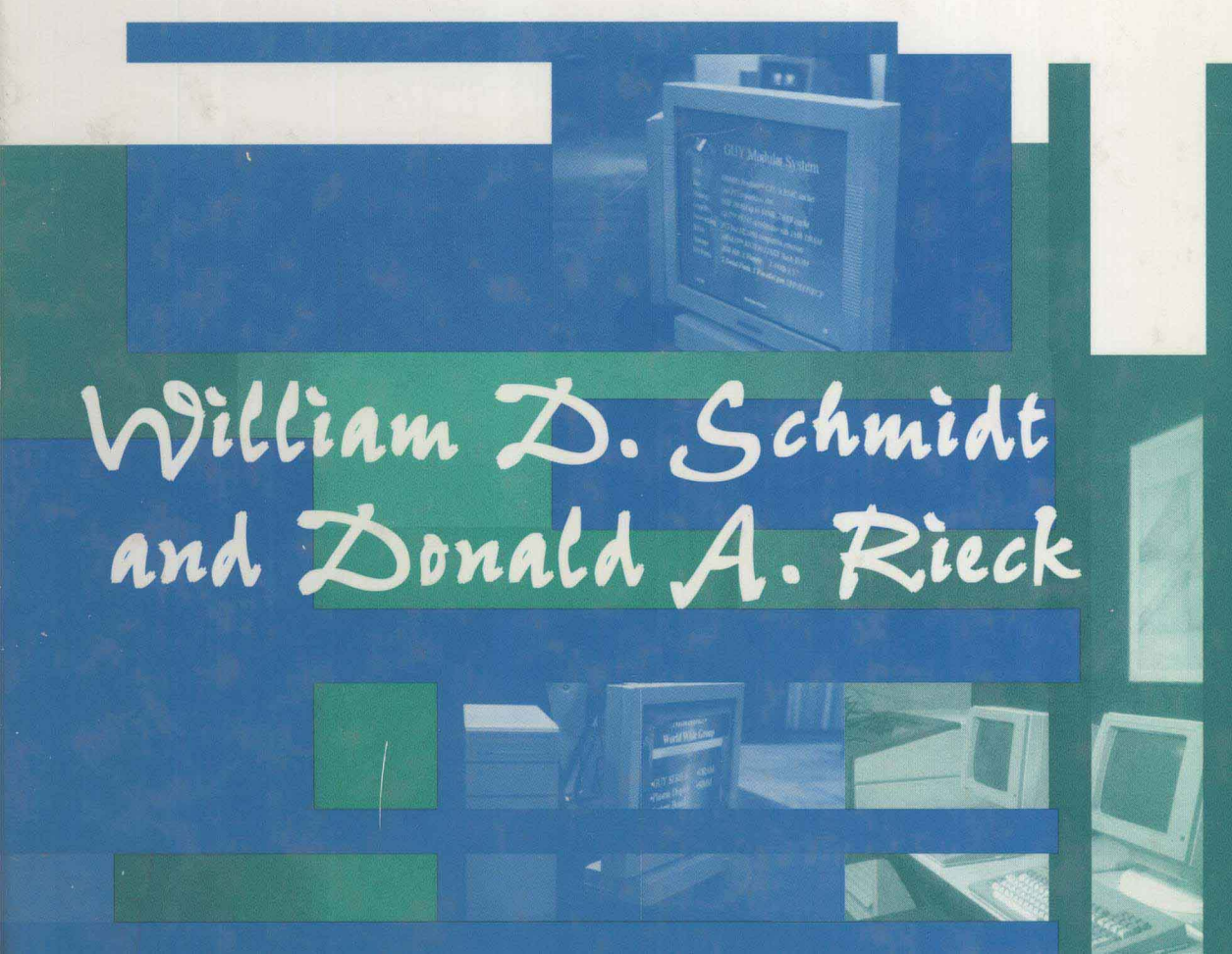


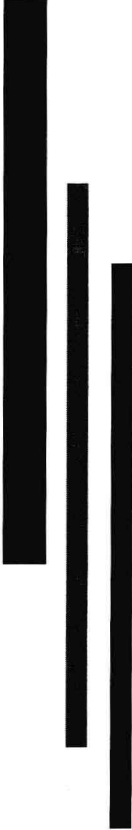
SECOND EDITION

Managing Media Services

Theory and Practice



William D. Schmidt
and Donald A. Rieck



MANAGING MEDIA SERVICES

Theory and Practice

Second Edition

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PREFACE

When Drs. Charles W. Vlcek and Raymond V. Wiman departed this life, they left behind a rich legacy. They were both very prolific writers, the first edition of this book being one of their contributions. That work, *Managing Media Services: Theory and Practice*, won the Association for Educational Communications and Technology's Outstanding New Publication of the Year award after it was published in 1989. Vlcek wrote widely in the copyright field and Wiman in the field of media production, theory, and practice.

