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AN EVALUATION OF THE UNITARY

INSTRUCTIONAL MATERIALS CONCEPT

(TITLE)

BY

Pauline E. Shore

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Education 560

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1968

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

*May 22, 1968*  
DATE



ADVISER

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DATE



DEPARTMENT HEAD

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## Chapter I

### Introduction

The school library plays a vital role in the school curriculum, and its importance to the school is steadily increasing. As the curriculum changes in content and methods of teaching, so, too, must the library change its contents and methods in order to better assist the teachers and the students to reach their objectives.

The Task Force on Education states that the school library is "so unique that the school districts should be giving attention to the establishment of special materials centers to supplement the library within the school. The concept of the library must be enlarged to include more than a collection of books; it should include all instructional materials such as films, recordings, and audio-visual aids of every type."<sup>1</sup>

The response of the library to this challenge is given by C. W. Stone:

There is no more challenging or exciting work and there is no job of greater importance to progress in every sector of society than that of managing the availability and flow of knowledge through all media. This is the business of librarians everywhere, and within elementary and sec-

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<sup>1</sup>Task Force on Education, Education for the Future of Illinois, (Springfield: State of Illinois, 1966), p. 36.

ondary education it is the business of the school librarian. The School Library Materials Center concept is one answer given by our profession to the challenge of modern educational communication and information service requirements. It is an important idea and since the approval in 1956 by the American Association of School Librarians of an affirmative statement which defined the role of the school library as an instructional materials center, this idea has become increasingly a guiding principle employed in planning school media service.<sup>1</sup>

### Problem

The purpose of this study is to evaluate the unitary instructional materials concept with special emphasis on (1) its rationale, (2) its acceptance in theory, and (3) its application in practice.

### Scope

The limitations of this study will be libraries and instructional materials centers in secondary schools of Illinois. The study will encompass the years 1942 to 1967.

Audio-visual centers will be considered only as they relate to the instructional materials centers. As instructional materials centers are found in schools of varying enrollment, no attempt will be made to differentiate between them

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<sup>1</sup>C. W. Stone, The School Library Materials Center: Its Resources and their Utilization, (Michigan: Edward Bros., Inc., 1964), p. 1,5.

except to comment upon the facilities offered by the centers.

### Method and Data

The Descriptive approach was used to make this study. Data were collected from books, periodicals, and other library sources.

State agencies of Illinois were contacted in an effort to ascertain the percentage of schools in the state having instructional materials centers.

Libraries and instructional materials centers in nearby schools were visited and librarians were asked for their personal evaluations of instructional materials centers.

### Definitions

In doing research on this subject, It was found that much confusion had been engendered by the varied concepts held by people concerning the meaning of the terms — library, librarian, audio-visual center, and instructional materials center.

For the purposes of this study the above terms will be used as defined below, except where specifically defined otherwise in the text:

1. Library will refer to the type of library most

often found in small high schools throughout the nation - predominantly book oriented - containing books, periodicals, pamphlets, maps, records, and filmstrips.

2. Librarian will refer to the person who has charge of the above type of library.
3. Audio-visual center will refer to the place where all types of audio-visual materials and machines are housed and distributed to the classrooms.
4. Instructional materials center will refer to the place where both library and audio-visual materials are brought together in one location.

#### Background

Audio-visual materials have assumed importance only in the last few years; their use in the training of soldiers in World War II helped to accent their uses in the field of education.

In 1965, the Congress passed Public Law 89-10 giving schools millions of dollars in federal money; the schools sent in projects by the thousands, many of them containing requests for audio-visual materials of every kind. Much of this expensive equipment is standing in closets gathering dust, while the officials decide what to do with it. Their

dilemma is due to the fact that they have no audio-visual centers and their libraries are inadequate to handle them.

### Need for Study

Most people agree that both libraries and audio-visual centers are needed in secondary schools. The question arises over whether to expand the library into an instructional materials center containing both print and non-print materials, or whether to have two separate and distinct departments -- library and audio-visual center. Considering the rather large expenditure of money involved, it would seem advisable to consider the matter very carefully before initiating either one of these programs. It is possible that due to the size and shape of the present building one type of program would be found the more advantageous. However, even if the school is only in the blueprint stage, it is still important to plan carefully lest a costly error in judgment be made.



## Chapter II

### Rationale for Unitary Concept of Instructional Materials Center

What is an instructional materials center? Perhaps this question should be answered before proceeding to the next question of — Why an instructional materials center?

