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Professional processing for software : reality or myth?

Catherine Janell Crowley
University of Massachusetts Amherst

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PROFESSIONAL PROCESSING FOR SOFTWARE:
REALITY OR MYTH?

CATHERINE JANELL CROWLEY

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PROFESSIONAL PROCESSING FOR SOFTWARE:

REALITY OR MYTH?

A Thesis Presented

by

Catherine Janell Crowley

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INTRODUCTION

This paper was written because a serious problem exists today in regard to commercial processing for audiovisual software materials. It is hoped that the letters written to producers will add impetus to a slowly moving trend and encourage meaningful action. It matters little whether the suggestions in this paper are followed as long as some workable satisfactory system results.

It is interesting to note that while this paper was being prepared others were also looking into the problem and publishing reports of a similar nature. Jean Badten and Nancy Motomatsu writing in the School Library Journal for November 1968 summarized the situation and discuss the problem. Robert C. Gerletti in the same issue reports on one of the problems as it effects computer efficiency.

CHAPTER I

SCHOOL LIBRARY CATALOGING

It has long been the compulsion of people dealing with "things" to put them into some kind of order. Melville Dewey, certainly not the first, but the most successful, standardized the classification of written knowledge in the late 19th century. Despite reclassification in some academic and special libraries that have embraced the Library of Congress System, about 95 percent of all American libraries and nearly 100 percent of all American school libraries use the Dewey Decimal Classification System. In direct contrast, there is no standardized system for classifying audiovisual materials and almost every school system processing such materials treats them in a different way.

The Dewey System divides all knowledge as found in books and other materials into ten broad classes. Each of these ten classes of knowledge is divided into nine divisions of that subject and each of these divisions is further subdivided into nine sections. It is obvious that one principle of the Dewey System is "from the general to the particular." This could work for non-book materials also.

There are other features of this system that have accounted for its universality as a library classification system. One of the principal characteristics is that of mnemonics, or aids to memory. The convenience to the teacher of these mnemonics is considerable. Envision the value to students who have the opportunity to study and do research in a Materials Center organized in this fashion.

According to the United States Office of Education reports, there were more than 20,000 centralized school libraries in the United States in 1958. Today, due to federal aid to education and to the changing trends in teaching methods many more have come into being or are in the planning stage. It has been an up hill fight to convince many school boards and administrators that such facilities were necessary. The struggle continues today despite strong evidence in their favor.

Central libraries developed much more rapidly in high schools than in elementary schools. The modern central school library is a development of the 20th century. The past five years have seen revolutionary changes in the library program. There is a whole new concept, a new language, and a new climate for learning. Schools all over the nation are establishing Instructional Materials Centers which place multitudes of materials at the finger tips of teachers and students.

The Elementary and Secondary Education Act of 1965, Public Law 89-10 which provides that school library resources, textbooks, and other printed and published instructional materials should be made readily available on equitable basis for the use of the children and teachers in all schools, public and private, but not beyond grade twelve created a gargantuan task for librarians. Thousands of new books began pouring into libraries along with many new materials never before found there. The H. W. Wilson Company, traditional patriarch and authority on all library matters, became swamped with request for printed catalog cards. This august company did its best to supply old customers and new, sometimes falling three and four months behind on delivery of cards for books, but made it clear that non-print materials were not within its realm. New companies appeared on the scene and book cards became available from Catalog Card Corporation of America, Library Journal Cards, and others.

Most librarians were familiar with the basic rules for cataloging recordings, periodicals, filmstrips and maps and either did their own cataloging or ordered cards for these items from the Library of Congress. Transparencies, film loops, tapes, sound filmstrips, study prints, and realia of all kinds were another matter.

The rules governing the proper handling of such items were vague. To further complicate the situation large numbers of untrained personnel were drafted into the school library field. Many librarians, traditionally trained in the systematic application of standardized systems of description, attempted to and are still trying to catalog all materials. There is still some difference of opinion on the part of the audiovisual people as to the merit of this processing.

C H A P T E R II

AUDIOVISUAL MATERIAL CATALOGING

The use of non-book media developed in the atmosphere and for the purpose of instruction, as desired by teachers. Those responsible for managing non-book media found it convenient for the teacher's needs to describe the materials in curricular terms. These terms tended to be general in nature, lacked authority beyond the immediate collection, were not comprehensive in terms of all knowledge, and were inconsistent from one collection to another.

Until quite recently, trained media specialists were far and few between. The audiovisual field did not boast of large numbers of qualified people either. In many schools the person responsible for non-book media and the machines needed for their use, was selected from the Science or Math Departments and assigned this duty as an extra task in lieu of study hall or lunchroom supervision. Sometimes principals undertook to handle the audiovisual materials and the meager collections were housed in a closet in his office to be dispensed by him upon teacher request. As a result, there are almost as many different ways of listing non-book materials as there

are people involved in the process.

One would think that the big government spending program for education and the subsequent growth and expansion of courses in universities in the audiovisual field would have resulted in some standard set of rules. It did not. Brown and Norberg, "Administering Educational Media," McGraw-Hill, 1965, offer the following information.

"The usual plan for shelving instructional materials is to place those of the same type together and to arrange them according to accession number or subject classification. Sometimes materials in a category should be subdivided according to size, running time, or other characteristics (for example, 400-, 800-, 1200-, 1600-foot films; 10- and 12-inch, monaural-stereo, or standard-microgroove disk recordings)."¹

The Dewey Decimal Classification System is briefly discussed, some card examples are given and it is apparently assumed that the audiovisual person is then ready to catalog instructional materials. By contrast, students of Library Science are required to take two courses in cataloging and classification.

Paul Saettler, "A History of Instructional Technology," McGraw-Hill, 1968, writes that as early as 1923 one of the problems confronting the visual instruction administrator was the need for carefully graded and systematically arranged catalogues to correlate with the course of study. At that time the chief concern being

¹James W. Brown and Kenneth Norberg, "Administering Educational Media," "Administering Materials," (New York, New York: McGraw-Hill, 1965), chap. 4 p. 79.

with film cataloges.

Carlton Erickson in "Administering Audio-Visual Services," MacMillan, 1959, suggests two basic kinds of cataloges for publicizing materials. These are the card catalog and the list catalog. He does not mention Dewey but states that in a card system each card should include full data such as synopsis of content, physical characteristics, producer and date, and other relationships such as unit, course, grade, and basal or supplemental designations. He seems to favor the list-type catalog because of its immediate availability for use by each teacher anywhere or anytime. He also feels that the director has a real opportunity to make up unique topical headings in terms of local school subjects, courses, grade levels, problem areas, special programs, etc., (shades of Sears List of Subject Headings) or he can resort to a standard classification procedure.

Using instructional materials other than print is not a new idea. Hoban and Van Ormes (1950) produced a most comprehensive report on media research undertaken during the 1918-50 period summarizing the results of more than 200 experiments on instructional films. Freeman (1924) has reported on the classic, yet generally unknown experiments conducted at the University of Chicago in the early 20's.

