



Organization and Operation of School Library Materials Centers

JEAN E. LOWRIE

THE CONCEPT OF THE SCHOOL LIBRARY as an enriched instructional materials center has been accepted generally by librarians serving today's elementary and secondary school programs. The abundance of print and non-print material now flowing into schools as a result (primarily) of recent Federal legislation, such as the National Defense Education Act (NDEA) and Elementary and Secondary Education Act (ESEA), has made it imperative that revised patterns of library organization and accessibility be established or expanded in all school systems.

A statement published recently by the Knapp School Libraries Project defines instructional materials as "all types . . . used in intellectual pursuits by teachers and students" and reaffirms the principle that a "strong central library . . . is the keystone of quality education in each school, regardless of size or organization of the school. From this central library many points of access to instructional resources can be provided through mobility of library staff and of library materials."¹

The materials-centered school library is intended to locate, organize and disseminate all media in the way which will best serve the school community, the community being defined to include teachers, supervisors and administrators as well as students. The key word is "serve." No center can justify its existence if it is merely a storehouse for equipment, bound periodicals or other media. The library must serve as a teaching instrument within the over-all framework of the school. Librarians must keep constantly aware of innovations in school organization, curricular trends, and instructional techniques. Inevitably,

Jean E. Lowrie is Professor and Head, Department of Librarianship, Western Michigan University.

these affect collections development, design of facilities for study, and use of materials, as well as breadth of services offered.

One particular aspect of the effective library resources center being emphasized today is total involvement of faculty in the planning of library programs. Again, quoting from the Knapp statement, "Opportunities for in-service growth in teacher expectations, knowledge, and utilization of the library come through involvement of teachers in planning the library program. . . . In-service education should provide further opportunity for this participation. . . ." ¹

Teachers, supported by a strong library staff, can assume major responsibility for: (1) library skills instruction integrated with teaching of study skills and subject disciplines; (2) optimum utilization of library resources in large-group, small-group, and individual learning; and (3) development of student competence in reference and research skills.

This obviously involves defining the individual and shared responsibilities of both teachers and librarians, providing in-service training for improved use of materials, scheduling library use flexibly, analyzing curricula and evaluating program effectiveness. These facets of library program planning all relate to operational aspects of a materials center. More basic relationships will become apparent as individual school patterns of organization are presented.

A review of the professional literature published in the last decade—educational, library and audio-visual—reveals clearly a crystallization of the concept that integrated use of all media, print and non-print, should be part of the total instructional aim throughout an entire school system.

Dane states, "The school library will have, not only books and magazines and pamphlets, but films and recordings and study print and museum objects and film-strips and overhead transparencies—and maps and globes and charts and realia."² Indeed, the new ways of recording information should all be examined for possible inclusion in the library resource center. The joining in one center of print with non-print materials for learning enrichment is supported strongly by Darling,³ Evans⁴ and Nichol森.⁵ Lohrer's⁶ study emphasized that schools and libraries are experimenting in the design and organization of all resources and media technology to enhance effective communication, to stimulate individual learning, and to assist both students and teachers.

The need for instructional materials in the non-graded or continuous

Organization and Operation of School Library Materials Centers

progress school has been emphasized by Berry.⁷ In situations where students progress at their own rates, placing individual study carrels (where students keep books, progress charts, and other study equipment) adjacent to the materials center becomes important. The opportunity to have "different materials for different students at different times" available from a centralized location is basic to the non-graded plan, and students must be able to check out A-V as well as printed materials to take home.

A rich variety of materials, spacious facilities, and adequate personnel is imperative in the development of any "total" educational program. Kamatos and Jarvis,⁸ two supervising principals, have expressed a view that the main features of an adequate materials center include suitable facilities, sufficient materials and a trained staff. Their concept of service is implemented through centralizing materials, cataloging, and the technical processing of all aids and materials. The authors emphasize that when a teacher is able to coordinate lesson plans and instructional activities with all resource information at hand, she is better able to focus attention on the subtleties of teaching. Knade⁹ emphasizes this concept as basic in today's elementary school program, and Mann¹⁰ comments on it from a secondary school point of view. A publication issued by the Michigan Instructional Materials Committee¹¹ not only supports the concept of a total materials approach, but also presents descriptions and drawings of possible housing and suggests the staff need for adequate professional education. Whitenack¹² points out that there should be no competition among instructional materials since each type may serve a specific educational purpose. She also comments on the competencies needed by instructional materials specialists and emphasizes the need for study of administration and management as well as the educational process and library science.

