

## Tips and hints in acquiring educational materials

*Suggestions for school administrators which may help augment your supplies of materials — and may even save money for your school district.*

*Make the most of the federal assistance now available for the acquisition of instructional materials.*

Become acquainted especially with Title III of the NDEA (Public Law 85-864) and with the Elementary and Secondary Education Act (Public Law 89-10). Reach for the telephone and call your state educational agency. Get all the advice you can to help you draft a proposal requesting U.S. dollars for purchasing books for library and classroom, as well as for acquiring a wide range of other materials.

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*Set up official procedures for the orderly routing of informational literature about textbooks and other instructional materials. Inform your school secretary how to handle the distribution of folders, leaflets or letters dealing with materials on specific subjects, such as science, math, reading, etc. Do you want them to go to the head of the subject-matter departments? Or, to the director of instruction? Or, to a center for instructional materials?*

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*An instructional materials center is useful administrative machinery, provided you appoint a full or part-time person in charge. Such a center usually receives information about new materials, as well as samples of textbooks and other aids.*

*In larger school systems, staff members associated with a center for instructional materials carry on a variety of duties — from purchasing to helping teachers utilize the material efficiently.*

*Helpful reference: *Administering Educational Media*, by James W. Brown and Kenneth Norberg (McGraw-Hill, 1965).*

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*When ordering a book or a series of books specify the exact date of the edition you want. In some instances your publisher may have in stock two or three editions. Do you want the latest? Or are you interested in an edition of a specific date, even though it may not be the latest? Please be specific on your final order.*

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*Who is to receive information and sample copies of books designed for your teachers' in-service education and professional growth? Appoint a professional staff member responsible for evaluating in-service training materials and let the publisher know who he is.*

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*Publishers are usually glad to send sample copies of their materials to an authorized member of your staff. But they ask you to discourage requests for samples by individual teachers. "Free" samples are costly; and they may contribute to rising cost of materials.*

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*The publishers' representatives are the advance troops in the field, whose prime objective is to bring the results of the publishers' efforts to the attention of classroom teachers, supervisors and administrators.*

*Provide a specific time and place for the presentation of what the publisher's representative has to say. Specific appointments, with a clear understanding of time allotments, help all around.*

*Listen to the publisher's representative. He is knowledgeable in the field of innovation and new developments in instructional materials. Share your own ideas and needs with the representative. He will listen and pass on what you have to say to the publisher's office.*