Nicholsen describes it as "A collection of print and non-print materials and equipment so selected, arranged, located, and staffed as to serve the needs of teachers and students and to further the purposes of the school."

To be a true center it must include print and non-print materials and the necessary equipment for their use. Every instructional materials center should have at least these nine items: books, filmstrips, maps, motion pictures, pamphlets, periodicals, phonograph records, slides, tapes, and equipment to use them. If space is available many other items should be added: transparencies, overhead and opaque projectors, teaching machines, book copiers, laminating machines, tachistoscopes, portable public address systems, cameras, radios, television receivers, typewriters, duplicators, language laboratories, and adding machines.<sup>1</sup>

Why an instructional materials center? This is the

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<sup>1</sup>Margaret E. Nicholsen, "The IMC," School Libraries, (March, 1964), pp. 39-40.

question Nichol森 attempts to answer. From the teacher's point of view he has to go to only one place in the building to locate all kinds of equipment. He doesn't have to remember that for this I go to the library, and for these I go to the audio-visual room, and for these I go to the principal's office. He can look over all the materials and decide which materials will best present the lesson desired. He may decide after looking over the materials that he will use books and periodicals this time and filmstrips and records next time.

The centralization of materials is a great advantage to students as well. They may pick and choose the media which best serves their immediate needs whether it is books, records, teaching machines, 8 mm single concept films, etc.<sup>1</sup>

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<sup>1</sup>Ibid.

## Chapter III

### Acceptance of Concept by Audio-Visual and Library Personnel

Ellsworth says, "Whether a library is called a library, resource center, learning center, or instructional materials center is really unimportant." It is what the library actually does which is important. In the secondary school, the library exists in order to provide sources for group teaching and for individual learning.<sup>1</sup>

Other individuals have stated their ideas concerning the library and its place in the school. McDonald says, "The library has been looked upon as the intelligence center of the community where information is made available to the people who are making and doing things."<sup>2</sup> Ahlers says, "A school library today, both elementary and secondary, must be a centrally organized collection, readily accessible, of many kinds of materials that used together enrich and support the educational program of the school of which it is an integral part."<sup>3</sup> Geller says, "The library could fulfill its

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<sup>1</sup>Ralph E. Ellsworth, The School Library, (New York: Center for Applied Research, Inc., 1965), p.30.

<sup>2</sup>Gerald D. McDonald, Educational Motion Pictures in Libraries, (Chicago: American Library Association, 1942), p. 24.

<sup>3</sup>Eleanor E. Ahlers, "Library Service: A Changing Concept," Educational Leadership, XXIII (June, 1963), pp. 451-454.

functions for today's schools by providing richer food. This in one sentence is the idea of the school library.<sup>1</sup>

It is Havinghurst's opinion that the great changes which have taken place in education in the years since 1950 constitute an educational revolution, and this being so, a library revolution is necessarily a part of it. There are changes in the concept of a child's mind; no longer is it considered a storehouse of knowledge, but an instrument for learning. He must therefore learn to seek knowledge. It has been found that he can enjoy learning and develop a desire for learning for its own sake, rather than for parental approval, college entrance, or vocational preparation. If the principle is ever applied successfully, to even a bare majority of school children, it will shake-up the entertainment world, profoundly alter television, and throw an enormous weight on the library system.

Programed instruction is just now beginning to be used. Teaching machines have not really penetrated the school system. However, they together with the electronic computers have the potential to reorganize teaching methods of the schools. When it really takes place each child will be able to learn at his own gait with his own machine or "console". He will probably spend half of the school day

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<sup>1</sup>Evelyn Geller, "A Place to Nourish Learning," School Library Journal, XII (December, 1965), pp. 15-16.

working individually with the programmed instruction, and the other half will be spent reading, looking at films, listening to tape recordings, working in laboratories, etc.

Books are still widely used as the main form of communication, but other forms are coming into use, so the question is raised — Will the library become the resource center and contain audio-visual materials also? Knowledge is increasing at such a rate that a library can not keep up with the expansion, and past knowledge becomes obsolete. College libraries are leading the way with Xerox machines and other equipment which can make duplicates in seconds at a cost of only a few cents. Libraries can then issue this material and the original material will not need to leave the library. "One can visualize the procedure in which the user manipulates a keyboard to call up an item from the library's holdings. Images of successive pages of selected items may be presented for brief examination on an optical screen and the mere push of a button will result in prompt delivery of desired pages."<sup>1</sup>

Libraries of the future may also have the use of a tele-typewriter keyboard with direct access to a central computer facility with a large store of indexed information on journal and report literature. This type is already within today's technology. Libraries will be interconnected to form

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<sup>1</sup>Robert J. Havinghurst, "Educational Changes and Their Implications for the Library," American Library Association Bulletin, (May, 1967), pp. 537-543.

regional and national networks and be instantly available.

