printing and reprographic techniques, production of instructional materials, graphic displays, mechanical drawing, and drafting

Photography: additional expertise in such areas as managing photographic studio and film production functions, processing and developing, composition and color techniques, and photographic design

Electronics: additional expertise in such areas as recording and reproduction of audio and video tapes, broadcasting services, repair and use of electronic equipment, and equipment specifications and testing

Computerized services: additional expertise in such areas as conventional computer systems, data processing, information retrieval, and computer-assisted instruction.

KNOWLEDGES The school library media technician must have those knowledges below which relate to the specific assignment:

- general and specific policies, procedures, and practices of the educational system and school library media center
- basic reference techniques; customary media terminology, tools, and devices; and standard testing procedures for materials and equipment as they relate to the school library media program
- preparation and processing of materials
- sources for bibliographic data
- circulation services
- production and reproduction techniques including basic design fabrication and adaption of instructional materials and displays
- procurement, maintenance, and operation of various types of audiovisual equipment
- operation and utilization of electronic and other sophisticated devices and systems used for instruction.

ABILITIES The school library media technician must have those abilities below which relate to the specific assignment:

- understand and follow oral and written direction
- perform clerical skills required in such areas as: acquisitions, maintaining records, receiving and issuing materials, taking inventory (note: ability to type and take dictation may be specified by the employer)
- operate various office machines and equipment
- organize materials in accordance with an established system
- use catalogs, indexes, and similar references to locate materials, equipment, individuals, organizations, and bibliographic data
- prepare and produce graphic and photographic material for projection and other means of display
- apply principles and techniques of color, composition, design, and layout in developing and producing instructional materials
- operate, maintain, adapt, and test photographic, audiovisual, electronic, and other equipment
- recognize, evaluate, and recommend technical characteristics of equipment which make it useful for specified purposes
- develop clear, concise specifications for supplies and equipment
- work harmoniously with school library media center staff, teachers, students, and other users of media center services and resources
- explain and teach, in nontechnical language, the use of technical materials and equipment.