The publication "Learning to Use Media" is a complete revision of the "Handbook of Suggestions for School Library Activities." It includes audio-visual as well as print materials made adaptable to present-day curricular uses. The guide is designed for use with a basic collection of print and audio-visual materials, well organized and cataloged, and administered by trained personnel in an adequately housed media center. Included are the skills that teachers and media specialists believe necessary for the effective use of instructional resources. (Author)
THE公共图书馆课程指南委员会

编辑 — Jane K. Billings, 图书馆主任
Public Schools       Clintonville, Wisconsin

高中
Mrs. Eileen Knox, 图书馆主任, 子编辑 F. G. McCormick, A-V 顾问
Greenfield 高中
4800 S. 60th 街
Greenfield, Wisconsin

Gene LaViolette, 图书馆主任
Ashwaubenon 公立学校
2391 Ridge Road
Green Bay, Wisconsin

初中
Mrs. Jean Carmody, 子编辑
Oak Creek 初中
9330 S. Shepard Avenue
Oak Creek, Wisconsin

Ralph Munger, 头
Instructional Materials Center
District 1 Technical Institute—Eau Claire
620 W. Clairemont Avenue
Eau Claire, Wisconsin

小学
Mrs. LaVaughn S. Ericson, 子编辑
Stormouth 小学
7241 N. Longacre Road
Milwaukee, Wisconsin

Mrs. Esther Buchholz, 图书馆主任
Pewaukee 公立学校
404 Lake Street
Pewaukee, Wisconsin

Marianna Markowitz
Instructional Materials Laboratory
University of Wisconsin—Milwaukee
Milwaukee, Wisconsin

Mrs. Veronica P. Nelson
Sabish 高中
100 Peters Avenue
Fond du Lac, Wisconsin

Mrs. Elizabeth Muench
220 E. Summit Street
Green Bay, Wisconsin

Mrs. Lynn Timler, 图书馆主任
Ray W. Huegel School
2601 Prairie Road
Madison, Wisconsin

Henry Wellner, 图书馆主任
Public Schools
1713 62nd 街
Kenosha, Wisconsin

谢谢大家！
PREFACE

THE publication of Learning to Use Media brings to a close eighteen months’ work of a state-wide committee on instruction in the use of a media center. This represents a complete revision of the Handbook of Suggestions for School Library Activities. It includes audio-visual as well as print materials made adaptable to present-day curricular uses.

The committee is indebted to many Wisconsin teachers and school media specialists who cooperated and advised in the production of this publication. Special thanks go to:

The school administrators who gave released time to their faculty members so that they could share their knowledge and experience with others;

The Green Bay, Monroe, Janesville, Seymour, Fontana, Kimberly, Clintonville, Oconomowoc, and Milwaukee school systems for their illustrations;

Mr. W. Lyle Eberhart, Assistant Superintendent of Public Instruction, Division for Library Services, for counsel and advice.

Mrs. Carol Kaczmarek, for reviewing the manuscript and her suggestions.

The three assistant editors: Mrs. LaVaughn Ericson, Mrs. Jean Carmody, and Mrs. Eileen Knox, deserve special recognition for the many evenings and weekends of work they contributed.

Jane K. Billings
Editor
INTRODUCTION

The committee hopes the classroom teacher and the media specialist will find guidelines here which can be adapted to local situations rather than used as a formal, rigid curriculum. The guide has been designed for use with a basic collection of print and audio-visual materials, well organized and cataloged, and administered by trained personnel in an adequately housed media center.

Included are the skills that teachers and media specialists believe necessary for the effective use of instructional resources. No attempt has been made to provide an inclusive handbook, but rather to produce one which outlines in a sequential development the media skills required to meet current educational demands. Rather than have the teaching of media skills be the teacher's or the media specialist's task, it is recommended that it be a consortium; each doing what he does most effectively. It is strongly recommended that the teaching of the media skills be integrated with and relevant to curricular needs rather than teaching these skills as a separate, unrelated unit.