Beggs describes an instructional materials center as "A place where ideas, in their multimedia and diverse forms, are housed, used and distributed to classrooms and laboratories throughout the school. The instructional materials center contains books, magazines, pamphlets, films, filmstrips, maps, pictures, electronic tapes, recordings, slides, transparencies, mock-ups, and learning programs."<sup>1</sup>

Ruark says that the center is "(1) a pool of basic and specialized material, (2) teacher in-service training for improved utilization, (3) maintenance of equipment, and (4) local production of unique materials."<sup>2</sup>

A committee of the 1965 Eleventh Annual Lake Okoboji Leadership Conference gives this statement of the center's purpose, "The function of an educational media program includes consultation, selection, dissemination, distribution and utilization of all instructional material, information sources, message systems and facilities in order to promote effective learning."<sup>3</sup>

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<sup>1</sup>David W. Beggs, "Organization Follows Use: The Instructional Materials Center," Audiovisual Instruction, IX (November, 1964), pp. 602-604.

<sup>2</sup>Henry C. Ruark, "It's IMC for 1963," Educational Screen and Audiovisual Guide, XLII (December, 1963), pp. 673-680.

<sup>3</sup>Eleventh Lake Okoboji Educational Media Leadership Conference, Annual Report, (DAVI - NEA and University of Iowa, 1965), p. 3.

Much of the confusion stems from the relationship between library science and audio-visual instruction and an understanding of the functions of each area and its director. Miles in his report enumerated the additional preparation he felt the director of the instructional materials center would need if he had received his basic training in library science, and the new preparation he would need if his basic training had been in audio-visual instruction, and ended his report with the words, "Eventually however we will no longer have two sides to this business."<sup>1</sup>

Other persons insist that the two fields are entirely separate and should remain so. They feel that each area has something to offer the other without the two becoming one and that one person cannot handle both areas effectively. They point to the fact that many specialists exist in each field such as television, programmed learning, and film production.

Berlo says that the audio-visual specialist is not just a technical advisor on the use of media, but is a change agent and therefore involved in the planning and design of the messages used to attain the objectives desired. The entire process, not just the message-media itself, is the concern of the specialist. He must understand the complete field

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<sup>1</sup>Bruce Miles and Virginia McJenkin, "IMC's: A Decalogue," Audiovisual Instruction, VIII (January, 1963), pp. 9-14.

of instructional communication if he is to fill his role effectively.<sup>1</sup> The audio-visual specialist should be qualified to improve the quality of communication in the teaching, learning process. The emphasis is centered on the process of use.

Bergeson suggests that the audio-visual instruction specialist has separate tasks in the educational field and that therefore the field of audio-visual instruction must be considered unique. The specialist in audio-visual instruction must have a special type of preparation to enable him to perform his duties adequately. It is that special unique preparation which distinguishes him from the library science specialist.

The audio-visual instructor has the background, the interest and the obligation to clearly identify himself with the role of specialist in the structure application and effects of the instructional media in the learning situation. It is this uniqueness which identifies the audio-visual specialist from the competent librarian.<sup>2</sup>

Bern defines audio-visual communication as "that branch of educational theory and practice concerned primarily with the design and use of messages which control the learning process."<sup>3</sup>

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<sup>1</sup>David K. Berlo, "You Are in the People Business," Audiovisual Instruction, VIII (June, 1963), pp. 373-381.

<sup>2</sup>Clarence O. Bergeson, "Relationship of Library Science and Audiovisual Instruction," Audiovisual Instruction, XII (February, 1967), pp. 100-102.

<sup>3</sup>Henry A. Bern, "Audiovisual Engineers?" Audiovisual Communication Review, I (July-August, 1961), pp. 186-194.



