

1971

## Planning, Implementing, and Using a Media Center

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## Planning, Implementing, and Using a Media Center

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#### Abstract

Nearly every teacher in our schools today feels the pressure of too little time and too much to do. Although school administrators cannot provide all the help that is wanted and, perhaps, needed at one time, the teacher can find help from one source in nearly every school-- the library or media center and the specialists in this field.

To understand this help offered by the librarian and audiovisual specialist and the services of the media center, let us first look at the place of the media center in the modern schools and how it has developed.

PLANNING, IMPLEMENTING, AND USING A MEDIA CENTER

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A Research Paper

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In Fulfillment  
of the Course Requirements  
of  
Research in Library Science  
35:299

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by  
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January 1971

Accepted 2-15-1971 -  
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#### DEFINITIONS

**MEDIA**--Forms of communications--printed and audiovisual--and the technology to go with them.

**MEDIA CENTER**--A learning center in a school where print and audiovisual media, the equipment needed for the media, and the services of the media specialists are available to students and faculty. This may be more easily understood if you consider it to be a library expanded to include non-print (audiovisual) materials, equipment, and services.

**MEDIA SPECIALIST**--A person who has professional preparation in educational media--printed and audiovisual. In schools, he must meet the state requirements for certification.

## Chapter 1

### DEVELOPMENT OF THE MEDIA CENTER IN THE SCHOOL

#### MEDIA CENTERS AT THE CENTER OF THE MODERN SCHOOL

Nearly every teacher in our schools today feels the pressure of too little time and too much to do. Although school administrators cannot provide all the help that is wanted and, perhaps, needed at one time, the teacher can find help from one source in nearly every school--the library or media center and the specialists in this field.

To understand this help offered by the librarian and audiovisual specialist and the services of the media center, let us first look at the place of the media center in the modern schools and how it has developed.

Until recent years the majority of public schools had very small or no libraries. In the last decade this has been changed; most schools have nearly adequate library collections and are working toward educational media centers. The federal government programs, the Elementary Secondary Education Act and the National Defense Education Act, provided the impetus and part of the funding to help the schools set up libraries and build up collections. Standards for school libraries provided the guidelines for planning. In 1969, Standards for School Media Programs was published jointly by the American Library Association and the National Education Association. This was prepared by the American Association of School Librarians and the Department of Audiovisual

Instruction of the N.E.A. in cooperation with representatives of many other education oriented associations, and provides guidelines for establishing and staffing our educational media centers now.

Certified librarians were very scarce as the many school libraries developed. To meet this need, administrators were advised to choose one of the teachers and encourage him to qualify as librarian. In choosing, a person with a wide educational background and experience, and one who seemed to have the disposition to be able to work with all the people was selected. Since the librarian works with and attempts to help all the school--students, teachers, and administrators--these are certainly necessary requirements.

#### Great Increase in Knowledge

In the past, it was possible for a student to assimilate all the knowledge during his school years that he would need during his adult life. The "explosion of knowledge"<sup>1</sup> has changed this. Communications experts estimate that total information doubles at the rate of once every  $2\frac{1}{2}$  years.<sup>2</sup> Because of the great increase of knowledge, it is no longer possible for a student to acquire all the knowledge he needs in school, and, if he could, a lot of it would soon be out-dated. Consequently, the goals in education are changing to provide: (1) a basic knowledge for all students; (2) the skills of how to study and how to solve problems (scientific method); (3) the place and materials for

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<sup>1</sup>Rudyard K. Bent and Adolph Unruh, Secondary School Curriculum, (Lexington, Massachusetts: D.C.Heath, 1969), pp.9.

<sup>2</sup>Richard Manatt, article from Iowa Farm Bureau Spokesman, Summer, 1970.

individual study; (4) the aid of specialists in pursuing goals; (5) time for this pursuit.

