

## **THE STORY OF RADIO AND TELEVISION IN THE MINNEAPOLIS PUBLIC SCHOOLS**

The Minneapolis Public Schools first began their radio broadcasting over commercial stations in 1938. In those early years, only the most imaginative teachers attempted to teach a new course entitled "Radio Workshop." Because the universities were only beginning to offer classes in radio, few teachers had taken such courses, and it was a case of learning by doing, and the learning came in small doses--a suggestion from the director, a bit of insight, or a newly-published article or book.

Broadcasting in the early classrooms often found a coat rack representing a microphone, a wrecked phonograph, a turntable, hand-made sound effects, and sound records. There were no tape recorders, few radios, and no soundproof speech rooms.

Despite these obstacles, the classes grew in size and number because there was justification in what the course did for boys and girls. They learned the techniques of oral and written communication with a new kind of motivation and, because radio programs were not as time-consuming as memorized dramatic productions, more students could participate, and a greater variety of programs could be presented.

In those early days, there was a shortage of scripts and scriptwriters. The teachers and students learned their script writing together, and it was not uncommon for the teacher to take some of the dramatic roles. Out of these early experiences, a set of standards or objectives began to grow. Today we think of them as follows:

- 1) Good speech habits, and good oral reading.
- 2) Critical appreciation of programs, content, and performance.
- 3) Poise and a sense of responsibility.
- 4) Reading interest stimulated by the broadcast material in the script.
- 5) Team work and cooperation.
- 6) Good public relations.

When considerable airtime was made available by the commercial stations, it was only natural that a department should be set up to coordinate the work of radio in the schools. At first this activity was under the jurisdiction of Mr. Earl Packham, who was at that time a consultant in secondary curriculum. In 1943, Miss Madeline Long, a teacher from Southwest High School, came to the Central Office as a half-day coordinator of radio, and later became a consultant in the field of radio and television. During her first years in office, scripts were prepared by teachers and their classes and by Miss Long. Some scripts were obtained from script exchanges. The programs were produced directly on the air and such stations as WCCO, KSTP, WMIN, and WLOL radio--also, many were presented over KUOM, the University of Minnesota station. At the peak of the radio era, as many as eight series were produced concurrently by the schools.

In 1948 an additional half-day teacher was added to the staff to assist Miss Long who was then employed full-time. The department could also boast of three clerks. However, Mr. Kelly left the department in 1950 and was replaced by Miss Clarissa Sunde, who took over radio production when Miss Long turned her attention to television. By this time a new system of broadcasting had been established. The schools no longer produced radio programs directly over commercial stations, but recorded their programs at a commercial recording studio for delayed transcription. Miss Clarissa Sunde was appointed in consultant in 1953. As time went by, the schools eventually found a stable outlet in station KTIS, an AM-FM channel controlled by a religious denomination in the city of Minneapolis.

## Television

In the fall of 1949, WTCN-TV was assigned Channel 4. Like Channel 5, which had a few months previously, and probably like most of the stations throughout the country, they offered chiefly films. The first local commercial programs were really fifteen-minute commercials rather than programs or shows. In the midst of this experimental confusion, Miss Long first secured a ten-minute spot one a week on the Arle Haeberle's program entitled "Around the Town." Later the schools were given a fifteen-minute spot of their own following Miss Haeberle's program. The series developed into a show of student activities from different schools all over the city. One week a sixth grade science class might be demonstrating a science experiment; another week a physical education class would demonstrate interesting activities. Some programs were cuts of school assemblies and auditorium programs reduced in time and size to fit the space allowed in the one television studio in the station. To quote Miss Long:

"Since the series came on Tuesdays at 4:15 p.m., there was seldom opportunity for a dry-run in the studio. The usual procedure was for the consultant to conduct the teachers and pupils into the television studio at about 2:30 p.m., and to give them an idea of the space that they would occupy, and to acquaint them with the position of the cameras and microphones. The group then went upstairs to a studio similar in size and shape to rehearse the program. At 4:05 p.m., carrying all of their proprieties, the group returned to the television studio and awaited a signal to squeeze by the cameras, or under the nose of the all-seeing eye to the far end of the studio where the previous scene was struck at top speed to allow students to take their places for the school programs. This was a harrowing but exhilarating experience, particularly on an occasion when the teacher misunderstood the limitation of twenty students and brought thirty or forty first-graders. The children, however, were so angelic in behavior that the problem was not too great, except for the cameras which had a hard time getting in some of the scenes. Scripts were chiefly outlines. Where the program was one based on a play which had been memorized for a school auditorium, the lines were included to help the camera director. This was a program type for general listening, out-of-school viewing for children, and service to adults in the community in the way of showing a few school activities."

In January 1951, the radio office jumped into practically full-time television production. When the January strike closed the schools, the station offered Miss Long the full morning to produce classes for viewing by the children at home. For three weeks in one of the coldest Januarys on record, educational television programs were presented for two to three and one-half hours a morning by the teachers, pupils, and supervisors in the Minneapolis Public Schools. Not only did thousands of children and their parents watch in Minneapolis, but viewers for fifty miles around, where many schools had been closed by the snow and sub-zero weather, watched and wrote in approval of the series. When the historic three weeks had ended, the station had not only offered time but had urged Miss Long to continue the program half an hour a day, five days a week, and to allow some time in the series for other schools and colleges in this area.