"Questions about the relationship between library science and audio-visual instruction, between school library and audio-visual center ... have developed deep concern for both groups. Attempts to answer such questions have led to controversy (and anxiety) in local school systems, developed tension at state level, and appeared openly in national legislation dealing with education and its materials."<sup>1</sup>

Librarians are becoming concerned for "non-book" materials and suggest expansion to instructional materials centers. Many audio-visual specialists see part of their concern as both verbal and nonverbal. The audio-visual specialists include programmed learning materials in their area and also occasionally use the term instructional materials center. This raises questions. Are the purposes alike? Do the services differ? Are the offerings needlessly redundant?<sup>2</sup> Where does one leave off and the other begin or are they the same? Whether the same or not they have common interests. In March 1967 a joint committee of the American Association of School Librarians and the Department of Audio-visual Instruction of the National Education Association met to collaborate on preparation of a prospective publication to be called Standards for School Media Programs. The advantages of this

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<sup>1</sup>Bergeson, op. cit., pp. 103-104.

<sup>2</sup>Ibid.

collaboration are obvious.<sup>1</sup>

In the modern libraries of the large high schools the atmosphere has become that of a gracious living room with various kinds of reading facilities to meet the different needs of the students. Individual reading room carrels, conference and seminar rooms with lounge type chairs, listening rooms with earphones for record-and-tape listening, individual study booths for radio and television reception as well as teaching machines, diorama, programmed learning displays, rooms for use of typewriters, calculating machines, and slide and filmstrip projectors are all found in the newer school libraries.

The keynote and central idea of the new libraries is privacy for the individual to study independently, without distraction, among the books he needs to use, and because the new concept of a library assumes that its contents include all types of learning devices and all types of carriers of knowledge, the new library provides storage rooms for electronic equipment, as well as electrical outlets in reading rooms, so that portable radios and television receivers, record-players and tape-recorders and teaching machines can be charged out at the library circulation desk, taken to a study carrel and used for varying lengths of time. Provision

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<sup>1</sup>Kenneth D. Norberg, "Library and Audiovisual -- One, Two, or More?" School Libraries, (Summer, 1967), p. 11.

for access to closed circuit and regular television cables is built into the new buildings.

The librarian needs to be skilled in the use of the machinery, but will find it relatively simple. The problem of maintenance however is more complex and requires highly skilled personnel. Audio-visual experts are needed to create and to maintain specialized learning materials and co-ordinate them with other elements in the teaching process. The qualifications of these experts are similar to those of librarians. Because the material used in the machines becomes a part of the literature of knowledge one learns about them in the same way one learns about books.

The traditional materials found in libraries are books, magazines, pamphlets, documents, manuscripts, maps, pictures, and slides. However, by 1931, microforms -- microfilms, microcards, microfiche, and microprints were also common. Since about 1950 it has been understood, although not always put into practice, that all carriers of information belong in the library so that learners will not have to go to different places to use the different media.

Since the professional training of a librarian equips her to be a specialist in knowing how to locate information in the carriers of information, her talents should not be limited to the information in books, but should be extended to all other forms as well. The audio-visual specialist who

in the early days of audio-visual materials spent his time helping teachers learn how to use audio-visual aids now delegates this part of his work to the school librarian and concentrates his time and special knowledge on creation of audio-visual materials. The evolution is a natural one. It is well to remember that printed books are both audio and visual. The reader absorbs their content through his eyes and his ears. Books that have been read aloud on tapes and phonograph records, become audio-visual aids. When the pages of a book are put on microfilm they become a filmstrip and a visual aid. When used with soundtracks they become audio-visual aids. All motion picture films are based on a script which, when printed and bound, becomes a book.<sup>1</sup>

At its worst the materials center movement was little more than a jargonistic phrase to describe a relationship between the printed book and other types of learning materials, especially audio-visual, in the school library. But at its best it became a rallying cry for librarians and media specialists who tried hard to make it easy for faculty and students to use all kinds of carriers for knowledge in one place, under a single bibliographic control, and under guidance of librarians who were capable of knowing which carrier was most appropriate to a specific problem.

The specific kinds of carriers involved are printed

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<sup>1</sup>Ellsworth, op. cit., pp. 31-44.

books, journals, newspapers and pamphlets; motion picture films, slides and filmstrips; art prints and art objects; tapes for programmed instruction devices and for teaching machines; graphics, exhibits and displays; dioramas, phonograph records and tapes; microfilms, microcards, and microfiche; and kinescopes and all types of radio and television programs. The special devices involved are microreading machines, projectors of various kinds, record-players and tape-recorders with earphones, teaching machines, television and radio receivers, and listening posts at which more than one person can hear an oral program.

The special kinds of space requirements involved are assembly rooms near the library office at which librarians, media specialists, and teachers can work together to evaluate materials and to plan reading assignments and library acquisitions; inclusive study stations such as carrels; projection rooms for individual and small-group viewing of films; reading areas which can be darkened sufficiently for filmstrip viewing and television reception; and offices for the staff.