Local circumstances may necessitate variations in instruction and curriculum organization.

To implement the sequential development of media skills, examples are offered for several instructional levels. A selective bibliography of recent materials for use in the teaching of the various media skills is included.

As education moves from textbook and teacher-oriented instruction to a greater emphasis on using a wide variety of materials and individualized learning, a collection of high-quality instructional materials and professional help in utilizing these becomes essential. The media center brings together, organizes, and makes accessible the wide variety of learning resources needed with the equipment and facilities for their use. A planned program is necessary to make students skillful users of resources if they are to receive the maximum benefits from their educational experiences.
<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>SKILLS OF THE INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN</td>
<td></td>
</tr>
<tr>
<td>SECOND GRADE</td>
<td></td>
</tr>
<tr>
<td>THIRD GRADE</td>
<td></td>
</tr>
<tr>
<td>FOURTH GRADE</td>
<td></td>
</tr>
<tr>
<td>FIFTH GRADE</td>
<td></td>
</tr>
<tr>
<td>SIXTH GRADE</td>
<td></td>
</tr>
<tr>
<td>SEVENTH GRADE</td>
<td></td>
</tr>
<tr>
<td>NINTH GRADE</td>
<td></td>
</tr>
<tr>
<td>TENTH GRADE</td>
<td></td>
</tr>
<tr>
<td>TWELFTH GRADE</td>
<td></td>
</tr>
</tbody>
</table>
MEDIA EXPERIENCES
Kindergarten - Grade Two

INTRODUCTION TO MEDIA CENTERS
Conduct story hours
Help students select materials
Visit the public library

CARE OF INSTRUCTIONAL MATERIALS
Demonstrate how to handle and care for:
- Books
- Records
- Filmstrips
- Tapes
Provide practice in handling equipment

INTRODUCTION TO USE OF INSTRUCTION MATERIALS
Use a sound filmstrip to introduce students to use of equipment and materials together
Have books, records, tapes, and filmstrips ready for students to use during browsing time

SELECTION OF MATERIALS
Acquaint students with different types of materials
Encourage intelligent choice of appropriate materials
Motivate students in selection and use of various types of other media

PROCEDURES FOR BORROWING
Use transparencies to demonstrate checkout procedures
Have students practice writing name and room number on sample cards

KINDS AND LOCATION OF MEDIA
Help students locate areas of materials—easy books, filmstrips, tapes, records, non-fiction
Explain simple subject classification (e.g., animals, people, science.)
Teach students to categorize books into fiction and non-fiction
PROCEDURES FOR BORROWING
   Use transparencies to demonstrate checkout procedures
   Have students practice writing name and room number on sample cards

KINDS AND LOCATION OF MEDIA
   Help students locate areas of materials—easy books, filmstrips, tapes, records, non-fiction
   Explain simple subject classification (e.g. animals, people, science.)
   Teach students to categorize books into fiction and non-fiction
MEDIA EXPERIENCES
Grades Three and Four

ORGANIZATION AND LOCATION OF MATERIALS

Dewey Decimal Classification
Introduce the system with a filmstrip
Explain numerical order
Use transparencies to demonstrate class numbers
Provide student experiences:
Arranged group of materials correctly by Dewey number
Have students become familiar with the location of subject areas in their library

Card Catalog
Introduce the card catalog with a filmstrip
Explain the three main types of cards by using transparency overlays
Use card catalog to locate material

Magazine Indexes
Introduce concept of an index
Use transparencies of sample entries
Practice locating articles

INTRODUCTION TO CARE AND USE OF AUDIO–VISUAL EQUIPMENT

Teach small groups how to operate a tape recorder, sound filmstrip projector, filmstrip and slide projector, and 8 mm filmloop projector through classroom lecture, demonstration, or on closed circuit television

INTRODUCTION OF SELECTED RESOURCES

Abridged Dictionary
Correlate with classroom teaching (use filmstrip, slides, or transparencies)

Juvenile Encyclopedias
Familiarize students with the sets of encyclopedias in the school and their location.
INTRODUCTION TO CARE AND USE OF AUDIO-VISUAL EQUIPMENT

Teach small groups how to operate a tape recorder, sound filmstrip projector, filmstrip and slide projector, and 8 mm filmloop projector through classroom lecture, demonstration, or on closed circuit television.