The series continued into July, even after the schools were out, and resumed again on September 10, 1951. Since the station was operated as a Twin Cities" station, the St. Paul Public Schools were given Tuesdays and Thursdays, and the Minneapolis Public Schools were given Mondays, Wednesdays, and Fridays to continue their "Video School."

In general, three types of programs were found to be the most satisfactory for this type of television program.

- 1) Units in various subject fields presented very much as they would be offered in the classroom. This type of program had to be carefully planned, but presented best results when not actually rehearsed or memorized. The continuity had to be outlined and followed in order for the cameras to know whether the group would be working at a table, drawing on a blackboard, or showing charts on an easel.

2) Demonstrations of certain types of work carried on in the Minneapolis Public Schools. For example, an art teacher might demonstrate the process of making puppets. A stenography class might demonstrate techniques of speedwriting. These demonstration programs were planned, outlined, and rehearsed only briefly.

3) Excerpts from assembly programs, plays, and skits. Such programs had to be cut to fit the time and re-staged to fit the limitations of the studio. Teachers who participated attested to the fact that production of a radio or television program provided a great incentive to children taking part, or even assisting towards the improvement of their use of language, poise, their teamwork, and their appreciation of radio and television programs.

In the fall of 1954, around the first of November, Miss Long took a leave of absence, in which she hoped to recover her health. Such was not the case, however, and the first of April, 1955, Miss Long tendered her resignation. She was replaced by Mr. Harold Gregory, a speech teacher from Southwest High School.

At the present time, the Radio-Television Department consists of Miss Clarissa Sunde and Mr. Harold Gregory, consultants in radio-television, and a staff of four civil service clerks. As the programs have developed in both radio and television over the passing years it has become apparent that school programming, whether radio or television, falls in two major areas: curriculum enrichment and public relations.

### **Radio Program in 1954-55**

At the present time, the schools are broadcasting seven radio series over KTIS, KEYD, and KSTP. These broadcasts occur during the school day and are beamed directly to the classrooms where, a recent survey showed, 96 per cent of the elementary classes are listing frequently or occasionally to the broadcasts. Among the series are the following:

KTIS	"There's Fun in Science," Mondays at 11 a.m. "Tell Me a Story," Tuesday at 11a.m. and 1:45 p.m. "Voice of Youth," Wednesdays at 11 a.m. "Adventures in Research," Thursdays at 11 a.m. "Storybook Caravan," Fridays at 11 a.m.
KEYD	"There's Fun in Science," Fridays at 11:15 a.m.
KSTP	"School Music Series," Sundays at 8:15 a.m.

For five of the above series, Teachers' Manuals are available. These manuals are designed for utilization in the classroom and consist of an introduction, a listing of the series with dates for each program, and a lesson help for each program in which there is a brief synopsis of the program, a list of characters, and some suggested activities and questions for classroom use. During the 1954-55 school year, 125 radio programs were produced in a commercial recording studio. One hundred and sixty-four teachers participated, and 2,595 students took part in the actual broadcasting. Of the 40,000 students in the elementary schools, 36,000 are consistent listeners to school broadcasts.

After curriculum conferences in the various fields represented, the consultants in radio-television assign scripts to eight semi-professional writers. The scripts are carefully edited, typed, duplicated, and assembled in the Radio-Television Department. They are assigned to the various teachers who will produce the programs.

One of the consultants is always available to assist in one or more rehearsals at the schools, and the same consultant usually directs the actual recording of the program in the commercial studio.

The studio produces a tape reproduction, which is edited before the final 16" disc is cut. The discs are then sent to the radio stations, where they are played as delayed transcriptions at the time listed in the Teachers' Manuals.

In general, Miss Clarissa Sunde, consultant in radio-television education, has handled the radio production for the schools.

### **Television Programming for 1954-55**

Prior to January 1955, television programming by the Minneapolis Public Schools over commercial TV channels was devoted to individual projects, classes, demonstrations, playlets, etc. In January the series idea was established.

Mr. Gregory, who worked for the most part in the television field, contacted various curriculum departments and offered them six or eight programs in a series. When a department accepted such an assignment, meetings were held to select the topics, materials and casts for the six or eight telecasts which were designed to tell the story of a department, and consequently were primarily of a public relations nature. For example the health and physical education series of six programs were as follows:

- 1) We Learn Gymnastics
- 2) We Learn to Swim
- 3) We Learn about Health
- 4) We Learn Rhythms
- 5) We Learn Safety
- 6) We Learn about Feelings

In the first programs about gymnastics, three or four students appeared from the fifth grades to show how gymnastics were taught in the elementary schools. Three or four students appeared from the junior high schools to show what they did in gymnastics, and a number appeared from the senior high schools to demonstrate the stunts performed in an advanced apparatus class.

Between each of these units, film-clips were inserted in the program showing aspects of the gymnastics program which couldn't be brought to the studio; i.e., large groups on high bars, flying rings, etc.

The same format was adopted for the swimming program and for the program on rhythms.

In the programs devoted to health, safety, and feelings, explanations were made by school nurses, psychologists, school patrol officers, etc. Whenever possible, students were used in the programs rather than adults--and actual demonstrations rather than discussions.

In the elementary series a determined effort was made with demonstrations to show how the schools teach reading, writing, and arithmetic. In addition, there were series devoted to art and music.