There are new personnel requirements for librarians and audio-visual experts who understand each others methods and materials and who can and will work as a team to provide an enriched body of teaching and learning materials in the library as well as in the classroom, laboratories, and studios. A materials center library requires considerably more space

than one which contains only printed books, and the cost of the space is greater because of the requirements for access to electric power and to transmission cables as well as the requirements for soundproofing.<sup>1</sup>

The instructional materials concept was adopted in Illinois several years ago as a means of bringing the school library and the school audio-visual program together. As there was considerable resistance to the idea it has taken several years to bring it to fruition and even yet its approval is not unanimous.

The concept has been aided by its promotion in other states. Michigan was one of the first to urge that all new high schools be built with instructional materials centers instead of separate libraries and audio-visual centers. Several of the colleges are modeling their library science curricula after the instructional materials course of study offered by Southern Illinois University.

Another factor in promoting this concept has been the increase in instructional technology. It has become obvious that the old dichotomy of print materials in the library and non-print materials in the audio-visual department was unable to cope with the newer educational media such as closed circuit television, programmed instruction, and computer-based instruction.

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<sup>1</sup>Ibid., p. 94.

When television was first introduced into the classroom quite often it was neither the librarian nor the audio-visual director who was given charge of it, but instead another one of the faculty. Programed instruction originally had to be used with teaching machines and the audio-visual department was given charge of these machines. Now that the programs are in book form also they are generally placed in the library if the departments are still divided. When computer-based instruction comes into general use it is not yet apparent which one of the two departments will inherit it. So it will simplify the situation if fusion of the two departments can be accomplished.<sup>1</sup>

Since the United States Congress has acted to help increase inventories of materials and equipment through the National Defense Education Act Title III, Elementary and Secondary Education Act Title II, and other programs, the personnel problem has become acute. The several associations with responsibility for education media such as the Department of Audio-visual Instruction and the American Association of School Librarians, have failed to recognize their common purposes and goals. With extra money available for all, they must learn that each complements the other. Teachers and students recognizing their need for materials and related

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<sup>1</sup>Paul Wendt, "The Future of Instructional Materials," Illinois Journal of Education, LIV (October, 1963), pp. 4-5.

equipment have little concern whether the man aiding them in their quest for information calls himself an audio-visual specialist, media specialist, librarian, or broadcaster. They want the information in the least possible time. The Department of Audio-Visual Instruction and the American Association of School Librarians have worked together through standing committees in developing an evaluative program in the 1960 Evaluative Criteria "Instructional Materials Services — Library and Audio-visual." At a meeting in Washington, D.C. in November 1967, representatives of their boards developed a plan providing joint standards for audio-visual and school library programs.<sup>1</sup>

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<sup>1</sup>Richard Darling, "DAVI and AASL: Their Common Goals and Responsibilities," School Libraries, (Winter, 1967), p. 7.



## Chapter IV

### Acceptance in Practice by Audio-Visual and Library Personnel

In 1963 the United States Office of Education conducted a national study of libraries over the nation which functioned within the philosophy of the instructional materials center. To secure data for the study 198 schools were visited in twenty-seven states. Questionnaires were returned and processed from 488 schools. Eighteen high schools in Illinois were visited and evaluated. The resources checked included all types of books, periodicals, newspapers, pamphlets, vocational materials, pictures, clippings, professional material for the faculty and staff, and audio-visual resources and equipment including films, filmstrips, globes, maps, disc recordings, slides, transparencies, posters, and realia.

The tabulations showed that nine of the high schools in Illinois rank first on all counts with the top thirty-five schools in the United States. There are more outstanding materials centered high schools in Illinois than in any other state visited. Some of the top-ranked high schools were Evanston Township High School; Oak Park and River Forest Township High School; Richwoods Community High School, Peoria Heights; University High School, Urbana; East Alton Wood

River High School; Highland Park High School, West Leyden; Reavis High School, Oak Lawn; and Homewood Flossmoor High School. Other outstanding high school programs are found at the University of Chicago Laboratory High School; Champaign High School; York Community High School; Lakeview High School, Decatur; New Trier Township High School, Winnetka; Centralia Township High School; Urbana High School; and Joliet Township High School.