INTRODUCTION OF SELECTED RESOURCES

Abridged Dictionary
Correlate with classroom teaching (use filmstrip, slides, or transparencies)

Juvenile Encyclopedias
Familiarize students with the sets of encyclopedias in the school and their location.

Illustrate differences in arrangement and methods of locating information by looking up the same subject in several encyclopedias.

Maps, Globes, and Atlases
Follow up classroom instruction with individual help.

Pamphlet Materials
Show types of materials, organization, location, and checkout procedures.

8 mm Film Loop
Demonstrate how to use 8 mm film loops.

Slide Sets (if available)
Demonstrate how to organize and use slides.
SAMPLE LESSON  Grades Three and Four
ROLE OF THE ILLUSTRATOR

Purpose:
To develop appreciation for the role of the illustrator in the interpretation of the author's meaning and the contribution that the happy collaboration of author and artist offers to the reader.

Preparation:
Display all Caldecott books available.
Purchase Caldecott bookmarks.
Choose 4 or 5 filmstrips, records or films of picture books from the Caldecott Award list.
Schedule film on artist, such as Robert McCloskey or Maurice Sendak.
Gather information on selected artist.
Sources: Mahony Illustrators of Children's Books, 1744-1945
Viguers Illustrators of Children's Books, 1946-1956
Miller Caldecott Medal Books, 1938-1957
Kingman Newbery and Caldecott Medal Books, 1956-1965

Class Sessions:
Using the title page, discuss the importance of the author and illustrator.
Present a brief history of the Caldecott Award and selected picture books.
Show film of one of the artists and present information on life and the media he uses.
Show filmstrip with discussion of different ways artists draw.

Activities:
Have students locate other works of the Caldecott illustrators in the card catalog or in Children's Catalog and add to the display.
Have students share their favorite stories and ideas about artists.
Have students develop presentation of favorite artist and show his illustrations on overhead projector.
Activities:
Have students locate other works of the Caldecott illustrators in the card catalog or in *Children's Catalog* and add to the display.

*Have students share their favorite stories* and ideas about artists.

Have students develop presentation of favorite artist and show his illustrations on overhead projector.

Have students make an illustrated booklet of the Caldecott book of their choice - using either their own illustrations or Xerox copies.

Arrange bulletin-board display of students' own illustrations of their favorite Caldecott book.

Plan an afternoon open house for parents in which students would be present to explain displays or exhibits.
MEDIA EXPERIENCES
Grades Five and Six

USING THE MEDIA CENTER
TO GATHER INFORMATION
Locate information in the card catalog using a subject approach
Search all pertinent reference tools and indexes
Browse the materials in pertinent Dewey Decimal Classification
Take notes from available media
Prepare a simple bibliography of materials

INTRODUCTION TO MEDIA RESOURCES
(Summarize the features of these materials using various media)
Science Dictionaries and reference books
e.g. Book of Popular Science
 Young Peoples Science Encyclopedia
Biographical dictionaries and reference books
e.g. Junior Book of Authors
Webster's Biographical Dictionary
Geographical dictionaries and reference books
e.g. *Webster's Geographical Dictionary*, various atlases

Statistical reference tools
e.g. Almanacs
Government manuals

**LOCATING INFORMATION IN MAGAZINES**
Stress unique characteristics of magazines
Explain magazine index abbreviations
Show the relationship between subject headings and sub headings
Discuss the importance of cross references
Practice using a magazine index to locate information

**DEVELOP SKILL AND JUDGMENT IN USING MEDIA**
Assist in selecting proper reference tool for particular research goal
Encourage personal selection of media for individual recreational purposes

**PREPARATION OF MATERIALS BY STUDENTS**
Basic techniques for less involved productions
e.g. Transparencies
Maps
Charts
Models
Other
Discuss the effective use of various types of media
SAMPLE LESSON
Grades Five and Six

LITERATURE ACTIVITIES

Have students read a book by a famous author such as Laura Ingalls Wilder, Margaret Henry, Lois Lenski, Beverly Cleary, Caroline Haywood.