Leyden and Balanoff (1967) reported on the development of a prototype learning center as a model for the use of media. Harcleroad (1965) reported on the planning of a new library-learning center at California State College at Hayward. Educators are going ahead with the development of media centers although media research has not been conclusive. These Centers are envisioned as panaceas for our educational ills since students are able to use freely and at their own discretion all manner of print and non-print materials. This is fine provided some standardized method suitable to librarians and audiovisual people is determined.

"In cataloging audio-visual materials, a few libraries use the Dewey Decimal Classification System. This divided the materials into subject areas and gives each a Dewey classification number in the same manner as library books. However, audiovisual materials are most commonly accessioned and stored in numerical order according to the sequence in which they are received into the library. This eliminates the problem of constant rearrangement of housing AV materials that arises when the Dewey system is used. Since housing or shelving of AV materials is much more complex than that of books on shelves, this is an item of prime consideration."²

Sales of equipment and services for audiovisual materials reached a total of \$951 millions in 1966, an increase of 29 percent according to the report of the Society of Motion Picture and Television Engineer's non-theatrical Film and Audio-Visual Report. A predicted

²Jo Ann Bell, "Cataloging and storing audio-visual materials," Media in Schools, (Austin, Texas: Texas Audio Visual Education Association, November, 1967), p. 48.

\$1 billion was expected by 1968. This prediction was not realized and a leveling off in spending occurred. Fifty seven percent of the 1966 total was accounted for by educational users. With this percentage growing by leaps and bounds the problem confronting educational institutions housing these materials likewise grows.

CHAPTER III

THE INSTRUCTIONAL MATERIALS CENTER CONCEPT

Much has been written about the value of the Multi-Media Method in teaching. The dictum that AV materials demand attention and spark strong interest whenever well used: when functionally combined in a carefully-planned programmed multi-media presentation, they can and do stimulate and motivate learner attention and learning activities rarely resulting from isolated experiences with a single medium, is an accepted fact. This being the case, the problem at hand is to place multi-media at the disposal of teachers and students in the most convenient and efficient manner possible. It will do little good to have media centers stocked with all manner of materials if these items cannot be located easily. Even the more sophisticated computer must be initially programmed according to some system.

Digital data handling has intrigued those concerned with the storage and retrieval of things and ideas. Librarians employed the marvelous hardware and audiovisual people early recognized the machine's ability to maintain complex booking schedules, maintenance

records and bibliographies for courses. This was fine until someone tried to mix book and non-book media in the same catalog. They soon found a language mismatch and the marvelous machine developed digital apoplexy.

It will be some time before all the new Resource Centers and Instructional Materials Centers will be automated. There are many small school systems and single schools involved in the development of centers who cannot possibly afford computer service let alone dial access and retrieval systems. The vast majority need help now. Disagreement between library people and audiovisual leaders is the crux of the problem. It is difficult to understand the existing strong feelings particularly if both groups are as interested in educational progress as they claim to be. It was not until the fall of 1966 that any move toward agreement and unification began. When A L A was charged with revising the 1960 Standards for Library Programs it seemed clear that both technologically and intellectually, the print and non-print media form a continuum. The 1960 Standards had hedged on the matter of the unified program vs. the separate print and a/v collection.

The ASLA received a \$25,000 Field Enterprises award to revise the standards and approached DAVI to prepare the new standards as a

joint effort. It took a year and a half of discussion and rough drafts to develop an advanced version suited to both parties. Final agreement wasn't reached without opposition, and there is still a good deal of re-education to take place.

To emphasize the concept of media as a continuum, and in order to provide a balance between the library and a/v groups, the new standards have completely abandoned the use of the word "library" and "librarian," "audiovisual center" or "a/v specialist." The terms are now "media center," "media program," "media specialist."

In the early stages one point of disagreement between DAVI and ASIA was the level at which the materials standards should be fixed. DAVI's 1965 audiovisual standards were modest as compared to the 1960 Standards for School Library Programs. It was proposed that standards be based on the needs of children and teachers--on pedagogic, not budgetary considerations.

DAVI stressed the program: not materials alone, or equipment or personnel (although, if priorities were set, DAVI would opt for personnel first, to put a school media program into action). Leaders of DAVI were impressed by the impact of the 1960 school library standards despite the fact that few schools across the country could meet them.

The new standards are bold. They have been described as unrealistic and few schools will be able to meet them in the near future. They are an honest appraisal of what is needed to do an optimal job of instruction. They are designed to meet the needs of the kinds of schools that we are talking about as coming into existence.

Reports from the Houston Convention indicate that considerable emphasis was placed on the professional preparation of audiovisual/library personnel, the growing need for technicians, aides, and other nonprofessional supportive personnel, on the certification of audiovisual personnel and on accreditation. No where in the report on the 1968 DAVI Convention as found in the Audiovisual Instruction, June-July, 1968 was there mention of emphasis being placed on standardization of card format.

CHAPTER IV

THE NEED FOR A STANDARD CATALOGING SYSTEM

The Anglo-American Cataloging Rules published in 1967 under the joint efforts of The American Library Association, The Library of Congress, The Library Association, and the Canadian Library Association is the most complete compilation of cataloging rules that has ever been available to American librarians. Included in this one volume are the rules for entry not only of books and book-like materials, but also those for non-book materials. It is interesting to note that audiovisual leaders were not included among the planners of this catalog. Also there are rules in the new code not found in the ALA rules and other cataloging codes. The section on non-book materials includes not only the rules for maps and music, but also those for motion pictures, filmstrips, phonorecords, pictures, designs, and other two-dimensional representations.

In the early fall of 1968 the National Education Association issued a Standards for Cataloging, Coding and Scheduling Educational Media. The Department of Audiovisual Instruction organized a Task Force on Computerized Cataloging and Booking of Educational Media.

Two groups of the task force were assigned responsibilities for developing standards for cataloging educational media and standards for computerized cataloging and scheduling. The content of the catalog is useful but by no means in agreement with other catalogs. NEA feels that development of standards on a national basis is extremely difficult and encourages greater "feed-back" from people working with instructional materials.

The New Standards for Library Programs promised for early this fall has yet to appear. Dr. Richard Darling feels that the profession has failed to give leadership in developing standards. In a letter received from Dr. Darling dated November 20, 1968 he points out that the difference between librarians and audiovisual people on standardized card format seems to be closely related to the fact that most audiovisual people have worked on catalogs for central lending libraries while the librarians have worked in a situation where they deal directly with the consumers. A new committee on audiovisual materials in the Cataloging and Classification Section of the Resources and Technological Services Division of ALA has just been formed and is to be headed by Dr. Darling. The committee is charged with preparing a proposal to develop standards in technical services for audiovisual materials. Work has just begun but the committee hopes within the next year to have recommendations completed.

CHAPTER V

THE PROBLEM: WHO HAS DONE SOMETHING ABOUT IT?

The problem at hand is to receive pre-processing service from producers and/or sellers of software. Such a service will aid media specialists, teachers, and students and result in more meaningful and enthusiastic use of educational media.

Producers are anxious to satisfy the demands of the growing educational market. Some having greater foresight than others, pioneered the service. When the multitudinous number of books began arriving in school libraries the Bro-Dart Company was among the first to offer card kits. Sensing the implications of the Elementary and Secondary Education Act, Bro-Dart's "The Elementary School Library Collection, Phase I" was available March 15, 1965. This collection included not only trade books but other instructional materials which met standards of quality and were appropriate to curricular needs. Such forms as filmstrips and recordings, where appropriate and essential for subject matter coverage, were included.