The questionnaire asked the schools for information comparing their program with the quantitative standards recommended by the American Library Association with regard to personnel, resources, budget, and quarters. Some of the libraries failed to qualify in all departments, but none were far below. While most of them met the standards for the book budget, several of them failed to qualify for the audio-visual resource requirement. The one department below standards in most of the libraries was in the personnel department; there were shortages in both the professional and the clerical personnel.<sup>1</sup>

The national school library standards as revised in 1960 by the American Association of School Librarians are endorsed by the Illinois Department of Public Instruction and the Illinois Association of School Librarians who recommend

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<sup>1</sup>Alice Lohrer, "The Rating of Illinois School Libraries: A National Look," Illinois Journal of Education, LIV (October, 1963), pp. 11-13.

that libraries attain these standards through a series of three steps or phases. They suggest that two years be allowed between the phases so that in six years time all libraries will have reached the third phase.

The Illinois Standards Committee makes the following recommendations:

#### Books

- Phase I — 2000-3000 titles
- Phase II — 3000-5000 titles
- Phase III — 5000 titles and up

#### Book Budget

- Phase I — \$ 2.00-\$ 4.00 per pupil
- Phase II — \$ 4.00-\$ 6.00 per pupil
- Phase III — \$ 6.00 per pupil and up

#### Audio-Visual Materials

- Phase I — .5%-.75% of total per pupil instructional cost
- Phase II — .75%- 1% of total per pupil instructional cost
- Phase III — Adequate collection which includes films, film-strips, slides, projecturals, recordings, tapes, maps, globes, realia, and models<sup>1</sup>

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<sup>1</sup>Hazelle M. Anderson, "School Library Standards for Illinois," Illinois Journal of Education, LIV (October, 1963), pp. 16-18.

"Most of the outstanding library programs in Illinois are in independent high schools and are not part of a city system. The audio-visual department is a part of the library with a person on the library staff responsible for the major services of an audio-visual nature. Production of resources consists primarily of making transparencies, slides, display materials, and photo reproducing articles for students and faculty."

The newer library areas are well planned for the use of audio-visual materials and equipment with special listening and viewing areas and study carrels, but all of the libraries listed make provision for the use of some of the newer media regardless of space available.<sup>1</sup>

Oak Park and River Forest High School was selected to participate in Phase III of the Knapp School Libraries Project. The school library is an instructional materials center with a full audio-visual program and a staff of three full-time professional librarians, but as the school has a student body of 3000 this was inadequate. The Knapp Grant furnished three extra librarians, a secretary, and two assistants. These librarians were given special fields — foreign language, history and social science, mathematics, and science. The librarian in charge of the audio-visual division now has available time to make his own materials and to supply in-service

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<sup>1</sup>Lohrer, loc. cit.

training.<sup>1</sup>

The Richwoods Community High School was built in 1957 with the library and audio-visual department located in different areas of the school and with a chairman in charge of each department. By 1960 the enrollment had increased, making an addition to the building necessary. The library was enlarged and the book collection increased from 3000 to 20,000 volumes, a library conference room was added, the workroom was enlarged and air-conditioned, and a new audio-visual room was added as a part of the library. The functions of the library program were changed, and the library and audio-visual department were combined creating an instructional materials department under the direction of a professional librarian.<sup>2</sup>

The Peoria Public Schools have passed three referendums since 1956 to build and renovate their schools. One of the big improvements has been in the library. "The secondary school libraries have been doubled in size and established as materials centers. This means that we have brought together many materials and various kinds of equipment, housing them in a centralized place that may be called a materials library,

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<sup>1</sup>Laura Crawford, "Knapp School Libraries Project: Functional Staffing for the High School Library," School Libraries, (March, 1966), p.35.

<sup>2</sup>Fred C. McDavid, "Richwoods Community High School," Illinois Journal of Education, LV (October, 1964), pp. 41-42.

a curriculum library, or an instructional center."<sup>1</sup>

The increased enrollment at the Danville High School led to a remodeling program which included an enlarged library and audio-visual center. "The belief of the administration and the teachers of the value of an ample library and audio-visual program assures future expansion of the Danville Instructional Materials Program."<sup>2</sup>

The author of this paper visited libraries of schools in near-by towns and talked with the librarians. In only one school was there anything approaching a materials center, and it consisted of two rooms with a small amount of audio-visual equipment. The librarians were not enthusiastic about a materials center unless enough money was made available to hire an audio-visual director. As only the librarians in the two largest schools have assistants their attitude is understandable.

### Summary

The school library as an instructional materials center is a comparatively new idea. It is only in the last ten

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<sup>1</sup>E. J. Bambrick, "Peoria Public School Libraries Are Instructional Centers," Illinois Journal of Education, LV (October, 1964), pp. 39-40.