A rather obvious conclusion, which might be drawn from the above, is that the Minneapolis Public Schools are using radio in the classroom and television for public activities. This is true in part and is due mainly to the fact that the schools are using radio during school time and television time after school hours. This situation is not as satisfactory as we would like it to be, and we are now casting hopeful glances in the direction of a new educational television station, which ought to open sometime during the 1955-56 school year. Funds have been collected for Channel 2, application has been made to the FCC, and a building permit is being sought. When such a channel takes to the air, the major sponsors will be the Minneapolis Public Schools, the St. Paul Public Schools, the University of Minnesota, and other non-profit groups. The Minneapolis Public Schools should go on the air for approximately one hour a day, five days a week. This will mean a rapid growth of the Radio-Television Department in personnel, budget, and production.

Due to the persistent efforts of Dr. Rufus Putnam, then Superintendent of Schools for Minneapolis, the Twin City Area Educational Television Station KTCA-TV, Channel 2, came into being in 1956 and went on the air in September 1957. Its corporation had a board of directors and its general manager was Dr John Schwartzwalder from Houston, Texas. Supporting the station were five major contributors of programming, ie: The Minneapolis Public Schools, the University, the St. Paul Public Schools, the Council of Colleges, and a hodge podge of community groups. Contributions from these agencies were joined by sizable grants from the Ford Foundation, the Hill Foundation, private donors, etc. The studios were located in a temporary building on the farm campus. Needless to say, most of Channel 2's early programming was highly experimental in nature.

Merton Haynes, Vocational, joined Harold Gregory and Clarissa Sunde, the certificated staff. The non-certificated staff of four remained in the same number. Early contract with the station ran as high as \$42,000 annually. Reductions to \$35,000 occurred in 1967 when a Federal Project (a recording truck manned by Larry Simmons and Mrs. Mary Ann Murphy) indicated the value of closed circuit television to the educational program - especially at the secondary level. Small video recorders could solve the schedule problem which had not been solved even when programs were repeated 6 times a day. Shortly thereafter, Channel 2 financing was diverted to the purchase of portable video recorders.

Radio and television programming presented by the system over commercial radio and television stations continued at its former level.

A City-Wide Advisory Committee was appointed and a needs assessment began. See details for this in the 1957-58 Television Production Guide on file in the Department of Radio-Television Education. The superintendent (Dr. Putman) ordered his staff (consultants) to support the television effort and subsequently 5 hours of live programming was produced each week.

Programs were packaged at the Board of Education with subject area consultants in charge of content: Radio-Television producers in charge of production. Direct teaching was employed as opposed to teaching studio children for the benefit of classrooms. Programs were developed in such areas as Guidance, Home Economics, Music, Health, Science, Foreign Language, Social Studies, Language Arts, etc. In addition, Adult Education courses were offered along with a School-Community Relations series called "School Digest".

With the advent of kinescopes, 1958, many programs were filmed. After 1961, programs were video taped.

Frank Engdahl replaced Mr. Haynes in the 1960-61 school year. In 1966, Mr. Engdahl entered private industry. Robert Turner came into the department in 1967 and Mr. Engdahl return in 1968. Lawrence Simmons became a part of the department along with Mrs. Mary Ann Murphy as a result of the Federal Project mentioned earlier. It was called Project Observation and Interpretation and involved a \$27,000 truck equipped with closed circuit television gear that could be parked next to a school and have its cable pulled up the side of buildings and into classrooms where the facility would evaluate the teaching of teachers and the performance of children by means of a 660 Ampex 2" tape recorder that had remote control cameras and sound transmitting microphones.

Dr. John Davis became the superintendent in early 1967 and Mr. Gregory, who reported to Dr. Arthur Lewis and Dr. Rodney Tillman up to that point, now reported to Neola Reed. When Mrs. Murphy left the department in 1968, Warren Gerecke was employed to take her place and worked with Mr. Simmons on the development of a new closed circuit television technology. Together they created a quick exchange equipment repair system. Mr. Simmons left the department in 1971 to become an assistant principal at Fuller School.

On April 29, 1968, Dr. Davis sent Mr. Gregory a memo which read: "Can you tell me how much it would cost to get operating a Minneapolis Public School system radio station. At the moment I see this primarily as an in-house operation, but it perhaps should have out of school use. Call me at your convenience."

Thus began a three-year struggle to establish radio station KBEM-FM. The school system had sought an FM channel as early as 1948 when Madeline Long, Mr. Gregory's predecessor, made a strong bid for one.

The first step in securing an FM channel from the F.C.C. was that of working around an initial rejection advanced (see letter on file in Plan I) by Jansky and Bailey, a consulting firm who had been seeking a channel for the University of Minnesota. Following a session with Dr. Paulu, Director of Radio-Television for the University of Minnesota, the consulting firm relented and, by computer, located a possible channel for the Minneapolis Public Schools (providing the schools could secure or erect an antenna within a thousand feet of the Courthouse). Because the schools had been working with E. A. Babcock of the City Engineer's office to secure a joint antenna with the Police, Street, and Fire Departments, City Hall seems the reasonable solution to the antenna problem.

When the schools first petitioned the building Commission for permission to use the City Hall flagpole for its antenna, permission was granted. City Hall agreed to accept a \$50.00 monthly charge for its engineering and monitoring service. Unfortunately, a hassle developed over the problem of flying the flag from the pole with an antenna running down the side of it, despite the fact that the flag had not appeared on the City Hall pole for a period of five years prior to the request of the schools. At that point, an antenna engineer was employed to design an antenna which would rise above the pole. Some aldermen entered the fray hoping to make political hay by tying their elections to patriotism. At that point, the schools were blocked in their attempt to install a transmitter in the City Hall bell tower. Eventually, however, through the good offices of the school board attorneys, the City Hall Engineering Committee relented and the transmitter was raised to the bell tower, a new antenna to the top of the flagpole. As soon as the station went on the air there was a hew and cry about the appearance of the antenna and the super patriots were at it again saying the flag appeared to be flying at half mast. Gradually the furor subsided and KBEM-FM, managed by Frank Engdahl with the able assistance of Warren Christy and Warren Gerecke and a crew of outstanding students, turned out a fine array of instructional and public service programs.