"Since it has been the intention in compiling this Collection to facilitate the establishment of elementary school libraries which serve as materials centers, this list includes a selection of recordings and filmstrips. Selections for the initial

acquisition phase are limited to materials for the library's own instructional program and materials related to or derived from specific books included in the list. Materials for supplementing the curriculum in all areas where excellent filmstrips and recordings are available will be listed in two ensuing acquisitions. Since there is need for an evaluative list of non-print materials, it is hoped that this section of the Collection may be particularly useful. The same criteria of suitability, excellent format, and the like, have been applied to this type of material as to the books selected."³

Since there were no clear cut rules for cataloging all the various forms of software, Bro-Dart sought the advice of authorities in the field and consulted such people as Eleanor E. Ahlers, Supervisor of School Libraries, State Department of Public Instruction, Olympia, Washington: Mrs. Rachel De Angelo, Professor, Graduate School of Library Science, Drexel Institute, Philadelphia, Pennsylvania: Mrs. Helen Bennett, Director of School Libraries, State Department of Public Instruction, Dover, Delaware: Mrs. Georgia R. Cole, Assistant Professor, Department of Library Science, University of Kentucky, Lexington, Kentucky and many others. A selection committee consisting of such persons as Mabel Berry, Chairman, Library Department and Coordinator of Instructional Materials, Central School District #2, Syosset, New York: Dr. Nancy Larrick, Author and Editor, Quakertown, Pennsylvania: Dr. Edward T. Schofield, Director, Department of Libraries and Audiovisual Education, Board of Education, Newark,

³Bro-Dart, "The Elementary School Library Collection," a brochure published by the Bro-Dart Foundation, (Newark, New Jersey), pp. 12-13.

New Jersey: and Mary V. Gaver, Professor, Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey. Chairman further enhanced the undertaking. The new 1968/1969 collection integrates audiovisual materials with books and as a new feature lists a/v materials separately in a Dewey classified arrangement to allow separate review and ordering.

Another feature of the new edition is the designation of materials recommended for nursery level along with primary, intermediate or advanced grade levels. To further the designation of materials, a Grade Listing has been added, grouping them according to recommended level at which they should be used.

The services of Bro-Dart have greatly expanded and through the subsidiary company, Alanar, software producers are able to order preprocessed cards and kits for their merchandise. An interesting fact to consider at this point is that Alesco, the largest competitor of Alanar and one claiming to list the largest inventory of preprocessed books, does not offer any service for software and does not foresee this service for at least another year or longer. The A.C. McClurg Company along with their California subsidiary, Carl J. Leibel have recently become a Division of Bro-Dart Inc. They add to Bro-Dart a broader geographic base for national distribution of cataloging and

processing services.

Jam Handy Organization, one of the four largest producers of software, early took an interest in the possibility of supplying processed cards. Investigation by their various sales people, at different points in the country, indicated that the catalog cards being produced by Bro-Dart were those most commonly in use. Perhaps this was simply because Bro-Dart was the most prominent, or the only company then providing such a service.

A catalog card kit for an entire set of filmstrips seemed very reasonable at this time since all Jam Handy materials are packaged in a manner to keep the individual items together. The individual filmstrips, in effect, were treated as chapters of a single book rather than individual items on the library shelf.

The original design of their packaging, which they have continued to follow, used this book concept as a means of handling filmstrip sets including their recordings.

At the present time Jam Handy has catalog card kits for practically all of their filmstrip kits which include recordings as well as filmstrips. There are a few exceptions, those being older black-and-white vocational educational materials which will soon drop out of their catalog.

Since the catalog card kits are a supplementary service, simply facilitating the handling of the materials themselves, Jam Handy will welcome any standardization of card kits. At the time the present kit was selected it was also being used, or was about to be used by two competitors, one of whom is also a book publisher. The Organization would welcome meeting with other producers of audiovisual products in order to set up a uniform card system provided the users themselves had agreement on the system chosen.

Another respected producer of software, Encyclopaedia Britannica, also anxious to be among the first as regards innovation, selected to have cards for their materials printed by Alanar. To date the service has been satisfactory to both seller and user. Encyclopaedia Britannica conducted some research into the matter before making the decision and came up with almost the same conclusions arrived at by Jam Handy.

The custom cataloging prepared by Alanar follows Abridged Dewey classifications, with subject heading taken from the latest edition of the Sears list. The main entry includes in its notation the medium spelled out in parentheses. Samples of the various cards appear in The Appendix. Notice that abbreviations for filmstrip, recording, and transparency are used in the call number. This is an interesting factor to bear in mind as we consider the cards being

supplied by other sources, and the rumor that the New Standards will regard such abbreviations as confusing and inappropriate.

For a number of years the Society for Visual Education submitted information to the Library of Congress in connection with the card program offered by that governmental agency. The Library of Congress cards apparently answer the needs of some librarians. However as more and more elementary school libraries and materials centers developed, the need for an up-to-date functional card kit program that would be practical and at the same time compatible with the Dewey classification system became apparent. SVE established contact with at least three or four organizations that were offering card kits. One organization, Specialized Service and Supply Company, was, in their opinion, doing a particularly good job in reference to non-book materials. The cataloging specifications and card set description materials were arrived at after a number of meetings with school librarians. Most important, cataloging and technical interpretations are handled at Specialized Service and Supply Company by professional librarians. The a/v cataloging specifications follow the Anglo-American Cataloging Rules and Commonsense Cataloging with certain modifications. All materials are classified according to the 17th edition of Dewey, and subject headings are taken from the 9th edition of Sears.

There are no plans at present for utilizing the Library of Congress classification. There appears to be very little demand for such detailed information among elementary and high school users.

Society for Visual Education feels that standardization of information on card for non-book materials would be highly desirable and are very optimistic about the new committee that has been set up by AIA headed by Dr. Richard Darling, Director, Department of Instructional Materials, Montgomery County Public Schools, Rockville, Maryland.

The Eye Gate Company has been working on supplying catalog card kits for a period of nearly two years. Planning was divided into two parts. Eye Gate also chose to work with Specialized Service and Supply Company. The field was researched to find out what others were doing. Librarians were asked what they needed. The a/v people were asked what uses they made of the usual library program. Specialized Service and Supply Company took care of their own end of the research and the findings of both were combined in a form suitable to Eye Gate Company.

Specialized Service lists individual kits for 6,000 non-book titles in their 1968 catalog. All items are cataloged as separate units except Programmed Learning Kit groups and those items of like

format with the same titles. (Note the difference here as compared with Alanar format for Jam Handy. Filmstrips are treated as chapters of a single book instead of as individual items.) Items having book format are cataloged like books. Biography entries follow Webster's Biographical Dictionary.

Certain modifications have been made of the main entry.

Charts are entered under copyright claimant. Maps and globes are listed in preference order as follows: person or body responsible, cartographer, engraver, publisher, copyright claimant, and then title. Films, slides, programmed learning kits and tape recordings are entered under title. Phonodiscs are entered in preference order as follows: author, composer, performer, narrator, and publisher. Games, models, and specimens are entered under the title of the manufacturer.