### Individual Study

The aim of the curriculum is now to help each individual reach his potential. No longer will all the students be expected to learn the same things at the same time, but, rather, each individual will progress at his own speed, and will follow his individual interests. The teacher will guide the student in his chosen interests, and then will allow him to pursue this knowledge freely. For this the student needs a quiet place where he can concentrate, the materials (book and non-book) for study, and the assistance of the media specialists. These he will find in the media center.

### Aid of Specialists for Students and Teachers

The professional staff--media specialists--in general select materials for the media center and its programs, and make them available to the students and faculty. Besides the materials available in the center, the specialist may also secure materials for a particular subject or project from other sources. In Iowa, the 16 area media centers, established under the Elementary Secondary Education Act, supply the schools with book and non-book materials. Films may be secured also from universities and private businesses on a rental or free basis. Government publications and loans from public libraries are other sources. The specialist also assists the students, teachers, and technicians in producing supplementary materials for their studies.

Although some students are not hesitant to ask for assistance, others will only have help if the specialist offers it. The specialist



soon learns what type of questions to ask to ascertain the student's needs. Once the student has confidence in the specialist's interest in him and willingness to assist him, he will usually seek help.

Most instruction in the use of the media center and its resources will be done by the specialist on an individual basis; however, the teacher and specialist may instruct small or large groups in the classroom or center also. Such instruction will be determined by the teaching and learning needs.

In providing needed materials and teaching their use, the media specialist will also help the student develop good study habits, independence in learning, and techniques of inquiry and critical evaluation. These will include reading, viewing, and listening skills. The specialist will, of course, keep the teachers informed as to the student's progress, problems, and achievements in the media center.

(Additional services to the faculty will be discussed later in this paper.)

## PHYSICAL PLANS OF THE CENTER

### Needed Space

A unified media program is recommended in the standards, and in many schools a single media center will effectively serve the needs of the students and teachers. In large schools, or schools with innovative programs, additional space may be needed. Plans for the media center should be adapted to the instructional program of the school. A single media center may have satellite centers to provide resources in other areas of the school, usually structured according to subject or grade level. In large schools, a large media center is sometimes subdivided

into smaller areas, such as separate subject rooms. If the school needs a seating capacity of more than 100 in the media center, a single center is undesirable unless it is subdivided.

Schools may have to use the existing space as the unified center is begun, but plans should be made for adding adjoining classrooms as the center and services expand. In general, about 40 square feet per student should be allowed for the media center. Consideration should also be given for future expansion of the media center in a new structure as well as the existing one.

Since a wide variety of activities will take place in a media center, several areas should be kept in mind:

1. Study area to include space for browsing, listening, and viewing by individuals, small groups, and large groups (allow 40 square feet per student).
2. Office area for professional personnel.
3. Central work area for cataloging and processing new materials and for maintaining present materials and equipment.
4. Central production area to accommodate materials and equipment needed for production of instructional materials.
5. Faculty area including professional collection and conference facilities.
6. Storage area with space for shelving all media.<sup>3</sup>

The media center should have good lighting, acoustical treatment, and temperature and humidity control, not only for comfort, but also to preserve materials. Carpeting is recommended to reduce the noise, and to provide additional seating for children. An adequate number of electrical outlets is essential, of course.

#### Arrangement for Accessibility and Supervision

The media center should be attractive so that the students and

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<sup>3</sup>State of Iowa, Department of Public Instruction, Plan for Progress...in the Media Center, 7-12, (Des Moines: Dept. of Public Instruction, 1970), p. 10.

teachers will enjoy using it. The arrangement of the center can contribute to the attractiveness and also be practical. Only low shelving should be used in the central parts of the room so as not to interfere with the eye-control of the room from the desk. This low shelving should also be movable, to permit flexibility in using the floor space. Card catalogs should be located near the desk for ease in giving assistance in finding materials; however, if the catalogs are high, they should be placed so as to not obstruct the view of the room. Copying machines and periodical indexes should also be near the central desk.

Listening and viewing facilities should be located near the storage for the films, tapes, and records. Any of the noisier activities should be separated from the reading area if possible.