They were outstanding media professionals. Their contributions to the Association for Educational Communications and Technology and other organizations are noteworthy; Vlcek in the early years of educational television and later in the copyright arena and Wiman in history and archives, student media festivals, and a myriad of other areas of interest.

They were superior teachers. Many of their students are still making significant contributions to the media and technology field, and, as such, they still live on.

Finally, they were both great friends of each other and of this writer. In chapter 10 of the first edition, Vlcek and Wiman made this statement: "Not all conflict is bad. Research provides evidence that some conflict between people working together increases productivity and creativity. Studies indicate that some divergence and conflict can serve as a stimulus and remove people from their personal comfort zones, forcing them to change their viewpoints and assumptions." As I stated, Charlie and Ray, as they were fondly called, were my friends. We did things together socially and we worked together for many years. On the job and in media associations, however, we did come in conflict at times, but this conflict led to the process of making a better decision. It forced us to reexamine our philosophies and assumptions, and we were almost always able to arrive at a compromise. In the end, we always remained very good friends.

I undertook this second edition because of that friendship, working with them on writing and production projects, joining them in furthering goals of media associations, and being a colleague as a teacher. Additionally, I knew of Charlie's wish to involve Don Rieck in this project, and I honored that desire. Charlie and Don were classmates during their master's degree programs at the University of Wisconsin-Stout. Don's significant contributions would have pleased Charlie. The children of the two dynamic authors of the first edition have endorsed this effort, and that has also been an incentive to move forward.

Charlie and Ray, friends and colleagues, as much of the essence of the two of you is embodied in your former students, may your contributions also live on through this revised edition of your work.

WILLIAM D. SCHMIDT

ACKNOWLEDGMENTS

It is appropriate for each generation of media specialists to pay tribute to those who helped develop the field they entered. The present writers have used this work to quote many of the leaders who gave birth to and/or led early formative efforts in the audiovisual, media, and technology field. These individuals' comments are on the title pages of many of this book's chapters. Using this tactic, we run the risk of omitting some of the key contributors to the field. If we have erred in that regard, it was not intentional, but simply the result of not always being able to find the appropriate quotations to capture the flavor of each chapter.

We also acknowledge the many contributions made by media professionals and others in K-12, college, and corporate organizations. It would be impossible to recognize all contributors, but we do want to recognize the following who had a hand in this effort: Bruce Eyer, Yakima School District, Yakima, Washington; Richard Ruggerio, California State University, Northridge; Donald Murphy, Central Washington University, Ellensburg; Richard Gilkey, Portland Public Schools, Portland, Oregon; William King, Miami University, Oxford, Ohio; Ruth Ann Jones, American Library Association; Judy Gaston, University of Minnesota, Minneapolis; Michael Albright, University of California, Monterey Bay, California; Orville Stout, Pierce College, Tacoma, Washington; Ann McLean, Puget Sound Educational Service District, Burien, Washington; Montgomery College, Takoma Park, Maryland; Apple Computer Company, Cupertino, California; TiltRac Corporation, Carrollton, Texas; Crestron Electronics, Rockleigh, New Jersey; Media Minder, Tallahassee, Florida; VanSan Corporation, City of Industry, California; Waveguide Consulting, Decatur, Georgia; Iowa State University, Ames; and Central Washington University, Ellensburg.

INTRODUCTION TO THE REVISED EDITION

Drs. Charles W. Vlcek and Raymond V. Wiman did an admirable job in writing the first edition of this book. They strived constantly to balance the practical side of management with the human considerations. Vlcek and Wiman shared with all of us knowledge based on a combined fifty years of media management. As a consequence, the present writers made a conscious effort to retain as much of their collective wisdom as was possible.

We have also had a similar tenure in working in the media field as managers. We both have had the fortunate experience of working beyond the time of Vlcek and Wiman, when some of the most powerful instructional technologies have emerged. Consequently, we have done a significant amount of updating of the text in regard to the great changes that have taken place in the past decade. New text is included in all chapters. Many new illustrations and photographs are used throughout the book. Some of the chapters have been altered rather significantly.

In some respects, this is a major period of transition. Many of the old technologies are being used less and less, while computers, CD-ROMs, and video race ahead at an alarming but exciting pace. At times, we were in a quandary as to how much of the old technologies should be omitted from the text. In the end, we decided that while we work our way through this great period of change, we would retain some of the information on the older, established technologies, but balance that with a major emphasis on the newer technologies.

We hope that we have achieved a blend of the accepted knowledge of the past with a blend of the vibrant, ever-changing rush of new methods and technologies.

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