Modification of title entry are: maps include type of projection, when listed; a title will be supplied if one is not present for slides, study prints, models, and specimens; phonodiscs titles taken from label. For music the statement will include conventional title from Library of Congress Rules for Descriptive Cataloging.

Specialized Service and Supply, unlike Bro-Dart, does not provide a blanket card kit for the series but issues a kit for each title in the series. A six unit series will have six kits that include

six series titles as well. A sound filmstrip will be cataloged separately for its audio and visual components with one kit for the strip and another for the recording or tape. Society for Visual Education chose to use this method feeling that it permits separate use and circulation. Eye Gate requested a modification of this procedure and mention is made in the collation of the existence of a tape, cassette or record which accompanies the filmstrip. A card is provided for the sound vehicle but not a separate kit.

Individual kits for each filmstrip and record or tape mean many many cards in the catalog which are redundant and repetitious. One wonders how many teachers or students, especially at elementary level, are interested in the narrator, script writer, musical arranger or conductor on the sound vehicle that accompanies a filmstrip, especially when most of the sound tracks cannot be used independently but make sense only when played during the filmstrip viewing. If the library or center uses a color banding code there is even less use for all these cards.

As far as cost is concerned, Specialized Service and Bro-Dart seem about comparable. Their kits sell for 35¢. An a/v kit includes about eight catalog cards. The discrepancy lies in the number of labels offered and whether a book card or even a pocket is supplied.

Tecnifax Corporation decided some five months ago to get on the band wagon and after looking around also decided on the services of Specialized Service and Supply Company. They hope to work out an arrangement where by all their products will be accompanied by cards, with no additional cost to the customer. They hope to have cards available for all new listings almost immediately and will gradually make cards available for back lists.

CHAPTER VI

INTERESTED BUT CAREFUL MEDIA PRODUCERS

The Instructo Company is conducting a survey in the Philadelphia area now and the results will determine to a degree their decision as regards card service. They are thinking of offering a service in terms of the three following phases: the first phase would consist of a free shelf card, made up by Instructo, from which users could make as many other of their own cards as are called for by the system in practice: the second phase would be a complete kit, also free: the third phase would involve commercially processed cards by some major card producing company.

The large map and chart producers do not offer any processed card service at this time. The American Map Company has not looked into any card indexing plans. They express an interest in learning about new systems that other a/v producers are using. Rand McNally & Company supply Library Journal processed kits with trade books only. Hammond, Inc. is researching the problem and has mailed questionnaires to many of their customers. Denoyer-Geppert is extremely interested and has been investigating various possible systems. They have not as

yet come to any decision and indicate that the people in the library and a/v field should offer suggestions and ideas for their implementation.

Another company investigating Specilized Service and Supply Company is Nystrom. At present they do not supply cards. If their research shows some relation between maps, globes, and charts, and the need for cards, they may offer the service.

Bailey Films expect to have cards available within the next two months (January 1969) for all filmstrips, 8mm, and study print materials. At the present time they do not plan to supply cards for 16mm films as they do not regard the demand in this area large enough to warrant it. They would appreciate comments from buyers regarding the availability of cards for 16mm films.

Tweedy Transparencies is an associated company of Charles Beseler Company and produces the transparencies for use with overhead projectors. Tweedy looked very carefully into the situation concerning the processing of their materials. About half their product line now includes catalog cards. These cards are based on the Dewey Decimal classification, rather than Library of Congress, since overhead projection transparencies are not as yet cataloged by Library of Congress. The manager of Tweedy, Mr. A. E. Solomon, attended the AIA conference in Kansas City last May and in response to a question posed

by Dr. Richard Darling concerning standardization of format indicated that it did not seem to be the function of industry to dictate format required by librarians. He thinks that all commercial producers of materials agree that it does not make much difference how the cards are prepared or what is included in the processing kits. What does matter is that producers efforts are well spent: that is, that they are channeled in a direction which meets the approval of the end user. In simple words this means that the producer can sell his item, processing and all. This takes us back again to the all important matter of having librarians and a/v people reconcile their differences.

"Within the library field, there are still die-hard, book bound librarians; in the audiovisual sector a conservative camp would confront media-oriented librarians with such questions as: "Why do you want to go into our field? After all, we are not interested in books."⁴

There are many companies now preparing processing kits for audiovisual materials and Tweedy claims to have been in touch with all of them. In a letter dated September 5, 1968 they indicated that they were continuing research into this problem and expected to have it completed in the near future. An article in the November, 1968 issue of School Library Journal states that Professional Library Service of Santa Ana, California is now supplying kits for Tweedy Transparencies as well as for the collections of Coronet Films, Films Associates, and

⁴ "The Marriage of the Media," The Library Journal
May 15, 1968, p. 2079.

Imperial Films. An average kit includes eight cards, a card pocket where the medium can accommodate it, a notched circulation card, and a set of labels of various sizes and shapes. No prices are available since these will depend on individual producers' decisions and the media involved. It seems possible that at least one company will provide the kits as complimentary materials along with its products.

Walt Disney 16mm Films have carefully studied the effectiveness of the Library of Congress cards as they relate to films and have discussed this matter with a number of professional people with whom they have contact. They find there is little unanimity of opinion about them. In fact, a number of their audiovisual friends have been outspoken in their criticism of the Library of Congress cards for satisfactory film cataloging purposes.

They have also studied kits of items which are presently being marketed by the Professional Library Service of Xerox. Here again, there have been certain criticisms made of the general format and indications are that the Dewey Decimal number will be removed from the upper left hand corner because of the criticism received about this. NICEM, the National Information Center for Educational Media was also considered.

What is confronting those in the commercial end of this business is a judgment which can run into thousands of dollars, not to mention the problem of inventorying an item like this without any assurance that a sufficient number of customers will be satisfied to make the investment worthwhile. Some knowledgeable a/v people are totally dissatisfied with cards being supplied for some motion pictures.

Disney representatives are working with NAVA, the National Commercial Dealers Association, in the total field of standardization of educational materials. They also meet periodically with educators who represent the interest of DAVI in this constructive undertaking. Just as soon as a meeting of the minds is detected as to the kind of cards which would fill the need of a large segment of the field of education, Disney will move to supply cards for all the Disney materials.

Catalog cards for Life filmstrips are available through the Library of Congress.

The Athletic Institute and Technicolor are collaborating with the Library of Congress and the National Information Center for Educational Media, NICEM, to insure that all super 8mm and standard 8mm silent and sound film loops are cataloged and listed in a

recognized standard reference directory.

Ealing Corporation provides Library of Congress cards, free, with all their new 8mm loops. Cards for old issues can be obtained for \$1.00 per set.

CHAPTER VII

SOME ALTERNATIVE SUGGESTIONS

The Library of Congress wants to assign each film loop produced a Dewey Classification number and a Library of Congress card number. NICEM has offered all film producers free listings in their reference directories. Some of these directories are currently being published by McGraw-Hill. Along with 3M Company, McGraw-Hill Text Film has recently become a customer of Specialized Service and Supply Company.