In the interim a closed circuit technology came to a full fruition with the able financial support of Dr. Harry Vakos who secured sufficient funding to equip each junior and senior high school with a small portable video recorder, monitor and camera.

Studios for KBEM radio were established at Vocational High School where space was also available to develop a broadcast laboratory (both radio and closed circuit television studios).

The reporting line for the Radio-Television Department changed when on July 1, 1971, Dr. Harry Vakos was made Assistant Superintendent of Schools for Educational Services and the Radio-Television Department, along with Federal Projects, Data Processing, Research, Information Services and others, were assigned to his jurisdiction. It was during this period that the budgeting procedures of the FRS system were instituted and the department became accountable for an annual budget of \$197,000.

At the present writing, December 1972, the Department looked like this. It promises to change, however, when Harold Gregory retires in January, 1973.

Harold Gregory  
Department Head

Robert Turner  
Television

Frank Engdahl  
Station Manager

Warren Gerecke  
Closed Circuit TV

Michael Schunk

Warren Christy

Bradley Nelson

Photographer	Broadcast Tech.	Teacher Aide
Student Aide	Gayle Osterhuse Teacher Aide	Mark Nelson Teacher Aide

## **HISTORICAL HIGHLIGHTS - MINNEAPOLIS MEDIA SERVICES**

Some Highlights in Minneapolis School Library Media Center development from 1941 to August 1993

During the forty-four years included in the “highlights,” there has been a gradual pattern of growth in library service to young persons, in media center development in all media aspects of curriculum development, production and services, and in the unification of these services at the district level.

During lean years and expansive years, growth has continued according to the common denominator of resources. Undoubtedly the most telling reason for this constant growth has been an exceptional cadre of librarians, audio-visual coordinators, media specialists and all the supportive staff in the schools and at the district level who through the years have worked hard, have cared about their work with young persons and have cared about each other.

The following are only highlights and the list is not intended to be definitive.

## **SOME HISTORICAL FACTS - BACKGROUND INFORMATION**

Minnesota was the second state in the Union to appoint a State School Library Supervisor.

- 1904 New York was the first.
- 1911 Minnesota, second. (Martha Wilson)
- 1915 Wisconsin, third.

Minneapolis school children were provided library services in many locations by the Public Library’s practice of locating branches in school buildings. Branches were withdrawn from most junior high schools in 1941 (with the exception of Sheridan (August 30, 1957) and Jordan (October 22, 1971) and 20 elementary schools in 1960.

- 1890 Feb Minneapolis Public Library established first branch library in North Side High School which housed grades one through eleven.
- 1895 There is considerable evidence to indicate that the first children’s library in the United States was established at Schiller Elementary School.
- 1919 Records indicate that a professional library, under the direction of a professional librarian (Alice Charlton), was established at the Central Administration Building. This library was one of the best continuing in this pattern, the library provides Online Bibliographic Searching.  
  
The Minneapolis School District led the State of Minnesota cities of the first class (Duluth, Minneapolis and St. Paul) by 30 years in the appointment of a School Library Supervisor or Consultant.
- 1932 Minneapolis. Consult in Library Service and Textbook Selection (Margaret Greer).  
  
One of the consultant’s major responsibilities was to design a citywide textbook selection procedure.

This established a practice that has continued until today: assigning secondary librarians the responsibility for coordinating the selection and ordering of textbooks for teachers in their buildings.

This task, when combined with the purchase of all other media center materials, charges, librarians with responsibility for about 40% of each individual school budget.

- 1954 Jane Strebel was appointed Consultant in Library Service and Selection.
- 1962 Duluth (Mary P. Meyer). District Library Supervisor
- 1968 St. Paul (Susan Holman). District Library Supervisor
- 1975 Gladys Sheehan was appointed Director of Media Services (Library, A-V and Production).

### **SIGNIFICANT HIGHLIGHTS AND OTHER INCIDENTS FROM 1941 TO 1985**

- 1941-42 Minneapolis Public Library withdraws branches from all junior high schools. Later reestablished branches at Sheridan and Jordan.
- 1944-45 New position, Coordinator of Radio Work (Madeline Long).
- 1946-47 September. New position, Consultant in Visual Education (E. Dudley Parsons, Jr.).
- 1951-52 New Position, Assistant in Radio Department (Clarissa Sunde).
- 1954-55 Spring. Elementary Principals Library Committee organized.

- a. Made a survey of the status of Minneapolis elementary school libraries.
- b. Drafted a statement describing why the modern school needs a library and why a librarian is the key to an effective library program.
- c. Sent the following recommendation to Arthur J. Lewis, Assistant Superintendent in Charge of Elementary Education, on March 29, 1955:

We recommend that Minneapolis begin as one to work toward the following standards set up by the Minnesota Department of Education: "Minnesota State Department of Education, Standards for Graded Elementary and Secondary School Libraries:

#### **Personnel:**

One full-time librarian shall be provided for each 500 pupils or major fraction thereof.

One half-time librarian shall be provided for more than 200 pupils.