#### Location in the School Plant

The media center should be centrally located so as to be easily accessible to all the students and teachers. It should be on the ground floor for ease in moving heavy equipment or materials, unless an elevator or ramp is available for movement to other floors. A location away from the noise areas is preferred. If it can be located near an outside door, the center may be opened for use outside of school hours without the whole building being open. (This would necessitate gates or doors that may be locked.)

Although existing buildings may not be able to meet these requirements, these points should be considered in planning the most satisfactory location possible.

#### Equipment of the Center

Guidelines for the equipment of the media center may be found in

the Standards for School Media Programs, and suggestions for implementing the standards in three phases over a period of five years are given in Plan for Progress...in the Media Center, K-6, and 7-12. The suggested amounts will not be repeated here, as all schools should have these books.

Since most schools have a good start on book collections now, the emphasis will have to be on acquiring audiovisual equipment and materials at present. These are changing so rapidly, only points to consider in purchasing AV equipment can be given at present. Because of the cost of the equipment, few schools will be able to fill their needs at one time. If the budget for this is spread over all the areas of the curriculum and available equipment, there will not be enough in any area to be useful. This would discourage the future interest in the use of AV equipment. It will probably be best to concentrate on one area at a time--either one area of the curriculum, or one type of equipment and materials for it--so that there will be enough in that area to make an impact.

In the service area of the media center, the first needs will be for a dry mount press and for copying machines and the material for their use. In this way, copying materials, making and mounting transparencies, mounting and laminating materials could be done from the first. Equipment for making slides could be added as the center developed.

For individual listening and viewing, a few "wet" carrells(wired for use of equipment) might be purchased, along with a jack for several listening at a time. These could be carrells with a plug-in extension so they could be easily moved to a new location.

Various factors are to be considered in choosing the equipment.

The type of curriculum, the plan of the building, the feasibility of making closed-circuit devices available to classrooms as needed, the compatibility of available materials and devices used in combination with each other, all must be considered. The accessibility to the students and faculty is important, so as to encourage the use of these materials.

As equipment is standardized, the supply and maintenance problems will be reduced, and the training of those who will operate equipment will be simplified. Planning should also allow for the acquisition of innovative equipment when its worth has been proved.

With the move to individualization of instruction, every school needs to plan for equipment for individual use.

#### ORGANIZATION OF STAFF

Media specialists, assisted by technicians and aides, make unique and vital contributions to the total educational program of the school. Staff in sufficient number and with a variety of competencies is an indispensable part of a functional media center. Personnel qualified to implement the many diverse services are essential for the selection, organization, and effective use of a wide spectrum of educational media.<sup>4</sup>

A job description of the details of each position in the school would be helpful. In the media center this is especially important. The idea of a unified media center is quite new to most faculty members, and a job description would give them a summary of the work and services of the media personnel.

#### Qualifications, Responsibilities, and Selection of:

<sup>4</sup>American Library Assoc. and National Education Assoc., Standards for School Media Programs, (Chicago:A.L.A. and Washington,D.C.: N.E.A.,1969). p.7.

Director of the center. In a small school there may be only one professional in the media center, especially in the beginning. The first professional should be a media generalist trained in both the library and the audiovisual field, as well as knowledge in the fields of learning theory, communications, and curriculum development. In addition, he must have leadership, good public relations, and administrative ability.

When two or more specialists are employed for the media center, the one best qualified in the above areas should be named head or director of the center. He should have a master's degree in an appropriate media field. Since in Iowa, each school is required to have a certified librarian, and certification requires 24 semester hours of credit in library science, including one course in audiovisual, on the required teaching certificate, most librarians in this state will be the best qualified from this standpoint. At present, the audiovisual specialist is only required to have a proper teaching certificate, so most do not have a background in librarianship.

Since the principles of selecting materials, cataloguing them, and administering the center are the same in book and non-book areas, education in these fields is essential for the media director.