Read aloud a selection from the book.

Encourage the students to search for information on the author's life in biographical tools (e.g. Junior Books of authors, More Junior Authors).

Show film or filmstrip or play tapes by or about author.

Prepare maps of places in which stories took place.

Display replicas of character dolls or other items from the stories.

Write riddles, limericks, etc., to which the answers can be found in the books read.

Prepare a skit dramatizing an incident in a book.
Show film or filmstrip or play tapes by or about author.

Prepare maps of places in which stories took place.

Display replicas of character dolls or other items from the stories.

Write riddles, limericks, etc., to which the answers can be found in the books read.

Prepare a skit dramatizing an incident in a book.
MEDIA EXPERIENCES
Grades Seven, Eight and Nine

ORIENTATION
Introduce the media center by using locally produced slide-tape program or instructional television.
Discuss availability and procedures for using libraries and other resources in the community.

REVIEW OF BASIC SKILL
Explain procedures.
Discuss the organization and location of materials for curriculum use and browsing.
E.g., use programmed learning to review the card catalog.

Encourage skill and judgement in selection of media by using book lists, exhibits, bulletin boards, and cross-media displays.
Promote the appreciation of literature, both fact and fiction within all areas of the curriculum through multisensory experiences, e.g., provide slide-tape program on Johnny Tremain to introduce the book and relate it to the American Colonial-Revolutionary period and follow up with feature film when available.

INTRODUCTION TO ADDITIONAL MEDIA RESOURCES
Unabridged dictionary.
Encourage skill and judgement in selection of media by using book lists, exhibits, bulletin boards, and cross-media displays.

Promote the appreciation of literature, both fact and fiction within all areas of the curriculum through multi-sensory experiences, e.g., provide slide tape program on Johnny Tremain to introduce the book and relate it to the American Colonial-Revolutionary period and follow up with feature film when available.

INTRODUCTION TO ADDITIONAL MEDIA RESOURCES

- Unabridged dictionary
- Adult and special encyclopedias
- Subject area reference tools
- Microfilm
  - Introduce these with sound-filmstrips, filmstrips, slides or slide-tape program

INDEXES TO MATERIALS

- Magazine indexes - expand on previous instruction to include unabridged indexes
- Literary indexes
  - Present the techniques for using indexes to poetry, short stories, biographies and periodicals with transparencies
- Other indexes
  - Catalogs, NICEM indexes, catalogs and guides to local school collections, and to other collections.

EXPANSION OF STUDENT-MADE MATERIALS FOR INDIVIDUAL OR SMALL GROUP PRESENTATION

- Provide students with the opportunity to produce multi-sensory materials: transparencies (lift and overlays), tapes, slides with 35mm or copy camera, slide-tape program, 3-D presentation (e.g., salt maps, dioramas), skit for closed circuit television.
SAMPLE LESSON
Grades Seven, Eight, and Nine
Subject: Science — The Atom

PRELIMINARY PREPARATION:
The media team confers with the science coordinator about the implementing of skills through the study of the atom.

The science teacher introduces his classes to the subject by the means of the 16 mm film “The Atom” followed by class discussion. He then assigns topics or projects and gives instructions on preparing the reports or the projects.

METHOD OF INSTRUCTION:
The media specialist goes to the class center and, using transparencies, reviews pertinent subject headings to the card catalog, the Readers’ Guide, and appropriate indexes, such as: Biography Index and Grangers’ Index to Poetry.

The opaque projector is used to show samples of the types of vertical file materials available, such as clippings, reprints, and pamphlets.