#### **Quarters:**

There shall be a library room in each graded elementary and secondary school building.



- 1957-58 New position, Teacher on Special Assignment added to visual education staff (Alan Fiers).  
September. Education Television Station KTCA Channel 2 established.  
NDEA Titles III and V. Librarians used funds in Titles
- 1959-60 Committee of six secondary librarians made a survey of professional and clerical practices in secondary school libraries which revealed that 47% of senior high librarians' time was devoted to clerical service and made the following recommendation to the Secondary Assistant Superintendent:  
  
Libraries. Secondary  
Paid, Non certificated personnel in School  
First step was clerical service three days a week; not all principals complied, others provided more.  
  
January. Public Library announced withdrawal of subbranches from 20 elementary schools.  
  
April 18-29. Minneapolis Citizens' Committee conducted a survey of library service in elementary schools and on March 1, published a report, "Survey, Elementary School Libraries, Minneapolis Public Schools".
- 1961-62 A LANDMARK in elementary library services: all elementary schools in the district had professional library service varying from two days a week to one day biweekly, depending on enrollment.
- 1962-63 Textbook lists and ordering procedure automated.
- 1963-64 February. SECOND LANDMARK in elementary library service realized with the establishment of the Elementary Library Services Center and the new full-time position of Resource Librarian, Elementary (Luverne Eckstrom).  
  
Summer. Teacher Aide Program piloted in Minneapolis Public Schools' summer school program.  
  
ESEA PL 89-II and III Phase I introduced. The eleven high schools served as Local Public Agencies for 47 nonpublic schools and 21,887 students.
- 1965 Community Resource Volunteer Program. A Title III program developed to provide resource persons for classroom enrichment in the elementary schools - Betty Jane Reed. In 1977 CRV became part of Media Services and was expanded to secondary use.
- 1965-67 Fall. Teacher Aide Program for Title I schools put into operation.  
  
Appointment of Nathaniel Ober as Assistant Superintendent in charge of Secondary Education. Mr. Ober's philosophy of the library's role in education is well stated in his address at the 1964 NASSP convention. "The Library as a Learning Laboratory."

Idea of school libraries as multimedia centers identified as an immediate goal with all of its ramifications of staff, space, materials, etc.

1966-67

September. New Position, Resource Teacher - Textbook Selection (Helen Stub).

October. Assistant Superintendent, Secondary Schools, agreed that assistant librarian position should be continued.

Two part audiovisual saturation project for selected Title I schools-

Part one: Materials, equipment and workshops.

Part two: Audiovisual van. (Funded under PL 89-10 I).

Summer. Library involvement in Title I summer school program. Paperbacks competed with swimming pools for popularity. Massive paperback "Hooked on Books Scheme" captured North High Summer School students.

1967-68

Fall. Secondary Staff Development budget funded field trips to high school libraries in Oak Park and River Forest and Skokie, Illinois, as well as Spring Lake Park and White Bear Lake, Minnesota. About nine Librarians participated.

May. Classification of Assistant Librarian was discontinued: all librarians were not on same salary schedule.

Promotion of Resource Librarian: Textbook Selection to Consultant in Instructional Materials.

New position, Resource Teacher in Radio and Television education (Robert Turner)

Students' Right to Learn Committee established.

1968-69

Publication of ORODHA YA VITABU, A Bibliography of Afro-American Materials by Consultant in Instructional Materials, Helen Stub, and a committee of reviewers.

Inclusion of libraries at Central Senior High and Olson Junior High on summer English curriculum production teams.

Field trips of fifteen libraries -- seven to Stillwater and eight to White Bear -- to visit materials resource centers.

1969

School district FM Radio Station KBEM and production studio established.

Graphic Services Printshop development. Title I Project for eligible Title I children in Minneapolis developed, wrote and printed curriculum materials for specific

Title I Cassette designed to develop audio curricular materials to meet specific needs of Title I eligible children in Minneapolis - George Fluguar, Director.

1968-69

Textbook related budget established; boosted library expenditures.

Central and Southwest awarded PL 89-10 II Incentive Grant funds.

Five secondary librarians (two from South) enrolled in the Library Services Institute for Minnesota Indians. Franklin, Phillips, Sheridan and South shared \$12,504 PL 89-10 II Incentive Grant funds.

1969-70      Staff Analysis Committee comprised of”

- 2 Elementary Librarians
- 2 Junior High School Librarians
- 2 Senior High Libraries
- 3 Central Office People

Produced:

- a. Career Ladders for Media Aides.
- b. Course of study of training Media Aides - first training course offered in fall of 1971.
- c. Occupational Definitions of School Library Media Personnel

This committee used the School Library Personnel Task Analysis survey by the School Library Manpower Project, ALA, 1969, as a basic text for their work. After writing their own “Occupational Definitions” the Manpower document of the same title, ALA, 1971, was published.

A Secondary Committee for Increased Library Media Center Budget, under the chairmanship of Katherine Putnam, Roosevelt Librarian, made a careful study of budgets for library materials over the past several years and developed a slide/script presentation demonstrating that:

- a. School allotments and expenditures for years have been based on historical experience.
- b. For years school have not reflected the line item amounts stated in the budgets adopted by the Board of Education.

As a result an agreement was made on March 6, 1970, between the committee and the Director of Finance (Don Wahlund) and the Associate Secondary Superintendent (Nathaniel Ober):

That in the future the budget allotments annually sent to secondary principals from the Finance Department include (1) both the current budget recommendation as well as the citywide average percentage expenditure for the past year and (2) that the budget for the library be broken down into three categories: (a) Materials (A-V and books), (b) Periodicals, and (c) Supplies (Library and A-V).