The standards spell out the duties of the center director, and these can be adjusted to the particular school. Among these are planning the services and policies of the center; planning the selection, organization, and administration of all media materials and equipment for the school; planning the activities of the media staff; planning expenditure of allotted funds and keeping records of them; assisting in selection of personnel of the media center; providing in-service

education to teachers and media staff in using media; serving on curriculum and textbook committees--in general, directing the media center and its services.

Media specialists. The media specialist provides services in his field, book or non-book. These include selection of materials, making them accessible to teachers and students, producing materials to supplement those available, teaching the use of the center, and other services for which the specialist is trained. Any media specialist must enjoy working with students, and must be capable of working with a wide variety of adults, if he is to be successful in his work.

The standards recommend that the media center have one full-time media specialist for every 250 students, or major fraction thereof. Two non-certificated personnel should be employed for each professional person, so the specialist may concentrate his time on professional services and activities. It is more economical for the school to hire the helpers than to have the professional person using his time on tasks that the lower paid non-professional can do as well.

Technicians. Technicians provide services in production of materials, repair and maintenance of equipment, and assistance with media presentations. The services to be offered by the media center will determine the type of technicians needed.

Aides. Media aides may type, keep records, send notices, open mail, handle office circulation routines, read shelves, shelve and file materials, inspect and repair films, mount pictures and transparencies, maintain appearance of the center, and repair minor damage to print

materials. Office experience and typing would be helpful, but training is done on the job.

In choosing the media center personnel, it is important to consider the personalities involved. In the unique position of the media center at the center of the school curriculum, and serving everyone in the school, one uncooperative and disagreeable person can spoil the effectiveness of the media center.

#### Plans for Future Additions to the Staff

An adequate, qualified staff is essential if a media center is to really serve the school as it should. Fine materials and equipment are wasted without sufficient staff. Definite plans should be made for adding staff as the media center services and materials grow.

#### ASSESSMENT OF PRESENT EQUIPMENT AND BOOK AND NON-BOOK MATERIALS

A person lost doesn't know which way to go because he doesn't know his starting point. It doesn't do him any good to start out aimlessly as he will only travel in circles. Likewise, in establishing a media center, we must determine our starting point. Materials and equipment, book and non-book, which are scattered about the school should be gathered in planned locations in the media center, weeded, and catalogued (according to the system planned for such materials) to establish the starting point. Probably most small schools will find they are not up to Phase I<sup>5</sup>, so these suggestions may serve as guidelines in establishing the first goals.

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<sup>5</sup>State of Iowa, op. cit. pp. 11-21.



PRIORITIES FOR ADDING EQUIPMENT,  
MATERIALS, AND STAFF

The needs of the school curriculum as a whole will determine the priorities for adding equipment and materials. Support for any changes or innovations is needed in the media center. The addition of materials, equipment, and services determine the need for additional staff so that these may be put to full use.

Cooperation is needed--administrators, media staff, teachers, students--if our school system moves ahead as it should.

## CHAPTER 2

### EVALUATION BY USE

#### STUDENT USE OF SERVICES AND MATERIALS OF THE MEDIA CENTER

##### Accessibility

The accessibility of the media center helps determine its usefulness. If it is to take its true place in the school, its resources should be freely available to students and teachers. As stated earlier, the location of the center in the building influences accessibility. Also, the type of curriculum and school policies influence how freely the student may use the center. Even in the new types of scheduling (i.e. modular scheduling), the student's freedom during his unstructured time varies from one school to another from almost complete freedom to his having to sign where he is to be each moment. If he is to benefit from the use of modern media, however, he must be able to use the center whenever he needs it. Although it may be necessary to schedule entire classes because of space limitations, individuals or small groups should be able to use it freely.

The media center should only be available to students and faculty wishing to use the media materials and equipment. If it were to be used by those seeking a quiet place to study, it would cut down on the usefulness of the center for those really wishing to use the facilities. The study hall concept has proved to be a detriment to the usefulness of the media center.