For some years Technicolor has been printing its own source directories. They plan to continue this program, for these directories stimulate business for both Technicolor and educational film producers.

One of NICEM's activities is working with media centers, school libraries, colleges, and universities to provide custom cataloging of their holdings, utilizing its computerized data bank of over 70,000 entries, virtually all non-book media.

Catalogs are retrieved in computer print-out form, which is then photoreduced, printed and attractively bound. Besides the standard titles, annotations, length, producer and distributor, NICEM catalogs

contain customer's catalog or order number, assigned grade levels, rental prices, etc. Data processing call cards, 3 x 5 call cards, container labels, and book labels are also available at a nominal charge.

The services offered by NICEM are no doubt extremely valuable to large university libraries and regional or city media centers. Until computerization becomes less expensive and more generally used it will not be of much help to the many small school systems and independent media centers established in single schools.

"One of the main problems of transition to automation, as William S. Dix, Princeton's librarian, has noted, is the vast uncertainty and confusion which accompanies any major technological innovation, caused by the parallel development of similar but compatible equipment, internecine skirmishes among government agencies for domination of potential national systems, and the waste at the local level caused by the inevitable too hasty excursions down blind alleys."⁵

About a year ago, the people at H. Wilson Corporation consulted with audiovisual directors, librarians, printers and publishers to find out what they should supply with their tapes that would be useful to the people in schools who filed or stores tapes and records.

They discovered that if they had regular library cards printed, pockets and all, that about 3% of the people who purchased their recordings would use them. The other 97% would not because

⁵"The Uncertain Future of the Library," Wilson Library Bulletin, September, 1968, p. 33.

each AV department has its own system of filing hardware.

They decided to take the middle of the road and offer a "Cataloging and Processing" information card with each of their series. Examples may be found in The Appendix. This card provides the Dewey Decimal number, plus other information so that a typist in a library can fill out the library cards and pocket if so desired. The information on the "Cataloging and Processing" cards may be useful to the AV person no matter what the filing system is, even if it is simply tossed away afterwards. This type of card is no doubt helpful but certainly is not the answer to the problem. Consider all the time it takes to copy the desired information and type six or eight cards for the catalog drawers.

Some companies are not as yet doing much to help customers. American Book agrees there is a need for this type of convenience but does not furnish cards. Filmstrip House refers requests to the Library of Congress, to whom they send descriptions of all their material. They do not feel there is enough demand at present to justify the outlay of money necessary for this service. Folkways/Scholastic Records also send descriptions of their materials to Library of Congress. Next year they plan to have Library of Congress numbers next to each album in the educational catalog. Some media

specialists order Library of Congress cards. They are generally regarded as much too scholarly and difficult for use in elementary and high school centers, especially if alternate Dewey numbers are not provided.

Spoken Arts, Inc. is very interested in any feedback from the field concerning the needs of librarians and audiovisual personnel. Since they have not made any decision regarding a card system to be used, they would very much like to have suggestions from their users. Presently, every Spoken Arts LP recording does have a Library of Congress number.

The Hubbard Scientific Company has been investigating the various systems and quite frankly admit that they have been unable to find any conclusive information on standardization which would adequately fit their line of materials. They too are waiting to hear from users in the field and are most anxious to see the new AIA Standards.

Judging from the replies of the companies contacted in regard to the matter of processed card service, it seems fair to conclude that the producers are anxious to satisfy the buyer. They have placed the initiative for obtaining this service squarely on the shoulders of librarians and audiovisual people. It is up to the professional, be he library or a/v oriented, to push for agreement so that this much needed service can become a reality.

CHAPTER VIII

PROBLEMS FACING PRODUCERS

Assuming that agreement is reached soon, one problem looms large for the producer, that of packaging. The filmstrip producers box many of their strips in such a way as to make Dewey classification nearly impossible. Having had little or no previous need to understand the numeration system, they indiscriminately combine areas of learning. Some of these companies, upon request, will supply extra boxes so that sets can be broken up. Shelving and storing of these materials is easier when they can be kept in containers of somewhat uniform size and shape.

One solution would be for producers to package software in the ten broad categories of learning perscribed by Dewey. This would require the hiring of professionally trained library people and would no doubt necessitate a revision or modification of present procedures.

Although the map makers have not furnished cards to date, they will have much the same problem to contend with. Two maps or charts are sometimes hung on one roller for economy's sake. Often

there is little thought as to how learning areas are combined.

Transparencies present another problem. Not only is it difficult to house them in such a way as to make use convenient, but often several overlays are placed together which do not lend themselves to easy processing.

The problem at hand is one which involves not only the commercial companies but the media specialist or professional as well. Joint effort is needed and more and better communication. For complete integration of materials as well as complete accessibility to them, harmony, understanding, and a willingness to work together must develop. The need is great and the need is for now. If the best service is going to be given to all children and teachers action must be taken at once.

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Pictured Encyclopedia, 1958.

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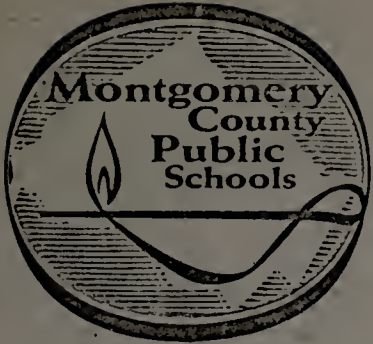
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non-book Materials." Bureau of School Services, University of
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September, 1968, pp. 697-699.



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850 North Washington Street * Rockville, Maryland * 20850

November 20, 1968

Telephone (301) 762-5000

Miss Catherine J. Crowley
I.M.D.C. Coordinator
Instructional Materials
Demonstration Center
East Meadow Intermediate
School Library
Granby, Massachusetts 01033

Dear Miss Crowley:

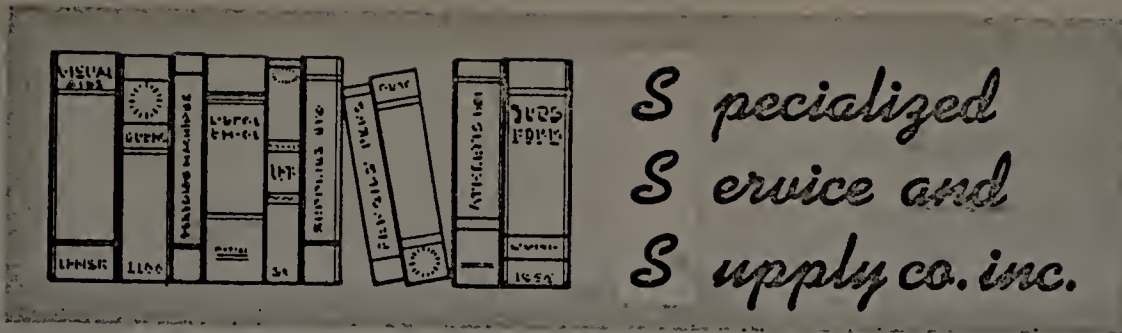
I am sorry not to have answered your letter earlier. The problem which you have identified, companies reluctance to prepare kits or cards for non-print material, is related to the fact that the profession has failed to give leadership in developing standards. The difference between librarians and audiovisual people on standardized card format seems to me to be closely related to the fact that most of the audiovisual people have worked on catalogs for central lending libraries while the librarians have worked in a situation where they deal directly with the consumers. I am chairman of the new committee on audiovisual materials in the Cataloging and Classification Section of the Resources and Technological Services Division of ALA. Our committee is charged with preparing a proposal to develop standards in technical services for audiovisual materials. We have just begun our work but hope within the next year to have our recommendations completed.