Emerging patterns of library organization point up the recent development of both school "system" centers and individual "building" centers. It appears that a "system" center's primary responsibility is to supplement the "building" centers. Normally, it houses media too expensive for wide distribution; it often manages a centralized technical processing service; it generally gives maintenance service for equipment and offers assistance in production of teaching and study materials. The building center on the other hand is geared to serve more direct and immediate classroom needs. It supports curriculum enrichment, stimulates individual intellectual curiosity, and satisfies

leisure-time reading needs. Corbacho¹³ and Hall¹⁴ highlight this trend in their studies. It is also evident in a number of the proposals, submitted under Title III of the Elementary and Secondary Education Act, in which regional instructional materials centers have been planned to include centralized processing and ordering, materials which cannot be duplicated in the small surrounding schools, computer services, production centers, and other services pertinent to the instructional materials needs of the schools in the specific area. Staffs incorporate librarians, audio-visual specialists, technicians, and clerical assistants in order to supplement personnel needs in the individual schools.

One question which seems to be confronting the secondary school in particular is that of decentralizing materials centers. In this case, resource centers may appear in strategic locations in the schools, while the library becomes a central reference area housing many materials and often duplicating those in the outlying centers. In this situation the problems caused by a need for additional staff, duplication of cataloging effort and extra equipment must be faced. If such a center exists it is apparent that flexibility of collections and provision for interchange of materials become imperative.¹⁵ In many instances this is an enriching way to serve an expanding school population or make use of space which has been remodeled. Whatever forces may demand such organization—facilities, curriculum experimentation, student enrollment—administrators indicate that it must be planned very carefully so that the student will be assisted, not restricted, in other words, he should not be tied to one center, but must have access to the materials available in any center at any time.

The Knapp School Libraries Project has had a specific impact on growing acceptance of the theory that a good school library must be organized as an instructional materials center if it is to be a true learning resource. Indeed, the role played by enriched materials is an exceedingly important aspect of the demonstration schools. Excellent school libraries do have an impact on improving class instruction and do make a difference in children's learning. Gaver states, "We have also learned a corollary lesson—that more books and film-strips and more librarians alone don't bring this about. The real key is in the program of service which is brought to bear on the learning activities of the children by the library. Furthermore, the in-service programs which are carried out by the librarian and by the college field worker, for teachers, in the use of instructional materials are an

Organization and Operation of School Library Materials Centers

exceedingly important part of the effectiveness of the program in each school."¹⁶ The director of the Knapp Project writes:

One thing which I think was most important from the beginning of the Knapp School Libraries Project was the fact that we had school libraries so specifically in our title. We certainly gave every advantage to the selection of schools where the instructional materials center had been begun, but only when it was under the direction of a qualified librarian.

To get to the probably more important point about whether our schools really developed as instructional materials centers, I think that there is no question that they did so. They customarily have outstripped the other schools in their district in this kind of development. In every instance they had made at least a beginning in being true instructional materials centers, but with the emphasis we placed both in terms of budget and philosophy on further development of this concept, they proceeded apace. In some instances, this was most interesting, especially when the concept of combined coordination of instructional materials programs at the district level had not begun to take effect. I am thinking here especially of Baltimore, where a director of library services and a director of audio-visual services work somewhat separately from each other, but where both have been most interested and encouraging for the school to combine all elements into its program. The fact that in Phase I of the Project we had no funds for real change of physical facilities meant that we did not really have an opportunity to develop a complete instructional materials center as it would have been planned if begun ideally.