Assistance Given the Student, and  
Instruction in the Use of the Center

Let a child perceive failure; he will learn to despair.  
 Let a child perceive fear; he will learn to withdraw.  
 Let a child perceive rejection; he will learn to condemn.  
 Let a child perceive pity; he will learn to feel sorry for himself.  
 Let a child perceive guilt; he will learn to degrade himself.  
 Let a child perceive hostility; he will learn to hate.  
 Let a child perceive success; he will learn to hope.  
 Let a child perceive security; he will learn to become.  
 Let a child perceive acceptance; he will learn to tolerate.  
 Let a child perceive empathy; he will learn to be compassionate.  
 Let a child perceive worth; he will learn self-confidence.  
 Let a child perceive warmth; he will learn to love.<sup>1</sup>

The media specialist, with his conception of the media center and its services, conveys this to the students. When the student feels the specialist is really interested in him, he accepts--and usually requests --help. As The Effective Middle School says concerning individualized instruction, "The librarian will become an advisor, diagnostician, and research expert rather than a keeper of books,"<sup>2</sup> Also it says, "What is needed is a generation of youngsters who are able to find facts from various sources and have the problem solving ability to put these facts in a logical order to derive a sensible conclusion."<sup>3</sup> The media specialist has the opportunity of helping the student find the materials that he needs, and helping him learn how to use them. Although some instruction may be carried out in large groups, the majority of it, and the most effective, will be in one-to-one situations.

Student Control

The media director sets the principles of good behavior in the

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<sup>1</sup>Gene Wilbur in The Effective Middle School, by Joseph C. DeVita, Philip Pumerantz, and Leighton B. Wilklow. (West Nyack, N.Y., 1970), p.62.

<sup>2</sup>Ibid., p.68.    <sup>3</sup>Ibid., p.71.

media center as well as the concept of the center's use. Just as the center is only for those who wish to make use of the materials and equipment, it is also for those who do not interfere with the right of others to use its facilities. Following this principle, any behavior that interferes with others using the media center, should result in the person misbehaving being removed from the center. The director or specialist will of course have to determine for himself what amount of noise or distracting behavior oversteps the bounds. He also should handle the situation as quietly as possible so that he won't disturb others. Most students respect the faculty member who is fair, firm, and consistent in what he expects of the students, and in the way he handles various discipline problems. Even if the specialist doesn't feel an incident is severe enough to send the student from the media center, he may wish to make a note of the incident so that he may refer to it at some future time. A card with the student's name, date, and the incident noted will serve for reference and to let the student know his behavior will be remembered.

Establishing a relaxed atmosphere, but one conducive to learning is essential.

#### TEACHER USE OF SERVICES AND MATERIALS OF THE MEDIA CENTER

##### Key Word--Cooperation!

The media center exists to serve the students and faculty. The key to the worth of the program is well expressed by John Rowell in his article "Interpreting the Standards: People Problems":

It is axiomatic that the worth of the media center, whatever its

standards, can be evaluated on the use made of it. Teacher involvement in the media program determines this worth, either directly through use, misuse, or no use, or indirectly through positive, negative, or indifferent attitudes passed on to the students. A great many instances of negative or indifferent teacher use and attitude can be attributed to fear and/or lack of understanding (perhaps they are the same) of what the media program is, what it can do to support (not supplant) classroom instruction, how its resources can be directed to student use, and, principally, what those services and resources are.<sup>4</sup>

Most teachers view new curriculums and programs with alarm because they are afraid they cannot learn to function under the new plan, and that they will not have sufficient time to prepare and carry out individualized instruction and use audiovisual aids properly.

Media specialist as member of the team. When the teachers understand the media specialist expects to work with them and help them as a member of the team, they usually welcome this assistance.

The media specialist expects to sit in on curriculum meetings, for two reasons. He tries to keep informed on new ideas and programs in education so as to furnish any needed information to the administrators and teachers. If requested, he may make suggestions of points to consider in choosing textbooks, because of his training in selection of materials. He also needs to sit in on the meetings so that he can be prepared to furnish the materials and the help the media center should give. If he doesn't know what plans are being made, he cannot be prepared to provide for the media center's part in the total school picture.

