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St. Cloud State University

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INFORMATION MEDIA

IM NEWS

ADMINISTRATION, CURRICULUM, PRODUCTION AND SYSTEMS
 BOOKS - PAMPHLETS - PERIODICALS - PICTURES - MAPS - MIC
 OVERHEADS - OPAQUES - FILMS - FILMSTRIPS - FILM LOOPS
 PROJECTORS - SLIDES - CHALKBOARDS - BULLETINBOARDS - A
 GRAP
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 RETRIE
 MICROFILM - OVERHEADS - OPAQUES - FILMS - FILMSTRIPS - FILM
 PROJECTORS - SLIDES - CHALKBOARD - BULLETINBOARDS - GRAP
 AUDIO - VIDEO - TAPES - STORAGE & RETRIEVAL - BOOKS
 PAMPHLETS - PERIODICALS - PICTURES - MAPS - MICROFILM -
 OPAQUES - FILMS - FILMSTRIPS - FILM LOOPS - PROJECTORS - SLIDE
 LIBRARY, AUDIOVISUAL & MEDIA CERTIFICATION

MEDIA OF THE MOMENT

John Berling

A PUBLICATION OF THE LEARNING RESOURCES CENTER AND THE DEPARTMENT OF LIBRARY & AUDIOVISUAL EDUCATION - ST. CLOUD STATE COLLEGE (MINN.) 56301

MEDIA OF THE MOMENT

John BERLING, resource director at St. Cloud's newest and most modern high school, Apollo, is the current Median of the Moment.



John, who describes the planning, equipping and staffing of the new media center as the fulfillment of a dream, is one of four professional staff members at Apollo. The staff also includes media aides, a technician, clerks, a secretary and some part-time student helpers.

One of the best-equipped resource centers in this area, the Apollo IMC has study spaces for 380 students at one time. These spaces include 200 carrels, 75 of them equipped with power. Under modular scheduling, the students may use the center during any free period. The average number of pupils in the media center at any one of the 21 mods of the day is 250 to 300. All major media resources are located in the center, with the offices of math science, language arts and social science teachers in the adjacent area for easy student accessibility.

According to Berling, the media center will have a random access cassette audio system and a video retrieval system in operation by next fall. Two lecture halls will be equipped with the audio systems, while two conference rooms will have video systems and two will have audio systems. Thirty study carrels will also be equipped for audio and visual access. The school

(Cont. on Page 2)

FROM THE DIRECTOR'S CHAIR



CENTENNIAL PROGRESSES

Excitement continues to mount as the contractor moves toward completion of the Centennial Hall Learning Resources Building. Needless to say, this is the "good news" of the moment in light of the many delays that have accompanied the construction process. Looking at it in an optimistic light, which becomes difficult after so many delays it seems that late April has assumed some degree of permanence as a target moving date. Bids for moving have been received and let and plans for the move are being finalized. Furniture and equipment have been ordered or are in the process of being ordered and much attention has been directed to making the Remote Random Access System operable as soon as the system is ready. Putting it in the form of an "Okie - colloquialism": "if the creeks don't rise and the bridges hold out" those of you attending summer sessions may do so in climate-controlled comfort--we hope!

NEW PROGRAM PLANNED

Information in some form or another may have reached you by this time concerning a new specialist program in media to be offered here at St. Cloud State. Planning has progressed to a point where, after clearance of several more hurdles, the program may

(Cont. on Page 2)

(Median, Cont.)

AT THE RESOURCE CENTER

already has a complete TV studio with three cameras and a lighting system.

Berling holds a Bachelor of Science degree from SCS. He took Library Science and Audiovisual Education at the University of Minnesota and had an NDEA Fellowship in Media at Northern Illinois University in the summer of 1965. He earned his Master of Science in Library Science from Wayne State University at Detroit in 1967.

He taught business education at the Holdingford, Minn., high school from 1957 to 1962, when he went to Staples, Minn., as high school business and English teacher. He was on the Staples faculty from 1962 to 1966 and again in 1967-68. He came to SCS in 1968 to work for a year as reference librarian and also taught an undergraduate course, Information Media 468.

While at Staples, he was instrumental in changing the school library into a media center and led a team of educators from that area who received a Knapp Foundation grant to visit Oak Park, Ill., to see the media program in operation there. He was also a member of the fellowship programs at Wayne State and Northern Illinois Universities. Active in professional organizations, he is chairman of CMASL and an executive board member of MASL. He was head of the Staples Education Association in 1965-66 and now belongs to SCEA, MEA, NEA, MASL, AVCAM, and PDK.

Berling and his wife, Patricia Ann, are the parents of four boys, Greg, Dan, Brian and Philip. The family belongs to Holy Spirit Church, where John is chairman of the Youth Activities Program.