Even at the other schools we were working within time and budget and building limitations which precluded complete revision of the library into a beautifully planned facility for instructional materials. I think that there has been an advantage in this in that visitors to the schools have seen how facilities can be adapted and adopted to an expanded program. The recent influx of federal funds has meant that school districts have typically more materials and equipment than they can adequately house or sometimes even adequately program. Their experience in visits to Project schools would certainly mean that they have seen how adaptation can take place even in older facilities. There is no doubt that in some respect visitors to our Project schools have gone even beyond the programs that they have seen in operation there. In some instances, growth or change of attitude is even notable between the time that a team presented its application to visit a Project school and the time that it presented its report of that visit. Such comments as the note that

elementary school libraries were just being started in a district that wished to send a team to a Project school are followed by reports of the visit which cite the fact that the group now sees the benefit of an instructional materials center approach; so it would seem to indicate that they obtained a much broader view of [the] program. The reports which we received from visitors a year after their visit are of course better indications of what actually happened. We have deliberately kept these forms short and have encouraged or at least accepted fairly brief statements of development. The fact that in the year-later reports from the Phase I schools' visitors the number one priority in personnel (clerical) and the number two priority or evidence of increase or change of program was for professional personnel, again seems to indicate that it was a program concept that people were taking away with them.

I do want to point out that the impact of federal funds and the increased strengths of many state departments of education in the past two or three years have had a tremendous impact on visitors to our Project schools and on the Project schools themselves. It is entirely possible that many of the improvements would have taken place regardless of the Knapp Project. It is certainly true that we cannot draw single lines from the Knapp Project to spectacular increases, yet every day's mail with its request for information about establishing demonstration centers, developing the IMC concept, etc., etc., seems to indicate that we must have pointed the way for a number of people.¹⁷

Demonstration centers have also developed from recent Federal legislation, many modeled on the Knapp Project ideas. The impact of this concept of school libraries, which has been explored by school librarians and supported by far-thinking school administrators since the 1940's, is immeasurable. There is evidence that today's school libraries are all moving in this direction albeit with varying tempos and patterns.

In an effort to obtain some information on organizational trends as well as philosophical concepts concerning service and organization of the school library as an instructional materials center (IMC), the writer invited state school library supervisors to submit the names of one or two elementary and secondary school libraries having programs which truly exemplified the enriched resource centers. Their replies provided a national random sampling. Several of the supervisors who replied reported that school libraries in their states were definitely moving in the direction of becoming learning resource centers but could not be categorized as true instructional materials centers.

Organization and Operation of School Library Materials Centers

Tables 1 and 2 indicate the current technical and physical aspects of IMC organizational patterns:

TABLE 1
CURRENT TECHNICAL ASPECTS OF IMC ORGANIZATIONAL PATTERNS

<i>Technical Processes</i>	<i>Elementary</i>		<i>Secondary</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Centralized ordering	80%	20%	46%	54%
Centralized processing	53	47	46	54
Centralized cataloging	60	40	62	38
Centralized print materials	60	40	54	31
Centralized non-print materials	33	67	15	69
Commercial cataloging	20	60	8	62

From this table, it would appear that the elementary school library programs, which, incidentally, are more recent developments, are doing a better job of organizing materials through centralized services. It is also evident that there is still a lag in the cataloging of non-print materials, a situation which needs to be remedied quickly if full service is to be rendered.

In the question pertaining to selection, all elementary and secondary personnel indicated that they are responsible for selection of both print and non-print materials. Furthermore, in every situation teachers were involved in all media selection.

TABLE 2
CURRENT PHYSICAL ASPECTS OF IMC ORGANIZATIONAL PATTERNS

<i>Physical Facilities</i>	<i>Elementary</i>		<i>Secondary</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Conference areas for students	67%	33%	77%	23%
Individual study areas or carrels	60	40	77	23
Listening and viewing facilities for students	87	13	92	8
Listening and viewing facilities for teachers	87	13	85	15
Production of materials area	67	33	62	38
Subject resource centers in main library	73	20	54	46
Subject resource centers in parts of the school	33	67	38	62
Large reading room	100	0	100	0
Separate A-V center	27	67	23	69

It is apparent that a variety of study and work facilities is an integral part of the well-equipped IMC. Undoubtedly it facilitates smoother operation and broader service. It is interesting to note that

neither elementary nor secondary school libraries showed any strong tendency to develop subject resource centers in other parts of the school. Although this was expected in the elementary area, professional conversations indicate that departmentalized libraries were increasing in number in secondary schools. This is a trend which may develop with the apparent emphasis on employment of subject specialists. If so, it will require some new organizational patterns.