As a member of the team, the media specialist will work with the teachers in planning programs and projects, and suggesting appropriate

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<sup>4</sup> John Rowell, "Interpreting the Standards: People Problems," School Activities and the Library, (Chicago: American Library Assoc., 1970), p.4.

media materials. If the center has sufficient staff, the materials can then be prepared for the teacher in the center, saving the teacher preparation time. If the teacher prefers to prepare his own, the media staff can show him how and assist him.

In-service training of the faculty in the use of media materials and equipment is the responsibility of the professional media staff. Some training may be done in large groups, but much will be done in small teams or one-to-one relationships.

The media specialist is of course willing to serve as a resource person in class for anything in his field of knowledge. He may also help find resource people in the community who are willing to help.

The teachers should understand that the media specialist will assist individual or small groups of students that are sent to the center in the use of listening and viewing devices as well as books. Of course, if there is a need for large group instruction in the center, this can also be arranged.

These services of the media specialist can relieve the teachers of some of the anxieties about new programs, and of some of the preparation time involved.

Teacher cooperation with the media specialist. By working together to plan and produce courses or units, both the teacher and media specialist will understand the materials needed, and what the teacher hopes the student will accomplish in the course.

It is essential for the specialist to know well in advance what materials are needed, so that he may have time to collect and prepare them. Materials that must be purchased or rented should be decided on

and ordered in the spring if they are to be ready for use in the fall. Those materials already in the center should be requested at least a few days ahead of time so that the staff will have time to collect and prepare them, and be sure they are available. This is not to exclude serving last minute requests if the materials and workers happen to be available, but there is no guarantee of this.

If the specialist understands what the teacher hopes the student will accomplish, he is much better able to assist the student. He may be able to find this out by questioning the student--if the teacher's assignment was clearly given, and if the student listened and comprehended the assignment. However, much time and effort can be saved by cooperation.

#### Administrators Coordinate and Lead

Cooperation is the key to the greatest value being received from the media center--cooperation of all the people involved. Coordinating this and leading the way is the administrator. As Mr. Rowell states this:

The administrator is the electric link between the effectiveness or failure of the instructional media program. It is his interpretation of the program to himself, his staff, his board, and his community that will both initially and ultimately light up the land --or blow the fuse.<sup>5</sup>

The administrators establish the place of the media center in the curriculum, see that scheduling is such that all have free access to the center, do away with the inefficient use of the center (i.e. the study hall), see that sufficient staff and space are provided for the desired services, allow time for professional consultation between media

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<sup>5</sup>Ibid., p.4.

and teaching staff members, and interpret the use of the media center-- in general, coordinate and lead the way.

### Teachers Learn About Media Specialist's Work and Services

Although most of the services to the people in the school have already been touched on, understanding may be gained by a quick look at the behind-the-scenes work of the media center.

The housekeeping duties of the center are necessary and very time consuming, but they require no previous education or training. These duties include seeing that book and non-book materials are in the proper location or properly checked out, minor repairs are made, losses and damage are kept to a minimum, doing much of the processing of new materials, and keeping the media center attractive and in order. If a book (or non-book material) is not where you can find it when it is needed, you may as well not have it. Checking in and processing new materials, periodicals, rented films, etc., is time consuming. Reading shelves is tedious, should be done by two people, and should not be continued for too long a period or errors will be numerous. All of these are important to the operation of the media center, but they can be carried out more economically by a person not professionally trained. An aide or technician allows the specialist to use his time for professional duties more beneficial to all the school.

The use of student assistants may bring minor benefits to the students involved, but is of doubtful value to the media specialist. This work should not interfere with the student's regular learning activities, and the little time he can give does not permit him to learn the work thoroughly or give much assistance.