<sup>2</sup>Helen Walker, "Danville Instructional Materials Center," Illinois Journal of Education, LV (October, 1964), pp. 11-12.

years that the materials center concept has gained wide acceptance. Even yet, of course, the small high schools are without an audio-visual center or an instructional materials center. Many of the large high schools have extensive facilities for individual and group study. All types of materials both print and non-print may be checked out at the desk of the instructional materials center. There are workrooms for the preparation of all types of materials for both student and faculty use. The quarters are inviting for either work or reading and listening pleasure.

### Conclusion

The problem of evaluating a school library or instructional materials center is a difficult one. The most common method is that of comparing standards of the school library with state standards or accrediting agencies. These standards generally relate to the book collection, the budget, the size and training of the staff, and the housing and equipment, and do not consider the services. Obviously services are of paramount importance in an instructional materials center. The services of both librarians and audio-visual personnel are vital to a successful materials center.

It has been suggested that the services of a media-specialist would improve the quality of the instructional ma-

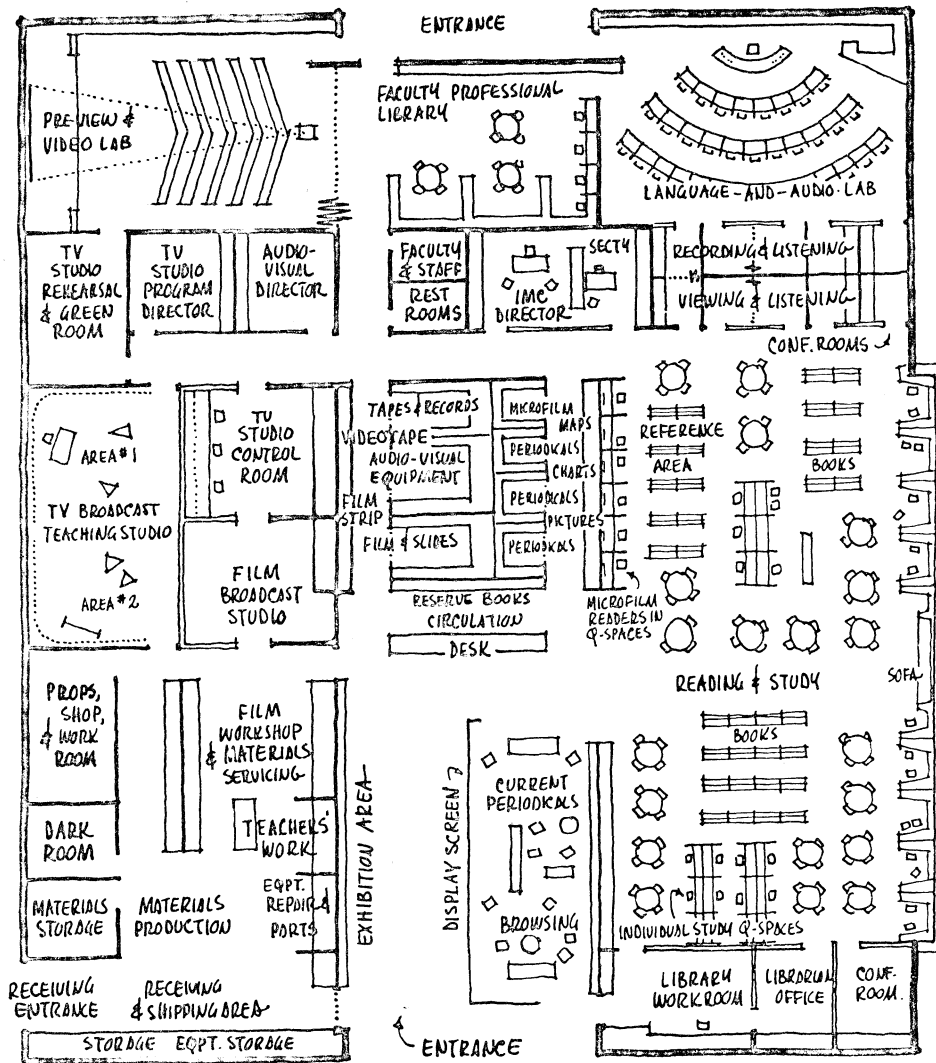
terials center. The media-specialist should be qualified not only in the library science and audio-visual fields, but should also be qualified in the field of supervision and administration. He would thus have an impartial viewpoint and not favor one department at the expense of the other.