Professional and clerical staff needs which inevitably affect library operation are as crucial as ever. In the elementary schools the professional librarians average 1.2 per school; in the secondary, there are 1.7 per school, with the majority having two. However, clerical and technical assistance averaged .6 in the elementary and 1.5 in the secondary centers. In addition, several secondary schools indicated a sub-professional librarian on the staff. Of the elementary school library supervisors replying, 87 percent indicated they served as coordinators of the entire IMC; 33 percent reported that there was an A-V coordinator separate from the center staff. Among secondary school library supervisors, 77 percent reported that the head librarian served as coordinator of the entire IMC, and 31 percent stated that there was an A-V coordinator apart from the center staff.

A survey of the types of materials available included all the usual print and non-print media, plus many special collections such as sets of models, pictures, mock-ups, or scientific equipment. Only about 20 percent of the centers included textbooks. On the other hand, 87 percent of the elementary and 92 percent of the secondary school libraries maintained professional collections for teachers.

One major organizational problem faced by an IMC is the scheduling of classes, small groups, and individual students. Flexible scheduling has long been advocated, but even today many libraries find it difficult to break the old lock-step pattern of "30 minutes per class once a week." In part, this is due to lack of space, in part to traditional school programs and, alas, to librarians who are afraid to experiment.

Samples of Elementary School Replies. A few examples of flexible scheduling as reported by elementary schools follow:

- (1) Classes are seldom scheduled into the library. No class ever completely occupies the library. There is a self-checkout system and individuals and small groups are always free to go in and out. For library instruction, large group instruction is held outside the library and small groups come to the library to do exercises to increase their skill at using the library.

Organization and Operation of School Library Materials Centers

(2) We operate two programs simultaneously (Reading Room, Conference Room). Each class is scheduled into the Reading Room twice a week for relatively long periods, for reading, reference work, browsing, borrowing (these activities are teacher-directed). A combination of scheduled and sign-up activities goes on in the conference room (teaching of library skills, story hours, projection of all types of visuals). The reading room features continuous circulation of books from 7:30 a.m. to 4:30 p.m., and two or more classes use it at a time. Individual students and small groups use it without previous arrangement; no passes are used. Teachers are finding many ways to use the library as part of their Social Studies, Science, Reading, etc., instruction.

(3) We have no library schedules. Each teaching area opens into the center. Teachers can supervise students in the library from the room. The library is arranged so students can select materials without disturbing library classes.

(4) Elementary scheduling is 42% programmed and 58% flexible. Each class, with the teacher, is scheduled to visit the library one half hour per week, at which time new books are introduced, a variety of library tools are taught, and book selection plays an important role. All children have the opportunity to use the library resource center for reference or browsing or viewing during the open period.

(5) The library is open from 8 a.m. to 4 p.m. for exchange of books, use of audio-visual materials or research purposes. This is possible even with scheduled classes, because of ample space as well as an isolated story hour center. (In the summer program, the library is open Tuesday and Friday each week for eight weeks for two hours a day.)

(6) To assure each child the opportunity of coming to the library, every class is scheduled regularly once each week. Because of the library facilities and personnel, there is time and space to allow for great flexibility. In addition to the regularly scheduled classes, teachers may bring entire classes, send groups or individuals at any time there is need to do so. (The library is over 2,600 square feet, has four areas plus a work area and can accommodate 80 pupils easily.)

(7) [This] school is unique in the fact that its educational philosophy places primary importance on the individual educational needs of each child. Therefore, each child may use the Resource Center facilities as often as and whenever he feels the need to use the facilities available. There are no scheduled classes or groups. Any child may come as often as/or whenever he wishes.

(8) Each class has a scheduled 45-minute period a week. In addi-

tion each day we have periods when no classes are scheduled. During these times any child or group of children may come for reference or browsing. The combination of the scheduled and the open periods seems to provide the flexibility that best meets our needs.