(Director's Chair, Cont.)

become functional some time during the 1971-72 school year. This does, of course, assume a favorable report from the last accreditation visitation, scheduled for some time this year. As more information becomes available, it will be passed on to you.

* * *

Anthony SCHULZETENBERG, assistant in the Learning Resource Center, was awarded his Doctor of Education degree in Teacher Education with Library Science as the major area of concentration at the University of North Dakota in Grand Forks, December 20. His dissertation was entitled "Interests and Background Variables Characterizing Secondary School Librarians Who Work With Teachers in Curriculum Development and Improvement of Instruction."

* * *

Cataloguing has been especially busy in recent weeks here, with Marie ELSEN reporting that the crew processed 30,000 volumes, during December.

* * *

Dwight BURLINGAME, Acquisitions, attended the ALA Midwinter Meeting in Los Angeles in January. He is a member of the Common Concerns Committee of the Research and Adult Services and the AV Committee of the Association of College and Research Libraries. The latter committee is preparing a book, Non-Print Media in Academic Libraries, for fall publication. Burlingame is writing the chapter on films for the academic library. Also, Burlingame has co-authored with Dr. Anthony Schulzetenberg an article entitled "Media Administration: An Integrative Approach," an unpublished article on file in the LRC at SCS.

* * *

AREA AVCAM MEETS

The West Central AVCAM, which was organized recently, held its first regular meeting in Alexandria at the Viking Motel, January 28. The next regular meeting will be February 26 at 6 p.m. at the Lakeside Dinner Club at Long Prairie. Claude Green will be host for the meeting.

* * *

MEDIA AND BEHAVIORAL ENGINEERING: AN EDITORIAL

The search for answers in the field of education is becoming of prime importance to industry. Using what they refer to as "the engineering approach," industrial researchers begin by formulating a model on which to build a system. Predicted on a behavioral technology, the model sets out to determine the learning behavior which is facilitated by media. In terms of media, the researcher wishes to discover the cue of motivational factors of a particular medium/media which will produce the desired behavioral effect. The attempt is made to eliminate undesirable characteristics of media or materials hardware which do not evoke the desired change in behavior.

From the engineering point of view, one must know the various components of the materials, both positive or negative (i.e. limiting) before he can design a machine or system. The defined limitations or negative aspects of the materials help the engineer design and produce a better product. Discovering the limitations often help spotlight the cues or positive aspects.

In the majority of educational institutions, both public and private, the curriculum is the prime element. The curriculum is introduced to the student using a strategy varying from straight face to face, mouth to ear, lecture all the way to machine to-and-from student dialogue. Media is the strategy which conveys the curriculum to the student in the conventional manner. Behavioral change, if any, comes about through this traditional system because of the interaction of the curriculum and media upon the student. Seldom in the educational program is the behavior identified except in general terms.

In terms of the behavioral engineering approach, the behavior is specifically identified as related to the learning process. The behaviorist devises media which will clue the specific learning behavior. The curriculum needs of the student wherever he is in terms of insight, ability and assimilation of information.

The behavioral engineer inverts Dale's cone of learning and places the changing of behavior as the basis of all learning, which many educators say they do but do not. Media, if designed to cue the behavioral responses, serves as the integrative sustenance through which the curriculum is interlaced in order to bring about the desired change in behavior.

By analyzing media as to their limitations in relationship to discrimination, performance, motivation and affectivity, the four elements of which determine behavioral change, behavioral engineers should be able to design a systems package which will eliminate the negatives and accentuate the positive cues of media.

The basic assumption is that media limitations can be identified in behavioral terms. Therefore, if the behavioral terms are identified, media limitations can be analyzed in the light of the identifying factors of behavior.

As this writer sees the problems of media, as they apply to educational processes, too many texts, programs and teachers try to bite off too much for the student to chew at one time. As a result of this over-programming, behavioral changes on the part of the student never take place. Media must provide the vehicle which will assist the input information to fulfill or supply the needs of the individual before learning takes place in any real sense. Since the individual and the learning (behavioral change) should be the goal of the classroom, the media in relationship to the curriculum become the motivating forces which bring about learning.

If educators do not begin to develop an educational program which can be held accountable, is it possible that industrial learning corporations will evolve a system which will have educators on all levels looking for new vocations?

* * *

ASSISTANTS WORKING AT RESOURCE CENTER

Thirteen students, more than in past years, are working as graduate or teaching assistants in the Learning Resources Center this year.

* Robert MORITZ, a North Dakota native and a graduate of Mankato State College is working in the Periodicals section. He taught for a year at the Clear Lake, Iowa, junior high school.