In the media center the media specialist displays and explains the use of the science reference tools, such as dictionaries, encyclopedias, guides and yearbooks.

Students use guides and dictionaries to define terms such as electron, neutron, proton, and use Biography Index to find scientists such as Roentgen, Einstein and Curie.
Students formulate bibliographies, make note cards and prepare outlines for their papers or projects.

The media specialist reinforces previous instruction with individual help as needed.
MEDIA EXPERIENCES
Grades Ten, Eleven and Twelve

REFINEMENT AND EXPANSION OF RESOURCE SKILLS
Review grade 7-9 reference skills
Introduce special reference tools, e.g.

Literary resources
e.g. Essay and General Literature Index
Library of Literary Criticism
(American, British, Romance)
Oxford Companion series

Social science resources
e.g. Dictionary of American Biography
Dictionary of National Biography
Statistical Abstract
Dictionary of American History
Encyclopedia of Social Sciences

Science resources
e.g. McGraw-Hill Encyclopedia of Science and Technology
Social science resources
e.g. Dictionary of American Biography
     Dictionary of National Biography
     Statistical Abstract
     Dictionary of American History
     Encyclopedia of Social Sciences

Science resources
e.g. McGraw-Hill Encyclopedia of Science and Technology

SPECIALIZED RESOURCES
Public library
Area resource centers
Higher educational institutions
Inter-school exchange
Community resources

DEVELOPING SKILLS IN PLANNING AND RECORDING VIDEO TAPE
Demonstrate operation of video tape recorder
Select supplementary media forms in a video tape production (e.g. charts, models, realia)
Produce curriculum related video tapes
Evaluate video tape programs

UTILIZATION OF DIAL ACCESS INFORMATION RETRIEVAL SYSTEMS
Promote participation in the preparation of materials to be utilized in the dial-access information retrieval system
Demonstrate operation of dial-access system
Evaluate programs

INTRODUCTION TO COMPUTER-ASSISTED INSTRUCTION
Familiarize students and teachers with programmed instructional techniques
Select materials for computer program
Demonstrate computer potential and applications

SAMPLE LESSON
Grades Ten-Eleven-Twelve

USE OF CAREER AND CONTINUING EDUCATION MATERIALS
Introduce Subject of Planning For College

Use: pamphlets
books
filmstrips
tapes
films
other materials

Cooperate With Guidance Department and Teachers on Basis of Test Findings
Kuder Preference Test, Interest inventories, College testing programs
Display Library Materials that Can Help Student Come to a Decision in Selecting a Career
Give Instruction in Use of Available Media
... in finding detailed information (e.g. salary, working conditions)
... in locating specific information on college requirements and opportunities
... in acquiring information on scholarships and loans
... in developing insight into college and vocational preparation
Cooperate With Guidance Department and Teachers on Basis of Test Findings

Kuder Preference Test, Interest inventories, College testing programs

Display Library Materials that Can Help Student Come to a Decision in Selecting a Career

Give Instruction in Use of Available Media

...in finding detailed information (e.g. salary, working conditions)
...in locating specific information on college requirements and opportunities
...in acquiring information on scholarships and loans
...in developing insight into college and vocational preparation

Encourage Participation in Career or College Night Programs

Assist Students Research in Community Resource File

Feature Related Materials (e.g. Biography, Fiction)

Stimulate Students to Secure Free Materials

Provide Effective Publicity (e.g. lists, displays, films, filmstrips, slides, tapes, video-tape programs)
SELECTIVE BIBLIOGRAPHY

Most appropriate grade level indicated by: E = Elementary, J = Junior High School, S = Senior High School

Media abbreviations used: FS = Filmstrip, TR = Transparency, F = Film, T = Tape, R = Record

(Note) Filmstrips may be purchased by series or individually.


*Books Talk Back*. (FS) Library Filmstrips Center. E.