Sincerely yours,

A handwritten signature in cursive script that reads "Richard L. Darling".

Richard L. Darling, Director
Department of Educational Media
and Technology

RLD:ep



1329 ARLINGTON ST. — CINCINNATI, OHIO 45225
PHONE 541-6594 - AREA CODE 513

October 15, 1968

Miss Catherine Crowley
Librarian
East Meadow Intermediate School Library
Instructional Materials Demonstration Center
Granby, Mass. 01033

Dear Miss Crowley:

With reference to your letter of September 5, requesting information on our library services.

Three years ago, we formed a company interested in cataloging and processing elementary library materials. From the company's inception, we have been involved in book, as well as, non-book cataloging. We are not interested in selling books or audio visual soft goods; distribution of those materials are available from any number of sources.

As you might imagine, our service directly to schools, producers of audio visual materials and publishers has been enthusiastically received.

Our cataloging guidelines, of audio visual materials, have been reviewed with the ALA, as well as, DAVI. We feel our format is agreeable to both organizations and satisfies the requirements of elementary library situations.

Various audio visual producers, such as; Society For Visual Education, Eye Gate House, McGraw-Hill Text Film, 3 M Company and still others have seen fit to compliment their materials with our catalog card kits.

I think we can safely say, that the future of library services, distributed through the audio visual producers, is a major step in assisting the elementary librarian.

Thank you for your interest and please be in touch should you have further questions.

Sincerely yours,

Glenn E. Granger

Director, Library Services

GEG/sd

Date

Inside address

Gentlemen:

As you well know, librarians and audio-visual people are swamped with many new materials and need help. Does your company see the need for producers and sellers of AV software to meet and jointly decide on a standardized form for catalog cards?

Please advise me as to your policy in regard to processing. Do you supply catalog cards or kits of any kind? If not, does your company have future plans to do so? Have you carried on any research in this area, consulted any authorities, considered using Dewey or Library of Congress numeration system, or looked into who might print cards for you?

I am extremely interested in this problem and will base my future ordering on the possibility of getting processing. Any information you can send me, in so far as it relates to your company's present and future policy, will be gratefully received.

Closing

Producers and suppliers to whom letters were sent

44

1. American Book Co.
Educ. Systems Div. 55 Fifth Ave.
New York, N. Y. 10003
2. American Map Co. 3 W. 61st St.
New York, N. Y. 10023
3. Athletic Institute 805 Merchandise Mart
Chicago, Ill. 60654
4. Bailey Films, Inc. 6509 De Longpre Ave.
Hollywood, Calif.
- * 5. Bell & Howell 6800 McCormick Rd.
Chicago, Ill. 60645
- * 6. Benefic Press 1900 N. Narragansett Ave.
Chicago, Ill. 60639
7. Bro-Dart 113 Frelinghuysen Ave.
Newark, N. J. 07114
8. Charles Beseler Co. 219 S. 18th St.
E. Orange, N. J. 07018
- * 9. Stanley Bowmar Co. 12 Cleveland St.
Valhalla, N. Y.
- *10. Coronet Films 65 E. South Water St.
Chicago, Ill. 10022
11. Decca Records, Inc.
Educ. Div. 445 Park Ave.
New York, N. Y. 10022
12. Denoyer-Geppert Co. 5235 Ravenswood Ave.
Chicago, Ill. 60640
13. Walt Disney Productions 350 S. Buena Vista St.
Burbank, Calif.
14. Ealing Corp. 2225 Massachusetts Ave.
Cambridge, Mass.

15. Educational Audio-Visual, Inc. Pleasantville, N. Y. 10570
16. Encyclopaedia Britannica Educ. Corp. 425 N. Michigan Ave.
Chicago, Ill. 60611
17. Eye Gate House, Inc. 146-01 Archer
Jamaica, N. Y.
18. Filmstrip House, Inc. 432 Park Ave., S.
New York, N. Y.
19. Folkways/Scholastic Records 906 Sylvan Ave.
Englewood Cliffs, N. J.
20. Hammond, Inc. 515 Valley St.
Maplewood, N. J. 07040
21. Hubbard Scientific Co. P.O. Box 105
Northbrook, Ill. 60062
22. Instructo Products Co. 1635 N. 55th St.
Philadelphia, Pa. 19131
23. Jam Handy Organization 2821 E. Grand Blvd.
Detroit, Mich.
24. Life Filmstrips Time & Life Bldg.
Rockefeller Center
New York, N. Y. 10020
25. McGraw-Hill, Inc. 330 W. 42nd St.
Film Text Div. New York, N. Y.
26. A. J. Nystrom & Co. 3333 Elston Ave.
Chicago, Ill. 60618
- *27. RCA, Audio-Visual Prod. Front & Cooper Sts.
Camden, N. J.
28. Rand-McNally Co. P.O. Box 372
Chicago, Ill. 60645

29. Society for Visual Education, Inc. 1345 Diversey Parkway
Cincinnati, Ohio 45225
30. Specialized Service and Supply Co., Inc. 1329 Arlington St.
Cincinnati, Ohio 45225
31. Spoken Arts, Inc. 59 Locust Ave.
Dept. PI-2 New Rochelle, N. Y.
32. Technicolor Corp. Box 517
Comm. & Educ. Div. Costa Mesa, Calif. 92627
33. Tecnifax Corporation 20 First Ave.
Chicopee, Mass. 01020
34. H. Wilson Corporation 546 W. 119th St.
Chicago, Ill. 60628
- *35. Miss Kate Wilson Hammond, Inc.
Director of Library Services Maplewood, N. J.

* Did not reply to letter

FS
596
A

Animals with backbones (Filmstrip) Encyclopaedia Britannica Educational Corp. 1964 EB 10780

7 filmstrips (60fr each) color (Basic life science series)

Photographs of numerous representatives of the five vertebrate classes shown in their natural habitats, plus diagrams and drawings, depict differences and similarities, development from lower forms of organisms, and adaptations of environment. Basic concepts of life are presented.

Contents: What is a vertebrate? Discovering fishes; Discovering amphibians; Discovering birds; Observing birds in nature; Discovering mammals; Discovering reptiles

1 Vertebrates 2 Amphibia 3 Birds 4 Fishes 5 Mammals 6 Reptiles
FS 596

Alanar DS 1967

REPTILES

FS
596
A

Animals with backbones (Filmstrip) Encyclopaedia Britannica Educational Corp. 1964 EB 10780

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Photographs of numerous representatives of the five vertebrate classes shown in their natural habitats, plus diagrams and drawings, depict differences and similarities, development from lower forms of organisms, and adaptations of environment. Basic concepts of life are presented.

