

The fact that it was written from the English point of view by no means lessens its practical use by practitioners in an American setting. It is refreshing to read some of the same thoughts in the crystal clear, succinct, and deceptively simple manner employed by so many British authors. Highly recommended for counselors, teachers, and school administrators.

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Davis, H. S. (Ed.). *Instructional media center*. Bloomington, Indiana: Indiana University Press, 1971. Pp. xvi + 237. \$7.50.

"[School] buildings should include 'a library and gallerie for the said schools, furnished with all manner of books, maps, spheres, instruments of astronomye, and all other things apperteyninge to learning which may be either given to the schools or procured with the school's money.'"—Ashton's Ordinances at Shrewsbury, 1578, quoted by Dorothy A. McGinnis, page 12. Thus the idea of the Instructional Media Center is not new, but it was not until 1947 that the *Education Index* began using "Instructional Materials Center" as a subject heading, and it seemingly took AV aids and teaching machines to appropriate the word *media*.

And what is an IMC? Very simply, according to Marvin Grandstaff, it is "a systematic structuring of materials, equipment, and services available to students and teachers for utilization in learning [p. 205]." But this turns out to be something more than a scheme to check out books and projectors from the same desk.

This book is the ninth in the excellent "Bold New Venture" series of the Indiana University Press that includes such titles as *Flexible Scheduling*, *Instructional Television*, *Programmed Instruction*, and *Team Teaching*. The treatment here is as well informed as that of the *Journal of Educational Technology*, which concentrates on this same general area, though it is perhaps somewhat less technical. The fourteen chapters of the present volume are contributed by fourteen different authors, but careful planning and editing has produced remarkable clarity of exposition and unity of style with a minimum of repetition and of educational jargon, each author being a practicing specialist in his field. Part I defines the concept of the Center, Part II treats its organization and implementation, and Part III describes a number of instructional media centers in action, followed by an annotated bibliography.

The advantage of this kind of unitary treatment of a topic to a book is obvious. You know where you can "read all about it." But there is also a disadvantage. The situation may be compared to wearing a shiny new pair of tan shoes with the same old blue serge suit. The introduction of one new medium usually results in school performance no worse than formerly, and no better, for the traditional procedures drown out most of the advantages of the new technology. For example, the old, competitive, norm-referenced marking system would be likely to destroy all the gain that might be derived from a nongraded system with a brand new IMC!

It is largely for this reason that in my *Paths to Educational Reform* I suggested that people well trained either as school administrators or as school psychologists will have to share the responsibility for directing the process of change. For they (or some of them) will be the only ones likely to have the needed over-all knowledge, sufficient authority, and the skill in team work required to produce harmonious and effective social change. But they, as well as the teachers and supervisors, will need the kind of specialized knowledge represented by the *Instructional Media Center*.

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