It would seem, therefore, that where exciting programs exist and full use of all materials is evident, flexible scheduling must be part of the organization in the elementary school library.

Samples of Secondary School Replies. Among the secondary schools, librarians indicated patterns which show definite changes as the result of a trend toward individual- and small-group study:

(1) Teachers sign up in advance to bring classes into the library on a calendar sheet available in the librarian's office. English lab classes have a regularly assigned space held always ready for their use whenever they wish to come—no advance notice is required.

(2) Extension of library hours beyond the regular school day or until 9 p.m. each night except Friday. Also the library is open all day Saturday. Extension of hours has been possible through federal funds. (Teachers have access to library when few students are there, thereby compensating for lack of a separate faculty library.)

(3) Teachers are asked to schedule library time in advance for large groups and to pre-plan with the librarian in advance of the unit. Small groups are permitted to come without pre-scheduling. A large calendar enables teachers to see conveniently what days and periods are available.

(4) Teachers reserve room on forms available at all times on librarian's desk. Students are free to come from classes or study halls on an individual basis.

(5) We have two schedule sheets—one for the library classroom and the other for the reading area which can accommodate two groups along with some students from study hall and other classrooms. Since many students have no study hall, teachers are encouraged to bring their classes as often as possible. When they check the schedule, teachers also consult the librarians on material and perhaps, a library lesson that might be needed. When students are working individually on projects previously planned in their own classrooms, the reading area is suitable. We are adding to the library suite another room to be used for individual and small group listening and viewing.

(6) This is a team teaching school. There are thirteen resource centers in the building in addition to the central materials center. There is no set schedule. Teachers notify the librarians when they

Organization and Operation of School Library Materials Centers

wish to bring a whole class. Otherwise, pupils come as individuals or as small groups.

(7) We are experimenting with a flexible modular schedule this year. This type of schedule gives the students a great deal of un-scheduled time which allows more access to the library and learning centers. Up to now we have not had to schedule any classes or groups.

(8) We suggest that teachers schedule their classes a day or so before bringing them to the library; but there are times when class discussions excite interest and the class needs to come without notice while interest is high. Social studies and humanities classes which do not have texts may come anytime. Small groups come unaccompanied.

Trends in the Role of the IMC Specialist. Significant trends were noted in the replies to requests for program highlights and for the librarians' concepts of the IMC specialist's role.

Again, beginning with some of the elementary school librarians' comments:

(1) Librarians constantly serve the school and community in the capacity of specialists in the field of *all* instructional materials; in the evaluation of selection of these materials; in guiding and assisting pupils and teachers in the use of these materials; in organizing materials and making them easily accessible; in being a resource consultant in many other ways, such as serving on curriculum committees and on any committee that participates in the educational development of the school.

(2) Our library is considered a vital part of the entire school program. The basic reason for its existence is to provide, for both students and teachers, instruction, services and materials which will enrich the total effectiveness of the school.

(3) The library is set up to operate as a laboratory for learning how to work. As individuals and as small groups, pupils are given work which will involve them in discovering facts about how knowledge is organized and relating these discoveries to their own personal growth. The librarian is a resource person for teachers in their preparation of teaching units, and for stimulating professional growth and for students in their search for knowledge. The librarian also provides instruction aimed at helping pupils gain appreciation for different types of literature.

(4) As I see it, my role is chiefly one of providing children and teachers with easy access to all materials they want or need, whether

related to the school curriculum or to areas of personal interest. I must teach children how to use library resources for learning and for enjoyment. I must help teachers enrich their instructional programs, and suggest techniques which will actively involve them and their students in productive use of our instructional materials resources.

(5) Guidance in listening and viewing (in addition to reading guidance, reference service and research). The librarian works with students and teachers in promoting the use of all audio-visual materials. Although teachers take the responsibility for showing their own films and filmstrips, the librarian is always available for instruction in the use of any type of equipment . . . and production of materials.

