A growing concern for individualized instruction has made educators aware that all students need access to a wide range of media outside of the typical classroom or traditional library. For those desiring to develop appropriate facilities to fill this need, this bibliography stresses ideas that will enhance the planning, organization, and operation of a modern instructional media center. Approximately 185 references to books, pamphlets, and articles which were published between 1960 and 1971 comprise the bibliography. Entries are arranged alphabetically by author, and each is provided with a brief annotation, the date of publication, and the publisher. Document was formerly announced as ED 058 741. (Author/SH)
INSTRUCTIONAL MEDIA CENTER

AN ANNOTATED BIBLIOGRAPHY

BY HAROLD S. DAVIS
AND DAVID J. CROTTA

EDUCATIONAL RESEARCH COUNCIL OF AMERICA

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INSTRUCTIONAL MEDIA CENTER
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EDUCATIONAL RESEARCH COUNCIL OF AMERICA
CLEVELAND, OHIO
A teacher should not be continually thundering instruction into the ears of his pupil, as if he were pouring it through a funnel, but should induce him to think, to distinguish, and to find out things for himself.

Montaigne
A growing concern for individualized instruction has made educators aware of the fact that all students need access to a wide range of media. Neither the typical classroom nor the traditional library can fill this need.

Administrators, teachers, librarians, and media specialists desiring to develop appropriate facilities, with an atmosphere conducive to learning, will find this bibliography most helpful. All books and articles have been annotated for the convenience of the reader. Articles dealing with traditional library or audiovisual operations have been screened out. The stress is on ideas that will enhance the reader's ability to plan, organize, and operate a modern instructional media center.

Dr. Harold S. Davis, Chairman
Educational Administration and Supervision Department
Southern Connecticut State College
New Haven, Connecticut

David J. Crotta
School Librarian and Chairman, Special Services
Giannotti Middle School
West Haven, Connecticut
In a study of 36 schools, the authors conclude that the library is the most important facility for programs of independent study. 200 pages.

Pages 57-58 contain some suggestions for developing an IMC. 215 pages.

Some of the characteristics and uses of an IMC are described on pages 142-49. 260 pages.

A chapter on libraries (pages 69-98) describes modern college libraries of today and plans for the future. 163 pages.

Although most of the book is devoted to uses of new media, Chapter V describes several college IMCs. 182 pages.

The advantages of study in an IMC are described on pages 53-56. 64 pages.

Contributors discuss the theory, establishment, and use of the instructional media center in elementary and secondary schools. 224 pages.
Davis, Harold S. _Organizing a Learning Center_. Cleveland: Educational Research Council of America, 1968. Patterns of organization and examples of operation are described. Floor plans for several exemplary IMCs are included. 23 pages.


Pages 11-15 are devoted to the IMC. A checklist containing 26 items is included. 16 pages.


This guide contains a chapter of 10 pages devoted specifically to the IMC. 72 pages.


Illustrations of several modern IMCs are provided in Chapter 4. 88 pages.


A variety of case studies offer new insights into the problems and issues faced in the school media field. This book is of particular value to those developing in-service programs. 200 pages.


A report of the NEA Project on Instruction. At least one IMC is recommended for every school system. 146 pages.


Connecticut's adaptation of the combined standards of American Association of School Librarians and Department of Audiovisual Instruction of the National Education Association as revised in 1969. 12 pages.
Definition and standards established for accredited school media programs. 66 pages.

The origin of the program, selection of the schools, and the results of Phase I of the Knapp School Libraries Project. 93 pages.

Reports on each of the eight demonstration schools and teacher-education programs that participated in the Knapp project during the period 1963-1968. 368 pages.

Dr. Trump recommends the use of a multimedia approach to independent study and suggests this be accomplished in several "learning resources centers" in each building. 147 pages.

Independent study -- its meaning and establishment -- are discussed on pages 264-273. 408 pages.
A valid discussion of the advantages and disadvantages of subject resource centers.

The IMCs of two elementary schools in Shaker Heights, Ohio, are described.

IMCs were established to supply materials and information to the teacher of the handicapped and retarded child.

An IMC designed to use modern educational aids in an environment conducive to learning.

Why an IMC is needed in a modern school. The author points out that form follows function.

How study carrels are arranged and used in Lakeview High School.
Seven requirements of independent study with examples of definitive programs in five Missouri High Schools — from the extremely simple to the highly sophisticated.

An economical way of installing "wet carrels" and the many uses to which they can be put in a flexible school.

How Grosse Pointe, Michigan, helps its teachers make proper use of the IMC.