Results were reflected in the noticeable improvement in Library Materials Budgets.

1970- 71      Citywide release time every Tuesday at 2 p.m. for staff development introduced in school district.

Committee of seven librarians developed Guidelines for Materials Selection in Minneapolis Public Secondary Schools (K-12).

FRD (Financial Reporting System), a preliminary to PPBS (Program Planning Budget System) was introduced in the district and required a disproportional amount of staff development time to implement.

November. Metropolitan Library Service Agency (MELSA) proposed, and later published, a combined index to the Minneapolis Star and Tribune

1972-75 Media Advisory Committee on Reorganization. A committee of school library media persons from elementary and secondary schools and library and audiovisual district persons identified needs for the reorganization of library, audiovisual and production services at the district level in the Minneapolis Public Schools. Subsequent proposals suggested the unification of print and nonprint materials, equipment and production services into one media department at the district level.

1974 E. Dudley Parsons, retiring Consultant for Audiovisual Services in Minneapolis was appointed by Marshall Kaner, Associate Superintendent of Instructional Services, to work with the advisory committee on reorganization and submit a proposal for reorganization of district media services.

The Media Advisory Committee developed criteria for the selection and screening of a Director of Media Services for Minneapolis Schools.

The State of Minnesota established a change in certification for persons working with media positions in state schools. Certification of media generalist or media supervisor became law. From 1974 to the present almost all Minneapolis media personnel have returned to school to reach the new licensing requirements.

1975-78 Facilities and space for total media services operations at the Educational Service Center replaced the former facilities for separate library, A-V and production facilities.

Staff organization for merged services were:

Director - Gladys Sheehan  
Assistant Direct of Learning Materials - Phyllis Thornley  
Assistant Director of Production - Frank Enghahl  
Assistant Director of Operations - Sidney Inman  
Ombudsman - Warren Gerecke  
Media Producer - Robert Turner  
Elementary Processing Center - Ruta Praulins

1977-79 Severe reductions were made in staffing at both the school and district level because of decreased enrollment, budget cuts and inflation. Despite cut, the basic media services organization remained intact.

1974-79 Media Services and the Educational Media Forum, established 1976, held Media Seminar Dinners two or three times a year featuring a variety of programs.

1975 Robert Miller appointed Supervisor of the Educational Media Unit, Department of Education, and State of Minnesota.

Production, in print and audiocassette, of a Minneapolis media newsletter, THE IMMEDIATE - Kayleen Bonczek, Coleen Kosloski.

- 1975-79 Media breakfasts were organized by Media Services four or more time a year in a variety of places through the city for in-service, discussion and intellectual and emotional reinforcement for media personnel.
- 1976 October. Minneapolis Educational Media Organization, MEMO, was established. This became the merged organization of the Audio-Visual Communications Association of Minnesota (AVCAM) and the Minnesota Association of School Librarians (MASL).
- Education Media Forum, EMF, an organization of Minneapolis media personnel was organized to work, through the Established negotiations process, for improved media services to young persons.
- 1975-78 The Selected Lists of Learning Materials, Audio-Visual Materials Catalog, the Supply Catalog and the Equipment Catalog computer generated lists were issued both in print and microfiche format.
- 1977 Field Trip Services, for many years a separate department in the district, became a part of Media Services. Joseph Winter, Coordinator.
- Community Resource Volunteers became a part of Media Services. Betty Jane Reed, Coordinator.
- Through the years the number of media persons in elementary and secondary schools steadily increased with some ups and downs along the way. To date all schools have media centers with certificated staffing. Secondary school programs are staffed with two full-time certificated media persons. Elementary media programs are staffed with three days a week to full-time certificated staffing.
- During these years many libraries and/or media centers have been remodeled. From 1941-1979 twenty-six schools were built, purchased or expanded with subsequent carefully planned media facilities.
- 1978 Color TV studio and production services established at Media Services for students and teachers in the district.
- Minneapolis Media Retreat - Long Lake Conservation Center. A weekend in-service conference for media personnel.
- 1978-79 North Central Evaluation of senior high school media programs.
- 1979 Through years of work by many persons, Minneapolis Public Schools has become a national leader and speaker for intellectual freedom and the promotion of nonracist, nonsexist materials selection policies.
- 1979-80 Beginning of installation of book detection systems at senior high schools.
- Elementary Media Curriculum was development. Media Specialists gathered Preparation Time Activity ideas and compiled them into the Preparation (Prep) Manual.

1980-81      Joined Metronet; one of seven multicounty multitype systems established by the Minnesota Legislature in 1979 to foster networking between and among all libraries, in Minnesota. ICD (Instructional Computer      Department) develops under Math with Ross Taylor and Sally Sloan as Coordinators with Marilyn Thomas. Apple II introduced.

1981-82      As part of the Long Range Planning process the Board of Education authorized the closing of 18 schools - three senior high, three junior high (Olson became a elementary school) and twelve elementary schools as well as a change in grade levels and programs in most of the elementary schools. This required a major reorganization of personnel, materials and equipment to be accomplished before the start of the 1982-83 school year.

Based on one's standing on the elementary and secondary seniority lists all building-based teaching personnel (including media specialists) selected 1982-83 building assignments at the elementary and secondary bidding sessions.