Campbell, Lila; Knight, Louise and others. *How to Use a Library*. Benton, 1968. (Fowler, Ind.) Jr. High up

Cleary, Florence Dam "Upper Elementary and Colonius ,Lillian and Sc

Eboch, Sindey C. *Op Superi" Superior St., San Fr

*Enlarged Wilson Catalog* (Mich) E

Erickson, Carlton W. *A 1968.

Finding a Book in the L* Glad Book, Sad Book. (C

Green, A. C. ed. *Educat*
SELECTIVE BIBLIOGRAPHY

J=Junior High School,

Colonius, Lillian and Schroeder, Glen W. *At the Library*. Melmont, 1967. E


Enlarged Wilson Catalog Cards. Sturgis Library Products. (P.O. Box 30 Sturgis, Mich.) E


Finding a Book in the Library. (TR) Colonial Films. (10 transparencies) E

Glad Book, Sad Book. (FS) Long Filmslide Col, E

Hopkinson, Shirley L. *Instructional Materials for Teaching the Use of the Library*. 2nd ed. Claremont House, 1967. (San Jose, Calif.)

*Instructional Materials Center and AV Library Responsibilities*. (FS and T) Madison Public Schools. Dept. of Public Instruction, Madison, Wis. 53702. E J S


  Reading Directions on Maps; Reading Physical Maps; Measuring Distance on Maps; Locating Places on Maps; Reading Political or Economic Maps; Studying an Area Through Maps

*Library Filmstrip Center*. (Series) 140 Old Manor Rd. Wichita, Kas. 67208 J-S

  Your Library, a Place of Living and Learning; Ready Reference; Card Catalog; Dewey Decimal Classification; Biography-Background for Inspiration; Globe, Map Atlas; The Reference Collection; Encyclopedias; Directories and Handbooks; Indexes; Research Paper.

---

**Library Series** (FS) McD

  The Dictionary, Plc

**Library Services Series**

  Introduction to the System; The Parts of

**Library Tool Series** (FS)

  Aid in Writing and Books for Biography

**Look It Up Series** (FS)

  Discovering the Dir; Want; Periodicals, Int

MLI Associates. *How book of transparency*

**Magic Book. New Meth**

  One detective, a spy

**Guide to Periodical**

  1966; released 1969

The Dictionary, Part 1; The Dictionary, Part 2; The Encyclopedia; The Book; The Dewey Decimal System; The Card Catalog.

Library Services Series. Eyegate Quickstrip, 1965. E

Introduction to the Card Catalog; Explaining Dewey Decimal Classification System; The Parts of a Book; Using Reference Material.


Aid in Writing and Reading; One Volume Encyclopedia; Readers' Guide; Books for Biography; Almanacs and Yearbooks; Gazetteers and Atlases.


Discovering the Dictionary; Finding Facts and Figures; Pinpointing What You Want; Periodicals, Biographies and Quotations.


Magic Book. New Method Bindery Co. (F) E

One detective, a spy, a thief, four clues and you; or How to use the Reader's Guide to Periodical Literature. ACI Films, Inc. 16 W. 46th St. N. Y. 10036. 1966; released 1969. (sound loop, cartridge or film). J-S


1. Instructional Materials.

Chandler, 1963. How to Use Books and Mail. Index to 35 mm Films. Index to 16 mm Films.


ALA, 1967. The Library, 2nd ed. Pacific Section. Library Skills; Peron, 1958. (2165 Park Book for Teachers: Parker,


Using the Elementary School Library. SVE (FS) 1968 E-J

- Exploring the Library: Getting to Know Books: What's in the Dictionary:
- How to Use the Card Catalog; How to Use the Encyclopedia; Skills in Gathering Facts.


Using the Library Series. (FS) Encyclopedia Britannica Educational Corp.

Your Library: A World of Books; The Card Catalog: Classification of Books:

Visual Instruction Bureau, University of Texas. Bridge for Ideas Series.


Wendt, Paul R. Audiovisual Instruction. NEA, Department of Classroom Teachers, 1966.