* Mrs. Doreen KEABLE, wife of SCS alumni director Michael Keable, is in the Advising and Instructional Services Division. She is an SCS graduate and taught at the Little Falls, Minn., high school for several years.

* Rita MULCAHY, also an assistnat in Instructional Services, is the former editor of a small weekly newspaper in North Dakota. She holds a bachelor's degree from the University of Minnesota.

* Mrs, Diane HOLTE taught in a junior high school at Syracuse, N.Y., before coming to St. Cloud. Her husband, Harland, is an undergraduate student at SCS. She works in Government Documents.

* Richard BENNETT, who works in the Bindery section, holds a master's degree in education from the University of Montana and taught for several years at U. S. Air Force base schools in Germany.

* Elliott SEIGEL has a master's degree in counseling from Bemidji State College and formerly taught in Minnesota and North Dakota. He works in Audiovisual Services.

* James MARSHALL, a Navy veteran and a graduate of SCS, is also an assistant in Audiovisual Services. He is married and has one child.

* James CHANCE, the only undergraduate working as an assistant in the LRC, is an Army vet and attended the University of Minnesota. He is in Audiovisual Services.

* Carol RUDY, who has a bachelor's degree from Macalester College in St. Paul, taught in Africa as a Peace Corp volunteer. She is working in Cataloging.

* Florence RENNER, also an assistant in Cataloging, taught in Minnesota schools, including 26 years at Buffalo. She has traveled and taken seminars in Europe and the Orient.

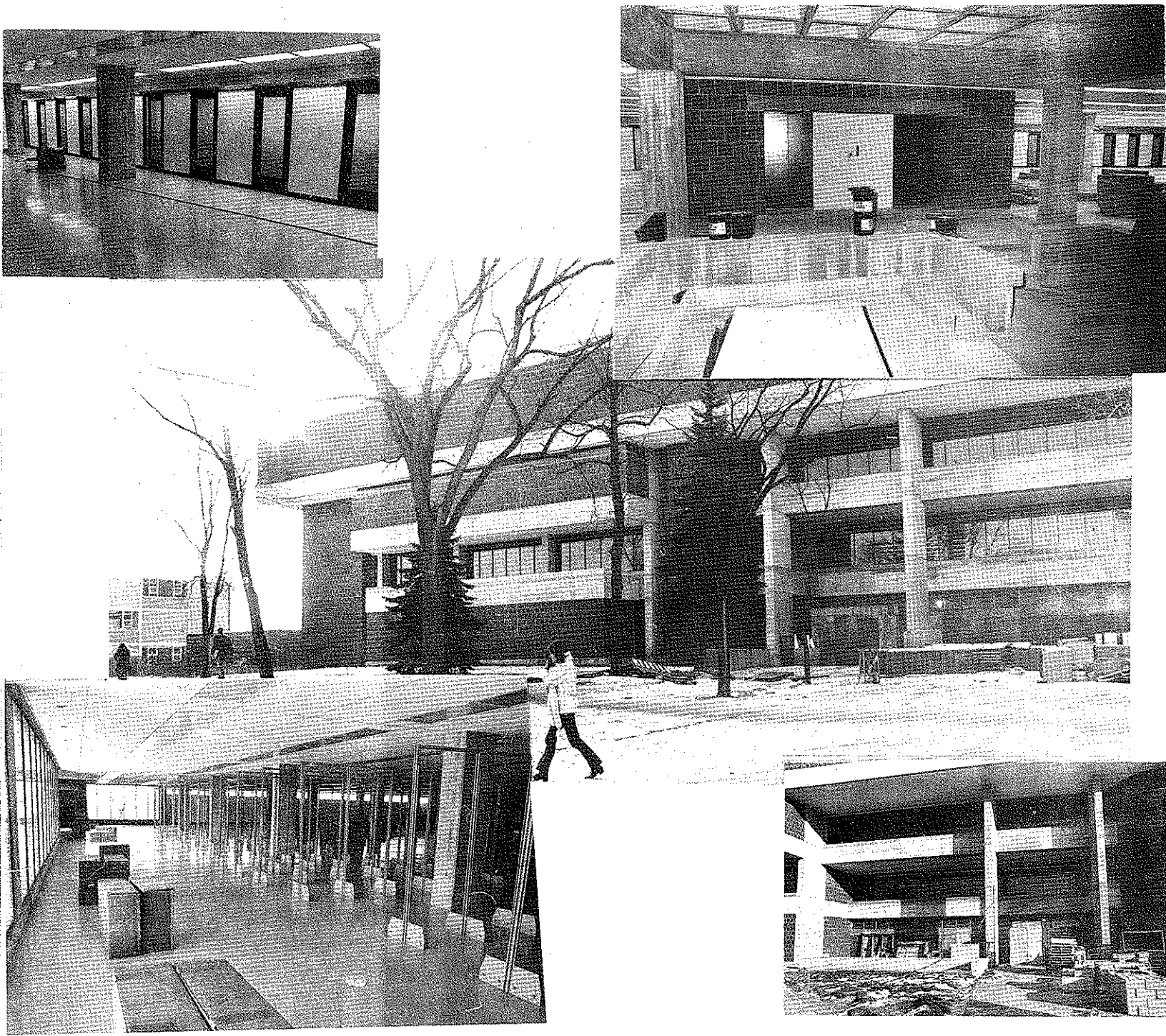
* Mrs. Kathleen OLSON, whose husband, Noel, is basketball coach at SCS, works in Cataloging. She is a graduate of St. Olaf's College.