(6) The general objective of our library program is to work with other members of the faculty, in every possible way, to help solve our school's most pressing problem—the lingual handicaps and cultural differences of our children which adversely affect their academic achievement in all areas of the curriculum but most significantly in the language arts. This problem is aggravated by a continuing turnover of pupils and by a continuing influx of new Cuban children with no knowledge of English.

We are attempting to meet this pressing problem by continuing the ungraded primary program which was initiated last year; by regrouping the children in our upper grades for language arts instruction for a part of each day; and by extensive use of the special services provided by our flexible library program, a corrective reading teacher, a language arts specialist, a district reading specialist, the District Reading Clinic, and a visiting teacher counselor.

We run a double-edged library program, using two librarians and a clerk (Cuban Aide) in flexible management of a Reading Room which operates much like a small public library, and a separate room for instruction in library skills, story hours, and other such activities. We also handle the reservation and circulation of films from the county A-V center, and the maintenance and circulation of our own A-V equipment and materials.

(7) . . . Sponsor our A-V workshop in the fall at which time the teachers have to operate this equipment . . . work closely with our teachers in helping them find materials that will enrich their teaching program through the use of varied printed matter and A-V materials. We have a teacher-principal-librarian planning session for 30 minutes each morning, sometimes with grade representatives from all grades, and sometimes with the three teachers within a grade. At this time classroom activities are discussed, and the librarian has an opportunity to know what is going on in the class-

Organization and Operation of School Library Materials Centers

room; she is able to relate many library activities to the classroom activities, to supplement and enrich; the librarian has an opportunity to suggest materials and books in the library and to secure other books and materials. Since there is a general flow of materials from the library, the librarian works daily with all teachers in making the library a central and basic part of the instructional program. The materials have been purchased through the requests from the teaching staff to supplement and enrich the reading program for our teachers.

(8) At the beginning of each school year, I have an informal workshop for the new teachers to acquaint them with the use of A-V equipment and various media. After this initial briefing they can come back for more details. I have found that *all* teachers like to be informed!

(9) Our system of field trips is an unusual feature of our center. Most of our field trips are in our own community. When a field trip is impractical, as in the study of mushrooms, the coordinator visits the mushroom house and brings back boxes with spawn which the children take care of. In addition films, pictures, and reference materials are examined. [This center also includes] a collection of plants not common to our area, growing in the school greenhouse. Here boys and girls not only study the plant . . . but help to pollinate and propagate plants. . . . Greenhouse activities are directed by the A-V director.

It is evident that a team approach is basic in the development of the elementary school library materials center and that a considerable variety of materials and experiences is made available to both teachers and students. Furthermore, flexibility of space is important to creative program services as exemplified by one librarian's statement that "book shelf partitions are on large rollers. We can, and do, convert the room into a theater museum [or] United Nations with no effort. . . . Children often sit on the floor (carpeted) or at low Chinese tea tables."

From among those submitted by the secondary school librarians, the following quotations seem noteworthy. The relationship of organization to program is reiterated consistently:

(1) In our school the librarian's role is that of catalyst, because the school is in the process of changing from strictly textbook teaching to use of all media to motivate and enhance learning. Teachers cannot use or encourage students to use materials and equipment about which they know nothing. The librarian will aid in presenting them the opportunity to change by gathering new ideas from books, periodicals, exhibits, conferences, visits, etc. New equipment is

demonstrated with emphasis on its use in various ways to enrich learning for students. New material is obtained and efforts are made to see that the teachers are aware of how it can be used in developing competent citizens.

(2) We are not so much specialists as we are generalists. We coordinate faculty groups on selecting and evaluating instructional materials; supervise purchasing, processing, distribution and maintenance of these materials; participate in curriculum planning and development; provide services designed to facilitate effective use of instructional materials and advise on the use of our production arts.

(3) With ESEA, Title I funds, we have set up a "Reading Library." It is nothing more than two conventional classrooms converted to one large room plus two tiny conference rooms. The large room is handsomely carpeted and furnished with comfortable chairs and bookcases. The collection of books here began with 500 easy-to-read, high-interest, low-vocabulary books that were originally scattered throughout the main library collection. Special popular magazines were subscribed to and the room made available especially to non-readers and exceptionally poor readers in our non-graded English program. Essentially, the purpose of the room is to motivate all students with poor reading ability or simply no interest in reading, to read for pleasure.