Techniques used by the Edmonton, Canada, public school board in promoting the IMC and its resources.

Methods used at the Henry M. Gunn Senior High School in California for preparing a class to work on a unit in the school media center.

The author presents eight reasons for developing an IMC.

This plan, used to set up an A-V center in the St. Thomas More School, LaCrosse, Wisconsin, could also be used to expand a library into an IMC.
Cleaves, Paul C. "Coordinated A-V" Grade Teacher LXXXI
(June, 1964): 0, 12, 14, 16.
District A-V facilities in Weymouth, Massachusetts, are
located in the high school, near the library. The author states
"...we are approaching as closely as possible the true IMC
concept of a one-stop facility."

Cobun, Ted, and Cress, Hal J. "North Division, Niles Township
Community High School." Audiovisual Instruction X
A description of modern facilities in a Skokie, Illinois,
high school.

Coffey, M. Gene, and Kieffer, Robert De. "Shaping an Audio-
visual Center for the Future -- by Design." American School
and University XLI (May, 1969): 44-54.
A suggested guide for the development of an educational media
building program.

Cohen, Samuel. "What Does Audiovisual Mean to You?" Audiovisual
Instruction IX (January, 1964): 40-64.
A series of interviews conducted in the public schools of
Wantagh, Long Island, New York. Although specifically related
to audiovisual instruction, this article has many implications for
the IMC.

Coleman, Jean, and Gonce, Margie. "Wilbur Wright Junior High
School." Audiovisual Instruction X (February, 1965):
138-39.
Study carrels have replaced tables in this junior high school
"research center."

Congreve, Willard J. "Learning Center... Catalyst for Change?"
The author discusses advantages of independent study.
"Contrasting Points of View on Libraries and Learning Centers!"  
_Instructor_ LXXIV (November, 1964): 81.  
A concise presentation of arguments for and against the IMC.

Costley, C.E. "Five Essentials in a Large City Program!"  
A description of the Teaching Materials Center in Oklahoma City. Included in the Center are a curriculum library, a graphic and picture display area, a film library, a recording studio, a preview room, an equipment demonstration area, and darkroom facilities.

The need for a Teaching Materials Center as demonstrated at the State University, College of Education at Cortland, New York.

Dane, Chase. "School Library as an Instructional Materials Center!"  
As the author states: "Librarians are discovering that teachers and students want information, and they don't care whether this information is in a film or tape recording or a book, just so they can find it when they need it."

Darling, Richard L. "A Bit Beyond Promise!"  
The broad picture of the media center, including the relationship between print and nonprint material, individual use of materials, and the patterns of service to be offered.

_Instructor_ LXXVII (November, 1967): 83-94.  
A series of brief articles on the expanded library services offered by the IMCs in Montgomery County, Maryland, which cover such topics as types of service, programming, scheduling, and in-service programs.
A discussion of the new standards and their implications for media programs.

Suggestions for ways to equip and arrange the library quarters so that the library is able to support new instructional methods.

A very general review of IMC space characteristics.

Central processing helps the IMC.

A description of the library as the center for instructional materials, services, and equipment for children and teachers.

The library of tomorrow will be a Knowledge Resource Center that will become, through its various components, the main instructional area of the school.

The Burnt Hills-Ballston Lake School District in New York and its award-winning media center are described. The junior high school library, because of its quality educational program, became a demonstration center.
How an IMC has improved education at the Peabody Laboratory School, The Woman's College of Georgia.

Indiana University's internship program for A-V students gives practical experience in all areas.

Results of the writer's doctoral study show "... an appalling discrepancy between the criteria for suggested role performance reported by teachers and administrators and the actual daily activities of the full-time audiovisual building coordinator."

The IMC in South Hills High School, Covina, California.

The survey of several midwest "material centers" shows that they contain little except printed materials.

The librarian's role in orientating and assisting the teacher to make full use of the library program.

Goals, objectives, and diagrams that help to define and describe the media center.
The relationship between the central IMC and school IMCs in Flint, Michigan, enriches the teacher's use of varied materials.

The negative features of the new DAVI-AASL standards in respect to audiovisual instruction.

How the College Avenue School, Athens, Georgia, developed a materials center.

Alarmed by the accelerated trend toward IMCs, the authors make a plea for continued separation of A-V and library functions.

Individualized instruction through the use of taped lessons for slow and fast learners. Students will be exposed to the best material -- the teacher will be less important.