* C. David COOK majored in Social Sciences at SCS and is working in Acquisitions. He is married and formerly worked in Sauk Rapids and in Minneapolis.

* Carol MAYER, also an assistant in Acquisitions, is a graduate of St. Cloud State. She taught for a year at Holy Spirit school in St. Cloud before beginning her work as a graduate student.

* * * * *
Shortly after a friend of mine was married, the bank called his wife to tell her their account was \$300 overdrawn. "That's impossible," she replied indignantly. "We don't have that much money!"

* * * * *
One day as I sat musing, sad and lonely and without a friend, a voice came to me from out of the gloom saying, "cheer up, things could be worse."
So I cheered up and sure enough things got worse.



ABOVE, IN MONTAGE, ARE SEVERAL exterior and interior views of the New Centennial Hall Learning Resources Center, now nearing completion on the SCS campus. Shown at upper left are the individual study carrel rooms, which will be equipped for the Random Remote Access System. At lower left are the metal shelves being installed for periodicals. One of the informal reading areas, which will be on every floor but the first, is shown at upper right. An entry and section of the front of the building are shown at lower right.

Following is a tentative class schedule for the Department of Library and Audio-visual education for the Spring Quarter.

IM 275 Introduction to the Media Profession, 9 TTh KL-6, 2 cr.

IM 468 Media Materials and Methods of Instruction (lab), 3 cr.

- Sec. 1 8 MTWF KL-B
- Sec. 2 9 MTWF KL-A
- Sec. 3 9 MTWF KL-B
- Sec. 4 10 MTWF KL-A
- Sec. 5 10 MTWF KL-B
- Sec. 6 11 MTThF KL-A
- Sec. 7 11 MTThF KL-B
- Sec. 8 12 MWThF KL-A
- Sec. 9 12 MWThF KL-B
- Sec. 10 1 MWThF KL-A
- Sec. 11 1 MWThF KL-B
- Sec. 12 2 MWThF KL-A
- Sec. 13 2 MWThF KL-B
- Sec. 14 4-5 MW KL-B

IM 611 Preparation of Information Media, 6 M KL-B, 3 cr. (lab)

IM 613 Photographic Processes in IM, 6 W KL-A, 3 cr. (lab)

IM 638 Technical Processes, II, 6 W KL-6, 3 cr. (lab)

IM 650 Administration of IM, 6 T KL-6, 3 cr. (lab)

IM 690 Internship in IM, time arranged, 2-6 cr.

IM 692 Research in IM, time arranged, 1-4 cr.

IM 473 Basic Photography in Media, 1 MWF KL-A, 3 cr. (lab)

IM 477 Basic Reference in Media, 10 MTWF KL-6, 4 cr.

IM 603 Introduction to Information Media, 6 M KL-A, 4 cr. (lab)

IM 606 Organization and Supervision of Information Media, 6 T KL-B, 3 cr.

IM 612 Television in Information Media, 6 Th KL-B, 3 cr. (lab)

IM 635 Bibliography and Reference, 6 M KL-6, 3 cr.

IM 644 Information Storage and Retrieval I, 6Th KL-A, 3 cr. (lab)

IM 662 Recent Trends in IM, 6 Th KL-6, 3 cr.

IM 691 Readings in IM, time arranged, 3 cr.

IM 475 Administrative Functions in Media, 8 MTWF KL-6, 4 cr.

IM 479 Reading Guidance for Children, 11 MWThF KL-6, 4 cr.

IM 604 Information Media in Society, 6 T KL-A, 3 cr.

IMPORTANT

PLEASE FILL OUT AND RETURN.

Name _____

Present Position: _____

Teaching _____ What? _____

Library _____ Full-time _____

AV Coordinator _____ Full-time _____

AV Director _____ Full-time _____

Media Center _____ Full-time _____

Other _____

RETURN TO: Dr. Lawrence Smelser
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 Education
 St. Cloud State College
 St. Cloud, Minnesota 56301