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1 Vertebrates 2 Amphibia 3 Birds 4 Fishes 5 Mammals 6 Reptiles
FS 596

Alanar DS 1967

Animals with backbones

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Animals with backbones

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Animals with backbones

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CATALOGING AND PROCESSING INFORMATION

50

SOCIAL STUDIES - ASIA

This is my country - East Asian Countries

915 Richardsan, E. L.

R This is my country - East Asian Countries, by E. L. Richardson and James H. Cole. Narrator and interviewer: Jack Nael, Curriculum Consultant; John Patrick. H. Wilson Corp. © 1968.

Phonodisc: 2 slipcases (4s) 12 in 33-1/3 rpm microgroove (Social Studies S4-R (1)). School Price \$11.90

Phonotape: 4 reels (5 in) 3-3/4 ips (Social Studies S4-T (1)) (Social Studies S4-T (1)) School Price \$15.80

Increasing student understanding and appreciation of the various life ways of human behavior that exist in our world are important objectives of social studies. Understanding, tolerance and acceptance of the customs of people from all parts of the world is needed. Exchange students from India, Thailand, Japan and Taiwan tell about their respective countries and compare them with American life ways. This is series 1 of 7.

1 Asia I Cole, James H., Joint Author II Title
Curriculum area: Social Studies, Grades 5-8

Note: To file in a 3" x 5" card file, trim along datted lines.

H. WILSON CORP. 555 W. TAFT DRIVE, SOUTH HOLLAND, ILL. 60473

CATALOGING AND PROCESSING INFORMATION

TRANSPORTATION - SONGS AND MUSIC

FOLK SONGS - U.S. - COLLECTIONS

784.7 Buckley, Bruce R., author

P PIONEER TRANSPORTATION, a history of transportation in American folksong. Bruce R. Buckley, author, collector, and recording artist. Ed. by E. L. Richardson and James H. Cole. H. Wilson © 1967

Phonodisc: 2 slipcases (4s) 12 in 33-1/3 rpm microgroove (Social Studies S3-R) School Price \$11.90

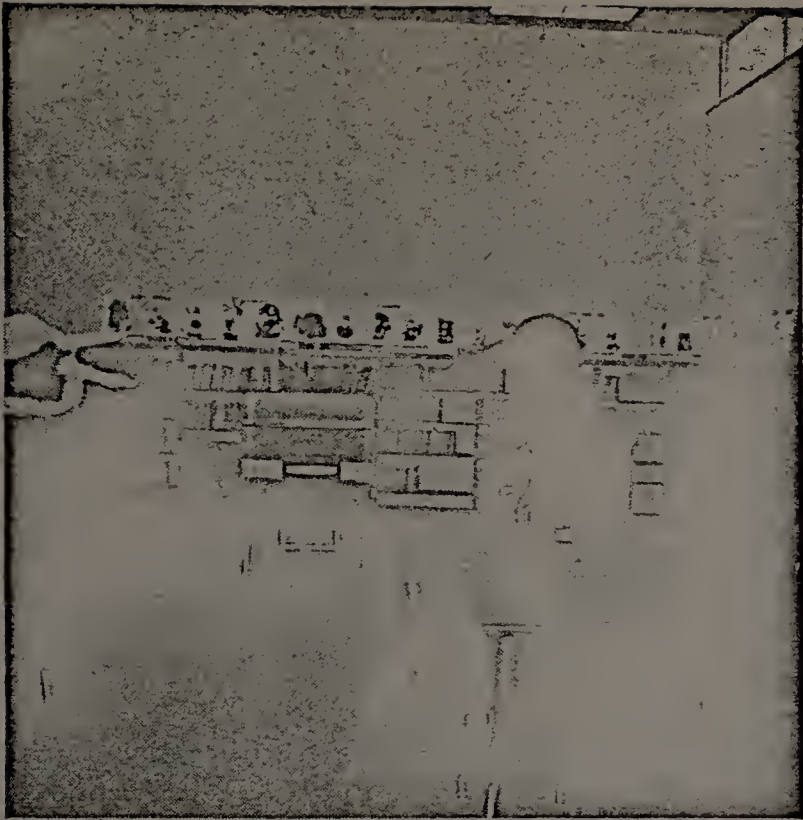
Phonotape: 4 reels (5 in) 3-3/4 ips (Social Studies S3-T) School Price \$15.80

These recordings are a sampling of the folksong traditions of and about our major American transportation networks: the sea, the river, the canal, and the railroad. Program notes and sources of the songs are printed on the slipcase. Teacher's guides supplied with tapes.

1 Folk songs - U.S. - Collections 2 Transportation - Songs and music
I Buckley, Bruce R., author
Curriculum area: Social Studies and Music, Grades 4-6

Note: To file in a 3" x 5" card file, trim along datted lines.

H. WILSON CORP. 555 W. TAFT DRIVE, SOUTH HOLLAND, ILL. 60473



Dedication And



*by Catherine Crowley
IMDC Coordinator,
Granby, Mass.*

SOMETHING WONDERFUL is happening in Granby, Massachusetts, a small rural community of some 5000 persons in the western part of the state. A new materials center is blossoming due to the enthusiasm and dedication of the townspeople and their willingness to support a progressive program despite a heavy tax burden. There is no industry in the area so total school support falls directly on the people through property taxes.

Four years ago, encouraged by a young and aware superintendent, the community decided to build an Intermediate School. Money was tight so careful planning was necessary. A citizens' committee worked long and hard investigating costs and materials. One feature of the new building was to be a centralized core housing the administrative offices and a materials center. This section was to be air conditioned and carpeted. If any costs were to be cut, the planners were determined that the central core would not be affected.

Heart Of The School

The completed building provided an Instructional Materials Center, completely carpeted, containing 19,221 sq. ft. 4" of space. Adjoining this area, a Curriculum Preparation and AV Room of 7,786 sq. ft. 8" contained work space and equipment storage functional in all aspects, even to the tiled floor. A Remedial Reading and Conference Room, also carpeted, opens off the main library room and enjoys a separate hall exit offering convenience and easy entry.

The IMC, being centrally located, is the heart of the school. Windows at ceiling height provide a pleasant



Support Build Granby IMC

well lighted atmosphere and free all wall space for stacks. Fluorescent lighting affords even, glare-free illumination on stormy dark days and in the evening. Five foot shelving of dark mahogany finished wood supplies space for 6000 books. Behind the librarian's desk, in one corner of the room, are a sink, work counter, storage shelves, and file cabinets. The charge out desk and catalog file are so arranged around the above mentioned items as to separate them from the main body of the room and still allow the librarian a clear view of entrances and stacks. Comfortable seating space for 40 students exists. The table shapes, 4 rectangular, 4 round, and 2 triangular lend themselves to interesting arrangements for small study groups. The triangular tables are presently being used in a diamond shape to accommodate 8 pupils at a listening corner. All the furnishings are of the same dark wood finish and blend well with the green-blue carpet, cream colored walls, and red beamed ceiling. Student art work and some teacher prepared materials decorate the walls above the shelves creating a pleasant, interesting, and informative atmosphere.

Vital Adjuncts

The Remedial Reading and Conference Room contains 6 built-in viewing and listening carrels. There are two dry carrels in the main body of the center and 4 more in the Curriculum Preparation Room. An eight foot storage closet with sliding doors, a blackboard, and shelving for an additional 600 books are also located in the Reading Room.

