is to be in charge. There are many different workable patterns, but the following suggestions have the merit of placing the organization and management in a central location where materials and equipment can be used by the most individuals and classes:

1. Organization and Management of microcomputers, peripherals and software designed or needed for use by more than one subject area or classroom would become part of the inventory of the library media center and the responsibility of the library media center.

2. The library media specialist would be responsible for cataloging and circulating all microcomputer software. Classroom sets of software could be checked out long term to single subject teaching laboratories.

3. Where only one microcomputer lab is provided in a school, it could be a part of or adjacent to, the library media center with visual contact from that center to provide supervision for use by individuals and small groups from that center.

4. Where one or more computers are placed in individual classrooms, these would be part of the library media center inventory just as other instructional equipment is or should be.

5. However, many microcomputer laboratories are provided throughout the school, one or more microcomputers should be available in the library media center for individual student or teacher use.

6. One or more microcomputers should be available for use in library management.

7. An appropriate number of microcomputers would be the largest number of students who would be using them at any one time plus a small number for individual use, plus two or more for library media center management.

In planning for microcomputer use in either a lab, the library media center reading-listening-viewing room, or at the charging or cataloging desk, in classrooms, etc., specific care and attention must be given to the physical environment of the microcomputer including adequate electrical support and static electricity control. Schools planning installations should contact: C. Milton Wilson, Consultant, School Plant Facilities, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319. (515)281-4743).or: Betty Jo Buckingham, Consultant, Educational Media, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3707.

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Bureau of Instruction & Curriculum
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DE QUICK NOTE

#11

LIBRARY MEDIA CENTERS AND MICROCOMPUTERS

IOWA DEPARTMENT OF EDUCATION
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MICROCOMPUTERS IN THE LIBRARY MEDIA CENTER

by Betty Jo Buckingham

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Plan for Progress in the Media Center, K-6 (1979) and Plan for Progress in the Media Center, 7-12 (1980) provide equipment guidelines which are still challenging to many Iowa schools. However, some things have changed. The eight millimeter projector did not "catch on", for example, and overhead projectors are not as widely used as it appeared they would be. But the area of greatest change probably relates to the microcomputer. Microcomputers were not even mentioned in the equipment recommendations for elementary schools in the Plan for Progress and the secondary recommendations included "computer terminal and/or mini-computers" in "sufficient quantity to meet the needs of the curriculum."

Great strides have been made in the use of microcomputers in Iowa schools since then. In 1978 expenditures for educational data processing for the state stood at $7,611,197. In 1987 expenditures are projected at $17,169,195. This figure includes area schools and consortium expenses. In the 1980 Survey of the Status of Media Service in Iowa Public Schools a total of 608 microcomputers were reported by the 1,352 participating schools (attendance centers or buildings as opposed to districts). In 1981, 1,573 microcomputers were reported in Iowa schools. In September 1985, 18,770 microcomputers were available and no district reported having none. While 1,394 were being used for administration, 5,458 were being used for instruction in elementary schools; 10,337 in secondary schools; and 1,581 in merged area schools. The average ratio was 31 students per computer. The predominant microcomputer at the elementary and secondary school is Apple or Apple Compatible with 76.8% and 80.9% respectively. The predominant microcomputer at merged area schools is the IBM, or compatible, with 42.4%. However, the Apple, or compatible, accounts for 28.7% at the merged area schools.

With this number of microcomputers and their accompanying software, it is vital for schools to develop comprehensive plans for the placement, organization and use of microcomputers and software. Four years ago a national study (Kenton Pattie and Mary Ernst, "Chapter II Grants: Libraries Gain," Library Journal, January, 1983, pp. 17-20) reported 67% of the microcomputers in elementary schools, 71% of those in junior high schools, and 42% of those in high schools were housed in media centers. If Iowa's breakdown bears any relation to the national figures, library media centers have embarked on an important new task.

That task, although monumental, should begin with planning. The development of a microcomputer lab, whether attached to the library media center or elsewhere, should be a part of K-12 planning for awareness, instruction and use. Surveying the present situation, its strengths and weaknesses; considering a philosophy; setting goals and priorities; acting on those goals and priorities with reference to the total school plan; and evaluating and revising goals, are necessary components of the task.

The philosophy should address the need for microcomputers to be seen as a tool in all disciplines, and for students and teachers to be provided opportunities to interact with microcomputers in an academically sound environment. Some of the major goals might be:

1. To provide a K-12 interdisciplinary approach to computer literacy.

2. To address the need for protection of privacy and copyright.

3. To provide opportunities for use of microcomputers in all subject areas and to recognize their value in related career fields.

4. To recognize the importance of the microcomputer as an aid to classroom management, as well as more general administrative tasks.

5. To understand the microcomputer as a tool to be controlled and not to control; more a help in many disciplines, than a separate course.

A part of any such plan would certainly include how many of what kind of microcomputers, peripherals and software, where are they to be located, how are they to be organized, and who