(4) I try to find areas where the various teachers are strong or have a special interest and then concentrate on materials in that area until I have enough for an effective group project or unit. Methods of luring teachers to try units of this sort are varied. Whatever the method, once the project has been tried, teachers are usually more than pleased with the results and the variety it adds to their programs. Students, too, seem to welcome a change from the text and the classroom. It has been my experience that once we have had a successful unit in the library, teachers schedule early the next year for a repeat performance.

(5) Our teachers need recognition for good work. We began making written reports to the principal describing the progress and needs of the library—no names of teachers. These are now monthly—positive reports!—with one important need identified to work on the next month. There is also an annual one illustrated with graphs, charts, and (this year) with captioned pictures, "What do teachers do in OPHS library?" which follows two pages in our Library Handbook for Teachers. These colored pictures have been most successful. Although there was a list of desired pictures, none had to be posed. The teachers were so pleased, we could tell it was good

Organization and Operation of School Library Materials Centers

public relations for the library; good for teacher morale, as well as good for pointing out desirable library activities. Teachers learned more things to do—from what others were actually doing in the library. The slides have been arranged into a story and presented with appropriate comments—including side ones from the teachers! College groups who have seen the program have learned from it too—and it has been good for the image of our school.

Space does not permit a detailed discussion of the peripheral services which result from the well-organized IMC. In addition to media which directly enrich the classroom teaching situations, there are many types of special materials which must be made available to reading specialists, to counseling and guidance departments, to special teachers concerned with new programs for disadvantaged children and youth, to therapists working with the physically handicapped. Librarians, A-V specialists and teachers have still only begun to experiment, to explore creatively the needs of the student with a problem, to fit the media now available to the specific situation, and to make learning an exciting process.

There are problems too which must be solved. Technology must be used by the professional to serve the operation of the center rather than allowed to determine the services of the center. Closer professional relationships must be developed among librarians, media specialists, curriculum analysts, production and publishing firms.

There is no question that the school library, organized as an instructional materials center is today a firm educational creation which has been accepted in varying forms by educators. The imaginative programs now being developed in library centers are truly the basis for tomorrow's concept of *Total Service*.

References

1. "News from Knapp School Library Project," a 1966 published statement, prepared by fourteen school library leaders who are serving or have served as members of the Project's Advisory Committee. (The pamphlet presents some of the most relevant concerns of the Project in the development of school libraries and offers guidelines frequently sought by the Project's demonstration schools, by visitors attempting to assess needs and chart plans for the future, and by others who have seen the Project schools as models.)

2. Dane, Chase. "The School Library as an Instructional Materials Center," *Peabody Journal of Education*, 41:83, Sept. 1963.

3. Darling, Richard L. "Tomorrow's School and Today's School Librarian," *PNLA Quarterly*, 28:183-188, April, 1964.

JEAN E. LOWRIE

4. Evans, Roy W. "Instructional Materials Centers in Public Schools," *Illinois Libraries*, 44:311-313, April, 1962.
5. Nichol森, Margaret E. "The I. M. C.," *School Libraries*, 13:39-43, March 1964.
6. Lohrer, Alice. "School Libraries as Instructional Materials Centers With Implications for Training: A Progress Report of This Study Under Title VII, National Defense Education Act." In Mary Helen Mahar, ed., *The School Library as a Materials Center*. Washington, D.C., Office of Education, 1963, pp. 12-18.
7. Berry, June, "The IMC in the Continuous Progress School," *Library Journal*, 89:4599-4602, Nov. 15, 1964.
8. Kamatos, Theodore C., and Jarvis, Galen M. "Library Services and the Role of the New Librarian," *Illinois Libraries*, 47:301-305, April 1965.
9. Knade, Oscar. "A Library Is to Serve," *Elementary English*, 41:289-292, March 1964.
10. Mann, Mary Louise. "The Library is an Instructional Materials Center in Today's Schools," *Illinois Libraries*, 37:142-143, May 1955.
11. Michigan Instructional Materials Committee. *The Instructional Materials Center*. Lansing, Michigan, Department of Education, 1965.
12. Whitenack, Carolyn I. "No Competition Among Instructional Materials," (A Report of the AASL-ACRL-DAVI Joint Committee), *School Libraries*, 9:27-28+, Jan. 1960.
13. Corbacho, Henry Francis. "An Analysis of the Administrative Organization of Selected System Instructional Materials Center Programs." Unpublished Ed.D. thesis prepared for the Department of Education, Wayne State University, 1963.
14. Hall, Sedley Duane. "The Instructional Materials Center," *Elementary School Journal*, 64:210-213, Jan. 1964.
15. Miles, Bruce, and McJenkin, Virginia. "IMC's: A Dialogue," *Audiovisual Instruction*, 10:688-691, Nov. 1965.
16. Gaver, Mary V. "The Knapp School Libraries Project," *ALA Bulletin*, 59: 809, Oct. 1965.
17. Sullivan, Peggy. Letter dated December, 1966.