All instructional materials are catalogued and processed in the center, which serves six elementary schools in the Van Buren District, Belleville, Michigan. Books and magazines are housed permanently in each school, while all other materials are circulated from the center.
New media and new methods influence school design.

A comparison of centralized and decentralized IMCs.

Recommendations necessary to improve library school curricula for preparing personnel to become school media specialists.

School architecture deters independent study.

The role and techniques of the media center director in creating public relations and services that will best serve his public.

Planning and organizing elementary school IMCs in Bay County, Florida.

The organization and function of an Instructional Service Center.
Hyer, Anna L. "Roses, Elephants, and IMCs!" Audiovisual Instruction V (December, 1960): 348.
Merely changing the name of a library does not make it an IMC.

Quantitative standards for collections of instructional materials.

A-V facilities are moving ahead much faster than libraries. "The IMC concept should be integral to any modern educational enterprise!"

A panel points out there is no dichotomy between the book and A-V worlds.

Diagrams and description of the IMC at Jefferson High School, Monroe, Michigan.

The administrative, service, and personnel responsibilities of the IMC at the system level.

A detailed discussion of how Kalamazoo, Michigan, elementary schools changed their "old" library routines to modern IMCs.


Johnson, Ted. “Dial, Remote and Random; the Library of the Oak Park and River Forest High School!’ American Library Association Bulletin LXII (October, 1968): 1085 - 88. Using the efficiency of the computer and audiovisual materials to achieve the goal of making the school library the center of the program of instruction.


The new and varied responsibilities of the Instructional Media Specialist in meeting the growing demands of the classroom teacher.


The function of the IMC is to locate, gather, organize, and coordinate materials for learning within a school.


Fundamental aspects and necessary innovations in the learning resources concept are explored.


The IMCs at Lomond and Ludlow Elementary Schools in Shaker Heights, Ohio, are described.


A description of Decatur's prize-winning IMC.


How the first grader uses many forms of media to learn and improve his reading.


Recommendations made by the authors to the Board of Education, Weber County School District, Ogden, Utah.

The IMC at Olympia High School serves Greece Central School District No. 1, Rochester, New York.


How children make use of media at the Williams School in Gary, Indiana.


In this community, the A-V program is flourishing, but the IMC is still a goal for the future.


A description of what the library needs in order to serve as the "communications hub" of the school.


The function and use of educational media for independent study in 78 different schools.


Students may check out books, films, teaching machines, and other A-V materials in the Purdue University IMC.
How the IMC locates, organizes, and disseminates all media in a way which will best serve the school community.

Qualifications needed by the staff of the IMC.

McAnulty, Laura. "Media-Based Learning Resources Center!" Audiovisual Instruction XV (February, 1970): 50-54.
A report on the IMC operation at the Hagerman School, Idaho.

The librarian must be the catalyst for a successful media program.

Steps to use in the development of a technique for independent research.

The author describes the IMC in terms of four F's: Economy, Efficiency, Excellence, and Enrichment.

Why the librarian must become more flexible.
A report on the NEA Department of Audiovisual Instruction Conference at which the new standards for school media programs were approved.

The IMC as developed by two elementary schools in Duluth, Minnesota.

A librarian and an A-V specialist discuss instructional materials centers.

The library and resource centers at Ridgewood High School, Norridge, Illinois.

A reversal of the original Trump plan for the IMC.

A general discussion of the role and function of an IMC in the elementary school.

The author raises some basic questions about the IMC.

How independent study skills are taught and used in the intermediate grades.
Wimberly School, Texas, developed an IMC through teacher-librarian cooperation.

A list of evaluative criteria that a school might use as a checklist for its IMC.

The advantages of locally-produced visual aids.

The educational resources center at Western Michigan University.

Muller, R.E. "An Integrated Library . . . a multimedia approach to learning!" Audiovisual Instruction X (April, 1965): 311-12.
How the Thomas Edison School in Daly City, California, expanded its library into an 1800-sq.-ft. materials center.


An excellent diagram of an IMC and its component parts.

This article is the text of a speech delivered at the American Association of School Administrators 1964 convention. It discusses the what, why, and where of an IMC.


The new standards present a challenge in which both the media specialist and teacher support each other in the implementation of a modern program of instruction.


The four basic ingredients for an IRC: quality . . . service . . . balance . . . and personnel.


The materials of a resource center assist the students in completing his “contract” for individualized instruction.


The IMC at Bryant Junior High School, Livonia, Michigan.


The author believes that all the media should be made available through a single facility: the instructional materials center.


Scheduling the student’s time for independent study.

The purpose of the Educational Materials Building at Torrance, California.