Media Specialists and Educational Media Services staff planned, with the Facilities and Plant Planning Department, the distribution of materials from the closed and grade reorganized schools. Media Specialists selected materials from closed schools which were packed and transported over the summer to the designated sites for integration into the receiving school's collection.

At the close of the school year, equipment for each building was called into a central site for evaluation, repair and reassignment; based on building requests, need and availability of equipment.

1982-83      Book selection continued to assure that all usable and pertinent materials were selected for the schools. In November, the first of many book sales were held at the West High repository site. Kay Sack and Coleen Kosloski join Media Services as Technology Trainers.

Expansion of book detection system installations to junior high schools.

Media Services expanded their reference services to include Online Bibliographic Searching to District personnel. Services subscribed to were: Dialog, BRS and Source.

Establishment of Apple Orchard; a preview library for the evaluation of microcomputer software, using the Selected List of Learning Materials process.

Initiated automated film booking system.

Initiated circulation of robots to Media Specialists and other teachers for learning about robotics.

Cort Smith and Sally Borgen joined ICD as trainers. Patricia Bursch, Peg Carlson and Diane Trombley join as paras. First Mac introduced.

Cable Coordinator (Larry Johnson) appointed to begin planning, with Curriculum personnel, for instructional uses of cable.

KBEM-FM moved to new studios at North High School. A National Public Radio (NPR) satellite earth-receiving terminal was installed.

- 1983-84      Increase in elementary preparation time from 30 to 45 minutes necessitated an increase in Media Specialists assignments to provide for preparation time coverage.
- Media Specialists assumed the key role of building technologist.
- Simulcast 5 satellite earth receiving terminal stalled at North. With the two terminals, KBEM provides service for at least 60% of KTCA simulcasting and contracts to provide audio for some programs on local radio and television stations.
- Began wiring school buildings for cable usage and connection to Rogers cable system. Newer elementary buildings with internal wiring already in place and high schools were wired first. By June 30, 1986, all buildings should be wired.
- 1984-85      Technology Demonstration Site established at North High Schools; Media Center is an important part of this program.
- In response to an increase in the elementary population, Hamilton school was reopened.
- Media Specialists began developing Educational Technology curriculum.
- Modems were placed in all Media Centers for accessing databases, time-share and other local resources.
- Updated preparation manuals and developed multimedia kits to support new information technology.
- Community cable services inaugurated September 5, 1984.
- Contracted with Minneapolis Television Network (MTN) to provide community cable master control and to operate local cable channels.
- Contracted with MTN to do local origination production. EMS provided live cablecasting of Minneapolis Board of Education meetings, taped City Council meetings and Public Health programs.
- One cable channel allocated to Minneapolis Public Schools. Taped school concerts and plays are among the programs cablecast.
- Coleen Kosloski - Coordinator of Professional Library Automated Circulation system. Circulation Plus, piloted at North Media Center, with plans to extend system to all senior high Media Centers.
- Kay Sack - Coordinator of Media Resource Center Responsibilities of Media Resource Center expanded to include obtaining use and duplication rights for video programs received from the KBEM satellite earth receiving terminals; computer disc, audio and video cassette duplication; equipment and loan of equipment.
- North High was one of 25 receiving sites and the only school district to participate in a live videoconference of the Domestic Policies Association meeting in Boston through the use of the KBEM satellite earth-receiving terminal.

- 1984-94 Remodeling of following Media Centers: Jefferson 1984; Sheridan 1986/1994; Willard 1986; Cooper 1986; Dowling 1987; Folwell 1987; Waite Park 1987; Windom 1989; Sanford 1989; Putnam 1989/90.
- 1986-92 Multicultural Disseminating Center part of Professional Library. REACH and GESA training offered.
- Dialog on-line searching in all Secondary schools and training provided.
- 1992 June - Gladys Sheehan, Direct of Media, and Warren Gerecke, Coordinator of Production retire. End of an era! Kay Sack, new Director; Coleen Kosloski, Coordinator.
- 1991-92 New media facilities at Anne Sullivan, Pillsbury, and Four Winds.
- 1992-93 New media facilities at Marcy Open and Emerson Spanish Immersion.
- Automated catalog system, Catalog Plus, installed at all middle and senior high schools.
- 1993 Textbook Plus installation begun at all high schools.
- Catalog Plus installed at 14 elementary sites.
- Richard Green Central Park K-8 opens.
- Update of Media Procedure Manual.
- TIES Internet pilot on-line access for communication and information around the world for Minneapolis Public Schools.
- Put in the first building wide ethernet network in a Minneapolis Public School at Marcy with 2 drops in each room. Tuttle installed local talk network and then Green installed partial Ethernet
- 1994 - Set up email for each teacher in Marcy building using Pegasus as a mail server after a model that the U of M had. (username@marcy.mpls.k12.mn.us). Other schools followed with building email until the district gave email to employees as part of a district standard. Gopher was used to access the internet at the time. No pictures yet, just text.
- 1994 - World Wide Web comes to schools
- 1994-95 New media facilities to open at Seward Montessori School and Sheridan Elementary.

## **EDUCATIONAL MEDIA CURRICULUM TIMELINE**

- 1979 Fall Six-member writing team wrote 8-unit scope of student competing goals. Curriculum and notebook of lessons distributed.
- 1981 Circulation Plus (MPS piloted at North HS first, and worked with Joe Ward to develop this media center circulation software before it was later purchased by Follett) Purchased for all secondary schools first
- 1980-83 Additional lessons distributed each year - new technologies integrated.