Selection of new materials entails daily reading of reviews, selection aids, new instructional materials, professional periodicals and books, as well as the actual ordering. The ordering is also preceded by conferences with faculty members in some cases. Weeding worn and outdated materials, and keeping card catalogs current are also part of the professional work of the center. Directing the production of AV materials, selecting and ordering AV equipment, operating the more sophisticated equipment, teaching the operation of the equipment that all may use are part of the work of the media specialist too. Giving reference assistance to all is an important part of the work; making a bibliography of materials available on a particular topic may fall in this category.

Although all of these things are important to the operation of a good media center, the media specialist feels the services to the students, teachers, and administrators should have top priority. These services benefit the entire school, and help coordinate the school program.

## CHAPTER 3

## SUMMARY

You can teach without a media center, even teach in teams without one--but it's like trying to play football with only ten men! ...The media center... is a member of the team.<sup>1</sup>

Today educational philosophy recognizes an educated individual as one who has learned how to learn--to think and to use methods of disciplined inquiry in examining and exploring ideas--as opposed to one who has memorized facts. To meet the need implied in this philosophy, instructional methods within a curriculum will, of necessity, stress individual learning and independent study. Immediately available to each student must be forms of media--materials and equipment--to fit all levels and types of abilities. Simultaneously ... must come leadership in their selection and optimum use. ... The traditional library must advance to the broader concept of the media center. ... The media staff will help guide each student in his learning activities, and support his teacher in the design and use of innovative methods.<sup>2</sup>

These quotations summarize the goals of education today, and the place of the media center and its staff in the modern curriculum. As it says, a media center is a library, broadened to also include audiovisual (non-book) materials and services, and to serve the needs of the changing curriculum. Several names have been used for this facility, but media center seems to be all-inclusive of what the center can be for the school.

In the smaller schools, a unified media center with a media director at its head will probably be the most efficient. Larger schools will of course adjust the organization to their needs.

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<sup>1</sup>Doris R. Brown, assoc. ed., "Inside this issue," Instructor, November, 1970, p.4.

<sup>2</sup>State of Iowa, op. cit., p.3.

Careful investigation and planning should go into curriculum changes, as the plan for one school will not necessarily be the best plan for another school. Once a plan is put into effect, school officials should expect to make changes, improving on the plan, and deleting ideas that failed to work.

The extent of media center services will be determined by the curriculum needs, and the wishes of the administration.

The media center can truly be a service center of the school if the necessary staff, space, and equipment is provided. All of these are necessary if any service is to be successful. If the staff, under the supervision of the media director, is asked to order and process textbooks, for example, this can be done if enough aides are employed to have time for this work, and if work and storage space is sufficient. It also is feasible to handle incoming mail in the same way, since the majority of the mail would go to the media center anyway. These services would relieve the administrative staff for other work. Such services should not be allowed to take the time of the professionals, however, except as supervisors.

The main purpose of the media center is to support the curriculum and aid the teachers and students; auxiliary services should not be allowed to interfere with the main purpose of the center.

Emphasis, as the media center is established, will undoubtedly be on audiovisual equipment, materials and services, since the library is already fairly well established. The only way a school might be able to get all the equipment for the center at once would be in the case of a new structure that included equipment in the bond issue. In the majority of schools a system of priorities will need to be set up to

insure getting the most necessary equipment first and the materials to go with it. It seems wisest to concentrate on one subject area or one type of equipment at a time so that enough may be purchased to make an impact. Spreading the available funds over too many areas will result in too little in any area to be useful.

The planning and organization that should go into curriculum changes should also go into the establishment of the unified media center. These together make up the school program, and should be organized as a whole. The administration establishes the concept and principles, and coordinates so that the operation is smooth, and so that all--faculty, students, community--understand the organization and purposes. Cooperation of all the people is desirable to really make progress in improving education, and in preparing our young people to cope with the changing world.

Finally, the central and an integral part of the total program is the learning center. Here students have a chance to be involved in many challenging learning experiences.<sup>3</sup>

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<sup>3</sup>DeVita, op.cit., p. 219.

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