ADDITIONAL REFERENCES

- Darling, Richard L. "Books Are Not Enough," *Southeastern Librarian*, 13:17-22, Spring 1963.
- Fenwick, Sara, ed. *New Definitions of School Library Service*. (Papers presented before the 24th annual conference of the Graduate Library School of the University of Chicago, August 10-12, 1959.) Chicago, University of Chicago Graduate Library School, 1960.
- Hall, Sedley Duane. "A Comparative Study of Two Types of Organization of Instructional Materials Centers." Unpublished Ed.D. thesis prepared for the University of Nebraska Teachers College, 1963.
- Hartz, Frederic R., and Samuelson, Richard T. "Origin, Development, and Present State of the Secondary School Library as a Materials Center," *Peabody Journal of Education*, 43:33-39, July 1965.
- Lohrer, Alice, ed. *The School Library Materials Center: Its Resources and Their Utilization*. (Allerton Park Institute, No. 10.) Urbana, University of Illinois Graduate School of Library Science, 1963.

Organization and Operation of School Library Materials Centers

- McGuire, Alice B. "The School Librarian: A New Image," *Educational Leadership*, 21:227-230, Jan. 1964.
- Mahar, Mary Helen, ed. *The School Library as a Materials Center: Educational Needs of Librarians and Teachers in its Administration and Use*. Washington, D.C., Office of Education, 1963.
- Muller, Robert E. "An Integrated Library . . . A Multimedia Approach to Learning," *Audiovisual Instruction*, 10:311-312, April 1965.
- "The New Instructional Materials Center," *Audiovisual Instruction*, 10:458-460, June-July 1965.
- "The New School," *Audiovisual Instruction*, 6:253-255, June 1961.
- Pennsylvania. Department of Public Instruction. *The School IMC and the Curriculum: the Library Audio-visual Center*. Harrisburg, Pa., 1962.
- Phillips, Murray G. "Instructional Materials Centers: The Rationale," *Audiovisual Instruction*, 5:326-327, Dec. 1960.
- Preston, Ellinor G. "The Librarian Sees His Role in the Materials Center," *Educational Leadership*, 21:214-216+, Jan. 1964.
- Spitzer, Lillian. "Looking at Centers for Learning Through Research-Colored Glasses," *Educational Leadership*, 21:249-261, Jan. 1964.
- Taylor, James L., et. al. *Library Facilities for Elementary and Secondary Schools*. Washington, D.C., U.S. Office of Education, 1965.
- Taylor, Kenneth I. "Instructional Materials Centers and Programs," *North Central Association Quarterly*, 40:214-221, Fall 1965.
- Trotter, Charles Earl, Jr. "A FORTRAN Computer Program Designed to Identify the Physical Facilities for Public Secondary School Instructional Materials Centers," *Dissertation Abstracts*, 25:2888, Nov. 1964.
- Wilner, Isabel. "A Library is a Library," *Educational Leadership*, 21:239+, Jan. 1964.
- Witt, Paul W. F. "High School Libraries as Instructional Materials Centers," *NASSP Bulletin*, 43:112-118, Nov. 1959.