The Curriculum Preparation and AV Room also has an eight foot stor-

age closet with sliding doors and here some of the AV equipment is shelved. Rolling metal carts kept near the closet next to the wall hold projectors too large to fit on the closet shelves. In this room are three work tables, one of which is set up with earphones and tape recorder for group or individual listening purposes. Three seven-foot floor to ceiling metal shelves house back issues of professional magazines and boxed SVE and Eye Gate sound filmstrips. Piggy back metal cabinets contain an eight drawer filmstrip depository, record container, and combination filmstrip and record holding compartment. Another metal cabinet holds tapes and has deep drawers for film loops. Still another metal filing cabinet contains drawers for transparencies and picture sets.

The library now contains 4,500 books. The collection is new and was obtained from Bro-Dart. The regular yearly school library budget and ESEA-II funds were combined, totaling about \$11,000, to pay for this basic collection. The books came partially processed. Additional options were available but the cost factor made it seem wisest not to spend money on plastic book covers and complete processing but to provide as many books as possible for student use.

Full-Time Job

The Intermediate School opened in the fall of 1966. A teacher, hired the year before, with library training and experience in both print and non-print materials was released from all other duties and given the school year 1966-67 to set up the IMC.

From time to time high school girls from the system were available to help in checking shipping orders, stamping and numbering books and applying book pockets and typing book cards. For the most part the librarian worked alone. By September of 1967 the facility was ready for student use and instruction in the use of the library was started at all grade levels.

The librarian processed, using the Dewey Classification System, some 600 filmstrips, 124 transparencies, 83 tapes, 55 picture sets, 275 records, 56 film loops, and 30 magazines. A vertical file was started and the teachers contributed generously from their collections of treasures. All books were accessioned and a detailed shelf list organized. All AV materials were processed on color banded cards and interfiled in the main catalog with the book collection.

Initial Hardware

To assure the use of the available AV software sufficient hardware was purchased initially. In September '67, teachers found 5 Standard Model 500 filmstrip projectors, 3 Newcomb Audio Products Headsets, 2 Kodak 16mm Sound Projectors, 4 Viewlex-Previewer Jr. Filmstrip viewers, 1 Bessler Vulyte III Opaque Projector, 2 Technicolor Instant 500 8mm Film Loop Projectors, 4 three-speed Newcomb Record Players, 1 Audiotronic 300A Record Player, 4 Revere-Wollensak Tape Recorders, 8 3M Overhead Desk Top Projectors, 1 Deluxe Transparency Maker, 1 Commodore Dry Copier, 2 DeNoyer Geppert

Continued on page 41

Granby IMC

Continued from page 17

Globes in the Center and 1 in every classroom, 4 rolling carts for projectors, 2 encyclopedia carts, each holding 3 sets of encyclopedia, and 4 Magnavox-Astrio Sonic Classroom 27 TV sets.

There are 18 classrooms in the school. One is designed for special education. There are three double rooms separated by a folding wall. These rooms are carpeted and contain a science worktable with sink. Each of the 18 rooms has a Radiant Wallmaster Screen 60" by 58", and lined curtains to assure darkness for good screen viewing.

Setback & Success

Having made a good start, the problem now facing the community was how to continue and support it. In the fall of 1966, the superintendent had applied for a grant under ESEA-II to make the IMC a Demonstration Center for the state. The school was visited by members of the Department of Education, Library Extension Division and the facilities evaluated. A high rating resulted but because the center was not fully operational Granby did not receive a grant. This was a blow because it was felt that the school had outstanding qualification. The librarian, principal, superintendent, and staff did not give up hope. By the fall of 1967 the IMC was fully operational. Book circulation was high and student interest and enthusiasm beyond all expectations. A second application was filed. The evaluating team expressed amazement, and complete satisfaction, with student use of the center. The record keeping and card catalog arrangement were highly praised and a grant was awarded.

The librarian and principal feel that the eight week orientation program given at the beginning of the school year in *How to Use the Library and AV Materials* and the regularly assigned library periods which follow up and reinforce the instruction are responsible for student success. Free access at all times to the IMC has further stimulated interest and given valuable practical experience in using all materials.

The \$50,000 grant to be administered over a two year period has set off a big expansion program. Some features of the new school need modi-

fication in order to accommodate all the new books and software ordered with the first half of the grant money.

More Equipment & Materials

More center stacks have been ordered to accommodate the book order. The present shelving arrangement is being modified to make room for an extended reference section and a professional section for teachers. Half of one of the large double classrooms directly across the hall from the Curriculum Preparation Room will be turned into a teacher preparation and work area. In the future all the professional magazines and their back issues for two years will be located here. The desks, work tables, and carrels found in the Curriculum Room last year will be found now in this classroom. Large portable rolls of colored construction paper and the tools for cutting and measuring will be here also. It is expected that students will have the use of half of this room for project work and small group listening and viewing. An intercom is being installed so that the librarian at the charge out desk can communicate with children or teachers working in this room.

A substantial map order has arrived and the walls of the Curriculum Preparation Room are covered with racks to hold them. These maps will be processed and checked out for classroom use in the same manner that books are circulated. Of necessity, the name of this room will be changed.

By September '68 there were some 9,000 books available to the 400 students who attend the intermediate school. A full time library aide is on the scene and has been working with the librarian all summer. There are many new tapes, filmstrips, records, transparencies, 8mm film loops, slides, and study prints. Where it was possible catalog cards were ordered for the above items.

Full Support Vital

The IMC and all the new materials would be of little value however if the administration and community did not give full support. The superintendent, the former elementary

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Granby IMC

Continued from page 41

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school principal, is behind the operation and gives his full cooperation. The new principal views the center as the focal point of the school and plans his classroom observation, conversations with teachers, and analyses of the needs of the children with this in mind. When the librarian comes to him with recommendations he considers them in terms not only of the center but of the total school program. He feels that he should have the same concern for the center as he has for the school's instructional program. This is an important factor to bear in mind when assessing the establishment, growth, and success of any media center.

The principal supports his librarian. He feels that a strong line of communication between librarian and principal is in many ways more important and necessary than accomplishing this same goal with any one teacher. Having a librarian who is trained for both library and audiovisual which eliminates a possible conflict of interest, he feels a deep personal respect for her skills. The librarian is so vital to the improvement of instruction that it would be foolhardy not to supply maximum support. He seeks her opinion on how to reach teachers more effectively and how to involve them in the use of the center. He exposes the librarian to the parents of the community and lets them know how important her job is. Last of all he sincerely compliments the librarian when her ideas have met with success, when an innovation opens up new areas or even for day-to-day successful operation of the center.

Rosy Future

The future looks bright. Student accomplishment during the first full year of complete operational activity was good. The 4th and 6th graders carried on extensive research projects in support of the town's bicentennial celebration this June and produced dioramas, large paper mache animals, models, pictures, and essays exact in detail and based on true facts. By the end of 1969 the Center should have a collection which strongly supports every area of the curriculum. Every child in the system will have the opportunity to benefit from superior facilities and dedicated educators. ■