1984-85	Information Technology index to lessons and learn objectives. Beginning correlation to other subject area objectives.
1985	Spring Information Technology revised curriculum with emphasis on information activities to each media center.
1985	Summer/Fall Revision-distribution of Information Technology notebooks and box of materials and activities to each media center.  "Computer Literacy - K-6 curriculum developed by Sally Borgen.
1986 Fall	Additional revision correlating to state - distribution of specific new technology lesson plans.  "Visual Education: Interdisciplinary Approach for Students K-12 Using Visuals of all Kinds" published by Lyn Lacy. "Computer Literacy 7-12" published.
1987	Spring: Completion of computer literacy objectives and incorporation.  "Video Production with Kids" published by Sandra Clarke and Susan Krueger.
1987	Fall: Detailed learner outcomes added and Scope & Sequence of skills by grade level.  "The Research Process: A Lifelong Learning Skill - Secondary 9-12" published.
1988	Fall: Revision of Scope & Sequence (as evaluated by Focus Groups). Interdisciplinary correlation to each subject area.  Creation of Media Kits, implementation and beginning evaluation phase.  "Children and Television: Critical Viewing Skills" published by Susan Krueger and Sandra Clarke.
1989	"Action Plan for Implementation of Information Power" prepared by Jean Sullivan.
1991	Focus Groups develop new Media Specialist job description and evaluation form based on "Information Power".
1992	Revised Scope & Sequence of Educational Media Curriculum.
1996-97	Standards K-12 Grade Level Expectations for Media & Technology Developed: Ethics, Access, Processing, Reporting, and Technology
1998	November: Move of the main transmitter from the courthouse to the KUOM tower on the golf course in Falcon Heights, increasing the effective radiated power from the equivalent of 3 KW to 6 KW.
1998/1999	Coleen Kosloski replaced Kay Sack as Director of Information Media & Technology Services with 7 Instructional Technology Specialists that support a completed district-wide data

infrastructure and WAN. Internet in every school lab. Digital Portfolios piloted, Teacher Technology Expectations, pilot of online staff development

K-12 Revised Standards, Grade Level Expectations, TechWorks Technology Curriculum district-wide, Performance assessments at Grade 3, 5, 7, 9. Accelerated Reader in 48 school sites.

Laptop Program for 9th graders at Washburn and North H.S.

Stayed with 9<sup>th</sup> graders and they could earn them to keep upon graduation. Student Achievement improved in: writing, tech skills, productivity and presentation software, and largest graduating classes at both High schools in 2002

1998-Digital Resources and online encyclopedias just becoming important in teaching and learning

Classroom 2000 began with John Hendrickson and Tom Murray with online curriculum in room 105 at 807 for students after school to do makeup credit. Plato and Nova curriculum

2001 - 2004     **Using Media Arts and Media Literacy to Combat the Effects of Violence** 3 year grant 10 schools participated per year.

2/2002           Information Media & technology Merged with the MIS dept to become IT Services and restructured; Peg Carlson retired (1970 at Holland, Teacher Aide, Tech I, II, and III

9/2003           Renee Jesness joins the dept as Online Learning Coordinator and develops 16 High School courses; Leo McCafferty retired (Began 1974 as AV Assistant, Video Production Aide, then Digital Tech Coordinator

2003-2005     **Revitalizing High School Libraries** \$183,000 over 2 years to upgrade the décor, technology and collections of two high schools.

2004            Worked with the MFT union to create technology requirements for teachers and students and the creation of DTAC committee. (District Technology Advisory Committee comprised of teachers to advise on technology integration strategies)

Adopted MEMO State Standards for Media & Technology: Reading and Media Literacy, Research, Technology Skills, Ethical Use of Resources

2006            Destination 2010: partnership among MPS Schools, MN Computers for Schools and Time Warner to give 8<sup>th</sup> graders computers at home with internet access. MPS helped train students and their families

Classroom for Success created as student portal for Discovery information on grades as well as formative assessments

2006-2007     **Literacy Through School Libraries** – \$300,000 in federal grant money went directly to school library collection development and purchase of newer technology to be used with students to impact literacy skills. Ten elementary schools participated.

2007-2010     **Metronet Information Literacy Initiative** – Teams of media specialists and classroom teachers collaborate to learn how to use Web 2.0 technology to engage students in research.  
Year 1 – 3 schools/8 participants

Year 2 - 7 schools/29 participants

Year 3 – 9 schools/35 participants

- 2008      Destiny became updated version of our Follett circulation systems and we partnered with Curriculum and Instruction to barcode all textbooks as they were ordered and they hired a district level Textbook Coordinator: Clarence Falk was the first hired Coordinator. (even though Circulation Plus was piloted at North HS in 1981 and Marge Maier was barcoding textbooks soon after!)
- E2T2 Grant 2008-2009: **Project TILT:** Over 50 teachers from 14 schools committed to a year of monthly technology integration and leadership trainings that would increase student engagement and learning. The 6 IT Services and C & I trainers, along with the training team from TIES provided the training and mentorship for this diverse group of teachers, who were each awarded a laptop to facilitate their use of project-based learning in their classrooms.
- 2009      E2T2 Grant 2009-2010: Two IT Services technology integration strategist/trainers will plan and produce a series of videotaped master lessons and interviews to demonstrate best practices in curriculum delivery and technology integration. These lessons will work to streamline the ITS website where they will be posted and also incorporated into professional development training throughout the district.
- 2009-2010      **Project 21** – Title V - Media specialists and 4th grade teachers collaborate on project-based learning.