The challenge and the opportunity for the librarian in the instructional materials center.


The curriculum-oriented library program at Highland Park High School, Topeka, Kansas, demonstrates the real "action" a media center can offer.


An explanation of how the public school music program fits in with the instructional materials center and its services.


The author points out ten essential tasks for the efficient IMC.


Steps for promoting the progress of the IMC concept.


This editorial explains why we should organize IMCs at each level from classroom through district.

The IMC concept and the use of TV, film, and other media.


Pictures and description of North Central High School IMC, Washington Township, Indiana.


Library goals and procedures for the greatest use of materials and resources as demonstrated at Oak Park and River Forest High Schools, Illinois.


The author explains how to select materials for a centralized IMC.


How nine New York School districts pooled their resources to develop an area IMC and Teacher Training Center.


The changing role of the librarian in schools designed for team teaching.


This short report includes a brief reference to the IMC at Stephens College.

Western Michigan University trains its teachers in the use of A-V materials as a major preparation for teaching.


Pictures of a well-equipped IMC for teachers located in an antiquated building.


The author questions whether or not the transformation of a school library into an IMC enhances learning.


Independent study and electronic study carrels in Michigan's new Grand Valley State College.


The changing needs of students place new demands on school libraries and library materials.


Emphasis on the role of the teacher in promoting good library habits and usage.


A description of the classification system used in the Bailly Junior High School IMC, Gary, Indiana.

A survey of fourteen teacher preparation institutes shows that few have developed the modern IMCs they advocate.


A description of the district-wide materials center in Montgomery County, Maryland. This renovated gym now houses the materials and library services center and a lecture-demonstration area.


Pupils and staff plan, design, organize, and convert a cafeteria into a modern, functional media center at H.W. Smith Junior High School in Syracuse, New York.


The possibilities that team teaching by the language arts teacher and the librarian can offer to the child.


Questions pertaining to materials, independent study, small- and large-group instruction, and in-service programs in the IMC are asked and discussed. Several floor plans are included.


Mr. Taylor presents all of his material in a question-answer format. His concluding statement is, "The quality of service provided to students is always a measure of successful design."
The author answers a series of questions pertaining to the philosophy and organization of an IMC.

The needs of the student for a functional IMC program.

How an IMC should be planned and used by students and teachers.

A description of the new media center at the Scarsdale, New York, High School and a discussion of the abundance of resource materials not previously available to its students and faculty.

The library-materials center is becoming the heart of the instructional program in schools operated by the Bureau of Indian Affairs.

Toole, Martin J., and Wendrychowicz, Peter. "How We Set Up Our Resource Center!" Grade Teacher LXXXIV (November, 1966): 111+.
How the resource center at Mahwah, New Jersey, fulfills the triple purpose of "assisting teachers and pupils by providing materials, people, and places to implement instruction."
   The philosophy of good school library service and a description of the IMC at Central Park Road Elementary School, Plainsview, New York.

   A description of the Sitton Elementary School IMC in Portland, Oregon. A floor plan is included.

   Reference is made to the IMC in Portland, Oregon.

   A discussion and explanation of the new national standards for school media programs.

   Implications of the newer media upon student self-directed learning.

   IRCs and their function as supplements to the IMC.

   How team teaching by a media specialist and a classroom teacher contributes to the child's total learning experience.

This college aims at providing space and technology to fill every instructional requirement in the preparation of modern teachers.


A special report on Norwalk's approach to media includes the following topics: the role of media in respect to the total instructional program, media in the curriculum, the materials center, professionals and paraprofessionals, staff training, material and equipment selection, evaluation of media, and media innovations.


Suggestions for increasing teacher awareness of the IMC's function and resources.


How three school districts (Longmeadow, Massachusetts; Deerfield, Illinois; Melbourne, Florida) upgraded their facilities to meet the demands of the curriculum.

"When the Library Is a True Materials Center." The Instructor LXXIV (November, 1964): 72-73.

Pictures of children using a variety of materials. A short caption appears under each picture.


The round instructional materials center at Athens Junior High School, Athens, Tennessee, is the hub of all academic activity.
A report of the AASL-ACRL-DAVI joint committee on instructional materials.

A portfolio of programs of various school systems in which instructional and other services related to both print and audiovisual media are administered in a unified center.

Step by step additions of print and nonprint materials to the Mount Royal School, a demonstration school library of the Knapp Project.

The IMC’s effect on education and the changing role of the teacher.

The audiovisual program at Oak Park and River Forest High Schools, Illinois, and its functions for training student operators.
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