Library surveys are being made, but no figures are available as yet. However, the federal government as well as several state agencies are endorsing the instructional materials concept, so it seems reasonable to assume that new schools will follow this trend.

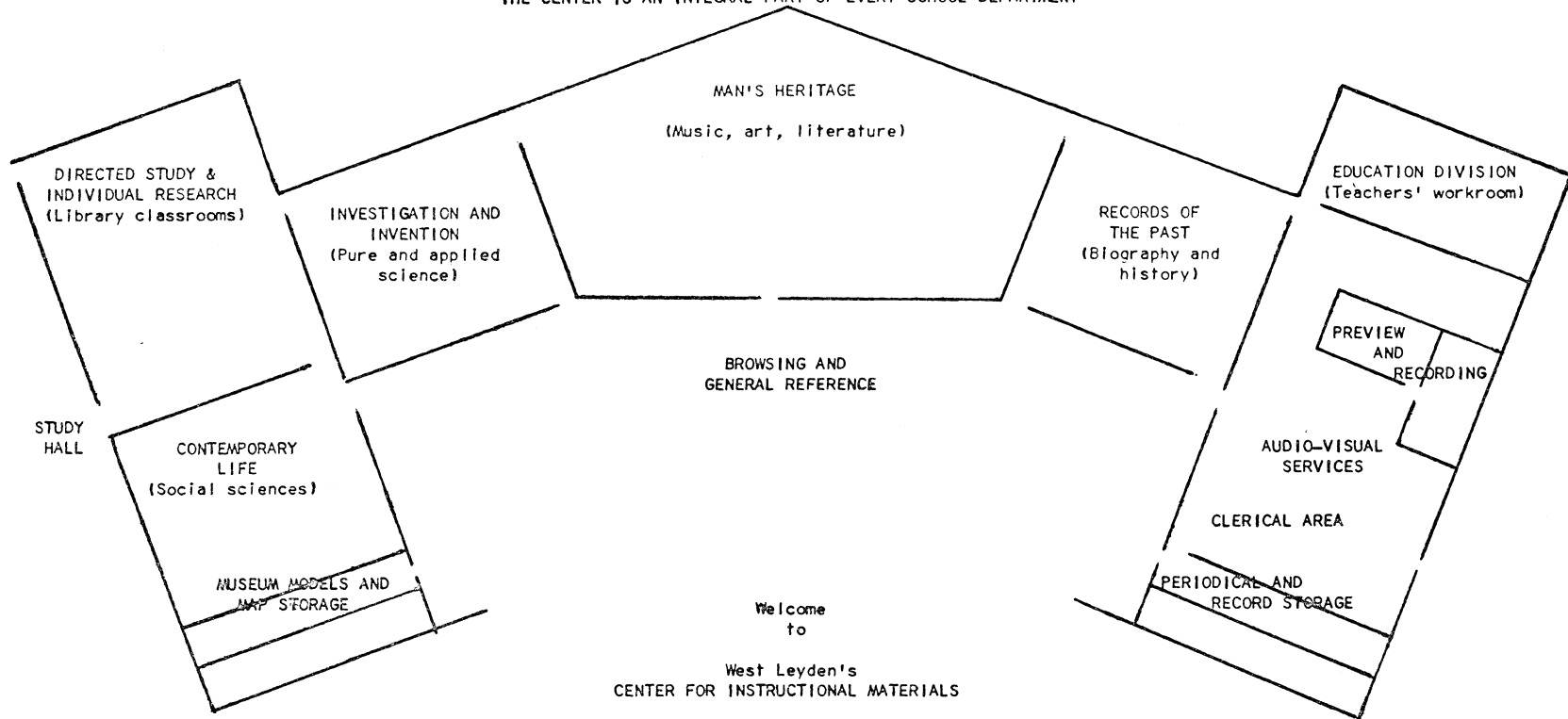
It will be many years before worthwhile criteria for judging the effectiveness of instructional materials centers can be established. It is even possible that the tremendous technological developments in electronics will make the instructional materials centers obsolete as soon as they are built. However in the field of education it takes some time for innovations to filter down from the large schools. Until such time as computers and other technological inventions are available the secondary schools should make every effort to improve their library and audio-visual facilities in order to further the education of the students.



# IMC FOR A 1000 TO 2000 STUDENT HIGH SCHOOL



THE CENTER IS AN INTEGRAL PART OF EVERY SCHOOL DEPARTMENT



Library Division . . . . . Audio-Visual Division . . . . . Textbook Division . . . . . Education Division

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